ACIP

Hazel Green Elementary School

Madison County Board of Education

Dr. Sheila D Jones, Principal
14250 Highway 231-431 North
Hazel Green, AL 35750

TABLE OF CONTENTS

Executive Summary

Improvement Plan Stakeholder Involvement

Student Performance Diagnostic

ACIP Assurances

2018-2019 GOALS and PLANS

Stakeholder Feedback Diagnostic

Title I Schoolwide Diagnostic

Coordination of Resources - Comprehensive Budget

Parent and Family Engagement

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?

Hazel Green Elementary is located in north Alabama, approximately 7 miles from the Tennessee line. The school is next door to Hazel Green High School on Highway 231-431 North. Our location in relation to Hazel Green High School is unique because it allows the two schools to visit one another without needing transportation. The back of our school is directly behind the football stadium. Students, who are outside, can hear the band practicing or see the sports team preparing for games. That is a unique experience for elementary students. This year, Hazel Green High School band walked over to our school, played music, and greeted students as parents dropped them off for the first week of school. The students loved it as well as the staff!.

Hazel Green Elementary serves a total of 680 students including students with special needs in grades Pre-K through Fourth grades. The student population is as follows: American Indian/Alaskan Native - 6%, Asian - 1%, Black - 10% (up by 2 % from last year), Multi Race - 1% (down by 1%), White - 77% (down by 1%), Hispanic - 5%. The community is very supportive of the school. There are several businesses that have partnered with our school such as Dr. Powell's dentist office, Hazel Green Chiropractic office, Sonic, Flint River Baptist Church, Hazel Green Methodist Church, and Walmart just to name a few. Several businesses are currently in the process of partnering with us; however, we do not have a finalized list at this time. We have approximately 94 employees. There are 8 bus drivers, 10 aides, 3 teacher assistants, a plant manager, 4 custodians, 2 administrators, 2 office staff, a bookkeeper, a nurse, 6 CNP workers as well as a CNP manager, and 53 certified teachers including 7 special education teachers and 2 speech pathologists. Direct parent involvement is low. Beginning with the 2009-2010 school year, Hazel Green Elementary was identified as a Title I school.

Over the last five years Hazel Green Elementary's poverty rate has increased by 13%correlating with a significant decrease in parental and family participation. Currently 50.70% of the students qualify as living in a low income household. The population of our community as of a 2010 census was 12,115 with Hazel Green Elementary being the only elementary school to service the educational needs of the community. The community consists of 1, 338 households and 1, 017 families and the median income is $49, 250. New developments should maintain and or add to further growth.

The presence and use of technology has been a major change at Hazel Green Elementary over the past three years. Positive progresses are in the areas of student engagement and adjusting instruction to meet the needs of our students. As of May 30, 2014, we are a LEADER IN ME school. Learning to effectively use and implement technology with technology consistently changing/upgrading is a challenge. Overall, changes in technology have aligned with our goal of raising student achievement and providing faculty and staff with the resources to make this happen. One other major change at our school three years ago, we downsized to a Pre-K to 4th grade school, losing a PE teacher, an administrator, a special education teacher, and the fifth grade. We have adjusted to the change in staff and students and are proceeding to create an out of this world experience for our students and families.

This year is our second year of implementing the HOUSES. Every employee and every student in our school is apart of a HOUSE. We have the HOUSES of Argos, Athens, Sparta, and Troy. The HOUSES represent a Greek theme since we are the Hazel Green Trojans.

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.

School Mission: To develop each student academically, emotionally, and socially in a safe and nurturing environment.
School Vision: Create productive, life-long learners with purpose and self-worth

Hazel Green Elementary stands on a mission to develop all students academically, socially, physically, and emotionally. This is accomplished by providing a well-balanced curriculum in all academic areas including technology. College and Career Ready Standards are in place for Math and English Language Arts weaving into all academic areas, including technology. The goal is to provide a strong foundation which prepares all students to become successful in college and or career upon graduation from high school.

With our values and beliefs, the students created a statement entitled, "I CAN LEAD." We believe all our students can be a leader. The Lstands are listen to learn, E-standards for encourage others, A-stands for achieve goals, and D-stands are demonstrate greatness as we blast into a great future. The student announcers state our beliefs each morning during announcements.

In addition to a strong instructional focus we believe in developing the overall child, identifying their strengths and nurturing leadership principles that will lead them confidently into an unknown future. Therefore, our vision is to connect with our students and families to assist students in being successful in life. Currently, we are in the process of incorporating the 7 Habits of Highly Effective People through training and professional development offered through Stephen Covey's Leader in Me. Faculty, students, staff, and parents are saturated with continual learning opportunities in each of the previously mentioned areas.

To guide our mission, the school created a plan of continuous improvement with goals and action steps. Data reflects a need to enhance instructional strategies given the change in students we now serve and their evolving needs.. Our focus of practice is to impact Tier I instruction by increasing active engagement and retention of instruction through multi-sensory instructional strategies and meaningful student dialogue. Due to our district's focus on professional learning communities, teachers are coming together weekly to meet about student expectations and focus on learning.

We support technology in instruction. Various technological tools are to be used daily to enhance instruction. Interactive boards, ipad carts, and rapid response systems are a few resources being used. Our intent is to equip each classroom with the technology resources needed to provide an enriched curriculum to help students not only meet but exceed their learning needs and desires. We are increasing our participation on Canvas. Teachers are learning how to post announcements, assignments, and communicate with parents as well as students through Canvas. Our media specialist is working on adding more interactive activities during library time. Together we are collaboratively working toward continuous improvements.

Based on our school's barriers, we have met with the teachers to determine 3 goals:
Goal #1: Maintain a 95% monthly attendance rate--use INOW for data. We will REWARD students with monthly attendance stickers for perfect attendance. We will have students TRACK their attendance DAILY.

Goal #2: Follow through with a schoolwide discipline plan including the Essential 10--use INOW for data. We will CONTINUE our schoolwide discipline plan adding strategies from PBIS (positive behavior intervention system). We will CONTINUE implementing

TEACHING students the Essential 10.

Goal #3: Increase student leadership opportunities and build a bridge between school and home--use August data, Parent Conference Sign In Sheets, and Leadership Names From Teachers for data. EVERY homeroom teacher, Reinforcers, and Special Education Teachers will have student leadership roles. EVERY CERTIFIED teacher (53) will call parents the month of August to begin BUILDING relationships.

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.

Hazel Green Elementary continuously strives to improve instruction and academic performance of its students. We use a variety of formative and summative assessments to measure student mastery.   2012-2013 Alabama Reading and Math results indicate 91% of students are proficient in the area of reading and 83.9% in the area of math for 3rd -5th grades.   We continually monitor progress throughout the school year and presently show a consistent trend line of positive progress. In aligning with Alabama State Department of Education's Plan 2020, we used a new Accountability Model for Assessment beginning 2014.

Currently, we are in the process of incorporating the 7 Habits of Highly Effective People through training and professional development offered through Stephen Covey's Leader in Me. As these principles are woven into the curriculum we foresee continued progress and positive gains in student achievement academically, socially, physically and emotionally. We are also striving for full implementation of College and Career Ready standards. Professional development, trainings, and collaboration have led to current integration and will continue on to instructional mastery.   Our ACT Aspire scores did improve from 2014 to 2015. Our overall math score in 4th grade increased by 10% (from 42 to 52% proficient). The overall reading scores increased by 3% (from 41 to 44% proficient) in 3rd grade and 7% (from 38 to 45% proficient) in 4th grade. The Overall science scores increased by 9% (from 39 to 48% proficient) in 4th grade. The overall English scores increased by 5% (from 75 to 80% proficient) in 3rd grade and 1% (from 78 to 79% proficient) in 4th grade. Our writing scores increased by 18% (from 10 to 28% proficient) in 3rd grade.

From 2015 to 2016, we had some ACT Aspire improvements. Reading scores increased by 1% (from 44 to 45% proficient) in 3rd grade and 10% (from 45 to 55% proficient) in 4th grade. The English scores in 4th grade increased by 5% (from 70 to 75% proficient). The math scores in 3rd grade increased by 2% (from 57 to 59%) in 3rd grade and by 1% in 4th grade (from 52 to 53% proficient). The 3rd grade science scores increased by 2% in 3rd grade (from 41 to 43% proficient).

From 2016 to 2017, we had some ACT Aspire improvements. Reading scores increased by 1% (from 45 to 46% proficient) in 3rd grade. The 3rd grade writing scores increased by 2% (from 22 to 24% proficient), and 4th grade writing scores increased by 21% (from 13 to 34% proficient). The 4th grade math scores increased by 3% (from 53 to 56% proficient). The overall English Language Arts schoolwide proficiency score increased by 2% (from 46 to 48%).

From 2017-2018, we had some Scantron improvements. Third grade students increased in reading by 10% and fourth grade increased by 6% from fall to spring. With math, third grade students increased ion math by 7% and fourth grade increased in math by 6% from fall to spring. With STAR math, first had a beginning of the year score of 33% and end of the year score of 70% which is a 37% increase. Our second grade students had a beginning of the year score of 32% and a end of the year score of 54% with STAR math. In, STAR reading, our second grade students scored a 39% at the beginning of the year and a 57% at the end of the year showing a 18% increase. Two grade levels improved on DIBELS from the beginning of the year to the end of the year: kindergarten had a beginning of the year score of 62% and an end of the year score of 88% which is a 28% increase. Third grade students had a beginning of the year score of 72% and an end of the year score of 73% which is a 1% increase.

We have added set times for teachers to collaborate after school as a grade level and some times during the school day. We have changed our after school schedule to include professional development for teachers monthly. We call it the Academic Marketplace. Teachers learn

from two presenters each time we have the marketplace. Our focus of practice is to impact Tier I Instruction by increasing active engagement and retention of instruction through multi-sensory instructional strategies and meaningful student dialogue.

We do have areas of academic improvement for the next three years. We want to see academic improvement in each grade from one school year to the next. We want to see our 3rd and 4th grade scores increase in reading and math by at least 6% according to the Scantron. We would also like to see leadership activities and leadership opportunities for students increase at our school as we implement Leader In Me. Another are of improvement is to see the K-2 DIBELS scores reach at least 75% by the end of the school year and continue to increase over the next three years.

We are excited about completing our fourth year as a Leader In Me school. During the 2014-1015 school year, we were selected to host the First Leader In Me Coaching Community Day. What an honor! The school's ACE teacher was awarded her National Board Certification during the 2015-2016 school year. We are very proud of Miss Jessica Stapler and look forward to having 2 more of our teachers receive their National Board Certification within the next 2 school years. During the 2017-2018 school year, Leader In Me has asked us to host the LEAD Coordinator's Community Day as well as the Principal Community Coaching Day.

As the culture shifts, community members as well as the staff gave up their personal time over the summer to come in and give the inside of the building a new look. Paintings are on the walls to excite children about coming to school. These paintings are to help children realize school is an important and fun place to be. Our goals is to increase attendance keeping the rate at a 95% all year long.

Additional Information

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

We are excited about increasing our parent involvement at our school. We, actually, have a parent who has changed the looks in our cafeteria. She painted picture frames on the wall for the school to add parents helping their children with academics.. Our students are enjoying the scenery!

There are several special needs students at our school that need sensory breaks. We wrote a grant to Wal-Mart and received funding of $2500.00 to fill the sensory room with what the students need.

There are several students who have entered our school with vision or hearing concerns. We wrote a Rural Schools Initiative Grant to accommodate health staff coming in during the first week of school to screen new kindergarten students. We were awarded $500 which will be used in the fall of 2017.

We are very proud of our CNP workers. During the month of August, the kitchen workers received feedback on the Alabama Department of Public Health Food Establishment/Retail Food Store Inspection Report and we scored a 100. This was a great celebration for all CNP workers!

We had several community business leaders donate $1000 to the 2017-2018 Painting Project. The painting project is giving the inside of our school a new look. Our goal is for children to be excited about attending school.

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.

We have the Parent Advisory Committee which consists of two parents selected by the principal, two parents selected by the Board Member, and the PTO president. The Parent Advisory Committee members chosen are asked to serve based on teacher recommendations as well as input from the principal concerning placing selected parents on the committee. The parents on the Parent Advisory Committee are told their purpose is to: serve as a source of information to the principal that might assist him/her in successful school operations, serve as a source for community input to communicate the needs and concerns of the community served by the school, and serve as a source of input to the superintendent and Board on matters related to the total operation of the school system. The Parent Involvement Committee consists of any parents that would like to view our Parent Involvement Plan, share any ideas, and meet three times a year with that focus. The Parent Advisory Committee views the Student-Parent Compact for any added input. The Continuous Improvement Plan Committee consists of two parents, two community representatives, and one teacher representative from each grade in the school.   The Continuous Improvement Plan committee also includes the counselor, instructional coach, principal, assistant principal, a special education representative, an English Language Learner representative, and a technology representative. The Continuous Improvement Plan Committee develops, reviews, and evaluates the A-CIP throughout the school year. All groups described assist with school improvement. All persons on the continuous improvement plan are told they represent an area whether it be a grade level, department in the school, or the community. Their role is to give input into our continuous improvement plan including the Title I budget.   The Parent Advisory Committee meets three times a year at an evening time most convenient for all members. The Parent Involvement Committee meets with the principal three times a year in the afternoon. The Continuous Improvement Plan Committee meets to work on revising the A-CIP as needed throughout the school year. The Parent Advisory Committee, Parent Involvement Plan, and Continuous Improvement Plan meetings are all facilitated by an administrator. Those meetings are all in the evenings. The evenings have been chosen based on when the parents stated it was convenient for them to meet.

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

The Continuous Improvement Plan has the following representation: Dr. John Boyle and Michael Slovak-community, Star Hernandez-parent, and Skylar Meyers-parent, Patricia Layne - ELL/Guidance, Melanie Henley - Library/Technology, Jordan Perry - Pre-K, Lisa Miller-Kindergarten, Hope Primm - First Grade, Faticia Watson - Second Grade, Amanda Gossett - Third Grade, Wendy Eaton - Fourth Grade, Ivy Corron - Special Education, Yolanda Wright - Reading Coach, Jessica Stapler - ACE, Shannon Jones - assistant principal and Sheila Jones - principal.   This group of representatives view the A-CIP in its entirety giving input. Their responsibilities are to attend the meetings, give input, and share information with their selected grade or area of influence. They are also responsible for being able to share what was discussed in our meeting to anyone who inquires. The A-CIP meetings are facilitated by the principal.

The Community Advisory Group has 7 members and the principal. Two members were chosen by the Board Member. Four were chosen by the principal with one member is a community member. The PTO president is also a member. The members who have agreed to participate for the 2018-2019 school year are: Ashley Lankford (PTO president), Geoffrey Cissom(principal's choice), Amy Johnson, (principal's choice),

Mark 'Tucker' Weir (principal's choice), Steve Hale (community member), Tracy Saltzman (board member choice), David Shores (board member choice, and the principal. This group views and discuss the A-CIP also giving input. This is another group of parents that can answer questions about our continuous improvement plan and can bring input of others to the table when we meet.

The Parent Involvement Committee consists of any parents who come out to meet. This group of parents focus on our Parent Involvement Plan only and how we can improve. We meet three times a year: beginning/middle/end.   Their responsibility is to help the principal increase parent involvement.

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 final continuous improvement plan is placed in several locations: the principal's office, the front lobby area, the library, and on our school website. The continuous improvement plan is announced to the school body of parents as to how and where it can be viewed. It is publicized through parent newsletters and emails. At the Annual Title I meeting (conducted by the principal) parents are told they have a right to be involved in our continuous improvement plan. Our Parent Advisory Committee (possibly changing to Community Advisory Group) is introduced within the first two months of school with contact information during out Title I Annual meeting. Therefore, stakeholders have community leaders to go to if they are not able to physically attend our school to give input. Either way, anyone has access to our school website to view the final continuous improvement plan.

The continuous improvement plan is reviewed at least 3 times a year so that all representatives can give input on whether or not our strategies are moving the school towards reaching goals. Progress Notes are typed into the A-CIP after the representatives meet. In the A-CIP meetings, representatives share any input about what we need to continue doing or do differently to reach goals.

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		2017-2018 Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

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

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

Areas of Notable Achievement

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

Third grade reading had a 10% increase from fall to spring.

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

On the Scantron Performance Series reading had an overall achievement increase.

2016 - 46%
2017 - 48%
2018 - 54%

Which area(s) indicate the overall highest performance?

Reading had the overall highest performance on the Scantron Performance Series, with 54% of our students meeting the growth target.

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

On Scantron the percentage of students in Mathematics that met benchmark:

All Students
2016 - 46% - Act Aspire
2017 - 48% - Act Aspire
2018 - 49% - Scantron

Poverty
2016 - 46% - Act Aspire
2017 - 66% - Act Aspire
2018 - 67% - Scantron

With the ACCESS scores comparing 2017 to 2018, 2 out of 3 students in 1st grade improved by at least one proficiency level. Our one 2nd grade student's proficiency level went up by .4 proficiency levels. Three out of four 4th grade students' scores went up ranging from .3 to 1.9 proficiency levels. In looking at our Scantron reaching and math achievement subgroups, the Black/African subgroup had 48% of the students scoring Levels 3 and 4 in reading as well as math achievement. When comparing reading achievement to math achievement the American Indian subgroup score. However, 70% of our students who pay for lunch scored Levels 3 and 4.

Between which subgroups is the achievement gap closing?

In reading, students of poverty made significant gains in closing the achievement gap. Poverty-stricken students have increased in proficiency since 2014 with a baseline of 42% to 2018 with a proficiency of 49%. With the Scantron assessment, the American Indian subgroup 40% of them scored Levels 3 and 4 for reading achievement and 80% in math achievement.   Our Black/Afican American subgroup had the same percentage of students scoring Levels 3 and 4 in math and reading (48%).

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

DIBELS scores also indicate that the score gap is closing between students of poverty, black students and special ed students when compared to all students and their peers in other sub-groups.

Areas in Need of Improvement

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

Scantron Performance Series mathematics is below the expected level of performance declining from 57% in 2017 to 49% in 2018.

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

There is a continued negative trend in performance in math as students move from 3rd grade with 50% target met to 4th grade with 48% target met.

Which area(s) indicate the overall lowest performance?

Mathematics is the overall lowest area of performance with a 7% increase from fall to spring.

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

In reading, special education students showed a trend toward decreasing performance with 15% of students meeting target in 2017 to 5% of students meeting target in 2018.

Between which subgroups is the achievement gap becoming greater?

The gap is becoming greater between regular education students and special education students in reading and mathematics.

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

STAR data indicates that math is a continued opportunity for growth for our school.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5
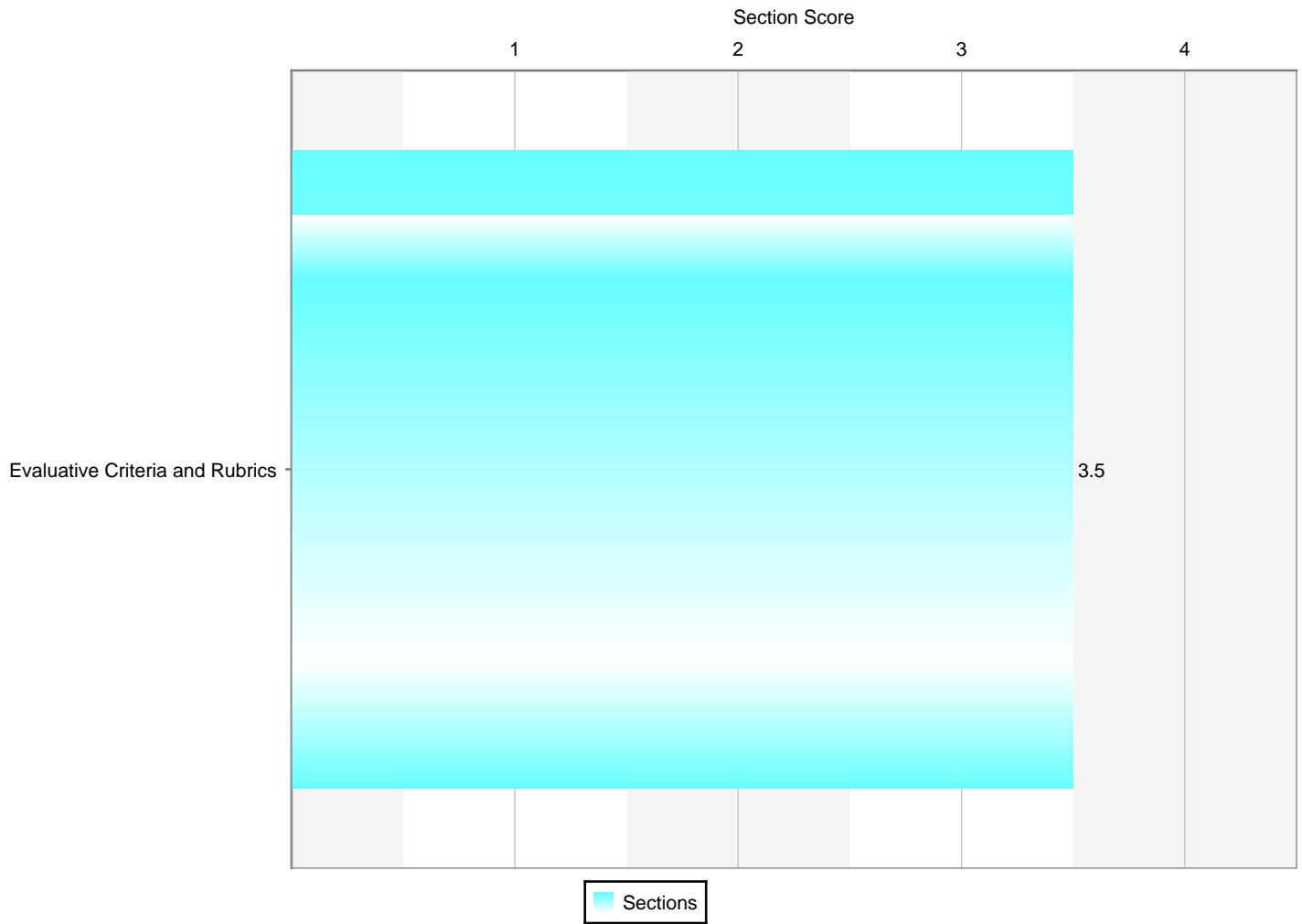
Sections

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, EL, 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	Federal Programs Supervisor - Kerrie Bass Principal - Sheila Jones Pre K Teacher - Jordan Perry Reading Coach - Yolanda Wright Guidance Counselor - Patricia Layne Library/Technology - Melanie Henley Kindergarten Teacher Representative - Lisa Miller 1st Grade Teacher - Hope Primm 2nd Grade Teacher - Faticia Watson 3rd Grade Teacher - Amanda Gossett 4th Grade Teacher - Wendy Eaton Parent - Skylar Meyers Parent - Star Hernandez Community Leader- Dr. John Boyle Community Leader - Michael Slovak Special Education - Ivy Corron Assistant Principal - Shannon Jones	CIP Committee Sign In Sheet 2018-2019 ACIP Assurances 2018-2019

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	This is a copy of our student handbook showing the statement related to prohibiting discrimination.	2018-2019 Student Handbook

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	Mr. Matthew Massey, Superintendent 1275 F Jordan Road, Building B Huntsville, AL 35811 Telephone: 256.852.2557 Extension 61206 mmassey@mcssk12.org	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	We are consistently working on increasing parent involvement at our school. Parents are asked to use the Leader In Me, 7 Habits Language at home. Based on student conversations as well as parent communication, we can see results. With stakeholder input (Parent Involvement Committee, Continuous Improvement Plan Committee), a copy of the parent involvement plan was sent home to all parents the first month of school and is attached.	2018-2019 Parent 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 (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	The School-Parent Compact is shared with our Community Advisory Group and Continuous Improvement Plan (CIP) committee for input. Parents are also given the opportunity to share any suggestions. The compact is sent to all parents the first month of school to be signed and returned. Teachers make 3 attempts to receive a signed copy from each family at our school. Signed SchoolParent Compacts are filed in homeroom teachers' classrooms with documentation of our school's attempt to receive 100% of the compacts signed from each parent.	2018-2019School-ParentCompactToBeSIGNED 2018-2019School-ParentCompactSTAYHOME

2018-2019 GOALS and PLANS

Overview

Plan Name

2018-2019 GOALS and PLANS

Plan Description

2018-2019 Goals and Plans related to reading, math, and attendance.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will demonstrate an increase in reading proficiency.	Objectives: 2 Strategies: 6 Activities: 19	Academic	$244449
2	All students will demonstrate an increase in math proficiency.	Objectives: 1 Strategies: 3 Activities: 6	Academic	$2504
3	Identify barriers to learning and align support systems to address barriers.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$6574

Goal 1: All students will demonstrate an increase in reading proficiency.

Measurable Objective 1:

A 6% increase of Third and Fourth grade students will demonstrate a proficiency in college and career readiness in Reading by 05/03/2019 as measured by Scantron Performance Series when comparing the fall 2018 baseline assessment to the spring.

Strategy 1:

Implementation of Collaborative Grade Level Meetings - Teachers will meet weekly to focus on learning. When meeting, they will establish norms and answer these four questions: 1) What do we want our students to learn (essential standards)?, 2) How will we know when the standards have been mastered, 3) What will we do if the students have already mastered the standards, and 4) What will we do if the students have not mastered the standards?

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Research Cited: Research: Rennie Center for Education Research & Policy, Jennifer Poulos, Lead Author/Research Director, Nina Culbertson, Research Associate,

Peter Piazza, Consultant, Chad d'Entremont, Executive Director, MAKING SPACE:The Value of Teacher Collaboration

http://www.edvestors.org/wpcontent/uploads/2014/04/EdVestors-Making-Space-The-Value-of-Teacher-Collaboration-2014.pdf

Activity - Weekly Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to discuss formative assessment results, how students are learning, what to do if students are not learning, what to do if students are learning, and plan future instruction.	Direct Instruction	09/14/2018	05/23/2019	$0	No Funding Required	Principal, assistant principal, all teachers, reading coach, resource teacher

Activity - On-going Data Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create assessment for students and discuss the results. Teachers will give common benchmark assessments and use the results to adjust their instruction. Teachers will create formative assessments and discuss results to adjust their instruction. DIBELS and Scantron results will be used more as summative assessment of standards and to know where students are with their reading progress.	Direct Instruction	09/14/2018	05/23/2019	$0	No Funding Required	Principal, assistant principal, all teachers, resource teacher, reading coach

Activity - Peer Observations and Full Day Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will observe their peers to improve their instruction. Teachers will meet in grade levels to discuss teaching of standards, plan future lessons, and to analyze data. | Direct Instruction | 09/14/2018 | 05/23/2019 | $1036 | Title I Part A | All teachers, reading coach, resource teacher, principal, assistant principal |

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning to assist with teaching grade level standards. The professional learning includes professional learning communities, OGap trainings (math), multisensory learning, OG reading, Handwriting Without Tears, and 6 + 1 Traits of Writing.	Professional Learning	09/14/2018	05/23/2019	$3175	Title I Part A	All teachers, reading coach, resource teacher, principal, assistant principal

Strategy 2:

Continue Implemeting Multisensory Instruction - Teachers will provide students with a variety of activities that include the use of multiple senses. Students will be able to use some or all their senses to gather information about tasks, link information to ideas they already know and understand, perceive the logic involved in solving problems, learn problem solving task, use nonverbal reasoning, understand relationships between concepts, and store information for later recall. Students will explore these opportunities through whole group and small group instruction. Students will engage in academic conversations with peer and perform tasks using manipulatives. This will help our students to utilize their personal areas of strength as well as to develop tactile, kinesthetic, auditory, and visual memories. Task will range from simple to complex.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Brain research by Judy Wilson states that more neural pathways are stimulated in the brain when a person is taught using multiple senses. This leads to greater understanding and increased student achievement.

Activity - Implement Orton Gillingham Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in how to incorporate Ortin Gillingham Strategies in their instruction.	Direct Instruction	09/14/2018	05/23/2019	$500	Title I Part A	All teachers, reading coach, resource teacher, assistant principal, principal

Activity - Researched Based Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Reading coach and resource teacher will provide teachers with researched based resources as needed. | Academic Support Program | 09/14/2018 | 05/23/2019 | $0 | No Funding Required | Resource teacher and ARI reading coach |

Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will observe other teachers to improve instruction and student learning.	Direct Instruction	09/14/2018	05/23/2019	$1036	Title I Part A	All teachers, principal, assistant principal, substitutes

Strategy 3:

Continue Implementing Writing Instruction - Teachers will teach handwriting using Handwriting Without Tears and 6 + 1 Traits of Writing. Teachers will need training on Handwriting Without Tears as well as 6 + 1 Traits of Writing. Teachers will need all materials that go with the Handwriting Without Tears curriculum as well as the 6 + 1 Traits of Writing curriculum. Teachers will create writing prompts as well as rubrics for writing during instruction. Teachers will discuss student progress in the area of writing during their collaboration time.

Category: Develop/Implement College and Career Ready Standards

Research Cited: http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198705_hillocks.pdf

"Synthesis Of Research On Teaching Writing" by George Hillocks, Jr.

Activity - Handwriting Wihtout Tears and 6 + 1 Traits of Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement guided whole group lessons with Handwriting Without Tears and 6 + 1 Traits of Writing.	Direct Instruction	09/14/2018	05/23/2019	$1000	Title I Part A	All teachers

Activity - Writing Prompt	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will agree on writing prompts to be used when testing third and fourth grade students on Common Benchmark Assessments.	Direct Instruction	09/14/2018	05/23/2019	$0	No Funding Required	All teachers

Measurable Objective 2:

75% of Kindergarten, First and Second grade students will achieve college and career readiness by demonstrating a proficiency in Reading by 05/03/2019 as measured by DIBELS Next.

Strategy 1:

Collaborative Grade Level Meetings - Teachers will meet weekly to focus on learning. When meeting, they will establish norms and answer these four questions: 1) What do we want our students to learn (essential standards)?, 2) How will we know when the standards have been mastered, 3) What will we do if the students have already mastered the standards, and 4) What will we do if the students have not mastered the standards?

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Research Cited: Research: Rennie Center for Education Research & Policy, Jennifer Poulos, Lead Author/Research Director, Nina

Culbertson, Research Associate, Peter Piazza, Consultant, Chad d'Entremont, Executive Director, MAKING SPACE:The Value of Teacher Collaboration

http://www.edvestors.org/wpcontent/uploads/2014/04/EdVestors-Making-Space-The-Value-of-Teacher-Collaboration-2014.pdf

Activity - Weekly Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to focus on learning. When meeting, they will establish norms and answer these four questions: 1) What do we want our students to learn (essential standards)?, 2) How will we know when the standards have been mastered, 3) What will we do if the students have already mastered the standards, and 4) What will we do if the students have not mastered the standards?	Direct Instruction	09/14/2018	05/23/2019	$0	No Funding Required	All teachers

Activity - Ongoing Data Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create assessment for students and discuss the results. Teachers will give common benchmark assessments and use the results to adjust their instruction. Teachers will create formative assessments and discuss results to adjust their instruction. DIBELS and Scantron results will be used more as summative assessment of standards and to know where students are with their reading progress.	Direct Instruction	09/14/2018	05/23/2019	$0	No Funding Required	All teachers, resource teachers, ARI reading coach

Activity - Implementing Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to discuss student learning. Teachers will have a few days during the school year to collaborate during a full day. This collaboration will consist of discussing student learning and how to proceed with lesson planning for the rest of the school year including assessing standards. This collaboration will be in all grades and throughout the school year. Teachers will focus on whether or not students have mastered the essential standards, what to do if they have and what to do if they have not. Teachers will also agree on what standards to teach. Teachers will attend professional development relating to professional learning communities, collaboration, and formative assessments to adjust instruction.	Academic Support Program, Professional Learning	09/14/2018	05/23/2019	$1036	Title I Part A	All teachers, principal, assistant principal, resource teacher, ARI reading coach

Strategy 2:

Continue Implementing Multisensory Instruction - Teachers will provide students with a variety of activities that include the use of multiple senses. Students will be able to use some or all their senses to gather information about tasks, link information to ideas they already know and understand, perceive the logic involved in solving problems, learn problem solving task, use nonverbal reasoning, understand relationships between concepts, and store information for later recall. Students will explore these opportunities through whole group and small group instruction. Students will engage in academic conversations with peer and perform tasks using manipulatives. This will help our students to utilize their personal areas of strength as well as to develop tactile, kinesthetic, auditory, and visual memories. Task will range from simple to complex.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: https://eric.ed.gov/?q=%22%22&ff1=subMultisensory+Learning&id=EJ1172079

ERIC Number: EJ1172079

Record Type: Journal

Publication Date: 2018-Mar

ISBN: N/A

ISSN: EISSN-1467-7687

Incidental Learning in a Multisensory Environment across Childhood

Broadbent, Hannah J.; White, Hayley; Mareschal, Denis; Kirkham, Natasha Z.

Developmental Science, v21 n2 Mar 2018

Activity - Implement Ortin Gillingham Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in how to incorporate Ortin Gillingham Strategies in their instruction.	Direct Instruction	09/14/2018	05/23/2019	$1000	Title I Part A	All teachers, principal, assistant principal, ARI reading coach

Activity - Research Based Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading coach and resource teacher will provide teachers with researched based resources as needed.	Academic Support Program, Direct Instruction	09/14/2018	05/23/2019	$0	No Funding Required	ARI reading coach and resource teacher

Strategy 3:

Implementing Learning Supports and Tiered Instruction - Teachers will teach whole group (Tier 1) and pull students into small groups for Tier 2 instruction as needed. Students who need Tier 3 instruction will be pulled by the resource teacher, ARI reading coach, or a certified teacher who is not the student's regular classroom teacher. Teachers will use various technological tools throughout the school year. Each classroom will have a working interactive white board, with a working pen, projector, projector bulb, and document camera. Also, laptops, Chromebooks, and Chromebook carts for student use, iPad for students use, desk top computer, and a student headset with microphone to enhance the interaction with technology and utilize learning aids will be in each classroom. Teachers will also have access to on-line resources such as Brain Pop, Discovery Ed, Super Teachers, Mystery Science, ScootPad, and Renaissance. The Waterford , Battelle, and Gold assessments will also be used in our Pre-K programs. Classroom teachers will have access to clicker response systems for quick responses/formative assessments during instruction. STAR Enterprise will be used to monitor student progress and AR will be used by students to track and monitor book reading and comprehension. Additional technological tools such as Quomo Pads, Osmos, robotic operating systems and Interactive TVs will be available at our school. Digital cameras and video tools will also be available for teachers to use or checkout.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: International Education Journal, 2006, 7(7), 935-947.

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach Tier I instruction to all students. Students who do not master those skills will be pulled into a small group (Tier 2) to receive a reteaching of the skills needed. Students who have been identified to need Tier 3 instruction will receive that small group instruction from a certified teacher who is not their classroom teachers. Teachers will use technology and tools for instruction to enhance student engagement. Various technological tools will be used daily throughout the school year by all classroom teachers. Each classroom will have a working interactive white board, with a working pen, projector, projector bulb, and document camera. Also, laptops, Chromebooks, and Chromebook carts for student use, iPad for students use, desk top computer, and a student headset with microphone to enhance the interaction with technology and utilize learning aids will be in each classroom. Teachers will also have access to on-line resources such as Brain Pop, Discovery Ed, Super Teacher, Mystery Science, ScootPad, and Renaissance. The Waterford , Battelle, and Gold assessments will also be used in our Pre-K programs. Classroom teachers will have access to clicker response systems for quick responses/formative assessments during instruction. STAR Enterprise will be used to monitor student progress and AR will be used by students to track and monitor book reading and comprehension. Additional technological tools such as Quomo Pads, Osmos, robotic operating systems and Interactive TVs will be available at our school. Digital cameras and video tools will also be available for teachers to use or checkout.	Direct Instruction	09/14/2018	05/23/2019	$6000	Title I Part A	All teachers, ARI reading coach, resource teacher

Activity - Resource Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A resource teacher will be added to the staff. The resource teacher will provide coaching in the area of math. The resource teacher will also meet with students who need Tier 3 instruction as well as provide academic support to all teachers.	Academic Support Program	09/14/2018	05/23/2019	$76199	Title I Part A	Resource Teacher

Activity - Response To Instruction (RTI)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet once a month to discuss how students who need Tier 2 or Tier 3 instruction are progressing. We will discuss the teachers' results from any progress monitoring to determine next steps seeking student progress.	Academic Support Program	09/14/2018	05/23/2019	$0	No Funding Required	All teachers, principal, ARI reading coach, resource teacher

Activity - Materials and Supplies For Tiered Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will purchase supplies and materials that are needed to support tiered instruction.	Academic Support Program	09/14/2018	05/23/2019	$1740	Title I Part A	All teachers, principal, assistant principal, resource teacher, ARI reading coach

Activity - Pre-K Teachers and Auxiliary Teacher Assistants	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher pay and benefits will be needed to hire 3 lead teachers who will each have their own section and classroom of pre-k students. Class size will be 18 students each. Teachers will provide a full day foundation instruction, support, and activities shown to benefit children at this developmental stage and prepare them for a successful kindergarten year	Academic Support Program, Direct Instruction	09/14/2018	05/23/2019	$151727	Title I Part A	Principal and preschool teachers

Goal 2: All students will demonstrate an increase in math proficiency.

Measurable Objective 1:

A 6% increase of Third and Fourth grade students will demonstrate a proficiency in college and career readiness in Mathematics by 05/03/2019 as measured by Scantron Performance Series when comparing the fall 2018 baseline assessment to the spring.

Strategy 1:

Implement Collaborative Grade Level Meetings - Teachers will meet weekly to focus on learning. When meeting, they will establish norms and answer these four questions: 1) What do we want our students to learn (essential standards)?, 2) How will we know when the standards have been mastered, 3) What will we do if the students have already mastered the standards, and 4) What will we do if the students have not mastered the standards?

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Research Cited: Research: Rennie Center for Education Research & Policy, Jennifer Poulos, Lead Author/Research Director, Nina Culbertson, Research Associate, Peter Piazza, Consultant, Chad d'Entremont, Executive Director, MAKING SPACE:The Value of Teacher Collaboration http://www.edvestors.org/wpcontent/uploads/2014/04/EdVestors-Making-Space-The-Value-of-Teacher-Collaboration-2014.pdf

Activity - Weekly Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly to discuss formative assessment results, how students are learning, what to do if students are not learning, what to do if students are learning, and plan future instruction.	Academic Support Program, Direct Instruction	09/14/2018	05/23/2019	$0	No Funding Required	All teachers, ARI reading coach, resource teacher

Activity - Ongoing Data Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create assessment for students and discuss the results. Teachers will give common benchmark assessments and use the results to adjust their instruction. Teachers will create formative assessments and discuss results to adjust their instruction. DIBELS and Scantron results will be used more as summative assessment of standards and to know where students are with their reading progress.	Academic Support Program, Direct Instruction	09/14/2018	05/23/2019	$0	No Funding Required	All teachers, ARI reading coach, resource teacher

Strategy 2:

Implement Learning Supports and Tiered Instruction - Teachers will teach whole group (Tier 1) and pull students into small groups for Tier 2 instruction as needed. Students who need Tier 3 instruction will be pulled by the resource teacher, or a certified teacher who is not the student's regular classroom teacher. Teachers will use various technological tools throughout the school year. Each classroom will have a working interactive white board, with a working pen, projector, projector bulb, and document camera. Also, laptops, Chromebooks, and Chromebook carts for student use, iPad for students use, desk top computer, and a student headset with microphone to enhance the interaction with technology and utilize learning aids will be in each classroom. Teachers will also have access to on-line resources such as Brain Pop, Discovery Ed, Super Teachers, Mystery Science, ScootPad, and Renaissance. The Waterford , Battelle, and Gold assessments will also be used in our Pre-K programs. Classroom teachers will have access to clicker response systems for quick responses/formative assessments during instruction. STAR Enterprise will be used to monitor student progress and AR will be used by students to track and monitor book reading and comprehension. Additional technological tools such as Quomo Pads, Osmos, robotic operating systems and Interactive TVs will be available at our school. Digital cameras and video tools will also be available for teachers to use or checkout.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: International Education Journal, 2006, 7(7), 935-947. ISSN 1443-1475 © 2006 Shannon Research Press. http://iej.com.au 935 Differentiated instruction: A research basis Pearl Subban Monash University pearlsubban@iprimus.com.au

Activity - Implement Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide interventions for all students who show deficits in mastering standards taught. Materials and supplies will be purchased to support the instruction needed for all students in the classroom. The resource teacher will provide materials and supplies for teachers as needed.	Academic Support Program, Direct Instruction	09/14/2018	05/23/2019	$1000	Title I Part A	Resource teacher and classroom teachers

Activity - Researched Based Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading coach and resource teacher will provide teachers with researched based resources as needed.	Academic Support Program	09/14/2018	05/23/2019	$0	No Funding Required	Resource teacher and ARI reading coach

Strategy 3:

Implement Multisensory Instruction - Teachers will provide students with a variety of activities that include the use of multiple senses. Students will be able to use some

or all their senses to gather information about tasks, link information to ideas they already know and understand, perceive the logic involved in solving problems, learn problem solving task, use nonverbal reasoning, understand relationships between concepts, and store information for later recall. Students will explore these opportunities through whole group and small group instruction. Students will engage in academic conversations with peer and perform tasks using manipulatives. This will help our students to utilize their personal areas of strength as well as to develop tactile, kinesthetic, auditory, and visual memories. Task will range from simple to complex.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Brain research by Judy Wilson states that more neural pathways are stimulated in the brain when a person is taught using multiple senses. This leads to greater understanding and increased student achievement.

Activity - Implement Ortin Gillingham Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to incorporate Ortin Gillingham Strategies in their instruction.	Direct Instruction	09/14/2018	05/23/2019	$504	Title I Part A	All teachers, resource teacher, ARI reading coach

Activity - Implement O-Gap Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to implement O-Gap strategies in their instruction.	Academic Support Program, Direct Instruction	09/14/2018	05/23/2019	$1000	Title I Part A	All teachers, ARI reading coach, resource teacher

Goal 3: Identify barriers to learning and align support systems to address barriers.

Measurable Objective 1:

85% of All Students will demonstrate a behavior that maintains a monthly 95% attendance rate in Practical Living by 05/22/2019 as measured by INOW reports.

Strategy 1:

Increase Parent Communication - Once the attendance team identifies students with one unexcused absence, the administrator will send a letter home to parents. If absence continues up to 3 unexcused absences, the administrator will contact parents for a parent conference. If the absences continue up to 5 unexcused absences, parents will be referred to the central office attendance staff. Parents will receive communication from the school through technology, home visits, school planners, student handbooks, parent newsletters, calendar of events, our school based therapist, social worker, counselor, teachers, administrators, and letters.

Category: Other - Parent Communication

Research Cited: 4 Educational Research Quarterly 2003, Research on School Attendance and Student Achievement: A

Study of Ohio Schools, Dr. Douglas E. Roby, Wright State University

Activity - Attendance Letters and Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be notified of unexcused absences and can be requested to attend a parent conference if the unexcused absences reach three. In the parent conference, the school administrator works with the parents to develop goals for improved attendance. Home Visits will be done if the school is not able to reach a family and the child has been absent multiple days.	Parent Involvement, Community Engagement, Behavioral Support Program	09/14/2018	05/22/2019	$0	No Funding Required	Social worker, registrar, teachers, assistant principal, school based therapist, counselor

Activity - Monthly Attendance Awards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each month, the attendance team will tally absences searching for perfect attendance recipients. During the first week of each month, all students who have perfect attendance (no check outs and no tardies) will receive a Perfect Attendance Sticker. At the first and second semester awards, each perfect attendance recipient will receive a certificate and their name will be called out among peers and families.	Behavioral Support Program	09/14/2018	05/23/2019	$0	No Funding Required	Assistant principal, computer aide, registrar, teachers

Activity - School Communicating With Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will share information with parents through technology including Facebook, phone calls, electronic devices, the marquee, etc. Information will also be sent home to parents monthly including the Parent Newsletter and Calendar Of Events. Students in grades 2, 3, and 4 will receive student planners. Parents will be able to use the student planners to note homework assignments and other important information from the classroom. Binders will be purchased for all students. These binders will be leadership notebooks for teachers and students to share student progress with parents. Binders and folders will be purchased so that teachers can share data with parents about their children. Parents meetings will be held with teachers, the social worker, the administration, and the school counselor to keep parents involved in their children's education. Dollywood will be used to involve parents in education with their children who are not old enough to attend school. Dollywood will provide books for the siblings that are not old enough to begin school. Parents will be invited to attend parent conferences at least twice a year. A school based therapist is available to assist parents with communication with the school in their children maintaining appropriate behavior.	Parent Involvement	09/14/2018	05/23/2019	$6574	Title I Part A	Principal, social worker, counselor, school based therapist, teachers, assistant principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance Letters and Home Visits	Parents will be notified of unexcused absences and can be requested to attend a parent conference if the unexcused absences reach three. In the parent conference, the school administrator works with the parents to develop goals for improved attendance. Home Visits will be done if the school is not able to reach a family and the child has been absent multiple days.	Parent Involvement, Community Engagement, Behavioral Support Program	09/14/2018	05/22/2019	$0	Social worker, registrar, teachers, assistant principal, school based therapist, counselor
Research Based Resources	Reading coach and resource teacher will provide teachers with researched based resources as needed.	Academic Support Program, Direct Instruction	09/14/2018	05/23/2019	$0	ARI reading coach and resource teacher
Weekly Collaboration	Teachers will meet weekly to discuss formative assessment results, how students are learning, what to do if students are not learning, what to do if students are learning, and plan future instruction.	Academic Support Program, Direct Instruction	09/14/2018	05/23/2019	$0	All teachers, ARI reading coach, resource teacher
Weekly Collaboration	Teachers will meet weekly to focus on learning. When meeting, they will establish norms and answer these four questions: 1) What do we want our students to learn (essential standards)?, 2) How will we know when the standards have been mastered, 3) What will we do if the students have already mastered the standards, and 4) What will we do if the students have not mastered the standards?	Direct Instruction	09/14/2018	05/23/2019	$0	All teachers
Response To Instruction (RTI)	Teachers will meet once a month to discuss how students who need Tier 2 or Tier 3 instruction are progressing. We will discuss the teachers' results from any progress monitoring to determine next steps seeking student progress.	Academic Support Program	09/14/2018	05/23/2019	$0	All teachers, principal, ARI reading coach, resource teacher

On-going Data Assessment	Teachers will create assessment for students and discuss the results. Teachers will give common benchmark assessments and use the results to adjust their instruction. Teachers will create formative assessments and discuss results to adjust their instruction. DIBELS and Scantron results will be used more as summative assessment of standards and to know where students are with their reading progress.	Direct Instruction	09/14/2018	05/23/2019	$0	Principal, assistant principal, all teachers, resource teacher, reading coach
Researched Based Resources	Reading coach and resource teacher will provide teachers with researched based resources as needed.	Academic Support Program	09/14/2018	05/23/2019	$0	Resource teacher and ARI reading coach
Monthly Attendance Awards	Each month, the attendance team will tally absences searching for perfect attendance recipients. During the first week of each month, all students who have perfect attendance (no check outs and no tardies) will receive a Perfect Attendance Sticker. At the first and second semester awards, each perfect attendance recipient will receive a certificate and their name will be called out among peers and families.	Behavioral Support Program	09/14/2018	05/23/2019	$0	Assistant principal, computer aide, registrar, teachers
Ongoing Data Assessment	Teachers will create assessment for students and discuss the results. Teachers will give common benchmark assessments and use the results to adjust their instruction. Teachers will create formative assessments and discuss results to adjust their instruction. DIBELS and Scantron results will be used more as summative assessment of standards and to know where students are with their reading progress.	Direct Instruction	09/14/2018	05/23/2019	$0	All teachers, resource teachers, ARI reading coach
Ongoing Data Assessment	Teachers will create assessment for students and discuss the results. Teachers will give common benchmark assessments and use the results to adjust their instruction. Teachers will create formative assessments and discuss results to adjust their instruction. DIBELS and Scantron results will be used more as summative assessment of standards and to know where students are with their reading progress.	Academic Support Program, Direct Instruction	09/14/2018	05/23/2019	$0	All teachers, ARI reading coach, resource teacher
Writing Prompt	Teachers will agree on writing prompts to be used when testing third and fourth grade students on Common Benchmark Assessments.	Direct Instruction	09/14/2018	05/23/2019	$0	All teachers
Researched Based Resources	Reading coach and resource teacher will provide teachers with researched based resources as needed.	Academic Support Program	09/14/2018	05/23/2019	$0	Resource teacher and ARI reading coach

Weekly Collaboration	Teachers will meet weekly to discuss formative assessment results, how students are learning, what to do if students are not learning, what to do if students are learning, and plan future instruction.	Direct Instruction	09/14/2018	05/23/2019	$0	Principal, assistant principal, all teachers, reading coach, resource teacher
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tiered Instruction	Teachers will teach Tier I instruction to all students. Students who do not master those skills will be pulled into a small group (Tier 2) to receive a reteaching of the skills needed. Students who have been identified to need Tier 3 instruction will receive that small group instruction from a certified teacher who is not their classroom teachers. Teachers will use technology and tools for instruction to enhance student engagement. Various technological tools will be used daily throughout the school year by all classroom teachers. Each classroom will have a working interactive white board, with a working pen, projector, projector bulb, and document camera. Also, laptops, Chromebooks, and Chromebook carts for student use, iPad for students use, desk top computer, and a student headset with microphone to enhance the interaction with technology and utilize learning aids will be in each classroom. Teachers will also have access to on-line resources such as Brain Pop, Discovery Ed, Super Teacher, Mystery Science, ScootPad, and Renaissance. The Waterford , Battelle, and Gold assessments will also be used in our Pre-K programs. Classroom teachers will have access to clicker response systems for quick responses/formative assessments during instruction. STAR Enterprise will be used to monitor student progress and AR will be used by students to track and monitor book reading and comprehension. Additional technological tools such as Quomo Pads, Osmos, robotic operating systems and Interactive TVs will be available at our school. Digital cameras and video tools will also be available for teachers to use or checkout.	Direct Instruction	09/14/2018	05/23/2019	$6000	All teachers, ARI reading coach, resource teacher
Implement Ortin Gillingham Strategies	Teachers will be trained in how to incorporate Ortin Gillingham Strategies in their instruction.	Direct Instruction	09/14/2018	05/23/2019	$1000	All teachers, principal, assistant principal, ARI reading coach

Implement Ortin Gillingham Strategies	Teachers will be trained on how to incorporate Ortin Gillingham Strategies in their instruction.	Direct Instruction	09/14/2018	05/23/2019	$504	All teachers, resource teacher, ARI reading coach
Pre-K Teachers and Auxiliary Teacher Assistants	Teacher pay and benefits will be needed to hire 3 lead teachers who will each have their own section and classroom of pre-k students. Class size will be 18 students each. Teachers will provide a full day foundation instruction, support, and activities shown to benefit children at this developmental stage and prepare them for a successful kindergarten year	Academic Support Program, Direct Instruction	09/14/2018	05/23/2019	$151727	Principal and preschool teachers
Implement Orton Gillingham Strategies	Teachers will be trained in how to incorporate Ortin Gillingham Strategies in their instruction.	Direct Instruction	09/14/2018	05/23/2019	$500	All teachers, reading coach, resource teacher, assistant principal, principal
Professional Learning	Teachers will participate in professional learning to assist with teaching grade level standards. The professional learning includes professional learning communities, OGap trainings (math), multisensory learning, OG reading, Handwriting Without Tears, and 6 + 1 Traits of Writing.	Professional Learning	09/14/2018	05/23/2019	$3175	All teachers, reading coach, resource teacher, principal, assistant principal
Handwriting Wihtout Tears and 6 + 1 Traits of Writing	Teachers will implement guided whole group lessons with Handwriting Without Tears and 6 + 1 Traits of Writing.	Direct Instruction	09/14/2018	05/23/2019	$1000	All teachers
Implement Interventions	Teachers will provide interventions for all students who show deficits in mastering standards taught. Materials and supplies will be purchased to support the instruction needed for all students in the classroom. The resource teacher will provide materials and supplies for teachers as needed.	Academic Support Program, Direct Instruction	09/14/2018	05/23/2019	$1000	Resource teacher and classroom teachers
Implementing Professional Learning Communities	Teachers will meet weekly to discuss student learning. Teachers will have a few days during the school year to collaborate during a full day. This collaboration will consist of discussing student learning and how to proceed with lesson planning for the rest of the school year including assessing standards. This collaboration will be in all grades and throughout the school year. Teachers will focus on whether or not students have mastered the essential standards, what to do if they have and what to do if they have not. Teachers will also agree on what standards to teach. Teachers will attend professional development relating to professional learning communities, collaboration, and formative assessments to adjust instruction.	Academic Support Program, Professional Learning	09/14/2018	05/23/2019	$1036	All teachers, principal, assistant principal, resource teacher, ARI reading coach

Materials and Supplies For Tiered Instruction	We will purchase supplies and materials that are needed to support tiered instruction.	Academic Support Program	09/14/2018	05/23/2019	$1740	All teachers, principal, assistant principal, resource teacher, ARI reading coach
Peer Observations and Full Day Collaboration	Teachers will observe their peers to improve their instruction. Teachers will meet in grade levels to discuss teaching of standards, plan future lessons, and to analyze data.	Direct Instruction	09/14/2018	05/23/2019	$1036	All teachers, reading coach, resource teacher, principal, assistant principal
School Communicating With Parents	The school will share information with parents through technology including Facebook, phone calls, electronic devices, the marquee, etc. Information will also be sent home to parents monthly including the Parent Newsletter and Calendar Of Events. Students in grades 2, 3, and 4 will receive student planners. Parents will be able to use the student planners to note homework assignments and other important information from the classroom. Binders will be purchased for all students. These binders will be leadership notebooks for teachers and students to share student progress with parents. Binders and folders will be purchased so that teachers can share data with parents about their children. Parents meetings will be held with teachers, the social worker, the administration, and the school counselor to keep parents involved in their children's education. Dollywood will be used to involve parents in education with their children who are not old enough to attend school. Dollywood will provide books for the siblings that are not old enough to begin school. Parents will be invited to attend parent conferences at least twice a year. A school based therapist is available to assist parents with communication with the school in their children maintaining appropriate behavior.	Parent Involvement	09/14/2018	05/23/2019	$6574	Principal, social worker, counselor, school based therapist, teachers, assistant principal
Implement O-Gap Strategies	Teachers will be trained on how to implement O-Gap strategies in their instruction.	Academic Support Program, Direct Instruction	09/14/2018	05/23/2019	$1000	All teachers, ARI reading coach, resource teacher
Peer Observations	Teachers will observe other teachers to improve instruction and student learning.	Direct Instruction	09/14/2018	05/23/2019	$1036	All teachers, principal, assistant principal, substitutes

Resource Teacher	A resource teacher will be added to the staff. The resource teacher will provide coaching in the area of math. The resource teacher will also meet with students who need Tier 3 instruction as well as provide academic support to all teachers.	Academic Support Program	09/14/2018	05/23/2019	$76199	Resource Teacher
				Total	$253527	

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?	No	Surveys were completed online through ASSIST.	Student Survey (EARLY Elementary) Student Survey (ELEMENTARY) Parent Survey August 22 Staff Survey

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	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?

The student survey results for Kindergarten and 1st grade students had "My teachers want me to do my best" and "I learn new things in school" as the highest rating of 3.0 (out of 3.0). The student survey results for 2nd, 3rd and 4th grade students had "In my school, my teachers want me to do my best work" (2.98/3) as the highest rating. The parent survey results had "Our school's purpose statement is clearly focused on student success." (4.52/5) as the highest rating. The staff survey had "Our school's leaders expect staff members to hold students to high academic standards." (4.45/5) as the highest rating.

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

High standards and expectations shows a trend toward increasing stakeholder satisfaction or approval. It is clear from the student surveys that they have a strong feeling of agreement that the principal and the teachers want them to learn and do their best. High expectations are set and communicated to the students. The parent survey also shows that they believe the school's purpose is clearly focused on student success. Finally, the staff survey also revealed the same trend with saying that the school's leaders expect staff members to hold students to high academic standards. The area of satisfaction or approval was consistent across all stakeholder groups.

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

The above findings that high expectations are clear are consistent with other sources of feedback at the school. The Continuous Improvement committee meetings show an effort to meet high expectations with the discussion, analysis and goals that are set. That committee has representatives from all stakeholder groups, including community. Data meetings within the school offer evidence of efforts to communicate and meet those high expectations as well. Teachers meeting in collaborative groups each week will give opportunity for consistent feedback focusing on learning.

Areas in Need of Improvement

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

The lowest rating overall was from the staff survey. The are was "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students."

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

Survey results did not show a decreasing trend. However, the lowest rating from Kindergarten and 1st grade students was "Other teachers know me." The lowest rating (2.42/3) from 2nd, 3rd and 4th grade students was "My principal and my teachers ask my family to come to school activities." The next lowest rating (2.43/3) was very close. It was "My principal and my teachers ask me what I think about school."

What are the implications for these stakeholder perceptions?

Students need to feel they are important and instruction needs to address individual needs. Students need to learn to be an integral part of their own education. Efforts need to be made to communicate students' importance and involve them in the overall educational process. Teachers need to share practices for personalizing instruction and addressing individual learner needs, so that all are aware of the group effort to do so and what colleagues are specifically doing to achieve that goal.

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

Other stakeholder feedback sources are consistent in finding that more individualization of instruction needs to take place. There is a gap in achievement on testing on the statewide assessment as well as the screening and progress monitoring with the special education population in Reading and Math. More individualizing and catering instruction to specific needs and weaknesses can improve this situation. All students may perform better if they feel a more integral part of the school as a whole and important to the educational process.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics 3.5
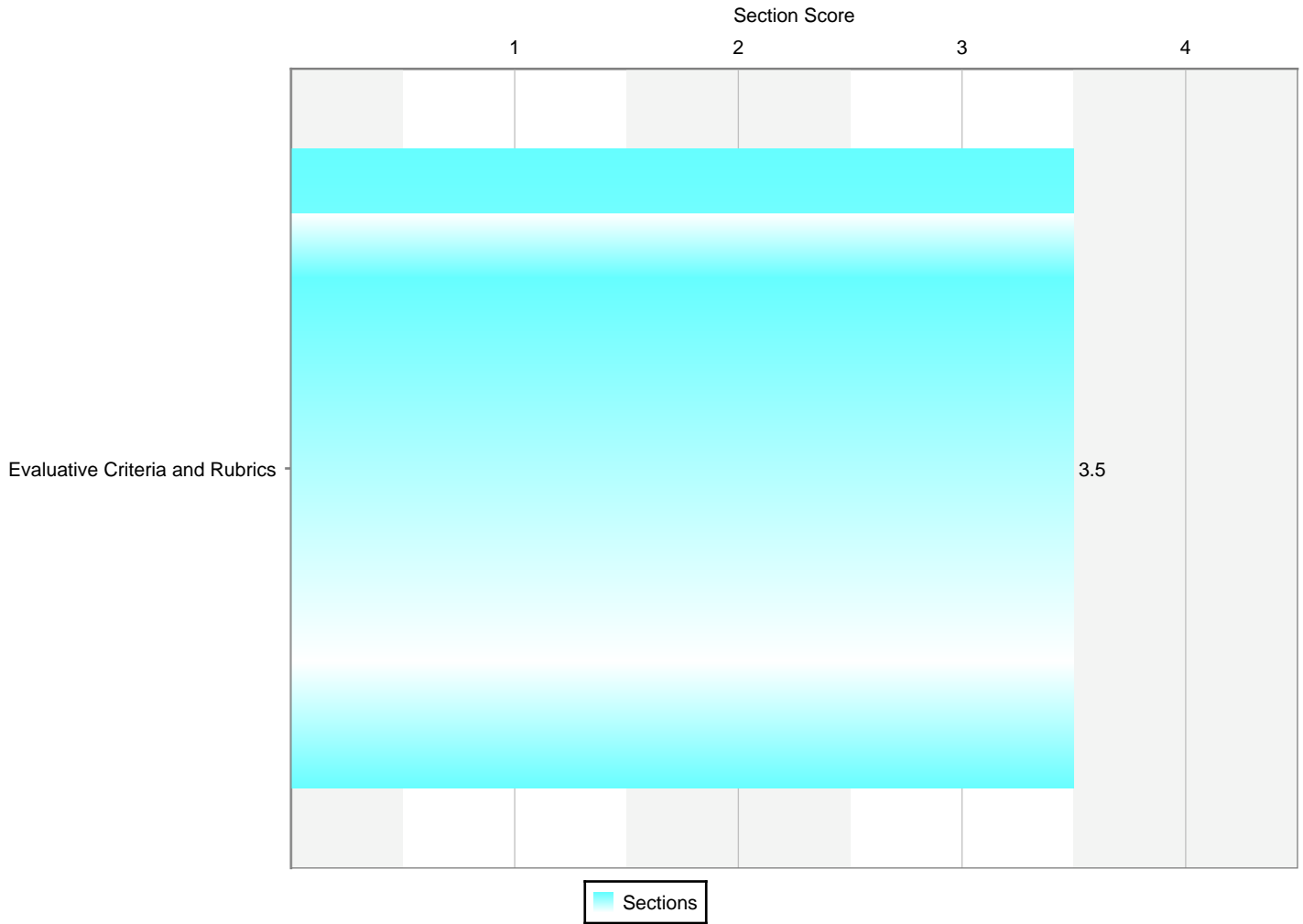
Sections

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). 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 (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

As we are learning how to operate as professional learning communities, we began in May looking at the DIBELS scores, STAR reading and math scores, and Scantron scores. Each grade level met for a full day to discuss gaps, struggles, and needs. The pre-k to kindergarten teachers determined the importance of phonemic awareness-letter ledge, sentence fluency, parts of speech, number sense and Handwriting Without Tears consistency. When looking at the transition from kindergarten to first grade, the teachers said the gaps/struggles/needs are: letter recognition - sound recognition - blending CVC - sight words, STAR Math (need read aloud) - handwriting (letter formation), simple addition - sight words vs. vocabulary (defined), and parts of speech. The feedback from teachers on the transition from first to second was that the gaps/struggles/needs seem to be: Sound fluency (consonant / vowels) - Spelling - Writing - Number sense (patterns / counting on) - fluency - HWWT - Parts of Speech, Fluency - retell - stamina - phonics based instruction - number talks - morphology. The second to third grade transition seems to show gaps/struggles/needs in: Number Sense (basic facts, number patterns, place value), Fluency - vocabulary - phonics - fluency - retell/stamina , Parts of Speech - Phonics (digraphs, r-controlled, syllable types, multisyllabic) - morphology - close reading (details) read alouds (consistent). Our third to fourth grade transition seems to show gaps/struggles/needs as: Number sense (multiples of 10, multiplication facts, subtraction) complete sentences - summarizing - reverse retell - multisyllabic , Parts of Speech in own writing - NF (prove answers) - Stamina in long passages - close reading - comprehension - morphology. That is the information of which we ended the year. We met as a grade in July and each grade has met each week to focus on learning.

The teachers viewed all test results determining the tight and loose. Tight meaning what MUST each of them teach and the loose meaning what is optional in teaching based on assessment results. Meeting each week, teachers are able to hold one another accountable for the academic plan set last May and at the beginning of the year. Meeting as collaborative teams is allowing teachers to answer the 4 questions: a) what do I want my students to learn (essential standards), b) what will I do if the students already mastered the standards, c) what will I do if the students do not master the standards, and d) how will I know IF the standards have been mastered.

Teachers will meet in Pupil Support Team groups monthly to discuss student successes and any new next steps for those students who are not improving. Our school shared the DIBELS NEXT scores, STAR scores, and Scantron scores with the Continuous Improvement Plan (CIP) Committee. The CIP Committee is made up of grade level teachers, community leaders and parent representatives. The CIP committee consists of 2 parents, 2 community leaders, the school counselor, the school librarian who is also the technology representative, a special education teacher, preschool teacher, kindergarten teacher, first grade teacher, second grade teacher, third grade teacher, fourth grade teacher, 2 administrators, and 2 instructional coaches.

Continous Improvement Plan Committee Members
Sheila Jones - Principal
Shannon Jones - Assistant Principal/ELL Representative
Yolanda Wright - Reading Coach
Monique Gordon - Resource Teacher (Math Coach)
Jordan Perry- Pre-Kindergarten Teacher
Lisa Miller - Kindergarten Teacher
Hope Primm - First Grade Teacher
Faticia Watson - Second Grade Teacher
Amanda Gossett - Third Grade Teacher

Wendy Eaton - Fourth Grade Teacher

Patricia Layne - Counselor

Jessica Stapler - ACE Teacher

Ivy Corron - Special Education

Michael Slovak - Community Representative

Dr. John Boyle - Community Representative

Star Hernandez - Parent

Skylar Meyers - Parent

The Committee reviews the CIP for the previous year to determine whether planned goals, strategies, and activities were effective. The survey results, attendance, and multiple sources of data are analyzed for areas of improvement and next steps. Each representative on the CIP committee communicates with their designated stakeholders. For example, the special education teacher brings feedback from and to the special education teachers in the building. The CIP Committee gave input on future goals based on student assessment scores. Those scores will also be shared with the Parent Advisory Committee (possible changing the name to Community Advisory Group) for their input also. Teachers were given strategies and ideas to assist in meeting the individual academic needs of all students in their classroom.

What were the results of the comprehensive needs assessment?

Students are entering our building in Kindergarten at lower and lower levels of readiness according to the DIBELS assessment. Simultaneously, our demographics are changing and we are serving larger and larger percentages of students living at or below poverty levels each year. Teachers realized our DIBELS scores have been decreasing when viewing the beginning of the year results. With DIBELS from the beginning of the year to the end of the year: Kindergarten had a 16% increase, first grade dropped 8%, second grade dropped 9%, and 3rd grade increased by 1%. With STAR reading, second grade students increased 18% from the beginning of the year to the end of the year. With STAR math first grade increased from the beginning to the end of the year by 27% and second grade increased 22%. With the administration of Scantron, third grade students increased in reading 10% and 7% in math from the beginning to the end of the year. Fourth grade Scantron scores increased 6% in reading and 6% in math from the beginning of the year to the end. Additionally, student attendance, absenteeism, and tardiness data was collected, although the 95% rate goal was reached, a problem persists with chronic tardiness and absenteeism. We have a social worker and schoolbased therapist to assist our families in making sure to get their child to school on time each day. We have added a resource teacher to address math instruction in the building.

What conclusions were drawn from the results?

Careful analysis of scientifically based research stemming from Meaningful Differences, the work Hart & Risley did to help understand what the difference was between children living in poverty and those coming from working and professional homes and how it impacted long-term literacy achievement was done. Understanding that there is a 30 million word gap between these students in poverty from the time they walk in our doors at kindergarten between them and their more affluent peers, we then began to evaluate and research strategies that accelerated learning for low-language students but did not alienate our affluent students as well. The strategies we have adopted and are implementing school-wide based on this need are parental training sessions targeting families in our community with young children and current families that have young children at home who will eventually attend our school, this will be done with our parent conferences each semester as well

as kindergarten curriculum night. We have also partnered with Dollywood so that free books can be send to siblings of our students who are not ready to begin school. We also concluded that our Tier I instruction needs to be differentiated. We want to focus on decreasing the number of students who need Tier III instruction. The first, second, and third grade decrease in DIBELS scores led us to a discussion of needing to work together in collaborative teams focusing on learning. We are meeting weekly to look at and discuss formative assessments as well as adjust our instruction.

We chose to focus on instructional strategies such as increasing meaningful student and teacher dialogue, to attempt to close the word and experience exposure gap for our students in poverty and to utilize multi-sensory strategies based on a multitude of memory retrieval studies and research-based engagement techniques, as well as better align our instruction with the new CCRS standards. Teachers need to expose students to the Depth of Knowledge questioning helping to increase our students' understanding of what they are asked on assessments. We have also concluded that our students are coming to us scoring lower and lower at the beginning of each school year. Therefore, we need to start with Pre-K and follow through with foundational skills helping our students to succeed as the standards are more rigorous.

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

Any kindergarten student who registered before school began were screened allowing teachers to better prepare for immediate interventions in August. We do see a correlation between reading and writing; therefore, we are teaching Handwriting Without Tears. We are focusing on incorporating foundational skill lessons into our core instruction. For our special needs students, we are focusing on their deficits in all subjects as well as the standards writing for their IEP goals. The AAA scores consisted of data from five students. Two students scored a Level II in reading and the others a Level III. In the area of math, one student scored a Level 1, two students scored a Level II, and two students scored a Level III. Therefore, we have begun purposeful instruction and collection of evidence on extended standards as early as September. This method should assist in addressing academic needs with direct instruction throughout the school year.

The students who took the ACCESS for ELLS 2.0 scored above their grade level. The one kindergarten student scores 1.1. Three second grade students scores 2.4, 3.2, and 3.8. The six fourth grade students scored 3.4, 3.5, 3.6, 4.3, 4.7, and 5.0. Therefore, none of our ELL students scored below grade level. However, we will continue differentiating instruction to meet their needs.

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

Our goals for reading and math address the priority needs of increasing math performance, writing results, and reading scores. Through these goals, teachers will prepare our students at all levels to engage in various levels of questioning, problem solving, collaboration, and hands-on activities while addressing real life issues. Students will be engaged in opportunities requiring logical thinking, answering complex questions with effective verbal and written communication. The attendance goal is connected to our needs assessment in that we need the students at school to teach them.

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

Our goals outline and address the multiple facets we have identified that impact our student population's achievement and success. We have attempted to address the need for educating and supporting parents as they interact with their children at home from birth to 4/5 years old in

an effort to close the vocabulary gap. We are integrating instructional strategies that are proven to accelerate learning for students coming from low language backgrounds, providing character and leadership training through The Leader in Me school wide and integrating parents and families into that training so that school and home initiatives can be aligned. The 2016 surveys show parents and students feel high expectations for student learning is evident. Open ended responses complimented the principal, teachers and front office staff. This aligns with the 2015 Title I Parent Survey which shows that 100% of our parents feel welcome at school and 98% feel encouraged to be involved in their child's education. While they feel welcomed, involvement remains low. The Title I Parent Survey reports that only 63% of our parents feel they know how to be involved in school planning and 79% know about ways to volunteer. Increasing encouragement and a sense of shared responsibility with parents for educating our students is an area to further explore. The 2017-2018 staff survey shows "Our school provides qualified staff members to support student learning" as our highest rating. We had the highest percentages in parents saying they understand their children's test scores. Even so, we will continue parent conferences each semester, kindergarten curriculum night, and increasing parent involvement by consistently communicating student progress.

The Continuous Improvement Committee had feedback aligned with the 2017-2018 survey data. The CIP committee shared parent involvement is a problem. The CIP Committee expressed ideas of how to reach more parents and keep them involved all school year long. Therefore, our goals have been written to address the feedback of multiple types of data as we have included ways to address academic needs of individual students, learn how the brain works so reading/language/vocabulary increases, and we have written a Parent Involvement Plan to focus on increasing parent involvement.

Teachers addressed their needs in the area of professional development. Therefore, our school indicator addresses implementing professional development for the staff. Also, 98% of our parents, from the survey results, stated our school encourages parents to be involved in their children's education. Since 63% of our parents, from the survey results, stated thy know how to be involved in the school planning/review committees, we implemented more parent involvement opportunities by writing more goals for parents to be involved. We are providing professional development to grow our teacher's knowledge of how our changing demographics impact what and how we should teach. We used the tight/loose feedback from our teachers' collaboration time May of last school year pertaining to what direction we should choose for 2018-2019. .

For accountability purposes, administrators observed teachers, meet with teacher monthly, and gave feedback to teachers after observations as a means of seeing evidence of teaching/learning as new information as well as a focus of practice was added to each teachers' pedagogy. Supporting and training teachers to better intervene and make appropriate intervention choices and understand how and why to monitor student growth and progress monitoring. By moving forward on each aspect of our goal we are addressing student and family needs at school and at home to build a partnership and collaborative relationship that enhances all students overall educational opportunity to experience and strive for success and supports our teachers in understanding why some changes may be needed and how implement those shifts in practice.

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

 All of our students need to improve in reading, English, math, science, and writing. The action steps written include multisensory activities, small group instruction, and explicit instruction based on the needs of our students. This type of instruction is designed to meet the needs of all learners. We also have added differentiated instruction which will also meet the needs of all learners. The weekly collaboration with teachers of each grade level including the special education teachers will assist in meeting the needs of all students. Teachers are also communicating with our ELL specialist who is with us once a week.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

All students will demonstrate an increase in reading proficiency.

Measurable Objective 1:

75% of Kindergarten, First and Second grade students will achieve college and career readiness by demonstrating a proficiency in Reading by 05/03/2019 as measured by DIBELS Next.

Strategy1:

Continue Implementing Multisensory Instruction - Teachers will provide students with a variety of activities that include the use of multiple senses. Students will be able to use some or all their senses to gather information about tasks, link information to ideas they already know and understand, perceive the logic involved in solving problems, learn problem solving task, use nonverbal reasoning, understand relationships between concepts, and store information for later recall. Students will explore these opportunities through whole group and small group instruction. Students will engage in academic conversations with peer and perform tasks using manipulatives. This will help our students to utilize their personal areas of strength as well as to develop tactile, kinesthetic, auditory, and visual memories. Task will range from simple to complex.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: https://eric.ed.gov/?q=%22%22&ff1=subMultisensory+Learning&id=EJ1172079

ERIC Number: EJ1172079

Record Type: Journal

Publication Date: 2018-Mar

ISBN: N/A

ISSN: EISSN-1467-7687

Incidental Learning in a Multisensory Environment across Childhood

Broadbent, Hannah J.; White, Hayley; Mareschal, Denis; Kirkham, Natasha Z.

Developmental Science, v21 n2 Mar 2018

Activity - Implement Ortin Gillingham Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in how to incorporate Ortin Gillingham Strategies in their instruction.	Direct Instruction	09/14/2018	05/23/2019	$1000 - Title I Part A	All teachers, principal, assistant principal, ARI reading coach

Activity - Research Based Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading coach and resource teacher will provide teachers with researched based resources as needed.	Direct Instruction Academic Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	ARI reading coach and resource teacher

Strategy2:

Implementing Learning Supports and Tiered Instruction - Teachers will teach whole group (Tier 1) and pull students into small groups for Tier 2 instruction as needed. Students who need Tier 3 instruction will be pulled by the resource teacher, ARI reading coach, or a certified teacher who is not the student's regular classroom teacher. Teachers will use various technological tools throughout the school year. Each classroom will have a working interactive white board, with a working pen, projector, projector bulb, and document camera. Also, laptops, Chromebooks, and Chromebook carts for student use, iPad for students use, desk top computer, and a student headset with microphone to enhance the interaction with technology and utilize learning aids will be in each classroom. Teachers will also have access to on-line resources such as Brain Pop, Discovery Ed, Super Teachers, Mystery Science, ScootPad, and Renaissance. The Waterford , Battelle, and Gold assessments will also be used in our Pre-K programs. Classroom teachers will have access to clicker response systems for quick responses/formative assessments during instruction. STAR Enterprise will be used to monitor student progress and AR will be used by students to track and monitor book reading and comprehension. Additional technological tools such as Quomo Pads, Osmos, robotic operating systems and Interactive TVs will be available at our school. Digital cameras and video tools will also be available for teachers to use or checkout.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: International Education Journal, 2006, 7(7), 935-947.

ISSN 1443-1475 © 2006 Shannon Research Press.

http://iej.com.au 935

Differentiated instruction: A research basis

Pearl Subban

Monash University pearlsubban@iprimus.com.au

Activity - Materials and Supplies For Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will purchase supplies and materials that are needed to support tiered instruction.	Academic Support Program	09/14/2018	05/23/2019	$1740 - Title I Part A	All teachers, principal, assistant principal, resource teacher, ARI reading coach

Activity - Response To Instruction (RTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet once a month to discuss how students who need Tier 2 or Tier 3 instruction are progressing. We will discuss the teachers' results from any progress monitoring to determine next steps seeking student progress.	Academic Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers, principal, ARI reading coach, resource teacher

Activity - Resource Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A resource teacher will be added to the staff. The resource teacher will provide coaching in the area of math. The resource teacher will also meet with students who need Tier 3 instruction as well as provide academic support to all teachers.	Academic Support Program	09/14/2018	05/23/2019	$76199 - Title I Part A	Resource Teacher

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach Tier I instruction to all students. Students who do not master those skills will be pulled into a small group (Tier 2) to receive a reteaching of the skills needed. Students who have been identified to need Tier 3 instruction will receive that small group instruction from a certified teacher who is not their classroom teachers. Teachers will use technology and tools for instruction to enhance student engagement. Various technological tools will be used daily throughout the school year by all classroom teachers. Each classroom will have a working interactive white board, with a working pen, projector, projector bulb, and document camera. Also, laptops, Chromebooks, and Chromebook carts for student use, iPad for students use, desk top computer, and a student headset with microphone to enhance the interaction with technology and utilize learning aids will be in each classroom. Teachers will also have access to on-line resources such as Brain Pop, Discovery Ed, Super Teacher, Mystery Science, ScootPad, and Renaissance. The Waterford , Battelle, and Gold assessments will also be used in our Pre-K programs. Classroom teachers will have access to clicker response systems for quick responses/formative assessments during instruction. STAR Enterprise will be used to monitor student progress and AR will be used by students to track and monitor book reading and comprehension. Additional technological tools such as Quomo Pads, Osmos, robotic operating systems and Interactive TVs will be available at our school. Digital cameras and video tools will also be available for teachers to use or checkout.	Direct Instruction	09/14/2018	05/23/2019	$6000 - Title I Part A	All teachers, ARI reading coach, resource teacher

Activity - Pre-K Teachers and Auxiliary Teacher Assistants	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher pay and benefits will be needed to hire 3 lead teachers who will each have their own section and classroom of pre-k students. Class size will be 18 students each. Teachers will provide a full day foundation instruction, support, and activities shown to benefit children at this developmental stage and prepare them for a successful kindergarten year	Academic Support Program Direct Instruction	09/14/2018	05/23/2019	$151727 - Title I Part A	Principal and preschool teachers

Strategy3:

Collaborative Grade Level Meetings - Teachers will meet weekly to focus on learning. When meeting, they will establish norms and answer

these four questions: 1) What do we want our students to learn (essential standards)?, 2) How will we know when the standards have been

mastered, 3) What will we do if the students have already mastered the standards, and 4) What will we do if the students have not mastered

the standards?

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Research Cited: Research: Rennie Center for Education Research & Policy, Jennifer Poulos, Lead Author/Research Director, Nina Culbertson, Research Associate, Peter Piazza, Consultant, Chad d'Entremont, Executive Director, MAKING SPACE:The Value of Teacher Collaboration http://www.edvestors.org/wpcontent/uploads/2014/04/EdVestors-Making-Space-The-Value-of-Teacher-Collaboration-2014.pdf

Activity - Weekly Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to focus on learning. When meeting, they will establish norms and answer these four questions: 1) What do we want our students to learn (essential standards)?, 2) How will we know when the standards have been mastered, 3) What will we do if the students have already mastered the standards, and 4) What will we do if the students have not mastered the standards?	Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers

Activity - Implementing Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to discuss student learning. Teachers will have a few days during the school year to collaborate during a full day. This collaboration will consist of discussing student learning and how to proceed with lesson planning for the rest of the school year including assessing standards. This collaboration will be in all grades and throughout the school year. Teachers will focus on whether or not students have mastered the essential standards, what to do if they have and what to do if they have not. Teachers will also agree on what standards to teach. Teachers will attend professional development relating to professional learning communities, collaboration, and formative assessments to adjust instruction.	Professional Learning Academic Support Program	09/14/2018	05/23/2019	$1036 - Title I Part A	All teachers, principal, assistant principal, resource teacher, ARI reading coach

Activity - Ongoing Data Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create assessment for students and discuss the results. Teachers will give common benchmark assessments and use the results to adjust their instruction. Teachers will create formative assessments and discuss results to adjust their instruction. DIBELS and Scantron results will be used more as summative assessment of standards and to know where students are with their reading progress.	Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers, resource teachers, ARI reading coach

Measurable Objective 2:

A 6% increase of Third and Fourth grade students will demonstrate a proficiency in college and career readiness in Reading by 05/03/2019 as measured by Scantron Performance Series when comparing the fall 2018 baseline assessment to the spring.

Strategy1:

Implementation of Collaborative Grade Level Meetings - Teachers will meet weekly to focus on learning. When meeting, they will establish norms and answer these four questions: 1) What do we want our students to learn (essential standards)?, 2) How will we know when the standards have been mastered, 3) What will we do if the students have already mastered the standards, and 4) What will we do if the students have not mastered the standards?

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Research Cited: Research: Rennie Center for Education Research & Policy, Jennifer Poulos, Lead Author/Research Director, Nina Culbertson, Research Associate,

Peter Piazza, Consultant, Chad d'Entremont, Executive Director, MAKING SPACE:The Value of Teacher Collaboration

http://www.edvestors.org/wpcontent/uploads/2014/04/EdVestors-Making-Space-The-Value-of-Teacher-Collaboration-2014.pdf

Activity - Weekly Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to discuss formative assessment results, how students are learning, what to do if students are not learning, what to do if students are learning, and plan future instruction.	Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	Principal, assistant principal, all teachers, reading coach, resource teacher

Activity - On-going Data Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create assessment for students and discuss the results. Teachers will give common benchmark assessments and use the results to adjust their instruction. Teachers will create formative assessments and discuss results to adjust their instruction. DIBELS and Scantron results will be used more as summative assessment of standards and to know where students are with their reading progress.	Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	Principal, assistant principal, all teachers, resource teacher, reading coach

Activity - Peer Observations and Full Day Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observing their peers to improve their instruction. Teachers will meet in grade levels to discuss teaching of standards, plan future lessons, and to analyze data.	Direct Instruction	09/14/2018	05/23/2019	$1036 - Title I Part A	All teachers, reading coach, resource teacher, principal, assistant principal

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional learning to assist with teaching grade level standards. The professional learning includes professional learning communities, OGap trainings (math), multisensory learning, OG reading, Handwriting Without Tears, and 6 + 1 Traits of Writing.	Professional Learning	09/14/2018	05/23/2019	$3175 - Title I Part A	All teachers, reading coach, resource teacher, principal, assistant principal

Strategy2:

Continue Implementing Writing Instruction - Teachers will teach handwriting using Handwriting Without Tears and 6 + 1 Traits of Writing.

Teachers will need training on Handwriting Without Tears as well as 6 + 1 Traits of Writing. Teachers will need all materials that go with the Handwriting Without Tears curriculum as well as the 6 + 1 Traits of Writing curriculum. Teachers will create writing prompts as well as rubrics for writing during instruction. Teachers will discuss student progress in the area of writing during their collaboration time.

Category: Develop/Implement College and Career Ready Standards

Research Cited: http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198705_hillocks.pdf

"Synthesis Of Research On Teaching Writing" by George Hillocks, Jr.

Activity - Writing Prompt	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will agree on writing prompts to be used when testing third and fourth grade students on Common Benchmark Assessments.	Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers

Activity - Handwriting Wihtout Tears and 6 + 1 Traits of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement guided whole group lessons with Handwriting Without Tears and 6 + 1 Traits of Writing.	Direct Instruction	09/14/2018	05/23/2019	$1000 - Title I Part A	All teachers

Strategy3:

Continue Implemeting Multisensory Instruction - Teachers will provide students with a variety of activities that include the use of multiple senses. Students will be able to use some or all their senses to gather information about tasks, link information to ideas they already know and understand, perceive the logic involved in solving problems, learn problem solving task, use nonverbal reasoning, understand relationships between concepts, and store information for later recall. Students will explore these opportunities through whole group and small group instruction. Students will engage in academic conversations with peer and perform tasks using manipulatives. This will help our students to utilize their personal areas of strength as well as to develop tactile, kinesthetic, auditory, and visual memories. Task will range from simple to complex.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Brain research by Judy Wilson states that more neural pathways are stimulated in the brain when a person is taught using multiple senses. This leads to greater understanding and increased student achievement.

Activity - Researched Based Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading coach and resource teacher will provide teachers with researched based resources as needed.	Academic Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	Resource teacher and ARI reading coach

Activity - Peer Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observe other teachers to improve instruction and student learning.	Direct Instruction	09/14/2018	05/23/2019	$1036 - Title I Part A	All teachers, principal, assistant principal, substitutes

Activity - Implement Ortin Gillingham Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in how to incorporate Ortin Gillingham Strategies in their instruction.	Direct Instruction	09/14/2018	05/23/2019	$500 - Title I Part A	All teachers, reading coach, resource teacher, assistant principal, principal

Goal 2:

All students will demonstrate an increase in math proficiency.

Measurable Objective 1:

A 6% increase of Third and Fourth grade students will demonstrate a proficiency in college and career readiness in Mathematics by 05/03/2019 as measured by Scantron Performance Series when comparing the fall 2018 baseline assessment to the spring.

Strategy1:

Implement Collaborative Grade Level Meetings - Teachers will meet weekly to focus on learning. When meeting, they will establish norms and answer these four questions: 1) What do we want our students to learn (essential standards)?, 2) How will we know when the standards have been mastered, 3) What will we do if the students have already mastered the standards, and 4) What will we do if the students have not mastered the standards?

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Research Cited: Research: Rennie Center for Education Research & Policy, Jennifer Poulos, Lead Author/Research Director, Nina Culbertson, Research Associate, Peter Piazza, Consultant, Chad d'Entremont, Executive Director, MAKING SPACE:The Value of Teacher Collaboration http://www.edvestors.org/wpcontent/uploads/2014/04/EdVestors-Making-Space-The-Value-of-Teacher-Collaboration-2014.pdf

Activity - Ongoing Data Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create assessment for students and discuss the results. Teachers will give common benchmark assessments and use the results to adjust their instruction. Teachers will create formative assessments and discuss results to adjust their instruction. DIBELS and Scantron results will be used more as summative assessment of standards and to know where students are with their reading progress.	Direct Instruction Academic Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers, ARI reading coach, resource teacher

Activity - Weekly Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to discuss formative assessment results, how students are learning, what to do if students are not learning, what to do if students are learning, and plan future instruction.	Direct Instruction Academic Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers, ARI reading coach, resource teacher

Strategy2:

Implement Multisensory Instruction - Teachers will provide students with a variety of activities that include the use of multiple senses.

Students will be able to use some or all their senses to gather information about tasks, link information to ideas they already know and

understand, perceive the logic involved in solving problems, learn problem solving task, use nonverbal reasoning, understand relationships between concepts, and store information for later recall. Students will explore these opportunities through whole group and small group instruction. Students will engage in academic conversations with peer and perform tasks using manipulatives. This will help our students to utilize their personal areas of strength as well as to develop tactile, kinesthetic, auditory, and visual memories. Task will range from simple to complex.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Brain research by Judy Wilson states that more neural pathways are stimulated in the brain when a person is taught using multiple senses. This leads to greater understanding and increased student achievement.

Activity - Implement Ortin Gillingham Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on how to incorporate Ortin Gillingham Strategies in their instruction.	Direct Instruction	09/14/2018	05/23/2019	$504 - Title I Part A	All teachers, resource teacher, ARI reading coach

Activity - Implement O-Gap Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on how to implement O-Gap strategies in their instruction.	Academic Support Program Direct Instruction	09/14/2018	05/23/2019	$1000 - Title I Part A	All teachers, ARI reading coach, resource teacher

Strategy3:

Implement Learning Supports and Tiered Instruction - Teachers will teach whole group (Tier 1) and pull students into small groups for Tier 2 instruction as needed. Students who need Tier 3 instruction will be pulled by the resource teacher, ARI reading coach, or a certified teacher who is not the student's regular classroom teacher. Teachers will use various technological tools throughout the school year. Each classroom will have a working interactive white board, with a working pen, projector, projector bulb, and document camera. Also, laptops, Chromebooks, and Chromebook carts for student use, iPad for students use, desk top computer, and a student headset with microphone to enhance the interaction with technology and utilize learning aids will be in each classroom. Teachers will also have access to on-line resources such as Brain Pop, Discovery Ed, Super Teachers, Mystery Science, ScootPad, and Renaissance. The Waterford , Battelle, and Gold assessments will also be used in our Pre-K programs. Classroom teachers will have access to clicker response systems for quick responses/formative assessments during instruction. STAR Enterprise will be used to monitor student progress and AR will be used by students to track and monitor book reading and comprehension. Additional technological tools such as Quomo Pads, Osmos, robotic operating systems and Interactive TVs will be available at our school. Digital cameras and video tools will also be available for teachers to use or checkout.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: International Education Journal, 2006, 7(7), 935-947. ISSN 1443-1475 © 2006 Shannon Research Press. http://iej.com.au 935 Differentiated instruction: A research basis Pearl Subban Monash University pearlsubban@iprimus.com.au

Activity - Researched Based Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading coach and resource teacher will provide teachers with researched based resources as needed.	Academic Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	Resource teacher and ARI reading coach

Activity - Implement Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide interventions for all students who show deficits in mastering standards taught. Materials and supplies will be purchased to support the instruction needed for all students in the classroom. The resource teacher will provide materials and supplies for teachers as needed.	Direct Instruction Academic Support Program	09/14/2018	05/23/2019	$1000 - Title I Part A	Resource teacher and classroom teachers

Goal 3:

Identify barriers to learning and align support systems to address barriers.

Measurable Objective 1:

85% of All Students will demonstrate a behavior that maintains a monthly 95% attendance rate in Practical Living by 05/22/2019 as measured by INOW reports.

Strategy1:

Increase Parent Communication - Once the attendance team identifies students with one unexcused absence, the administrator will send a letter home to parents. If absence continues up to 3 unexcused absences, the administrator will contact parents for a parent conference. If the absences continue up to 5 unexcused absences, parents will be referred to the central office attendance staff. Parents will receive communication from the school through technology, home visits, school planners, student handbooks, parent newsletters, calendar of events, our school based therapist, social worker, counselor, teachers, administrators, and letters.

Category: Other - Parent Communication

Research Cited: 4 Educational Research Quarterly 2003, Research on School Attendance and Student Achievement: A Study of Ohio Schools, Dr. Douglas E. Roby, Wright State University

Activity - Monthly Attendance Awards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month, the attendance team will tally absences searching for perfect attendance recipients. During the first week of each month, all students who have perfect attendance (no check outs and no tardies) will receive a Perfect Attendance Sticker. At the first and second semester awards, each perfect attendance recipient will receive a certificate and their name will be called out among peers and families.	Behavioral Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	Assistant principal, computer aide, registrar, teachers

Activity - Attendance Letters and Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be notified of unexcused absences and can be requested to attend a parent conference if the unexcused absences reach three. In the parent conference, the school administrator works with the parents to develop goals for improved attendance. Home Visits will be done if the school is not able to reach a family and the child has been absent multiple days.	Behavioral Support Program Community Engagement Parent Involvement	09/14/2018	05/22/2019	$0 - No Funding Required	Social worker, registrar, teachers, assistant principal, school based therapist, counselor

Activity - School Communicating With Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will share information with parents through technology including Facebook, phone calls, electronic devices, the marquee, etc. Information will also be sent home to parents monthly including the Parent Newsletter and Calendar Of Events. Students in grades 2, 3, and 4 will receive student planners. Parents will be able to use the student planners to note homework assignments and other important information from the classroom. Binders will be purchased for all students. These binders will be leadership notebooks for teachers and students to share student progress with parents. Binders and folders will be purchased so that teachers can share data with parents about their children. Parents meetings will be held with teachers, the social worker, the administration, and the school counselor to keep parents involved in their children's education. Dollywood will be used to involve parents in education with their children who are not old enough to attend school. Dollywood will provide books for the siblings that are not old enough to begin school. Parents will be invited to attend parent conferences at least twice a year. A school based therapist is available to assist parents with communication with the school in their children maintaining appropriate behavior.	Parent Involvement	09/14/2018	05/23/2019	$6574 - Title I Part A	Principal, social worker, counselor, school based therapist, teachers, assistant principal

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

All students will demonstrate an increase in reading proficiency.

Measurable Objective 1:

75% of Kindergarten, First and Second grade students will achieve college and career readiness by demonstrating a proficiency in Reading by 05/03/2019 as measured by DIBELS Next.

Strategy1:

Implementing Learning Supports and Tiered Instruction - Teachers will teach whole group (Tier 1) and pull students into small groups for Tier 2 instruction as needed. Students who need Tier 3 instruction will be pulled by the resource teacher, ARI reading coach, or a certified teacher who is not the student's regular classroom teacher. Teachers will use various technological tools throughout the school year. Each classroom will have a working interactive white board, with a working pen, projector, projector bulb, and document camera. Also, laptops, Chromebooks, and Chromebook carts for student use, iPad for students use, desk top computer, and a student headset with microphone to enhance the interaction with technology and utilize learning aids will be in each classroom. Teachers will also have access to on-line resources such as Brain Pop, Discovery Ed, Super Teachers, Mystery Science, ScootPad, and Renaissance. The Waterford , Battelle, and Gold assessments will also be used in our Pre-K programs. Classroom teachers will have access to clicker response systems for quick responses/formative assessments during instruction. STAR Enterprise will be used to monitor student progress and AR will be used by students to track and monitor book reading and comprehension. Additional technological tools such as Quomo Pads, Osmos, robotic operating systems and Interactive TVs will be available at our school. Digital cameras and video tools will also be available for teachers to use or checkout.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: International Education Journal, 2006, 7(7), 935-947.

ISSN 1443-1475 © 2006 Shannon Research Press.

http://iej.com.au 935

Differentiated instruction: A research basis

Pearl Subban

Monash University pearlsubban@iprimus.com.au

Activity - Resource Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A resource teacher will be added to the staff. The resource teacher will provide coaching in the area of math. The resource teacher will also meet with students who need Tier 3 instruction as well as provide academic support to all teachers.	Academic Support Program	09/14/2018	05/23/2019	$76199 - Title I Part A	Resource Teacher

Activity - Response To Instruction (RTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet once a month to discuss how students who need Tier 2 or Tier 3 instruction are progressing. We will discuss the teachers' results from any progress monitoring to determine next steps seeking student progress.	Academic Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers, principal, ARI reading coach, resource teacher

Activity - Pre-K Teachers and Auxiliary Teacher Assistants	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher pay and benefits will be needed to hire 3 lead teachers who will each have their own section and classroom of pre-k students. Class size will be 18 students each. Teachers will provide a full day foundation instruction, support, and activities shown to benefit children at this developmental stage and prepare them for a successful kindergarten year	Academic Support Program Direct Instruction	09/14/2018	05/23/2019	$151727 - Title I Part A	Principal and preschool teachers

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach Tier I instruction to all students. Students who do not master those skills will be pulled into a small group (Tier 2) to receive a reteaching of the skills needed. Students who have been identified to need Tier 3 instruction will receive that small group instruction from a certified teacher who is not their classroom teachers. Teachers will use technology and tools for instruction to enhance student engagement. Various technological tools will be used daily throughout the school year by all classroom teachers. Each classroom will have a working interactive white board, with a working pen, projector, projector bulb, and document camera. Also, laptops, Chromebooks, and Chromebook carts for student use, iPad for students use, desk top computer, and a student headset with microphone to enhance the interaction with technology and utilize learning aids will be in each classroom. Teachers will also have access to on-line resources such as Brain Pop, Discovery Ed, Super Teacher, Mystery Science, ScootPad, and Renaissance. The Waterford , Battelle, and Gold assessments will also be used in our Pre-K programs. Classroom teachers will have access to clicker response systems for quick responses/formative assessments during instruction. STAR Enterprise will be used to monitor student progress and AR will be used by students to track and monitor book reading and comprehension. Additional technological tools such as Quomo Pads, Osmos, robotic operating systems and Interactive TVs will be available at our school. Digital cameras and video tools will also be available for teachers to use or checkout.	Direct Instruction	09/14/2018	05/23/2019	$6000 - Title I Part A	All teachers, ARI reading coach, resource teacher

Activity - Materials and Supplies For Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will purchase supplies and materials that are needed to support tiered instruction.	Academic Support Program	09/14/2018	05/23/2019	$1740 - Title I Part A	All teachers, principal, assistant principal, resource teacher, ARI reading coach

Strategy2:

Collaborative Grade Level Meetings - Teachers will meet weekly to focus on learning. When meeting, they will establish norms and answer these four questions: 1) What do we want our students to learn (essential standards)?, 2) How will we know when the standards have been mastered, 3) What will we do if the students have already mastered the standards, and 4) What will we do if the students have not mastered the standards?

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Research Cited: Research: Rennie Center for Education Research & Policy, Jennifer Poulos, Lead Author/Research Director, Nina Culbertson, Research Associate, Peter Piazza, Consultant, Chad d'Entremont, Executive Director, MAKING SPACE:The Value of Teacher Collaboration http://www.edvestors.org/wpcontent/uploads/2014/04/EdVestors-Making-Space-The-Value-of-Teacher-Collaboration-2014.pdf

Activity - Implementing Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to discuss student learning. Teachers will have a few days during the school year to collaborate during a full day. This collaboration will consist of discussing student learning and how to proceed with lesson planning for the rest of the school year including assessing standards. This collaboration will be in all grades and throughout the school year. Teachers will focus on whether or not students have mastered the essential standards, what to do if they have and what to do if they have not. Teachers will also agree on what standards to teach. Teachers will attend professional development relating to professional learning communities, collaboration, and formative assessments to adjust instruction.	Professional Learning Academic Support Program	09/14/2018	05/23/2019	$1036 - Title I Part A	All teachers, principal, assistant principal, resource teacher, ARI reading coach

Activity - Weekly Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to focus on learning. When meeting, they will establish norms and answer these four questions: 1) What do we want our students to learn (essential standards)?, 2) How will we know when the standards have been mastered, 3) What will we do if the students have already mastered the standards, and 4) What will we do if the students have not mastered the standards?	Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers

Activity - Ongoing Data Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create assessment for students and discuss the results. Teachers will give common benchmark assessments and use the results to adjust their instruction. Teachers will create formative assessments and discuss results to adjust their instruction. DIBELS and Scantron results will be used more as summative assessment of standards and to know where students are with their reading progress.	Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers, resource teachers, ARI reading coach

Strategy3:

Continue Implementing Multisensory Instruction - Teachers will provide students with a variety of activities that include the use of multiple senses. Students will be able to use some or all their senses to gather information about tasks, link information to ideas they already know and understand, perceive the logic involved in solving problems, learn problem solving task, use nonverbal reasoning, understand relationships between concepts, and store information for later recall. Students will explore these opportunities through whole group and small group instruction. Students will engage in academic conversations with peer and perform tasks using manipulatives. This will help our students to utilize their personal areas of strength as well as to develop tactile, kinesthetic, auditory, and visual memories. Task will range from simple to complex.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: https://eric.ed.gov/?q=%22%22&ff1=subMultisensory+Learning&id=EJ1172079

ERIC Number: EJ1172079

Record Type: Journal

Publication Date: 2018-Mar

Activity - Implement Ortin Gillingham Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in how to incorporate Ortin Gillingham Strategies in their instruction.	Direct Instruction	09/14/2018	05/23/2019	$1000 - Title I Part A	All teachers, principal, assistant principal, ARI reading coach

Activity - Research Based Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading coach and resource teacher will provide teachers with researched based resources as needed.	Direct Instruction Academic Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	ARI reading coach and resource teacher

Measurable Objective 2:

A 6% increase of Third and Fourth grade students will demonstrate a proficiency in college and career readiness in Reading by 05/03/2019 as measured by Scantron Performance Series when comparing the fall 2018 baseline assessment to the spring.

Strategy1:

Continue Implemeting Multisensory Instruction - Teachers will provide students with a variety of activities that include the use of multiple senses. Students will be able to use some or all their senses to gather information about tasks, link information to ideas they already know and understand, perceive the logic involved in solving problems, learn problem solving task, use nonverbal reasoning, understand relationships between concepts, and store information for later recall. Students will explore these opportunities through whole group and small group instruction. Students will engage in academic conversations with peer and perform tasks using manipulatives. This will help our students to utilize their personal areas of strength as well as to develop tactile, kinesthetic, auditory, and visual memories. Task will range from simple to complex.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Brain research by Judy Wilson states that more neural pathways are stimulated in the brain when a person is taught using multiple senses. This leads to greater understanding and increased student achievement.

Activity - Peer Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observe other teachers to improve instruction and student learning.	Direct Instruction	09/14/2018	05/23/2019	$1036 - Title I Part A	All teachers, principal, assistant principal, substitutes

Activity - Implement Ortin Gillingham Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in how to incorporate Ortin Gillingham Strategies in their instruction.	Direct Instruction	09/14/2018	05/23/2019	$500 - Title I Part A	All teachers, reading coach, resource teacher, assistant principal, principal

Activity - Researched Based Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading coach and resource teacher will provide teachers with researched based resources as needed.	Academic Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	Resource teacher and ARI reading coach

Strategy2:

Implementation of Collaborative Grade Level Meetings - Teachers will meet weekly to focus on learning. When meeting, they will establish norms and answer these four questions: 1) What do we want our students to learn (essential standards)?, 2) How will we know when the standards have been mastered, 3) What will we do if the students have already mastered the standards, and 4) What will we do if the students have not mastered the standards?

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Research Cited: Research: Rennie Center for Education Research & Policy, Jennifer Poulos, Lead Author/Research Director, Nina Culbertson, Research Associate,

Peter Piazza, Consultant, Chad d'Entremont, Executive Director, MAKING SPACE:The Value of Teacher Collaboration

http://www.edvestors.org/wpcontent/uploads/2014/04/EdVestors-Making-Space-The-Value-of-Teacher-Collaboration-2014.pdf

Activity - Weekly Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to discuss formative assessment results, how students are learning, what to do if students are not learning, what to do if students are learning, and plan future instruction.	Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	Principal, assistant principal, all teachers, reading coach, resource teacher

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional learning to assist with teaching grade level standards. The professional learning includes professional learning communities, OGap trainings (math), multisensory learning, OG reading, Handwriting Without Tears, and 6 + 1 Traits of Writing.	Professional Learning	09/14/2018	05/23/2019	$3175 - Title I Part A	All teachers, reading coach, resource teacher, principal, assistant principal

Activity - On-going Data Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create assessment for students and discuss the results. Teachers will give common benchmark assessments and use the results to adjust their instruction. Teachers will create formative assessments and discuss results to adjust their instruction. DIBELS and Scantron results will be used more as summative assessment of standards and to know where students are with their reading progress.	Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	Principal, assistant principal, all teachers, resource teacher, reading coach

Activity - Peer Observations and Full Day Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observing their peers to improve their instruction. Teachers will meet in grade levels to discuss teaching of standards, plan future lessons, and to analyze data.	Direct Instruction	09/14/2018	05/23/2019	$1036 - Title I Part A	All teachers, reading coach, resource teacher, principal, assistant principal

Strategy3:

Continue Implementing Writing Instruction - Teachers will teach handwriting using Handwriting Without Tears and 6 + 1 Traits of Writing.

Teachers will need training on Handwriting Without Tears as well as 6 + 1 Traits of Writing. Teachers will need all materials that go with the

Handwriting Without Tears curriculum as well as the 6 + 1 Traits of Writing curriculum. Teachers will create writing prompts as well as rubrics

for writing during instruction. Teachers will discuss student progress in the area of writing during their collaboration time.

Category: Develop/Implement College and Career Ready Standards

Research Cited: http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198705_hillocks.pdf

"Synthesis Of Research On Teaching Writing" by George Hillocks, Jr.

Activity - Writing Prompt	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will agree on writing prompts to be used when testing third and fourth grade students on Common Benchmark Assessments.	Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers

Activity - Handwriting Wihtout Tears and 6 + 1 Traits of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement guided whole group lessons with Handwriting Without Tears and 6 + 1 Traits of Writing.	Direct Instruction	09/14/2018	05/23/2019	$1000 - Title I Part A	All teachers

Goal 2:

All students will demonstrate an increase in math proficiency.

Measurable Objective 1:

A 6% increase of Third and Fourth grade students will demonstrate a proficiency in college and career readiness in Mathematics by

05/03/2019 as measured by Scantron Performance Series when comparing the fall 2018 baseline assessment to the spring.

Strategy1:

Implement Collaborative Grade Level Meetings - Teachers will meet weekly to focus on learning. When meeting, they will establish norms and answer these four questions: 1) What do we want our students to learn (essential standards)?, 2) How will we know when the standards have been mastered, 3) What will we do if the students have already mastered the standards, and 4) What will we do if the students have not mastered the standards?

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Research Cited: Research: Rennie Center for Education Research & Policy, Jennifer Poulos, Lead Author/Research Director, Nina Culbertson, Research Associate, Peter Piazza, Consultant, Chad d'Entremont, Executive Director, MAKING SPACE:The Value of Teacher Collaboration http://www.edvestors.org/wpcontent/uploads/2014/04/EdVestors-Making-Space-The-Value-of-Teacher-Collaboration-2014.pdf

Activity - Ongoing Data Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create assessment for students and discuss the results. Teachers will give common benchmark assessments and use the results to adjust their instruction. Teachers will create formative assessments and discuss results to adjust their instruction. DIBELS and Scantron results will be used more as summative assessment of standards and to know where students are with their reading progress.	Direct Instruction Academic Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers, ARI reading coach, resource teacher

Activity - Weekly Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to discuss formative assessment results, how students are learning, what to do if students are not learning, what to do if students are learning, and plan future instruction.	Direct Instruction Academic Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers, ARI reading coach, resource teacher

Strategy2:

Implement Learning Supports and Tiered Instruction - Teachers will teach whole group (Tier 1) and pull students into small groups for Tier 2 instruction as needed. Students who need Tier 3 instruction will be pulled by the resource teacher, ARI reading coach, or a certified teacher who is not the student's regular classroom teacher. Teachers will use various technological tools throughout the school year. Each classroom will have a working interactive white board, with a working pen, projector, projector bulb, and document camera. Also, laptops, Chromebooks, and Chromebook carts for student use, iPad for students use, desk top computer, and a student headset with microphone to enhance the interaction with technology and utilize learning aids will be in each classroom. Teachers will also have access to on-line resources such as Brain Pop, Discovery Ed, Super Teachers, Mystery Science, ScootPad, and Renaissance. The Waterford , Battelle, and Gold assessments will also be used in our Pre-K programs. Classroom teachers will have access to clicker response systems for quick responses/formative assessments during instruction. STAR Enterprise will be used to monitor student progress and AR will be used by students to track and monitor book reading and comprehension. Additional technological tools such as Quomo Pads, Osmos, robotic operating systems and Interactive TVs will be available at our school. Digital cameras and video tools will also be available for teachers to use or checkout.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: International Education Journal, 2006, 7(7), 935-947. ISSN 1443-1475 © 2006 Shannon Research Press. http://iej.com.au 935 Differentiated instruction: A research basis Pearl Subban Monash University pearlsubban@iprimus.com.au

Activity - Researched Based Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading coach and resource teacher will provide teachers with researched based resources as needed.	Academic Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	Resource teacher and ARI reading coach

Activity - Implement Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide interventions for all students who show deficits in mastering standards taught. Materials and supplies will be purchased to support the instruction needed for all students in the classroom. The resource teacher will provide materials and supplies for teachers as needed.	Direct Instruction Academic Support Program	09/14/2018	05/23/2019	$1000 - Title I Part A	Resource teacher and classroom teachers

Strategy3:

Implement Multisensory Instruction - Teachers will provide students with a variety of activities that include the use of multiple senses. Students will be able to use some or all their senses to gather information about tasks, link information to ideas they already know and understand, perceive the logic involved in solving problems, learn problem solving task, use nonverbal reasoning, understand relationships between concepts, and store information for later recall. Students will explore these opportunities through whole group and small group instruction. Students will engage in academic conversations with peer and perform tasks using manipulatives. This will help our students to utilize their personal areas of strength as well as to develop tactile, kinesthetic, auditory, and visual memories. Task will range from simple to complex.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Brain research by Judy Wilson states that more neural pathways are stimulated in the brain when a person is taught using multiple senses. This leads to greater understanding and increased student achievement.

Activity - Implement Ortin Gillingham Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on how to incorporate Ortin Gillingham Strategies in their instruction.	Direct Instruction	09/14/2018	05/23/2019	$504 - Title I Part A	All teachers, resource teacher, ARI reading coach

Activity - Implement O-Gap Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on how to implement O-Gap strategies in their instruction.	Direct Instruction Academic Support Program	09/14/2018	05/23/2019	$1000 - Title I Part A	All teachers, ARI reading coach, resource teacher

Goal 3:

Identify barriers to learning and align support systems to address barriers.

Measurable Objective 1:

85% of All Students will demonstrate a behavior that maintains a monthly 95% attendance rate in Practical Living by 05/22/2019 as measured by INOW reports.

Strategy1:

Increase Parent Communication - Once the attendance team identifies students with one unexcused absence, the administrator will send a letter home to parents. If absence continues up to 3 unexcused absences, the administrator will contact parents for a parent conference. If the absences continue up to 5 unexcused absences, parents will be referred to the central office attendance staff. Parents will receive communication from the school through technology, home visits, school planners, student handbooks, parent newsletters, calendar of events, our school based therapist, social worker, counselor, teachers, administrators, and letters.

Category: Other - Parent Communication

Research Cited: 4 Educational Research Quarterly 2003, Research on School Attendance and Student Achievement: A Study of Ohio Schools, Dr. Douglas E. Roby, Wright State University

Activity - Monthly Attendance Awards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month, the attendance team will tally absences searching for perfect attendance recipients. During the first week of each month, all students who have perfect attendance (no check outs and no tardies) will receive a Perfect Attendance Sticker. At the first and second semester awards, each perfect attendance recipient will receive a certificate and their name will be called out among peers and families.	Behavioral Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	Assistant principal, computer aide, registrar, teachers

Activity - Attendance Letters and Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be notified of unexcused absences and can be requested to attend a parent conference if the unexcused absences reach three. In the parent conference, the school administrator works with the parents to develop goals for improved attendance. Home Visits will be done if the school is not able to reach a family and the child has been absent multiple days.	Community Engagement Parent Involvement Behavioral Support Program	09/14/2018	05/22/2019	$0 - No Funding Required	Social worker, registrar, teachers, assistant principal, school based therapist, counselor

Activity - School Communicating With Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will share information with parents through technology including Facebook, phone calls, electronic devices, the marquee, etc. Information will also be sent home to parents monthly including the Parent Newsletter and Calendar Of Events. Students in grades 2, 3, and 4 will receive student planners. Parents will be able to use the student planners to note homework assignments and other important information from the classroom. Binders will be purchased for all students. These binders will be leadership notebooks for teachers and students to share student progress with parents. Binders and folders will be purchased so that teachers can share data with parents about their children. Parents meetings will be held with teachers, the social worker, the administration, and the school counselor to keep parents involved in their children's education. Dollywood will be used to involve parents in education with their children who are not old enough to attend school. Dollywood will provide books for the siblings that are not old enough to begin school. Parents will be invited to attend parent conferences at least twice a year. A school based therapist is available to assist parents with communication with the school in their children maintaining appropriate behavior.	Parent Involvement	09/14/2018	05/23/2019	$6574 - Title I Part A	Principal, social worker, counselor, school based therapist, teachers, assistant principal

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

All students will demonstrate an increase in reading proficiency.

Measurable Objective 1:

A 6% increase of Third and Fourth grade students will demonstrate a proficiency in college and career readiness in Reading by 05/03/2019 as measured by Scantron Performance Series when comparing the fall 2018 baseline assessment to the spring.

Strategy1:

Implementation of Collaborative Grade Level Meetings - Teachers will meet weekly to focus on learning. When meeting, they will establish norms and answer these four questions: 1) What do we want our students to learn (essential standards)?, 2) How will we know when the standards have been mastered, 3) What will we do if the students have already mastered the standards, and 4) What will we do if the students have not mastered the standards?

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Research Cited: Research: Rennie Center for Education Research & Policy, Jennifer Poulos, Lead Author/Research Director, Nina Culbertson, Research Associate,

Peter Piazza, Consultant, Chad d'Entremont, Executive Director, MAKING SPACE:The Value of Teacher Collaboration

http://www.edvestors.org/wpcontent/uploads/2014/04/EdVestors-Making-Space-The-Value-of-Teacher-Collaboration-2014.pdf

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional learning to assist with teaching grade level standards. The professional learning includes professional learning communities, OGap trainings (math), multisensory learning, OG reading, Handwriting Without Tears, and 6 + 1 Traits of Writing.	Professional Learning	09/14/2018	05/23/2019	$3175 - Title I Part A	All teachers, reading coach, resource teacher, principal, assistant principal

Activity - On-going Data Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create assessment for students and discuss the results. Teachers will give common benchmark assessments and use the results to adjust their instruction. Teachers will create formative assessments and discuss results to adjust their instruction. DIBELS and Scantron results will be used more as summative assessment of standards and to know where students are with their reading progress.	Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	Principal, assistant principal, all teachers, resource teacher, reading coach

Activity - Weekly Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to discuss formative assessment results, how students are learning, what to do if students are not learning, what to do if students are learning, and plan future instruction.	Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	Principal, assistant principal, all teachers, reading coach, resource teacher

Activity - Peer Observations and Full Day Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observing their peers to improve their instruction. Teachers will meet in grade levels to discuss teaching of standards, plan future lessons, and to analyze data.	Direct Instruction	09/14/2018	05/23/2019	$1036 - Title I Part A	All teachers, reading coach, resource teacher, principal, assistant principal

Strategy2:

Continue Implemeting Multisensory Instruction - Teachers will provide students with a variety of activities that include the use of multiple senses. Students will be able to use some or all their senses to gather information about tasks, link information to ideas they already know and understand, perceive the logic involved in solving problems, learn problem solving task, use nonverbal reasoning, understand relationships between concepts, and store information for later recall. Students will explore these opportunities through whole group and small group instruction. Students will engage in academic conversations with peer and perform tasks using manipulatives. This will help our students to utilize their personal areas of strength as well as to develop tactile, kinesthetic, auditory, and visual memories. Task will range from simple to complex.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Brain research by Judy Wilson states that more neural pathways are stimulated in the brain when a person is taught using multiple senses. This leads to greater understanding and increased student achievement.

Activity - Researched Based Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading coach and resource teacher will provide teachers with researched based resources as needed.	Academic Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	Resource teacher and ARI reading coach

Activity - Implement Ortin Gillingham Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in how to incorporate Ortin Gillingham Strategies in their instruction.	Direct Instruction	09/14/2018	05/23/2019	$500 - Title I Part A	All teachers, reading coach, resource teacher, assistant principal, principal

Activity - Peer Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observe other teachers to improve instruction and student learning.	Direct Instruction	09/14/2018	05/23/2019	$1036 - Title I Part A	All teachers, principal, assistant principal, substitutes

Strategy3:

Continue Implementing Writing Instruction - Teachers will teach handwriting using Handwriting Without Tears and 6 + 1 Traits of Writing. Teachers will need training on Handwriting Without Tears as well as 6 + 1 Traits of Writing. Teachers will need all materials that go with the Handwriting Without Tears curriculum as well as the 6 + 1 Traits of Writing curriculum. Teachers will create writing prompts as well as rubrics for writing during instruction. Teachers will discuss student progress in the area of writing during their collaboration time.

Category: Develop/Implement College and Career Ready Standards

Research Cited: http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198705_hillocks.pdf

"Synthesis Of Research On Teaching Writing" by George Hillocks, Jr.

Activity - Writing Prompt	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will agree on writing prompts to be used when testing third and fourth grade students on Common Benchmark Assessments.	Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers

Activity - Handwriting Wihtout Tears and 6 + 1 Traits of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement guided whole group lessons with Handwriting Without Tears and 6 + 1 Traits of Writing.	Direct Instruction	09/14/2018	05/23/2019	$1000 - Title I Part A	All teachers

Measurable Objective 2:

75% of Kindergarten, First and Second grade students will achieve college and career readiness by demonstrating a proficiency in Reading by 05/03/2019 as measured by DIBELS Next.

Strategy1:

Continue Implementing Multisensory Instruction - Teachers will provide students with a variety of activities that include the use of multiple senses. Students will be able to use some or all their senses to gather information about tasks, link information to ideas they already know and understand, perceive the logic involved in solving problems, learn problem solving task, use nonverbal reasoning, understand relationships between concepts, and store information for later recall. Students will explore these opportunities through whole group and small group instruction. Students will engage in academic conversations with peer and perform tasks using manipulatives. This will help our students to utilize their personal areas of strength as well as to develop tactile, kinesthetic, auditory, and visual memories. Task will range from simple to complex.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: https://eric.ed.gov/?q=%22%22&ff1=subMultisensory+Learning&id=EJ1172079

ERIC Number: EJ1172079

Record Type: Journal

Publication Date: 2018-Mar

ISBN: N/A

ISSN: EISSN-1467-7687

Incidental Learning in a Multisensory Environment across Childhood

Broadbent, Hannah J.; White, Hayley; Mareschal, Denis; Kirkham, Natasha Z.

Developmental Science, v21 n2 Mar 2018

Activity - Research Based Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading coach and resource teacher will provide teachers with researched based resources as needed.	Academic Support Program Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	ARI reading coach and resource teacher

Activity - Implement Ortin Gillingham Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in how to incorporate Ortin Gillingham Strategies in their instruction.	Direct Instruction	09/14/2018	05/23/2019	$1000 - Title I Part A	All teachers, principal, assistant principal, ARI reading coach

Strategy2:

Implementing Learning Supports and Tiered Instruction - Teachers will teach whole group (Tier 1) and pull students into small groups for Tier 2 instruction as needed. Students who need Tier 3 instruction will be pulled by the resource teacher, ARI reading coach, or a certified

teacher who is not the student's regular classroom teacher. Teachers will use various technological tools throughout the school year. Each classroom will have a working interactive white board, with a working pen, projector, projector bulb, and document camera. Also, laptops, Chromebooks, and Chromebook carts for student use, iPad for students use, desk top computer, and a student headset with microphone to enhance the interaction with technology and utilize learning aids will be in each classroom. Teachers will also have access to on-line resources such as Brain Pop, Discovery Ed, Super Teachers, Mystery Science, ScootPad, and Renaissance. The Waterford , Battelle, and Gold assessments will also be used in our Pre-K programs. Classroom teachers will have access to clicker response systems for quick responses/formative assessments during instruction. STAR Enterprise will be used to monitor student progress and AR will be used by students to track and monitor book reading and comprehension. Additional technological tools such as Quomo Pads, Osmos, robotic operating systems and Interactive TVs will be available at our school. Digital cameras and video tools will also be available for teachers to use or checkout.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: International Education Journal, 2006, 7(7), 935-947.

ISSN 1443-1475 © 2006 Shannon Research Press.

http://iej.com.au 935

Differentiated instruction: A research basis

Pearl Subban

Monash University pearlsubban@iprimus.com.au

Activity - Response To Instruction (RTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet once a month to discuss how students who need Tier 2 or Tier 3 instruction are progressing. We will discuss the teachers' results from any progress monitoring to determine next steps seeking student progress.	Academic Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers, principal, ARI reading coach, resource teacher

Activity - Materials and Supplies For Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will purchase supplies and materials that are needed to support tiered instruction.	Academic Support Program	09/14/2018	05/23/2019	$1740 - Title I Part A	All teachers, principal, assistant principal, resource teacher, ARI reading coach

Activity - Pre-K Teachers and Auxiliary Teacher Assistants	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher pay and benefits will be needed to hire 3 lead teachers who will each have their own section and classroom of pre-k students. Class size will be 18 students each. Teachers will provide a full day foundation instruction, support, and activities shown to benefit children at this developmental stage and prepare them for a successful kindergarten year	Direct Instruction Academic Support Program	09/14/2018	05/23/2019	$151727 - Title I Part A	Principal and preschool teachers

Activity - Resource Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A resource teacher will be added to the staff. The resource teacher will provide coaching in the area of math. The resource teacher will also meet with students who need Tier 3 instruction as well as provide academic support to all teachers.	Academic Support Program	09/14/2018	05/23/2019	$76199 - Title I Part A	Resource Teacher

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach Tier I instruction to all students. Students who do not master those skills will be pulled into a small group (Tier 2) to receive a reteaching of the skills needed. Students who have been identified to need Tier 3 instruction will receive that small group instruction from a certified teacher who is not their classroom teachers. Teachers will use technology and tools for instruction to enhance student engagement. Various technological tools will be used daily throughout the school year by all classroom teachers. Each classroom will have a working interactive white board, with a working pen, projector, projector bulb, and document camera. Also, laptops, Chromebooks, and Chromebook carts for student use, iPad for students use, desk top computer, and a student headset with microphone to enhance the interaction with technology and utilize learning aids will be in each classroom. Teachers will also have access to on-line resources such as Brain Pop, Discovery Ed, Super Teacher, Mystery Science, ScootPad, and Renaissance. The Waterford , Battelle, and Gold assessments will also be used in our Pre-K programs. Classroom teachers will have access to clicker response systems for quick responses/formative assessments during instruction. STAR Enterprise will be used to monitor student progress and AR will be used by students to track and monitor book reading and comprehension. Additional technological tools such as Quomo Pads, Osmos, robotic operating systems and Interactive TVs will be available at our school. Digital cameras and video tools will also be available for teachers to use or checkout.	Direct Instruction	09/14/2018	05/23/2019	$6000 - Title I Part A	All teachers, ARI reading coach, resource teacher

Strategy3:

Collaborative Grade Level Meetings - Teachers will meet weekly to focus on learning. When meeting, they will establish norms and answer these four questions: 1) What do we want our students to learn (essential standards)?, 2) How will we know when the standards have been mastered, 3) What will we do if the students have already mastered the standards, and 4) What will we do if the students have not mastered the standards?

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Research Cited: Research: Rennie Center for Education Research & Policy, Jennifer Poulos, Lead Author/Research Director, Nina Culbertson, Research Associate, Peter Piazza, Consultant, Chad d'Entremont, Executive Director, MAKING SPACE:The Value of Teacher Collaboration http://www.edvestors.org/wpcontent/uploads/2014/04/EdVestors-Making-Space-The-Value-of-Teacher-Collaboration-2014.pdf

Activity - Implementing Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to discuss student learning. Teachers will have a few days during the school year to collaborate during a full day. This collaboration will consist of discussing student learning and how to proceed with lesson planning for the rest of the school year including assessing standards. This collaboration will be in all grades and throughout the school year. Teachers will focus on whether or not students have mastered the essential standards, what to do if they have and what to do if they have not. Teachers will also agree on what standards to teach. Teachers will attend professional development relating to professional learning communities, collaboration, and formative assessments to adjust instruction.	Academic Support Program Professional Learning	09/14/2018	05/23/2019	$1036 - Title I Part A	All teachers, principal, assistant principal, resource teacher, ARI reading coach

Activity - Ongoing Data Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create assessment for students and discuss the results. Teachers will give common benchmark assessments and use the results to adjust their instruction. Teachers will create formative assessments and discuss results to adjust their instruction. DIBELS and Scantron results will be used more as summative assessment of standards and to know where students are with their reading progress.	Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers, resource teachers, ARI reading coach

Activity - Weekly Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to focus on learning. When meeting, they will establish norms and answer these four questions: 1) What do we want our students to learn (essential standards)?, 2) How will we know when the standards have been mastered, 3) What will we do if the students have already mastered the standards, and 4) What will we do if the students have not mastered the standards?	Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers

Goal 2:

All students will demonstrate an increase in math proficiency.

Measurable Objective 1:

A 6% increase of Third and Fourth grade students will demonstrate a proficiency in college and career readiness in Mathematics by 05/03/2019 as measured by Scantron Performance Series when comparing the fall 2018 baseline assessment to the spring.

Strategy1:

Implement Learning Supports and Tiered Instruction - Teachers will teach whole group (Tier 1) and pull students into small groups for Tier 2 instruction as needed. Students who need Tier 3 instruction will be pulled by the resource teacher, ARI reading coach, or a certified teacher who is not the student's regular classroom teacher. Teachers will use various technological tools throughout the school year. Each classroom

will have a working interactive white board, with a working pen, projector, projector bulb, and document camera. Also, laptops, Chromebooks, and Chromebook carts for student use, iPad for students use, desk top computer, and a student headset with microphone to enhance the interaction with technology and utilize learning aids will be in each classroom. Teachers will also have access to on-line resources such as Brain Pop, Discovery Ed, Super Teachers, Mystery Science, ScootPad, and Renaissance. The Waterford , Battelle, and Gold assessments will also be used in our Pre-K programs. Classroom teachers will have access to clicker response systems for quick responses/formative assessments during instruction. STAR Enterprise will be used to monitor student progress and AR will be used by students to track and monitor book reading and comprehension. Additional technological tools such as Quomo Pads, Osmos, robotic operating systems and Interactive TVs will be available at our school. Digital cameras and video tools will also be available for teachers to use or checkout.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: International Education Journal, 2006, 7(7), 935-947. ISSN 1443-1475 © 2006 Shannon Research Press. http://iej.com.au 935 Differentiated instruction: A research basis Pearl Subban Monash University pearlsubban@iprimus.com.au

Activity - Implement Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide interventions for all students who show deficits in mastering standards taught. Materials and supplies will be purchased to support the instruction needed for all students in the classroom. The resource teacher will provide materials and supplies for teachers as needed.	Direct Instruction Academic Support Program	09/14/2018	05/23/2019	$1000 - Title I Part A	Resource teacher and classroom teachers

Activity - Researched Based Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading coach and resource teacher will provide teachers with researched based resources as needed.	Academic Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	Resource teacher and ARI reading coach

Strategy2:

Implement Multisensory Instruction - Teachers will provide students with a variety of activities that include the use of multiple senses. Students will be able to use some or all their senses to gather information about tasks, link information to ideas they already know and understand, perceive the logic involved in solving problems, learn problem solving task, use nonverbal reasoning, understand relationships between concepts, and store information for later recall. Students will explore these opportunities through whole group and small group instruction. Students will engage in academic conversations with peer and perform tasks using manipulatives. This will help our students to utilize their personal areas of strength as well as to develop tactile, kinesthetic, auditory, and visual memories. Task will range from simple to complex.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Brain research by Judy Wilson states that more neural pathways are stimulated in the brain when a person is taught using multiple senses. This leads to greater understanding and increased student achievement.

Activity - Implement O-Gap Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on how to implement O-Gap strategies in their instruction.	Academic Support Program Direct Instruction	09/14/2018	05/23/2019	$1000 - Title I Part A	All teachers, ARI reading coach, resource teacher

Activity - Implement Ortin Gillingham Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on how to incorporate Ortin Gillingham Strategies in their instruction.	Direct Instruction	09/14/2018	05/23/2019	$504 - Title I Part A	All teachers, resource teacher, ARI reading coach

Strategy3:

Implement Collaborative Grade Level Meetings - Teachers will meet weekly to focus on learning. When meeting, they will establish norms and answer these four questions: 1) What do we want our students to learn (essential standards)?, 2) How will we know when the standards have been mastered, 3) What will we do if the students have already mastered the standards, and 4) What will we do if the students have not mastered the standards?

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Research Cited: Research: Rennie Center for Education Research & Policy, Jennifer Poulos, Lead Author/Research Director, Nina Culbertson, Research Associate, Peter Piazza, Consultant, Chad d'Entremont, Executive Director, MAKING SPACE:The Value of Teacher Collaboration http://www.edvestors.org/wpcontent/uploads/2014/04/EdVestors-Making-Space-The-Value-of-Teacher-Collaboration-2014.pdf

Activity - Ongoing Data Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create assessment for students and discuss the results. Teachers will give common benchmark assessments and use the results to adjust their instruction. Teachers will create formative assessments and discuss results to adjust their instruction. DIBELS and Scantron results will be used more as summative assessment of standards and to know where students are with their reading progress.	Direct Instruction Academic Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers, ARI reading coach, resource teacher

Activity - Weekly Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to discuss formative assessment results, how students are learning, what to do if students are not learning, what to do if students are learning, and plan future instruction.	Academic Support Program Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers, ARI reading coach, resource teacher

Goal 3:

Identify barriers to learning and align support systems to address barriers.

Measurable Objective 1:

85% of All Students will demonstrate a behavior that maintains a monthly 95% attendance rate in Practical Living by 05/22/2019 as measured by INOW reports.

Strategy1:

Increase Parent Communication - Once the attendance team identifies students with one unexcused absence, the administrator will send a letter home to parents. If absence continues up to 3 unexcused absences, the administrator will contact parents for a parent conference. If the absences continue up to 5 unexcused absences, parents will be referred to the central office attendance staff. Parents will receive communication from the school through technology, home visits, school planners, student handbooks, parent newsletters, calendar of events, our school based therapist, social worker, counselor, teachers, administrators, and letters.

Category: Other - Parent Communication

Research Cited: 4 Educational Research Quarterly 2003, Research on School Attendance and Student Achievement: A Study of Ohio Schools, Dr. Douglas E. Roby, Wright State University

Activity - Monthly Attendance Awards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month, the attendance team will tally absences searching for perfect attendance recipients. During the first week of each month, all students who have perfect attendance (no check outs and no tardies) will receive a Perfect Attendance Sticker. At the first and second semester awards, each perfect attendance recipient will receive a certificate and their name will be called out among peers and families.	Behavioral Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	Assistant principal, computer aide, registrar, teachers

Activity - Attendance Letters and Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be notified of unexcused absences and can be requested to attend a parent conference if the unexcused absences reach three. In the parent conference, the school administrator works with the parents to develop goals for improved attendance. Home Visits will be done if the school is not able to reach a family and the child has been absent multiple days.	Community Engagement Parent Involvement Behavioral Support Program	09/14/2018	05/22/2019	$0 - No Funding Required	Social worker, registrar, teachers, assistant principal, school based therapist, counselor

Activity - School Communicating With Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will share information with parents through technology including Facebook, phone calls, electronic devices, the marquee, etc. Information will also be sent home to parents monthly including the Parent Newsletter and Calendar Of Events. Students in grades 2, 3, and 4 will receive student planners. Parents will be able to use the student planners to note homework assignments and other important information from the classroom. Binders will be purchased for all students. These binders will be leadership notebooks for teachers and students to share student progress with parents. Binders and folders will be purchased so that teachers can share data with parents about their children. Parents meetings will be held with teachers, the social worker, the administration, and the school counselor to keep parents involved in their children's education. Dollywood will be used to involve parents in education with their children who are not old enough to attend school. Dollywood will provide books for the siblings that are not old enough to begin school. Parents will be invited to attend parent conferences at least twice a year. A school based therapist is available to assist parents with communication with the school in their children maintaining appropriate behavior.	Parent Involvement	09/14/2018	05/23/2019	$6574 - Title I Part A	Principal, social worker, counselor, school based therapist, teachers, assistant principal

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

Goal 1:

All students will demonstrate an increase in reading proficiency.

Measurable Objective 1:

75% of Kindergarten, First and Second grade students will achieve college and career readiness by demonstrating a proficiency in Reading by 05/03/2019 as measured by DIBELS Next.

Strategy1:

Collaborative Grade Level Meetings - Teachers will meet weekly to focus on learning. When meeting, they will establish norms and answer these four questions: 1) What do we want our students to learn (essential standards)?, 2) How will we know when the standards have been mastered, 3) What will we do if the students have already mastered the standards, and 4) What will we do if the students have not mastered the standards?

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Research Cited: Research: Rennie Center for Education Research & Policy, Jennifer Poulos, Lead Author/Research Director, Nina Culbertson, Research Associate, Peter Piazza, Consultant, Chad d'Entremont, Executive Director, MAKING SPACE:The Value of Teacher Collaboration http://www.edvestors.org/wpcontent/uploads/2014/04/EdVestors-Making-Space-The-Value-of-Teacher-Collaboration-2014.pdf

Activity - Ongoing Data Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create assessment for students and discuss the results. Teachers will give common benchmark assessments and use the results to adjust their instruction. Teachers will create formative assessments and discuss results to adjust their instruction. DIBELS and Scantron results will be used more as summative assessment of standards and to know where students are with their reading progress.	Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers, resource teachers, ARI reading coach

Activity - Implementing Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to discuss student learning. Teachers will have a few days during the school year to collaborate during a full day. This collaboration will consist of discussing student learning and how to proceed with lesson planning for the rest of the school year including assessing standards. This collaboration will be in all grades and throughout the school year. Teachers will focus on whether or not students have mastered the essential standards, what to do if they have and what to do if they have not. Teachers will also agree on what standards to teach. Teachers will attend professional development relating to professional learning communities, collaboration, and formative assessments to adjust instruction.	Professional Learning Academic Support Program	09/14/2018	05/23/2019	$1036 - Title I Part A	All teachers, principal, assistant principal, resource teacher, ARI reading coach

Activity - Weekly Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to focus on learning. When meeting, they will establish norms and answer these four questions: 1) What do we want our students to learn (essential standards)?, 2) How will we know when the standards have been mastered, 3) What will we do if the students have already mastered the standards, and 4) What will we do if the students have not mastered the standards?	Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers

Strategy2:

Implementing Learning Supports and Tiered Instruction - Teachers will teach whole group (Tier 1) and pull students into small groups for Tier 2 instruction as needed. Students who need Tier 3 instruction will be pulled by the resource teacher, ARI reading coach, or a certified teacher who is not the student's regular classroom teacher. Teachers will use various technological tools throughout the school year. Each classroom will have a working interactive white board, with a working pen, projector, projector bulb, and document camera. Also, laptops, Chromebooks, and Chromebook carts for student use, iPad for students use, desk top computer, and a student headset with microphone to enhance the interaction with technology and utilize learning aids will be in each classroom. Teachers will also have access to on-line resources such as Brain Pop, Discovery Ed, Super Teachers, Mystery Science, ScootPad, and Renaissance. The Waterford , Battelle, and Gold assessments will also be used in our Pre-K programs. Classroom teachers will have access to clicker response systems for quick responses/formative assessments during instruction. STAR Enterprise will be used to monitor student progress and AR will be used by students to track and monitor book reading and comprehension. Additional technological tools such as Quomo Pads, Osmos, robotic operating systems and Interactive TVs will be available at our school. Digital cameras and video tools will also be available for teachers to use or checkout.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: International Education Journal, 2006, 7(7), 935-947.

ISSN 1443-1475 © 2006 Shannon Research Press.

http://iej.com.au 935

Differentiated instruction: A research basis

Pearl Subban

Monash University pearlsubban@iprimus.com.au

Activity - Materials and Supplies For Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will purchase supplies and materials that are needed to support tiered instruction.	Academic Support Program	09/14/2018	05/23/2019	$1740 - Title I Part A	All teachers, principal, assistant principal, resource teacher, ARI reading coach

Activity - Pre-K Teachers and Auxiliary Teacher Assistants	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher pay and benefits will be needed to hire 3 lead teachers who will each have their own section and classroom of pre-k students. Class size will be 18 students each. Teachers will provide a full day foundation instruction, support, and activities shown to benefit children at this developmental stage and prepare them for a successful kindergarten year	Academic Support Program Direct Instruction	09/14/2018	05/23/2019	$151727 - Title I Part A	Principal and preschool teachers

Activity - Response To Instruction (RTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet once a month to discuss how students who need Tier 2 or Tier 3 instruction are progressing. We will discuss the teachers' results from any progress monitoring to determine next steps seeking student progress.	Academic Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers, principal, ARI reading coach, resource teacher

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach Tier I instruction to all students. Students who do not master those skills will be pulled into a small group (Tier 2) to receive a reteaching of the skills needed. Students who have been identified to need Tier 3 instruction will receive that small group instruction from a certified teacher who is not their classroom teachers. Teachers will use technology and tools for instruction to enhance student engagement. Various technological tools will be used daily throughout the school year by all classroom teachers. Each classroom will have a working interactive white board, with a working pen, projector, projector bulb, and document camera. Also, laptops, Chromebooks, and Chromebook carts for student use, iPad for students use, desk top computer, and a student headset with microphone to enhance the interaction with technology and utilize learning aids will be in each classroom. Teachers will also have access to on-line resources such as Brain Pop, Discovery Ed, Super Teacher, Mystery Science, ScootPad, and Renaissance. The Waterford , Battelle, and Gold assessments will also be used in our Pre-K programs. Classroom teachers will have access to clicker response systems for quick responses/formative assessments during instruction. STAR Enterprise will be used to monitor student progress and AR will be used by students to track and monitor book reading and comprehension. Additional technological tools such as Quomo Pads, Osmos, robotic operating systems and Interactive TVs will be available at our school. Digital cameras and video tools will also be available for teachers to use or checkout.	Direct Instruction	09/14/2018	05/23/2019	$6000 - Title I Part A	All teachers, ARI reading coach, resource teacher

Activity - Resource Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A resource teacher will be added to the staff. The resource teacher will provide coaching in the area of math. The resource teacher will also meet with students who need Tier 3 instruction as well as provide academic support to all teachers.	Academic Support Program	09/14/2018	05/23/2019	$76199 - Title I Part A	Resource Teacher

Strategy3:

Continue Implementing Multisensory Instruction - Teachers will provide students with a variety of activities that include the use of multiple senses. Students will be able to use some or all their senses to gather information about tasks, link information to ideas they already know and understand, perceive the logic involved in solving problems, learn problem solving task, use nonverbal reasoning, understand relationships between concepts, and store information for later recall. Students will explore these opportunities through whole group and small group instruction. Students will engage in academic conversations with peer and perform tasks using manipulatives. This will help our students to utilize their personal areas of strength as well as to develop tactile, kinesthetic, auditory, and visual memories. Task will range from simple to complex.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: https://eric.ed.gov/?q=%22%22&ff1=subMultisensory+Learning&id=EJ1172079

ERIC Number: EJ1172079

Record Type: Journal

Activity - Implement Ortin Gillingham Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in how to incorporate Ortin Gillingham Strategies in their instruction.	Direct Instruction	09/14/2018	05/23/2019	$1000 - Title I Part A	All teachers, principal, assistant principal, ARI reading coach

Activity - Research Based Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading coach and resource teacher will provide teachers with researched based resources as needed.	Academic Support Program Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	ARI reading coach and resource teacher

Measurable Objective 2:

A 6% increase of Third and Fourth grade students will demonstrate a proficiency in college and career readiness in Reading by 05/03/2019 as measured by Scantron Performance Series when comparing the fall 2018 baseline assessment to the spring.

Strategy1:

Continue Implementing Writing Instruction - Teachers will teach handwriting using Handwriting Without Tears and 6 + 1 Traits of Writing. Teachers will need training on Handwriting Without Tears as well as 6 + 1 Traits of Writing. Teachers will need all materials that go with the Handwriting Without Tears curriculum as well as the 6 + 1 Traits of Writing curriculum. Teachers will create writing prompts as well as rubrics for writing during instruction. Teachers will discuss student progress in the area of writing during their collaboration time.

Category: Develop/Implement College and Career Ready Standards

Research Cited: http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198705_hillocks.pdf

"Synthesis Of Research On Teaching Writing" by George Hillocks, Jr.

Activity - Handwriting Wihtout Tears and 6 + 1 Traits of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement guided whole group lessons with Handwriting Without Tears and 6 + 1 Traits of Writing.	Direct Instruction	09/14/2018	05/23/2019	$1000 - Title I Part A	All teachers

Activity - Writing Prompt	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will agree on writing prompts to be used when testing third and fourth grade students on Common Benchmark Assessments.	Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers

Strategy2:

Continue Implemeting Multisensory Instruction - Teachers will provide students with a variety of activities that include the use of multiple senses. Students will be able to use some or all their senses to gather information about tasks, link information to ideas they already know and understand, perceive the logic involved in solving problems, learn problem solving task, use nonverbal reasoning, understand relationships between concepts, and store information for later recall. Students will explore these opportunities through whole group and small group instruction. Students will engage in academic conversations with peer and perform tasks using manipulatives. This will help our students to utilize their personal areas of strength as well as to develop tactile, kinesthetic, auditory, and visual memories. Task will range from simple to complex.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Brain research by Judy Wilson states that more neural pathways are stimulated in the brain when a person is taught using multiple senses. This leads to greater understanding and increased student achievement.

Activity - Peer Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observe other teachers to improve instruction and student learning.	Direct Instruction	09/14/2018	05/23/2019	$1036 - Title I Part A	All teachers, principal, assistant principal, substitutes

Activity - Implement Ortin Gillingham Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in how to incorporate Ortin Gillingham Strategies in their instruction.	Direct Instruction	09/14/2018	05/23/2019	$500 - Title I Part A	All teachers, reading coach, resource teacher, assistant principal, principal

Activity - Researched Based Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading coach and resource teacher will provide teachers with researched based resources as needed.	Academic Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	Resource teacher and ARI reading coach

Strategy3:

Implementation of Collaborative Grade Level Meetings - Teachers will meet weekly to focus on learning. When meeting, they will establish norms and answer these four questions: 1) What do we want our students to learn (essential standards)?, 2) How will we know when the standards have been mastered, 3) What will we do if the students have already mastered the standards, and 4) What will we do if the students have not mastered the standards?

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Research Cited: Research: Rennie Center for Education Research & Policy, Jennifer Poulos, Lead Author/Research Director, Nina Culbertson, Research Associate,

Peter Piazza, Consultant, Chad d'Entremont, Executive Director, MAKING SPACE:The Value of Teacher Collaboration

http://www.edvestors.org/wpcontent/uploads/2014/04/EdVestors-Making-Space-The-Value-of-Teacher-Collaboration-2014.pdf

Activity - On-going Data Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create assessment for students and discuss the results. Teachers will give common benchmark assessments and use the results to adjust their instruction. Teachers will create formative assessments and discuss results to adjust their instruction. DIBELS and Scantron results will be used more as summative assessment of standards and to know where students are with their reading progress.	Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	Principal, assistant principal, all teachers, resource teacher, reading coach

Activity - Peer Observations and Full Day Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observing their peers to improve their instruction. Teachers will meet in grade levels to discuss teaching of standards, plan future lessons, and to analyze data.	Direct Instruction	09/14/2018	05/23/2019	$1036 - Title I Part A	All teachers, reading coach, resource teacher, principal, assistant principal

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional learning to assist with teaching grade level standards. The professional learning includes professional learning communities, OGap trainings (math), multisensory learning, OG reading, Handwriting Without Tears, and 6 + 1 Traits of Writing.	Professional Learning	09/14/2018	05/23/2019	$3175 - Title I Part A	All teachers, reading coach, resource teacher, principal, assistant principal

Activity - Weekly Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to discuss formative assessment results, how students are learning, what to do if students are not learning, what to do if students are learning, and plan future instruction.	Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	Principal, assistant principal, all teachers, reading coach, resource teacher

Goal 2:

All students will demonstrate an increase in math proficiency.

Measurable Objective 1:

A 6% increase of Third and Fourth grade students will demonstrate a proficiency in college and career readiness in Mathematics by 05/03/2019 as measured by Scantron Performance Series when comparing the fall 2018 baseline assessment to the spring.

Strategy1:

Implement Learning Supports and Tiered Instruction - Teachers will teach whole group (Tier 1) and pull students into small groups for Tier 2 instruction as needed. Students who need Tier 3 instruction will be pulled by the resource teacher, ARI reading coach, or a certified teacher who is not the student's regular classroom teacher. Teachers will use various technological tools throughout the school year. Each classroom will have a working interactive white board, with a working pen, projector, projector bulb, and document camera. Also, laptops, Chromebooks, and Chromebook carts for student use, iPad for students use, desk top computer, and a student headset with microphone to enhance the

interaction with technology and utilize learning aids will be in each classroom. Teachers will also have access to on-line resources such as Brain Pop, Discovery Ed, Super Teachers, Mystery Science, ScootPad, and Renaissance. The Waterford , Battelle, and Gold assessments will also be used in our Pre-K programs. Classroom teachers will have access to clicker response systems for quick responses/formative assessments during instruction. STAR Enterprise will be used to monitor student progress and AR will be used by students to track and monitor book reading and comprehension. Additional technological tools such as Quomo Pads, Osmos, robotic operating systems and Interactive TVs will be available at our school. Digital cameras and video tools will also be available for teachers to use or checkout.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: International Education Journal, 2006, 7(7), 935-947. ISSN 1443-1475 © 2006 Shannon Research Press. http://iej.com.au 935 Differentiated instruction: A research basis Pearl Subban Monash University pearlsubban@iprimus.com.au

Activity - Researched Based Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading coach and resource teacher will provide teachers with researched based resources as needed.	Academic Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	Resource teacher and ARI reading coach

Activity - Implement Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide interventions for all students who show deficits in mastering standards taught. Materials and supplies will be purchased to support the instruction needed for all students in the classroom. The resource teacher will provide materials and supplies for teachers as needed.	Academic Support Program Direct Instruction	09/14/2018	05/23/2019	$1000 - Title I Part A	Resource teacher and classroom teachers

Strategy2:

Implement Collaborative Grade Level Meetings - Teachers will meet weekly to focus on learning. When meeting, they will establish norms and answer these four questions: 1) What do we want our students to learn (essential standards)?, 2) How will we know when the standards have been mastered, 3) What will we do if the students have already mastered the standards, and 4) What will we do if the students have not mastered the standards?

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Research Cited: Research: Rennie Center for Education Research & Policy, Jennifer Poulos, Lead Author/Research Director, Nina Culbertson, Research Associate, Peter Piazza, Consultant, Chad d'Entremont, Executive Director, MAKING SPACE:The Value of Teacher Collaboration http://www.edvestors.org/wpcontent/uploads/2014/04/EdVestors-Making-Space-The-Value-of-Teacher-Collaboration-2014.pdf

Activity - Weekly Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to discuss formative assessment results, how students are learning, what to do if students are not learning, what to do if students are learning, and plan future instruction.	Direct Instruction Academic Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers, ARI reading coach, resource teacher

Activity - Ongoing Data Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create assessment for students and discuss the results. Teachers will give common benchmark assessments and use the results to adjust their instruction. Teachers will create formative assessments and discuss results to adjust their instruction. DIBELS and Scantron results will be used more as summative assessment of standards and to know where students are with their reading progress.	Academic Support Program Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers, ARI reading coach, resource teacher

Strategy3:

Implement Multisensory Instruction - Teachers will provide students with a variety of activities that include the use of multiple senses. Students will be able to use some or all their senses to gather information about tasks, link information to ideas they already know and understand, perceive the logic involved in solving problems, learn problem solving task, use nonverbal reasoning, understand relationships between concepts, and store information for later recall. Students will explore these opportunities through whole group and small group instruction. Students will engage in academic conversations with peer and perform tasks using manipulatives. This will help our students to utilize their personal areas of strength as well as to develop tactile, kinesthetic, auditory, and visual memories. Task will range from simple to complex.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Brain research by Judy Wilson states that more neural pathways are stimulated in the brain when a person is taught using multiple senses. This leads to greater understanding and increased student achievement.

Activity - Implement O-Gap Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on how to implement O-Gap strategies in their instruction.	Academic Support Program Direct Instruction	09/14/2018	05/23/2019	$1000 - Title I Part A	All teachers, ARI reading coach, resource teacher

Activity - Implement Ortin Gillingham Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on how to incorporate Ortin Gillingham Strategies in their instruction.	Direct Instruction	09/14/2018	05/23/2019	$504 - Title I Part A	All teachers, resource teacher, ARI reading coach

Goal 3:

Identify barriers to learning and align support systems to address barriers.

Measurable Objective 1:

85% of All Students will demonstrate a behavior that maintains a monthly 95% attendance rate in Practical Living by 05/22/2019 as measured by INOW reports.

Strategy1:

Increase Parent Communication - Once the attendance team identifies students with one unexcused absence, the administrator will send a

letter home to parents. If absence continues up to 3 unexcused absences, the administrator will contact parents for a parent conference. If the absences continue up to 5 unexcused absences, parents will be referred to the central office attendance staff. Parents will receive communication from the school through technology, home visits, school planners, student handbooks, parent newsletters, calendar of events, our school based therapist, social worker, counselor, teachers, administrators, and letters.

Category: Other - Parent Communication

Research Cited: 4 Educational Research Quarterly 2003, Research on School Attendance and Student Achievement: A Study of Ohio Schools, Dr. Douglas E. Roby, Wright State University

Activity - School Communicating With Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will share information with parents through technology including Facebook, phone calls, electronic devices, the marquee, etc. Information will also be sent home to parents monthly including the Parent Newsletter and Calendar Of Events. Students in grades 2, 3, and 4 will receive student planners. Parents will be able to use the student planners to note homework assignments and other important information from the classroom. Binders will be purchased for all students. These binders will be leadership notebooks for teachers and students to share student progress with parents. Binders and folders will be purchased so that teachers can share data with parents about their children. Parents meetings will be held with teachers, the social worker, the administration, and the school counselor to keep parents involved in their children's education. Dollywood will be used to involve parents in education with their children who are not old enough to attend school. Dollywood will provide books for the siblings that are not old enough to begin school. Parents will be invited to attend parent conferences at least twice a year. A school based therapist is available to assist parents with communication with the school in their children maintaining appropriate behavior.	Parent Involvement	09/14/2018	05/23/2019	$6574 - Title I Part A	Principal, social worker, counselor, school based therapist, teachers, assistant principal

Activity - Attendance Letters and Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be notified of unexcused absences and can be requested to attend a parent conference if the unexcused absences reach three. In the parent conference, the school administrator works with the parents to develop goals for improved attendance. Home Visits will be done if the school is not able to reach a family and the child has been absent multiple days.	Behavioral Support Program Community Engagement Parent Involvement	09/14/2018	05/22/2019	$0 - No Funding Required	Social worker, registrar, teachers, assistant principal, school based therapist, counselor

Activity - Monthly Attendance Awards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month, the attendance team will tally absences searching for perfect attendance recipients. During the first week of each month, all students who have perfect attendance (no check outs and no tardies) will receive a Perfect Attendance Sticker. At the first and second semester awards, each perfect attendance recipient will receive a certificate and their name will be called out among peers and families.	Behavioral Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	Assistant principal, computer aide, registrar, teachers

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

We have parents conferences twice a semester. All achievement results can be shared in the parents native language. Interpreters can attend meeting where student achievement is discussed. We sent the WIDA-ACCESS scores to some of our families in their native language. Our school has an EL specialist who can also assist with interpretation of results as far as communicating with parents and students.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes	All certified teachers are highly qualified.	

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

Hazel Green Elementary School employs a dedicated and motivated staff. Teachers at Hazel Green Elementary are considered Highly Qualified. Teachers are placed by the principal in positions of which they are qualified to teach. This process is completed by viewing new applicants' resumes to note previous experience in the area of need and applicants' references are utilized to further assure the person can effectively address the school's identified academic needs. Our school informs new teachers of students' assessment scores and academic needs. This process also assists in effectively addressing identified academic needs. All of the instructional paraprofessionals meet the highly qualified requirements.

We are transitioning to the Every Student Succeeds Act (ESSA). We abide by all rules outlined in ESSA to hire certified and support staff. All teachers are certified and teaching in field, and all instructional aides meet the highly qualified requirements.

Towards the end of the school year teachers are given a worksheet to complete sharing academic information about each student in their classroom. They share student performance level, any students that should be separated, whether or not a student has been retained, any special needs or considerations, and any other information that will assist administrators in placing children in a classroom for the next school year. The information given by the teacher is used to help address the academic needs of every child.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

There were 54 certified teachers during the 2015-2016 school year. There were 55 certified teachers during this school year (2016-2017) due to gaining one unit. Of the 54 teachers from the 2015-2016 year, one teacher unit was lost and two teachers did not receive a renewal to return for the 2016-2017 school year. At the end of the 2016-2017 school year, one teacher transferred, one teacher resigned, and two teachers retired. We had 55 certified teachers for the 2017-2018 school year. We, actually, lost one unit and gained two units for the 2017-2018 school year. This year, we have 53 certified teachers due to losing two units, one teacher retired, and gaining a resource teacher with Title I funds.

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

I have 7 teachers who have been teaching 0-5 years. I have 12 teachers who have been teaching 6-10 years. There are 14 teachers who have been teaching 11-15 years. Twelve teachers have been teaching 16-20 years. We have 5 teachers who have been teaching 21-25 years and 3 teachers who have been teaching 26-30 years. Out of all certified teachers 22 have a Bachelor's degree, 32 have a Master's degree, 2 teachers have an EdS degree, 1 administrator with an EdS degree, and 1 certified employee has her PhD.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

The turnover rate at Hazel Green Elementary School has remained low. Bi-monthly, administrators meet with individual teachers to determine areas of weakness and where instructional support may be needed. Administrators and instructional coaches collaborate to determine teachers that will benefit from the coaching cycle where they will be supported through job embedded professional development. Administrator meet with grade levels monthly to discuss student progress. Additionally, this year, several teachers transferred to new grades. Therefore EACH of them were given a mentor who has been in the grade they moved into. Each new teacher was given a mentor extreme (name we used to mean make sure they know what goes on at Hazel Green Elementary and how to complete routines and tasks).

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

Data from STAR, DIBELS, Scantron, and various other assessments are used to determine student progress. Teachers create formative assessments and share their data with their colleagues determining where and when their instruction should be adjusted. Then, teachers self-evaluate to determine their professional needs. Teachers use data from classroom observations to determine their professional needs. Teachers share with grade level leaders, the reading coach, resource teacher, administration, or in the CIP committee meeting professional development needs based on student response to instruction as seen from assessment scores.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

The professional development we have identified to meet our needs for the 2018-2019 school year are: professional learning communities, OGap trainings (math), multisensory trainings, OG reading training, Handwriting Without Teacher training, and 6 + 1 Traits of Writing training. Principals and paraprofessionals receive trainings throughout the school year. The registrar attends district trainings. The bookkeeper also receives training from the finance department. The assistant principal receives trainings from the district office. The resource teacher and ARI reading coach receive coaching community trainings as well as trainings related to district assessment.

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

 Every new teacher at Hazel Green Elementary will receive a mentor (mentor extreme). Mentors will receive information from the principal about their role. If a teacher transfers to a different grade, they receive a mentor also.

Describe how all professional development is "sustained and ongoing."

When teachers return from professional development, they implement new strategies in their classroom, and share with colleagues. In Educate Alabama under IMPLEMENTATION, teachers type what they plan to work on this school year. Teachers are given 3 times during the school year to add evidence into Educate Alabama that the implementation is happening in their classroom. At the end of the year, teachers reflect on their pedagogy and professional development as to what difference did it make with their students' learning. Ongoing one-on-one meetings with EACH certified teacher on staff gives an opportunity for the principal and assistant principal to address whether or not new learning is ongoing and sustained through our conversations and observations in the classroom which occur from October-May. The principal and assistant principal meet with the teachers to discuss the implementation of their professional learning plan (which is in Educate Alabama) about every two months. When teachers are observed, they receive immediate feedback through Google Docs. The Academic Marketplace is every month except December and May. Teachers choose two professional development sessions to attend. From those sessions, teachers have several take-a-ways to add to their instruction which can be observed by administrators or their peers. The presenters during the Academic Marketplace are the teachers who have attended professional development outside the school.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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 and/or high school to college/work force.

Goal 1:

All students will demonstrate an increase in reading proficiency.

Measurable Objective 1:

75% of Kindergarten, First and Second grade students will achieve college and career readiness by demonstrating a proficiency in Reading by 05/03/2019 as measured by DIBELS Next.

Strategy1:

Collaborative Grade Level Meetings - Teachers will meet weekly to focus on learning. When meeting, they will establish norms and answer these four questions: 1) What do we want our students to learn (essential standards)?, 2) How will we know when the standards have been mastered, 3) What will we do if the students have already mastered the standards, and 4) What will we do if the students have not mastered the standards?

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Research Cited: Research: Rennie Center for Education Research & Policy, Jennifer Poulos, Lead Author/Research Director, Nina Culbertson, Research Associate, Peter Piazza, Consultant, Chad d'Entremont, Executive Director, MAKING SPACE:The Value of Teacher Collaboration http://www.edvestors.org/wpcontent/uploads/2014/04/EdVestors-Making-Space-The-Value-of-Teacher-Collaboration-2014.pdf

Activity - Implementing Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to discuss student learning. Teachers will have a few days during the school year to collaborate during a full day. This collaboration will consist of discussing student learning and how to proceed with lesson planning for the rest of the school year including assessing standards. This collaboration will be in all grades and throughout the school year. Teachers will focus on whether or not students have mastered the essential standards, what to do if they have and what to do if they have not. Teachers will also agree on what standards to teach. Teachers will attend professional development relating to professional learning communities, collaboration, and formative assessments to adjust instruction.	Academic Support Program Professional Learning	09/14/2018	05/23/2019	$1036 - Title I Part A	All teachers, principal, assistant principal, resource teacher, ARI reading coach

Activity - Weekly Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to focus on learning. When meeting, they will establish norms and answer these four questions: 1) What do we want our students to learn (essential standards)?, 2) How will we know when the standards have been mastered, 3) What will we do if the students have already mastered the standards, and 4) What will we do if the students have not mastered the standards?	Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers

Activity - Ongoing Data Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create assessment for students and discuss the results. Teachers will give common benchmark assessments and use the results to adjust their instruction. Teachers will create formative assessments and discuss results to adjust their instruction. DIBELS and Scantron results will be used more as summative assessment of standards and to know where students are with their reading progress.	Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers, resource teachers, ARI reading coach

Strategy2:

Continue Implementing Multisensory Instruction - Teachers will provide students with a variety of activities that include the use of multiple senses. Students will be able to use some or all their senses to gather information about tasks, link information to ideas they already know and understand, perceive the logic involved in solving problems, learn problem solving task, use nonverbal reasoning, understand relationships between concepts, and store information for later recall. Students will explore these opportunities through whole group and small group instruction. Students will engage in academic conversations with peer and perform tasks using manipulatives. This will help our students to utilize their personal areas of strength as well as to develop tactile, kinesthetic, auditory, and visual memories. Task will range from simple to complex.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: https://eric.ed.gov/?q=%22%22&ff1=subMultisensory+Learning&id=EJ1172079

ERIC Number: EJ1172079

Record Type: Journal

Publication Date: 2018-Mar

ISBN: N/A

ISSN: EISSN-1467-7687

Incidental Learning in a Multisensory Environment across Childhood

Broadbent, Hannah J.; White, Hayley; Mareschal, Denis; Kirkham, Natasha Z.

Developmental Science, v21 n2 Mar 2018

Activity - Implement Ortin Gillingham Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in how to incorporate Ortin Gillingham Strategies in their instruction.	Direct Instruction	09/14/2018	05/23/2019	$1000 - Title I Part A	All teachers, principal, assistant principal, ARI reading coach

Activity - Research Based Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading coach and resource teacher will provide teachers with researched based resources as needed.	Direct Instruction Academic Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	ARI reading coach and resource teacher

Strategy3:

Implementing Learning Supports and Tiered Instruction - Teachers will teach whole group (Tier 1) and pull students into small groups for Tier 2 instruction as needed. Students who need Tier 3 instruction will be pulled by the resource teacher, ARI reading coach, or a certified teacher who is not the student's regular classroom teacher. Teachers will use various technological tools throughout the school year. Each classroom will have a working interactive white board, with a working pen, projector, projector bulb, and document camera. Also, laptops, Chromebooks, and Chromebook carts for student use, iPad for students use, desk top computer, and a student headset with microphone to enhance the interaction with technology and utilize learning aids will be in each classroom. Teachers will also have access to on-line resources such as Brain Pop, Discovery Ed, Super Teachers, Mystery Science, ScootPad, and Renaissance. The Waterford , Battelle, and Gold assessments will also be used in our Pre-K programs. Classroom teachers will have access to clicker response systems for quick responses/formative assessments during instruction. STAR Enterprise will be used to monitor student progress and AR will be used by students to track and monitor book reading and comprehension. Additional technological tools such as Quomo Pads, Osmos, robotic operating systems and Interactive TVs will be available at our school. Digital cameras and video tools will also be available for teachers to use or checkout.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: International Education Journal, 2006, 7(7), 935-947.

ISSN 1443-1475 © 2006 Shannon Research Press.

http://iej.com.au 935

Differentiated instruction: A research basis

Pearl Subban

Monash University pearlsubban@iprimus.com.au

Activity - Resource Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A resource teacher will be added to the staff. The resource teacher will provide coaching in the area of math. The resource teacher will also meet with students who need Tier 3 instruction as well as provide academic support to all teachers.	Academic Support Program	09/14/2018	05/23/2019	$76199 - Title I Part A	Resource Teacher

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach Tier I instruction to all students. Students who do not master those skills will be pulled into a small group (Tier 2) to receive a reteaching of the skills needed. Students who have been identified to need Tier 3 instruction will receive that small group instruction from a certified teacher who is not their classroom teachers. Teachers will use technology and tools for instruction to enhance student engagement. Various technological tools will be used daily throughout the school year by all classroom teachers. Each classroom will have a working interactive white board, with a working pen, projector, projector bulb, and document camera. Also, laptops, Chromebooks, and Chromebook carts for student use, iPad for students use, desk top computer, and a student headset with microphone to enhance the interaction with technology and utilize learning aids will be in each classroom. Teachers will also have access to on-line resources such as Brain Pop, Discovery Ed, Super Teacher, Mystery Science, ScootPad, and Renaissance. The Waterford , Battelle, and Gold assessments will also be used in our Pre-K programs. Classroom teachers will have access to clicker response systems for quick responses/formative assessments during instruction. STAR Enterprise will be used to monitor student progress and AR will be used by students to track and monitor book reading and comprehension. Additional technological tools such as Quomo Pads, Osmos, robotic operating systems and Interactive TVs will be available at our school. Digital cameras and video tools will also be available for teachers to use or checkout.	Direct Instruction	09/14/2018	05/23/2019	$6000 - Title I Part A	All teachers, ARI reading coach, resource teacher

Activity - Materials and Supplies For Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will purchase supplies and materials that are needed to support tiered instruction.	Academic Support Program	09/14/2018	05/23/2019	$1740 - Title I Part A	All teachers, principal, assistant principal, resource teacher, ARI reading coach

Activity - Response To Instruction (RTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet once a month to discuss how students who need Tier 2 or Tier 3 instruction are progressing. We will discuss the teachers' results from any progress monitoring to determine next steps seeking student progress.	Academic Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers, principal, ARI reading coach, resource teacher

Activity - Pre-K Teachers and Auxiliary Teacher Assistants	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher pay and benefits will be needed to hire 3 lead teachers who will each have their own section and classroom of pre-k students. Class size will be 18 students each. Teachers will provide a full day foundation instruction, support, and activities shown to benefit children at this developmental stage and prepare them for a successful kindergarten year	Direct Instruction Academic Support Program	09/14/2018	05/23/2019	$151727 - Title I Part A	Principal and preschool teachers

Measurable Objective 2:

A 6% increase of Third and Fourth grade students will demonstrate a proficiency in college and career readiness in Reading by 05/03/2019 as measured by Scantron Performance Series when comparing the fall 2018 baseline assessment to the spring.

Strategy1:

Continue Implementing Writing Instruction - Teachers will teach handwriting using Handwriting Without Tears and 6 + 1 Traits of Writing. Teachers will need training on Handwriting Without Tears as well as 6 + 1 Traits of Writing. Teachers will need all materials that go with the Handwriting Without Tears curriculum as well as the 6 + 1 Traits of Writing curriculum. Teachers will create writing prompts as well as rubrics for writing during instruction. Teachers will discuss student progress in the area of writing during their collaboration time.

Category: Develop/Implement College and Career Ready Standards

Research Cited: http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198705_hillocks.pdf

"Synthesis Of Research On Teaching Writing" by George Hillocks, Jr.

Activity - Handwriting Wihtout Tears and 6 + 1 Traits of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement guided whole group lessons with Handwriting Without Tears and 6 + 1 Traits of Writing.	Direct Instruction	09/14/2018	05/23/2019	$1000 - Title I Part A	All teachers

Activity - Writing Prompt	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will agree on writing prompts to be used when testing third and fourth grade students on Common Benchmark Assessments.	Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers

Strategy2:

Continue Implemeting Multisensory Instruction - Teachers will provide students with a variety of activities that include the use of multiple senses. Students will be able to use some or all their senses to gather information about tasks, link information to ideas they already know and understand, perceive the logic involved in solving problems, learn problem solving task, use nonverbal reasoning, understand relationships between concepts, and store information for later recall. Students will explore these opportunities through whole group and small group instruction. Students will engage in academic conversations with peer and perform tasks using manipulatives. This will help our students to utilize their personal areas of strength as well as to develop tactile, kinesthetic, auditory, and visual memories. Task will range from simple to complex.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Brain research by Judy Wilson states that more neural pathways are stimulated in the brain when a person is taught using multiple senses. This leads to greater understanding and increased student achievement.

Activity - Researched Based Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading coach and resource teacher will provide teachers with researched based resources as needed.	Academic Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	Resource teacher and ARI reading coach

Activity - Implement Ortin Gillingham Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in how to incorporate Ortin Gillingham Strategies in their instruction.	Direct Instruction	09/14/2018	05/23/2019	$500 - Title I Part A	All teachers, reading coach, resource teacher, assistant principal, principal

Activity - Peer Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observe other teachers to improve instruction and student learning.	Direct Instruction	09/14/2018	05/23/2019	$1036 - Title I Part A	All teachers, principal, assistant principal, substitutes

Strategy3:

Implementation of Collaborative Grade Level Meetings - Teachers will meet weekly to focus on learning. When meeting, they will establish norms and answer these four questions: 1) What do we want our students to learn (essential standards)?, 2) How will we know when the standards have been mastered, 3) What will we do if the students have already mastered the standards, and 4) What will we do if the students have not mastered the standards?

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Research Cited: Research: Rennie Center for Education Research & Policy, Jennifer Poulos, Lead Author/Research Director, Nina Culbertson, Research Associate,

Peter Piazza, Consultant, Chad d'Entremont, Executive Director, MAKING SPACE:The Value of Teacher Collaboration

http://www.edvestors.org/wpcontent/uploads/2014/04/EdVestors-Making-Space-The-Value-of-Teacher-Collaboration-2014.pdf

Activity - Weekly Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to discuss formative assessment results, how students are learning, what to do if students are not learning, what to do if students are learning, and plan future instruction.	Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	Principal, assistant principal, all teachers, reading coach, resource teacher

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional learning to assist with teaching grade level standards. The professional learning includes professional learning communities, OGap trainings (math), multisensory learning, OG reading, Handwriting Without Tears, and 6 + 1 Traits of Writing.	Professional Learning	09/14/2018	05/23/2019	$3175 - Title I Part A	All teachers, reading coach, resource teacher, principal, assistant principal

Activity - On-going Data Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create assessment for students and discuss the results. Teachers will give common benchmark assessments and use the results to adjust their instruction. Teachers will create formative assessments and discuss results to adjust their instruction. DIBELS and Scantron results will be used more as summative assessment of standards and to know where students are with their reading progress.	Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	Principal, assistant principal, all teachers, resource teacher, reading coach

Activity - Peer Observations and Full Day Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observing their peers to improve their instruction. Teachers will meet in grade levels to discuss teaching of standards, plan future lessons, and to analyze data.	Direct Instruction	09/14/2018	05/23/2019	$1036 - Title I Part A	All teachers, reading coach, resource teacher, principal, assistant principal

Goal 2:

All students will demonstrate an increase in math proficiency.

Measurable Objective 1:

A 6% increase of Third and Fourth grade students will demonstrate a proficiency in college and career readiness in Mathematics by 05/03/2019 as measured by Scantron Performance Series when comparing the fall 2018 baseline assessment to the spring.

Strategy1:

Implement Learning Supports and Tiered Instruction - Teachers will teach whole group (Tier 1) and pull students into small groups for Tier 2 instruction as needed. Students who need Tier 3 instruction will be pulled by the resource teacher, ARI reading coach, or a certified teacher who is not the student's regular classroom teacher. Teachers will use various technological tools throughout the school year. Each classroom will have a working interactive white board, with a working pen, projector, projector bulb, and document camera. Also, laptops, Chromebooks, and Chromebook carts for student use, iPad for students use, desk top computer, and a student headset with microphone to enhance the interaction with technology and utilize learning aids will be in each classroom. Teachers will also have access to on-line resources such as Brain Pop, Discovery Ed, Super Teachers, Mystery Science, ScootPad, and Renaissance. The Waterford , Battelle, and Gold assessments will also be used in our Pre-K programs. Classroom teachers will have access to clicker response systems for quick responses/formative assessments during instruction. STAR Enterprise will be used to monitor student progress and AR will be used by students to track and monitor book reading and comprehension. Additional technological tools such as Quomo Pads, Osmos, robotic operating systems and Interactive TVs will be available at our school. Digital cameras and video tools will also be available for teachers to use or checkout.
Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: International Education Journal, 2006, 7(7), 935-947. ISSN 1443-1475 © 2006 Shannon Research Press. http://iej.com.au 935 Differentiated instruction: A research basis Pearl Subban Monash University pearlsubban@iprimus.com.au

Activity - Researched Based Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading coach and resource teacher will provide teachers with researched based resources as needed.	Academic Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	Resource teacher and ARI reading coach

Activity - Implement Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide interventions for all students who show deficits in mastering standards taught. Materials and supplies will be purchased to support the instruction needed for all students in the classroom. The resource teacher will provide materials and supplies for teachers as needed.	Direct Instruction Academic Support Program	09/14/2018	05/23/2019	$1000 - Title I Part A	Resource teacher and classroom teachers

Strategy2:

Implement Collaborative Grade Level Meetings - Teachers will meet weekly to focus on learning. When meeting, they will establish norms and answer these four questions: 1) What do we want our students to learn (essential standards)?, 2) How will we know when the standards have been mastered, 3) What will we do if the students have already mastered the standards, and 4) What will we do if the students have not mastered the standards?

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Research Cited: Research: Rennie Center for Education Research & Policy, Jennifer Poulos, Lead Author/Research Director, Nina Culbertson, Research Associate, Peter Piazza, Consultant, Chad d'Entremont, Executive Director, MAKING SPACE:The Value of Teacher Collaboration http://www.edvestors.org/wpcontent/uploads/2014/04/EdVestors-Making-Space-The-Value-of-Teacher-Collaboration-2014.pdf

Activity - Weekly Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly to discuss formative assessment results, how students are learning, what to do if students are not learning, what to do if students are learning, and plan future instruction.	Direct Instruction Academic Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers, ARI reading coach, resource teacher

Activity - Ongoing Data Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create assessment for students and discuss the results. Teachers will give common benchmark assessments and use the results to adjust their instruction. Teachers will create formative assessments and discuss results to adjust their instruction. DIBELS and Scantron results will be used more as summative assessment of standards and to know where students are with their reading progress.	Academic Support Program Direct Instruction	09/14/2018	05/23/2019	$0 - No Funding Required	All teachers, ARI reading coach, resource teacher

Strategy3:

Implement Multisensory Instruction - Teachers will provide students with a variety of activities that include the use of multiple senses. Students will be able to use some or all their senses to gather information about tasks, link information to ideas they already know and understand, perceive the logic involved in solving problems, learn problem solving task, use nonverbal reasoning, understand relationships

between concepts, and store information for later recall. Students will explore these opportunities through whole group and small group instruction. Students will engage in academic conversations with peer and perform tasks using manipulatives. This will help our students to utilize their personal areas of strength as well as to develop tactile, kinesthetic, auditory, and visual memories. Task will range from simple to complex.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Brain research by Judy Wilson states that more neural pathways are stimulated in the brain when a person is taught using multiple senses. This leads to greater understanding and increased student achievement.

Activity - Implement Ortin Gillingham Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on how to incorporate Ortin Gillingham Strategies in their instruction.	Direct Instruction	09/14/2018	05/23/2019	$504 - Title I Part A	All teachers, resource teacher, ARI reading coach

Activity - Implement O-Gap Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on how to implement O-Gap strategies in their instruction.	Direct Instruction Academic Support Program	09/14/2018	05/23/2019	$1000 - Title I Part A	All teachers, ARI reading coach, resource teacher

Goal 3:

Identify barriers to learning and align support systems to address barriers.

Measurable Objective 1:

85% of All Students will demonstrate a behavior that maintains a monthly 95% attendance rate in Practical Living by 05/22/2019 as measured by INOW reports.

Strategy1:

Increase Parent Communication - Once the attendance team identifies students with one unexcused absence, the administrator will send a letter home to parents. If absence continues up to 3 unexcused absences, the administrator will contact parents for a parent conference. If the absences continue up to 5 unexcused absences, parents will be referred to the central office attendance staff. Parents will receive communication from the school through technology, home visits, school planners, student handbooks, parent newsletters, calendar of events, our school based therapist, social worker, counselor, teachers, administrators, and letters.

Category: Other - Parent Communication

Research Cited: 4 Educational Research Quarterly 2003, Research on School Attendance and Student Achievement: A

Study of Ohio Schools, Dr. Douglas E. Roby, Wright State University

Activity - School Communicating With Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will share information with parents through technology including Facebook, phone calls, electronic devices, the marquee, etc. Information will also be sent home to parents monthly including the Parent Newsletter and Calendar Of Events. Students in grades 2, 3, and 4 will receive student planners. Parents will be able to use the student planners to note homework assignments and other important information from the classroom. Binders will be purchased for all students. These binders will be leadership notebooks for teachers and students to share student progress with parents. Binders and folders will be purchased so that teachers can share data with parents about their children. Parents meetings will be held with teachers, the social worker, the administration, and the school counselor to keep parents involved in their children's education. Dollywood will be used to involve parents in education with their children who are not old enough to attend school. Dollywood will provide books for the siblings that are not old enough to begin school. Parents will be invited to attend parent conferences at least twice a year. A school based therapist is available to assist parents with communication with the school in their children maintaining appropriate behavior.	Parent Involvement	09/14/2018	05/23/2019	$6574 - Title I Part A	Principal, social worker, counselor, school based therapist, teachers, assistant principal

Activity - Monthly Attendance Awards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month, the attendance team will tally absences searching for perfect attendance recipients. During the first week of each month, all students who have perfect attendance (no check outs and no tardies) will receive a Perfect Attendance Sticker. At the first and second semester awards, each perfect attendance recipient will receive a certificate and their name will be called out among peers and families.	Behavioral Support Program	09/14/2018	05/23/2019	$0 - No Funding Required	Assistant principal, computer aide, registrar, teachers

Activity - Attendance Letters and Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be notified of unexcused absences and can be requested to attend a parent conference if the unexcused absences reach three. In the parent conference, the school administrator works with the parents to develop goals for improved attendance. Home Visits will be done if the school is not able to reach a family and the child has been absent multiple days.	Parent Involvement Community Engagement Behavioral Support Program	09/14/2018	05/22/2019	$0 - No Funding Required	Social worker, registrar, teachers, assistant principal, school based therapist, counselor

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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

Teachers in grades 3 and 4 as well as special education teachers viewed May 2018 Scantron scores. They collaborated about what the test scores showed. Teachers discussed reasons why they felt some areas were higher or lower than others. Teachers noted areas of weaknesses as well as strengths to determine next steps during core instruction. Teachers created the 2018-2019 essential standards based on state assessment results and the pacing guide. After implementing their action plan, teachers will reconvene every week to determine if the plan is resulting in student progress. Teachers in all grade levels will meet with an administrator every other month to discuss student progress in preparation for state assessments. DIBELS Next(reading and math) and Scantron scores will be shared with parents in our October-November parent conferences. Teachers will explain student scores and share what parents can do to assist at home. Teacher representatives from every grade met as a part of our Continuous Improvement Plan Committee (CIP) to view DIBELS NEXT scores, STAR, and Scantron scores. All committee members present assisted in creating goals to address the results of the test scores in reading and math. This year, we are focusing on reading and math goals as well as weekly collaboration focusing on learning.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

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

We follow the Response To Instruction process in all grades. When teachers notice a student not mastering standards and not responding to their instruction,immediately the teacher provides additional attention, focus, and support. If the student continues to show ongoing failure or declining, that student is brought to a PST (Pupil Support Team) meeting. This process occurs monthly. The PST (administrator, teachers, instructional coach, resource teacher) team listens to the teachers' concerns about the student. The team provides strategic interventions that the teacher can implement to address the needs of the student. The student is monitored daily through small group instruction. Parents are informed of this process. After providing strategies, intervention, and feedback and there is no response to instruction, the PST team MAY refer the child for special education services or decide the child needs to be retained.

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?

We have added INTERVENTION time into our schedule. Teachers have been asked to document interventions. Interventions include assessment results from STAR, DIBELS NEXT, and Scantron. Teachers have noted which skill deficits are an area of concern for their students. Teachers meet the academic needs according to the skill deficits for each child during the intervention time using a research based program or research based strategies. Currently teachers are using: Go Math Intensive Intervention Kit, Scott Foresman, Voyager Passport, West Virginia Phonics, and online educational games. The students receive additional assistance daily during math, science, reading, Language Arts, and social studies instruction.

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.

Some students stay after school with teachers for added instruction and others come in early. Teachers identify those who need additional support based on anecdotal notes, exit slips, class work, and assessment data. Students who do not have the ability to attend before or after school sessions are provided with online resources of support. We do not have a formal program in place after school that is focused on addressing the most academically needy students.

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.

All students at HGE including those identified as ELL, migrant, homeless, etc. have access to all services and programs available, including free/reduced lunch, ELL services, Special Ed, and tutorials. The enrollment of special populations are not denied or delayed due to any barriers. A Home Language Survey is completed on all new students when they register. All eligible students are tested with the WIDA

Access Placement Test (W-APT) to determine if a student is eligible to receive services through the English Language Learner (ELL) program. Parents or guardians have the right to waive Supplemental ELL services. An English Language Learner (ELL) committee convenes to determine appropriate services and placement for each individual ELL student. An ELL specialist provides services to all ELL students at Hazel Green Elementary weekly. Each ELL student has an IELP (Individualized English Learner Plan).   Parents are provided the opportunity to receive all updates and important school documents in English and Spanish or other languages if needed. The ELL committee reviews each student's progress annually. If the student scores proficient on the WIDA Access Placement Test they are monitored closely for two additional years. After two years of successful grades and test scores, the student is released from the ELL program. Migrant students are screened at the time of enrollment. Parents or guardians of each student receive a Migrant Survey, which determines if a home visit by a recruiter is needed. The recruiter determines the eligibility of migrant students. Migrant students automatically qualify for free breakfast and lunch. For special education services parents are notified if a child will be tested. The team develops an Individualized Education Plan (IEP) based on the results of evaluations, the concerns of parents, and the academic development and functional needs of the child. The school uses the services of Pupil Services to assist in the identification of homeless students. Neglected/delinquent students are identified when contacted by one of the following sources: the Department of Human Resources, Social Services, LEA Attendance Officer. The school counselor monitors students' grades and absences and ensures that neglected/delinquent and homeless students have access to additional services as needed, including school supplies, and clothing. The LEA Attendance Officer works directly with the courts to ensure parental cooperation concerning attendance for delinquent students. Economically disadvantaged students are identified through the application for free and reduced lunch. Students with low family income will be identified as economically disadvantaged students and will be eligible to receive free or reduced breakfast and lunch during the school day. We provide school supplies for any needy families in our school. We also have a social worker that is in our building once a week to address attendance and behavior challenges as well as any other challenges that keeps a child from being successful in school. We have a school-based therapist from the Nova Center in our building 4 times a week. She addresses behavior concerns providing therapy on a regular basis.

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.

NA

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

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.

Locally, our school partners with Kids Hope through a local church. This program allows our school to choose needy students who will benefit from having a mentor for help with academics as well as support. Our school also offers books by mail as an early intervention for children. Shop with a Hero provides needy children with the opportunity to shop with local heroes (teachers, preachers, police, fire, and military personnel) for Christmas gifts for their families. Funds are provided by a local church. Siblings of our students who have not begun school yet can receive free books through a program called Dolly Parton's Imagination Library. We will also provide a night of fun called Family Curriculum Night. The Academic Team will provide guest readers to read orally and ask questions about various books. All of our families will be invited to attend. We invite people from the community, including high school students to come out and serve as guest readers. This night gives parents a chance to be involved and help their child become more excited about reading, math, science and social studies. Kindergarten has a curriculum night to demonstrate to parents how they can help their child at home. State funds provide the Nova Center at our school. This opportunity allows us to have an onsite social worker to support our students. Since we are a Title I school, we receive federal funding to cover the cost of areas of need listed in our Continuous Improvement plan related to staffing, classroom materials, parent involvement, classroom supplies, technology, and professional development. Our school receives funding from Title II for staff development. We also receive ELL funding which, at times, may allow a translator's salary for our ELL students. Special Education provides funding towards staffing of certified employees for students with special needs. Our special education program also funds materials for special needs students, supplies for special needs students, and professional development for certified special education teachers. Indian Education has provided funding where students who are qualified for services receive special classes from a certified teacher. We have a state Office of School Readiness grant for the preschool program. We have a group of students who qualify ACE and attend those classes regularly. Each program, state, federal programs, and local funding assist our school in providing funding to increase student achievement and address the needs of all students.

Resources are provided through each program to support academic needs and student achievement. Local, State, and Federal monies are combined to fund the instructional program in our schoolwide plan. Title I money provides salaries for Pre-K personnel, technology purchases, and supplies needed for reading and math instruction. Title I funding is also used to support teachers in professional learning by financing costs to include registration fees, travel, and substitute teacher pay. Title I funds are used to ensure all students have opportunities to obtain a high quality education. Parental involvement activities to address reading and math literacy for parents is also financed by Title I funds. The district uses Title III money to fund our ELL program. ELL teachers work with local school teachers to address the needs of all ELL students and to provide needed resources. Title II funding is used to provide staff development opportunities for teachers by supplying money for substitutes as well as supplies and presenters. Title VII funds are used to educate students of Native American Heritage through the Indian Education program. Title X is the homeless funding that provides resources for students who fall under the classification of homeless.

Legislative money, fundraiser money, and local district monies enhance the daily instructional program through providing needed classroom resources and facility enhancements. Federal and State monies are also used to support special education funding which provides teachers with supplies and materials. Homeless students and Indian Education programs receive support provided by federal monies.

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, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

We have a Drug Fee Week. Our third grade students have a SCAN (Stop Child Abuse And Neglect)program and a GIVE (Gang Intervention and Violence Education) program that comes in each school year. Our school has a partnership with a local church in a program called Kids Hope. This program allows our school to choose needy students who will benefit from having a mentor for help with academics as well as support. Our school also offers Dollywood as an early intervention for children. Siblings of our students who have not begun school yet can receive free books through a program called Dollywood. Our CNP workers provide proper nutrition to our schools through the breakfast, lunch, and snacks for our After School Daycare. Our school serves as a liaison for parents who are in need of housing. We usually connect the parent with our social worker and the two work together to try and have the family in a home. Having the students safe and in a home assists with meeting and supporting schoolwide goals.

There is not a Head Start in the Hazel Green community at this time. Instead, Hazel Green Elementary services 4 year old students in the preschool program. With job training, students are exposed to various careers through our counseling program and in the classroom. Several grades have had students share what they want to be when they grow up. Students will have an opportunity to participate in vocational and technical education when they attend 9th grade at Hazel Green High School.

Component 10: Evaluation (Sec.1114(b)(3)):

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

We assess whether or not improvement is seen in the students' progress or in their lives as far as a positive attitude and choices they make daily. Teachers' lesson plans are viewed by administrators. Observations are made by administrators. Teachers receive feedback from administrators after each observation. Students' current progress is discussed in the bi-monthly with the teacher and an administrator. Instructional coaches meet with the administrator to discuss teacher needs in the classroom as well as needs in instruction for student improvement. Teachers made as a grade each week to evaluate student learning and instruction in the classrooms. Monthly meetings are conducted by the Title I Coordinator. The Continuous Improvement Plan Committee meets 3-4 times a year to assess implementation of our goals. Administration meets weekly to make notes of where we are in meeting school-wide goals and with our school-wide program.

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?

We view all data to determine if the student is improving. To evaluate our school-wide program, the Continuous Improvement Plan Committee consist of parents, teachers, and community leaders. Therefore, we discuss what they have observed and give input on what is working or not working as well as what needs to be done for improvement. This year, our progress report will be uploaded into A-CIP. The Parent Involvement Committee meets to share with the principal how we are doing with parent involvement and to give suggestions for improvement. Administration meets weekly and we share what we have observed. We brainstorm for solutions of improvement. TheLighthouse team (represents certified teachers) meets twice a month. We discuss goals, what evidence do we see of those goals being met, and what do we need to do differently to meet those goals. The Parent Advisory Committee (changing to Community Advisory Group) meets 4 times a year. That group consists of parents and community members. They give input on how we are doing with our school-wide program as well as what needs to be done for improvement. In one-on-one monthly meetings with teachers, they give input on any concerns with instruction which is a major portion of our school-wide program. The concerns or needs mentioned by teachers in the one-on-one meetings are addressed by the administration or forwarded to our school's instructional coach. The school's reading coach and resource teacher meet with the administration monthly; therefore, evaluation of the school-wide program can be discussed as well as information from teacher meeting with the administrators are shared as needed.

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?

We progress monitor our students school-wide in the fall, winter, and spring. In between these 3 testing times, we use classroom assessments for progress monitoring. We use DIBELS NEXT and STAR assessments as a means of progress monitoring. DIBELS NEXT scores are used in the kindergarten, first, second and third grade classes to determine interventions needed in small groups. This intervention time is about 30 minutes daily. The STAR assessment score results are used by teachers viewing which areas are skill deficits. Those skills are taught during the 30 minutes of intervention time daily until the student shows mastery. Teachers use their own classroom assessment to determine mastery of College and Career Ready Standards. Exit Slips or other formative assessments are used to assist teachers in knowing how much the students learned in a particular lesson of study. Teachers use those formative assessment results to

determine needs for reteaching the next day. Teachers have been given the liberty to adjust their lesson plans DAILY based on student achievement per lesson of study. The one-on-one meetings with teachers and administrators is a time we look at STAR and DIBELS NEXT scores results. If the growth rate (for STAR) is 39 or below, teachers are told the students are NOT responding to their instruction. If the growth rate is 40-59, teachers are told students are moderately responding to their instruction. If the growth rate is 60 and above, teachers are told students are considerably responding to their instruction. In that one-on-one meeting with a teacher and the principal or assistant principal, how to respond to students' academic needs are discussed and determined as NEXT STEPS. Then, classroom assessments are used within the next 4 weeks to determine if the suggested strategies showed effective for each student in increasing their mastery of College and Career Ready Standards. This year, students are taking a Scantron test in 3rd and 4th grade. We have decided to take it in the winter (third grade ONLY) as well as fall and spring. These results will also be another means of seeing student progress.

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?

DIBELS NEXT scores are used in the kindergarten, first, second, and third grade classes to determine interventions needed in small groups. Deficit skills are taught during intervention time which consists of small group instruction. Teachers use their own classroom assessment to determine mastery of College and Career Ready Standards. Formative assessments are used to assist teachers in knowing how much the students learned in a particular lesson of study. Teachers use those formative assessment results to determine needs for reteaching the next day. Teachers have been given the liberty to adjust their lesson plans DAILY based on student achievement per lesson of study. The one-onone meetings with teachers is a time we look at STAR scores results. If the growth rate is 39 or below, teachers are told the students are NOT responding to their instruction. If the growth rate (STAR) is 40-59, students are told students are moderately responding to their instruction. If the growth rate is 60 and above, teachers are told students are considerably responding to their instruction. In that one-on-one meeting with a teacher and the principal or assistant principal, how to respond to students' academic needs are discussed and determined as NEXT STEPS. Then, classroom assessments are used within the next 4 weeks to determine if the suggested strategies showed effective for each student in increasing their mastery of College and Career Ready Standards. To monitor whether or not school-wide goals are working, the principal and assistant principal meet daily. In those meetings, we leave with a NEW plan if we have evidence that something in the building is ineffective or not meeting our school-wide goals. This year, grades 1-3 will take the DIBELS Next test for math. This will give more data for us to use to determine if standards are mastered. Continuous improvement with student learning will be evaluated in the teachers' collaboration time each week.

We meet with teachers as a grade level after the fall, winter, and spring DIBELS and STAR assessments. We use the results to determine what we need to continue in instruction, what we need to learn, professional development that is needed, and questions teachers have for Next Steps.
Our instructional coach goes into classrooms of teachers who need assistance to model lessons for continuous improvement of students. She also follows through once modeling is over checking to be sure implementation is bringing about desired results.

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	46.93

Provide the number of classroom teachers.

46.93

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	3539219.21

Total   3,539,219.21

Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	125679.14

Total   125,679.14

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.5

Provide the number of Assistant Principals.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	51177.6

Total   51,177.60

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.0

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	86050.0

Total   86,050.00

Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	79255.13

Total   79,255.13

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0

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

Total   0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total   0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	14229.0

Total   14,229.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	4269.0

Total   4,269.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total   0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	26268.0

Total   26,268.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	4560.0

Total   4,560.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	253527.49

Provide a brief explanation and breakdown of expenses.

Salaries and Fringes: $76,199.31

Materials & Supplies: $2,740.49

Software: $5,000.00

Computers: $2,000.00

Pre-K: $151,727.99

Parent Involvement: $6,574.27

Staff Development: $9,285.44

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

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.	172800.0

Provide a brief explanation and a breakdown of expenses.

OSR Pre-K #1

Salaries & Fringes: $73,816.14

Materials & Supplies: $422.90

Computers & Equipment: $1,000.00

Field Trips: $500.00

Staff Development: $3,410.96

Building Services: $2,150.00

Student Transportation: $1,500.00

OSR Pre-K #2

Salaries & Fringes: $36,260.37

Field Trips: $500.00

Materials & Supplies: 100.00

Computers & Equipment: $1,000.00

Building Services: $1,273.31

Staff Development: $4,767.82

Student Transportation: $1,098.50

OSR Pre-K #3

Salaries & Fringes: $36,260.37

Field Trips: $500.00

Materials & Supplies: $100.00

Computers & Equipment: 1,000.00

Building Services: $1,273.31

Staff Development: $4,767.82

Student Transportation: $1,098.50

Local Funds

Label	Question	Value
1.	Provide the total	718729.83

Provide a brief explanation and breakdown of expenses.

Salaries & Fringes: $445,234.33

Materials & Supplies: $500.00

Travel & Training: $1,300.00

Building Services: $202,000.00

Transfer: $69,695.50

Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement 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.

Parent and Family Engagement

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. (Sec. 1116(c)(1))

Hazel Green Elementary School will convene an annual meeting at the beginning of school during a convenient time (multiple times in one day), to which parents are invited and encouraged to attend. The purpose of the meeting will be to inform parents of the school-wide participation in Title I, Title I requirements, the 1% set aside, and their right to be involved. Parents will be notified of the meeting through school newsletter, flyers, teacher newsletters, school website, email, phone call system, or the school marquee. Minutes of the meeting will be provided upon request to parents who are unable to attend the meeting. If non-English speaking parents are identified in the Hazel Green school zone, an interpreter can be contracted to assist in communications. Transact software is also available to assist with translations. At this meeting, parents will be told the 2018-2019 Title I Allocation for Madison County and the Parent Involvement allocation for Hazel Green Elementary which is $2,574.27. The principal will explain to all of our parents they have the right to be involved in how this money is spent. Parents' rights to be involved in the development of the LEA Title I Plan as Title I parents will be explained. Parents will be told they have the right to be involved in the development of our school's Parental Involvement Plan. The parent-student compact is explained at this meeting. Parents are told the compact is a commitment from the school, the parent, and the student to share in the responsibility for improved academic achievement. Parents are told they have a right to be involved in the development of the School-Parent Compact. Parents are told they have the right, by law, to request the qualifications of their child's teachers. The principal will explain our school's process for notifying parents if their child's teacher is highly qualified. The school sends a letter to parents if their child is being taught by a teacher who is not highly qualified. At the annual meeting, the principal explains parents can be involved with the revisions of our Title I plan by sending the principal an email, leaving a note for the principal, meeting with the principal, or sending messages through our Parent Advisory Committee members. All parent committee members are introduced at this meeting. Parents are also given the opportunity to ask questions as the principal stays around at the closing of the meeting.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 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. (Sec. 1116(c)(2)(3))

Teachers will have parent conferences throughout the school year as needed. Teachers will work with parents on a preferred times to meet. We will have Parent Involvement Committee meetings three times during the 2018-2019 school year. This is a time for parents to give input on how we can improve our parent involvement. This group of parents assist with our school compact and parent involvement plan as well as our Title I budget. The Parent Involvement Committee will meet during the fall, winter, and spring in the evening. The Community Advisory Group will meet at least three times during the 2018-2019 school year and that group consists of parent representatives. This group of parents will also meet in the evenings. Parents will be afforded the opportunity to be involved in all aspects of the Title I program. Parent representatives will serve on the Parent Involvement Committee and Community Advisory Group. Parents are invited to come out to the Annual Title I meeting. Parents are also on the Continuous Improvement Plan Committee. We meet several times throughout the year discussing the planning and improvement of the Title I program. We also discuss how allocated funds for parent involvement should be spent. All parents are asked to come out for the Title I Annual Meeting. The Title I meeting will be 3 times a day so that our school works to accommodate parent work schedules. Parents will be told in the monthly newsletters from the school that they can email the principal or

send a note to the principal concerning any issues or ways we can improve. Parent Involvement funds will be used to purchase communication binders with pencil pockets so that parents and teachers can communicate regularly.

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. (Sec. 1116(c)(4)(A)(B)(C))

Hazel Green Elementary School shall provide parents information and materials in an easy to understand format. Information will be presented about the Title I program, the school academic curriculum, and state assessments. Information will be provided to parents by way of: school newsletters, calendar of events, emails, telephone calls, brochures, parent handbook, student planners, and our school website. Any information can be written in the parents' preferred language. We begin each school year by mailing a brochure to the parents notifying them of their child's teacher for the year. Assessment data will be reviewed and disseminated in the following ways: individual parent-teacher conferences, send home results by students, small group meetings, and grade-level meetings. Our school will provide a qualified person to teach parents how to read and interpret test scores. The school shall conduct regularly scheduled parent meetings in informal and informative group sessions with time allotted for parent interaction and a question/answer period. During parent conferences, teachers will give a description and explanation of the curriculum in use as they share the student's progress. We will have a Meet 'N Greek for families to come out and meet their child's teacher and our staff. We will also have Orientation Nights after school begins. This is a time for teachers to share special information about their classroom, expectations, and any beginning of the year test results, and answer questions. If parents sign up for Dollywood, their younger non-school aged child can receive books on a regular basis. Curriculum Night gives parents a chance to work with the school to show an appreciation for reading. This night gives parents a chance to work with the school to show an appreciation for reading, math, social studies, and science. The school will have a Grandparents Day breakfast. There will be some grades inviting grandparents to the classroom for special educational activities. We have a Parent Involvement Committee which is open to all parents. This committee meets after 4:00pm at the beginning of the year, middle of year, and end of year. These parents meet with the principal and work on how parents can be more involved. The parents give ideas at the beginning of the year, assess how we are doing with parent involvement at the middle of year meeting, and share input on what we can do overall to improve at the end of the year meeting. This committee also views the Parent Involvement Section of the CIP giving input. Teachers communicate with parents through emails, notes, or newsletters weekly. Parents are informed by teachers of opportunities for parent meetings and procedures for giving suggestions. Parents are encouraged to contact the teacher if they have any questions or concerns related to their child's education. This communication can also be done with the communication binders that have the pencil pockets for important information.

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). (Sec.1116(d))

Hazel Green School's staff shall distribute a school-parent compact that outlines how parents, the entire school staff, and the students will share the responsibility for improved student achievement, as well as the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Our school will send two copies home. One copy the parent keeps and one the parent returns signed by themselves, the student, and the principal. If the teachers do not receive a parent-student compact from any students in their classroom a second effort is made and documented. If the teachers still notice all parent-student compacts are NOT turned in, a third effort will be made to retrieve signed compacts. All three efforts will be documented. Parents will have an annual opportunity to

provide suggestions for improving the compacts during our Community Advisory Group meeting and at the Parent Involvement Committee meeting as well as the CIP Committee meeting(which has two parent representatives). The principal makes a notation of any ideas or revisions and a parent takes minutes. The principal views the parent ideas, discusses them with the assistant principal, as well as the CIP committee. After all discussion time, the principal updates the parent-student compact with parent input included. The school is committed to reach high standards for student achievement and to give every child a quality education. The school staff will strive to improve student achievement through identifying needs, setting short term attainable goals, and providing immediate feedback with appropriate interventions or extensions to achieve the standards. Student progress will be monitored and shared with parents through parent conferences, progress reports, email and phone calls. Parents will be encouraged to become vital partners in their children's education. Kindergarten will have a curriculum night where they demonstrate to parents how to help their son or daughter at home. Student led conferences will be held so that students can share with their parents information about their learning.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

The continuous improvement plan will be available to all parents in our library and at the front desk. Any comments or dissatisfaction can be sent by note, mail, email, or stated in person to the principal. Parents can send comments or dissatisfaction by the community or parent representative on the CIP committee. Parents can send comments or dissatisfaction by any parent on the Community Advisory Committee. All comments will be viewed by the CIP committee and revisions will be made accordingly.

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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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)

We will have various activities to involve parents in their child's education. Parent conferences will be twice a year: one first semester and one second semester. Curriculum Night is an opportunity for parents to come out and participate in academic activities. The kindergarten Curriculum Night shows parents how to help their son or daughter at home.   The library partners with Hazel Green Library bringing in a puppet show. From the community, we have had dentists, firemen, military, meteorologist, and workers from various businesses.

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 ESSA Sec. 1116, 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)

Parents will be invited to come out on Curriculum Night. This will be a night to really encourage students to read and parents to assist with reading at home. Parents will receive materials from the presenters. The materials will consists of handouts and/or activities that can be implemented at home. Parents will be invited to come out on Curriculum Night. This will be a night to really encourage students in math and science. Parents will receive materials from the presenters. The materials and/or handouts will assist with math and science activities for the family. Our library is a location made available to parents who do not have computers at home. Parents can use our school computers in the library when they are available.

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 ESSA Sec 1116, requirements for building capacity in parental involvement.)

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

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

The principal will speak on building the ties between parents and the school in Synergy Sessions and throughout the school year. Office personnel will meet with the principal on an as needed basis to communicate the importance of developing our parent-school relationships and coming up with the best means of reaching out as well as communicating. When parents come in and make comments on how we can improve in our school, the office personnel delivers those messages to the principal. The principal takes all ideas into consideration and determines if a change should be implemented. Our school implements the importance of building the ties between parents and the school by having a CIP committee (with two parent representatives), a Parent Involvement Committee (any parents can participate), and a Community Advisory Committee (parent and community representative and the principal). The principal meets with teachers, office personnel, aides, CNP workers, and bus drivers during the first month of school. All groups of employees are reminded of what can be done to improve involvement of parents and to support community participation in our school.

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 ESSA Sec. 1116, 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)

The parent involvement program is for all parents. Hazel Green presently has a Preschool Special Education program in place. The Special Education and Title I programs as well as OSR classrooms will coordinate activities and programs to encourage parental involvement. Hazel Green has a minimal number of students identified as ELL at this time. If non-English speaking parents are identified in the Hazel Green school zone, an interpreter can be contracted to assist in communications. Parents are invited to come out and participate in our preschool programs. . Children with disabilities receive occupational and physical therapy, if their Individualized Education Plan states those services are necessary. We have a registered nurse on site who provides assist to children and families as needed. The school communicates with parents regularly encouraging parent participation in their child's education. Our school has created a brochure which shares resources for families as well as encourages parents to be involved in their child's education.

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 ESSA Sec. 1116, 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)

At present time we have a minimal number of ELL students with non-English speaking families. Personnel (interpreters) are available to assist ELL students and parents as well as transact if needed. The following statement is on all Title I paperwork: "If you require this document in another language, please contact the school principal."
"Si usted requiere este documento en otro idioma, favor de contactar al director de la escuela." The school will have information translated as needed. Trans Act software is also available as needed.

Parents will be invited to come out on Curriculum Night. This will be a night to really encourage students to read. Parents will be invited to come out on Family Math/Science Night. This will be a night to really encourage students in math and science. We have started the HOUSES this year. Each HOUSE will have a special event inviting parents to be involved with their children. Parents will be given ideas of how to help their children at home on these nights.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Hazel Green Elementary School, to the extent possible, shall provide opportunities for the full participation of parents with limited English proficiency and/or with disabilities. If necessary, school information and student profiles will be provided in a language and format easily understood by parents. An interpreter can be contracted if needed. Every effort is made to accommodate parents with disabilities. The following statement is on all Title I paperwork:
"If you require this document in another language, please contact the school principal."
"Si usted requiere este documento en otro idioma, favor de contactar al director de la escuela." The school will have information translated

as needed.

The Madison County School District does not discriminate in admission, treatment, or access to programs or activities on the basis of race, religious preference, disability, age, gender, national origin, citizenship, non-English speaking ability, or homeless status. The Title IX and ADA Compliance Officer's Contact Information: Ms. Michelle Stovall Coordinator of Pupil Services; 1275 F Jordan Road, Building B; Huntsville, AL 35811; Telephone: 256.852.2557 extension 61715; Facsimile: 256.851.2127; Email address: mstovall@mcssk12.org. Home visits may be conducted in an effort to establish a rapport with the family determining how best to respond to the unique needs of the family. Our social worker and administrator visits homes regularly as needs arise. If a migrant student is identified, every effort is made to assist the family with transitioning. Home visits may be conducted in an effort to establish a rapport with the family including involving counseling services if needed. The school will determine how best to respond to the needs of our migratory families.

If non-English speaking parents are identified in the Hazel Green school zone, an interpreter can be contracted to assist with communication. Non-English speaking families are identified when enrolling. They are also identified by teacher observation. We have an EL contact in our building who contacts the district EL representative concerning resources for our EL families. Transact software is also available to assist with translations. Identified ELL students will be served by an itinerant teacher. Efforts are taken to make all written communication easy to read and understand.

"If you require this document in another language, please contact the school principal."
"Si usted requiere este documento en otro idioma, favor de contactar al director de la escuela." The school will have information translated as needed.