ACIP

Ray Thompson Elementary School

Gadsden City Board of Education

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Gadsden, AL 35901

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Executive Summary

Introduction

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

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

Description of the School

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

Ray Thompson Elementary is a K-5 school in the Gadsden City School System which is located in the North Gadsden community. The school first opened in 1980 with a lovely twenty-two classroom school complete with cafeteria, auditorium/gymnasium, media center, administrator complex, and teacher workrooms was constructed on the current site. Ann Cathey Elementary was closed and the enrollment of 389 moved into the new building, formely named North Gadsden Elementary. In 1983, the school was renamed in honor of a prominent educator, Dr. Ray Thompson.

The school's enrollment and population have changed considerably from 1980 to the present day. The enrollment has decreased significantly from 389 to approximately 200 today. The student body, which was predominately white, is currently 74% black. It has decreased from over 90% black in the last five years. Most of the students reside in either Oakleigh Estates or various apartment complexes. The percentage of free and reduced lunch is about 96%. Parental involvement and students from two parent homes have declined significantly. Meeting the vastly changing needs of the student body continues to be the primary focus here at Ray Thompson Elementary.

There are presently 209 students in K - 5th grades. There are 11 homerooms. Each grade level consists of 2 classes, with the exception of 5th grade. One class of Pre-K is housed on campus with 19 students from Head Start. The summary report from INOW generates the following demographics:

Ethnicity:		Females	Males
Blacks:	168	92	76
Multi-Race :	6	2	4
White:	34	21	13
AI:	1	1	
Hispanic:	19	6	13
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Total:	228	122	106

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.

It is the mission of Ray Thompson Elementary School to provide appropriate curricula, programs, personnel, instructional strategies, and facilities to enable all regular, special education, and accelerated students to reach their potential and ultimately experience success in their chosen profession and/or occupation. In so doing, we will promote social, emotional, and physical conditions that will enable students to thrive in a global multi-cultural society.

This mission is obtained through various programs available in the academics, as well as the arts, honor clubs, student government, counseling, character education, incentive system, award system, mentoring. PTO has been reinstated. A new Parenting Partners has begun that allows parents to receive training so they can train other parents. Parents volunteer their time everyday by making copies, going on field trips, tearing out workbook pages and helping teachers where needed. Being a small school, most teachers know all the students by name. All students are also assigned to a staff member as a part of a bi-weekly mentoring program. The counselor has been instrumental in developing and heading a Character Education program every morning, an incentive program where students receive tokens each Friday, First Friday Fathers, where men come in to work with students as part on the Million Men March to School, as part of an effort to increase the presence of men in the schools. She also works with recognizing students as Good Citizens and Monthly birthdays.

Teachers participate in continuous job-embedded professional development to enhance their ability to be effective instructors using the latest research. Many teachers participate in voluntary summer training. They were fortunate enough to participate in the AMSTI training this past summer. This program will offer on going professional development. The Instructional coach is also available for side by side coaching. Over 64% have pursued higher degrees in several areas.

Teachers use an array of strategies to instruct students in the common core standards. They are instructed in whole group and small group sessions. Students are allowed to practice skills during stations or centers, as well as receiving Tier II and Tier III instructions.

The after school program called EDGE helps students with homework. Teachers from the school work closely with other teachers to ensure that students are receiving the practice they need based on their weaknesses. The program also offers cultural experiences that helps students become well rounded.

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.

Before teachers are hired, their credentials are checked. Being that this is a Title I school, all teachers are highly qualified. Over 60% of the faculty has a Master's Degree or higher. All paraprofessionals are highly qualified.

The school strives to keep up with the latest trends in instructions and technology. iPads have been purchased through the 1:1 Initiative for all fourth and fifth grade students and teachers. Teachers were trained during the previous summer in using the iPads for instructional purposes. Additional iPads have been purchased for grade two and three. All teachers now have their own iPads. Teachers who were previously trained have begun training the entire staff. Laptops are also utilized for classroom practice and learning. Title I monies have been budgeted to keep the desktop computers updated. Funding will continue to be sought for the entire student body to receive tablets or laptops to keep up with 21st Century learning. We have received about 30 additional desktops for student use in the classrooms, library, and computer lab. Teachers have received wireless Mimios and Hover document cameras.

The school now has a full time counselor. She has been instrumental in developing outstanding character programs for our students who are at- risk. She has been effective in helping students take ownership of their behaviors and make conscious choices. Students whose grades are at least, a A or B average are able to to be in the National Junior Beta Club. The counselor ensure that students are able to participate in the convention each year. Students are voted on by their peers to become officers in the Student Government Association (SGA). As a part of these groups, students are able to take on leadership roles and become example to other students by performing various duties around the school. Some of the duties include morning announcements, pledge, character ed, peer helpers, raising and lowering the flag, and turning the computers on and off in the computer lab. These roles help students to be more responsible academically, socially and behaviorally.

Students were successful on the ARMT assessment over the past two years. Professional development training is ongoing for rigorous instructions for the ACT Aspire that is now being administered each Spring. The teachers will strive to improve instructions in the area of text complexity in reading in all grades. Training will continue for teachers in both math and reading to prepare students to be college and career ready in keeping with PLAN 20/20.

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 strive to build students self- esteem and to help them desire to be better citizens as they grow into adults. They are awarded in several ways.

Honor Roll, Spelling Bee, Principal's Award, DAR award, Rotary Award, Music awards, Crosson Music Award, Good Citizenship, Fieldtrips, JR.BETA Club, Duke program, Presidential award, Art award, Speech award, Track & Field award.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Parents are asked to complete surveys so that we can gain knowledge as to what they expect from the school. Training for parents is offered during Reading and Math nights. Parents are invited to attend annual Title I meetings, family nights, and advisory meetings. During these meetings they are asked for input on compact, suggestions for parental involvement money, and to review the CIP plan for additions and suggestions. Notices are sent home to parents to invite them to be a part of various meetings. There are meetings held in the mornings, during the school day and in the evenings.

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

During the annual Title I meeting, parents were given a copy of the CIP and asked for their input. No parents gave any input during the meeting. It was explained to them that they could send any suggestions and addition back with their child or to the principal. Parents survey results from the the Title I Spring survey were also used in the writing of the plan.

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 improvement is communicated to parents during the Title I meeting. There is a copy of the plan placed in the front office. A copy of the plan is also uploaded onto the school's website for them to view.

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 used during accreditation.	

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

Areas of Notable Achievement

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

Student achievement

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

Student achievement

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

The data used matches.

Areas in Need of Improvement

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

Teacher performance

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

Teacher participation

What are the implications for these stakeholder perceptions?

Student achievement level is affected by the need of more professional development for teachers.

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

all areas are in need of improvement

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3

Sections
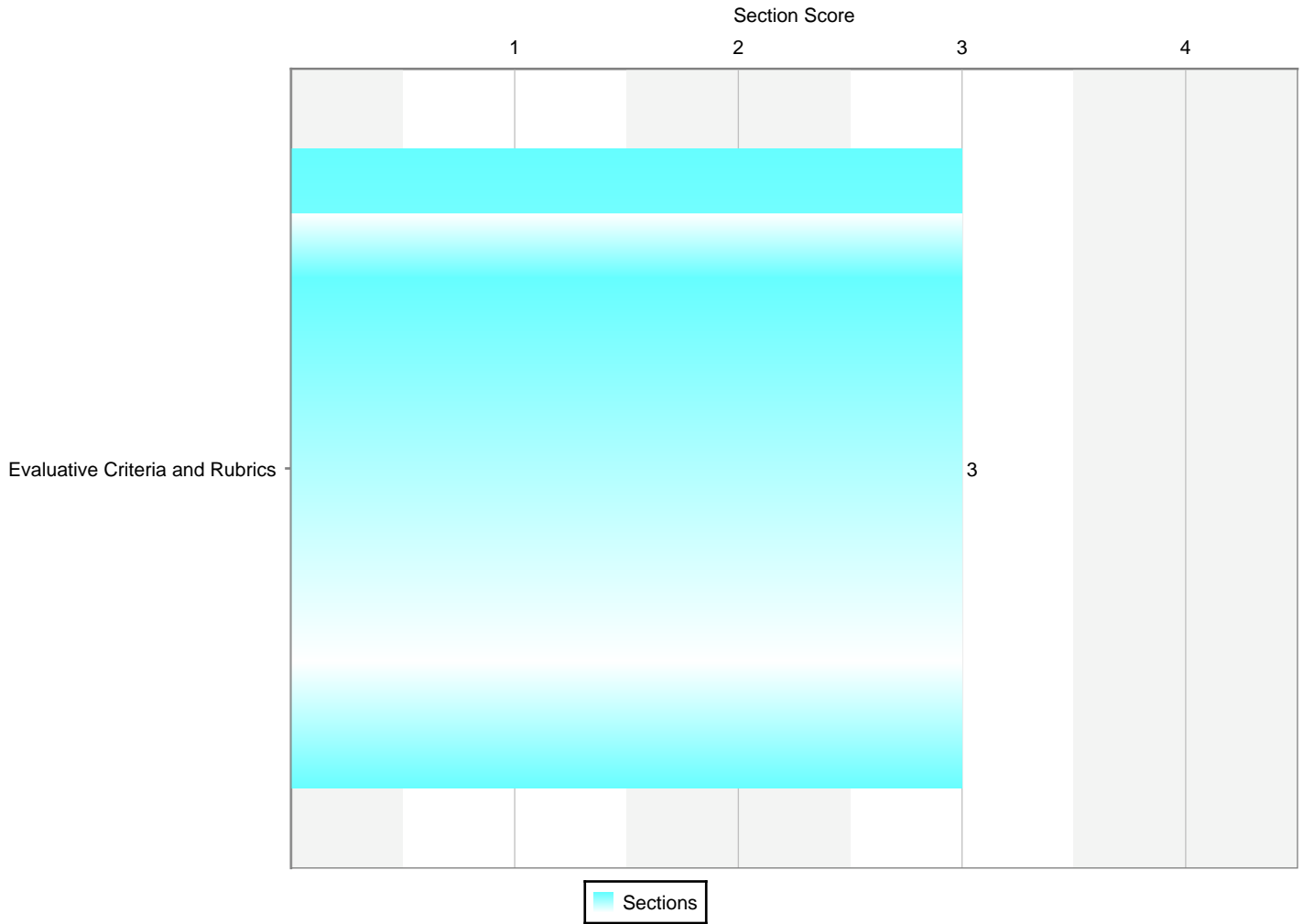
Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	No	For accreditation purposes only	

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

	Statement or Question	Response	Rating
2.	Test Administration	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?

Eighty-eight percent of all students tested were close or scored in ACT Readiness Range in Math.

Fifty-six percent of all students tested were close or scored in ACT Readiness Range in Reading.

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

First administration of ACT Aspire therefore there are no trends.

Which area(s) indicate the overall highest performance?

School: Third, Fourth, and Fifth grade students scored at or above 50th percentile in Math.

Grade: Fourth grade Reading indicates the overall highest performance with 35% of students scoring in ACT Readiness Range

Subject:
(Math) 62% of 4th grade students scored in ACT Readiness Range in Algebraic Thinking Numbers and Operations-Base 10;
(Reading) 65% of 4th grade students scored in ACT Readiness Range in Integration of Knowledge and Ideas;

Subgroups:
White Students:
Fifty percent of white 4th grade students scored in ACT Readiness Range in Math and Reading.

Females:
Approximately 50% of 3rd grade females scored in ACT Readiness Range in Math.
Approximately 50% of 4th grade females scored in ACT Readiness Range in Reading.

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

First administration of ACT Aspire therefore there are no trends.

Between which subgroups is the achievement gap closing?

First administration of ACT Aspire therefore not applicable.

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

The findings are consistent with our numbers of students in need of intervention. We currently have 46 students Grades 2nd-5th receiving Tier 3 reading intervention through My Sidewalks Reading Intervention Program. We also have 22 students K-5th receiving PST receiving intervention in Math and Reading. These students are progress monitored weekly with our STAR Universal Screener.

Areas in Need of Improvement

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

Thirty-eight percent of all students tested scored at or below the 50th percentile in Reading.

Eighty-two percent of third grade students did not score in the ACT Readiness Range in Reading.

Sixty-five percent of fourth grade students did not score in the ACT Readiness Range in Reading.

Eighty-two percent of fifth grade students did not score in the ACT Readiness Range in Reading.

Overall, only 27% of students scored in the readiness range for Math and 22% in Reading.

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

First administration of ACT Aspire therefore there are no trends.

Which area(s) indicate the overall lowest performance?

School- Reading was Thompson's overall weakness with only 22 % of students scoring in the ACT Readiness Range.

Grades-Third and Fifth grade reading indicates the overall lowest performance. Only 18% of students in each grade level scored in the ACT Readiness Range. 58% of students in third grade need support in reading, and 38% of students in fifth grade need support.

Subgroups-In third grade reading, 21% of blacks were were at the ACT Readiness Range compared to 0% of whites.
In fourth grade reading, 47 % of females were at the ACT Readiness Range compared to 18 % of the males.
In fourth grade reading, 50 % of whites were at the ACT Readiness Range compared to 27 % of blacks.

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

First administration of ACT Aspire therefore are no trends.

Between which subgroups is the achievement gap becoming greater?

First administration of ACT Aspire therefore not applicable.

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

The findings are consistent with our numbers of students in need of intervention. We currently have 46 students Grades 2nd-5th receiving Tier 3 reading intervention through My Sidewalks Reading Intervention Program. We also have 22 students K-5th on our PST receiving intervention in Math and Reading. These students are progress monitored weekly with our STAR Universal Screener.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 3.25
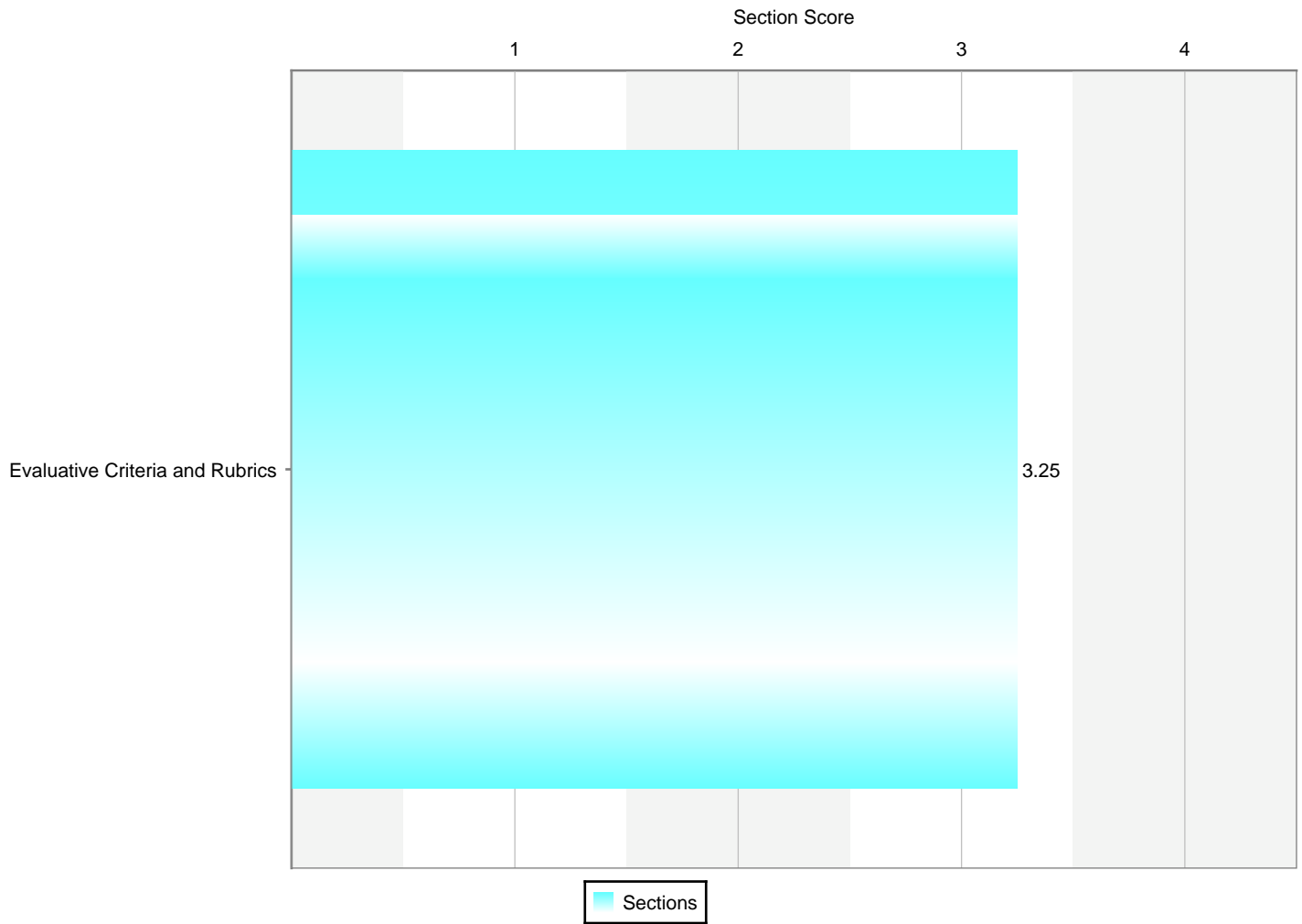
Sections

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, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	See Attached.	faculty & staff signature page

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	See attached	discrimination rights signatures

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	See attached	Perry & Smooth nondiscrimination signatures

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

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

Plan for ACIP

Overview

Plan Name

Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students will Meet and or Exceed ACT Readiness Range in Reading	Objectives: 1 Strategies: 7 Activities: 7	Academic	$500
2	Engage and Empower the Learner through technology.	Objectives: 1 Strategies: 1 Activities: 6	Academic	$16350
3	Prepare and Support Teachers and Leaders to Graduate College and Career-Ready Students	Objectives: 1 Strategies: 2 Activities: 6	Academic	$7000
4	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$10000
5	Student Will Meet and or Exceed ACT Readiness Range in Math.	Objectives: 1 Strategies: 3 Activities: 3	Academic	$0
6	Strategies to Address School Safety, Classroom Management/Discipline, Rti Framework and Building Supportive Learning Environment	Objectives: 1 Strategies: 5 Activities: 5	Organizational	$3050

Goal 1: Students will Meet and or Exceed ACT Readiness Range in Reading

Measurable Objective 1:

41% of All Students will demonstrate a proficiency in College and Career Ready Standards in Reading by 05/04/2015 as measured by the ACT Aspire Readiness benchmark scores.

Strategy 1:

Increase experiences with text complexity in reading - Teachers will provide ample opportunities for reading and understanding challenging texts

Research Cited: ACT Aspire & Common Core Standards, Lexile

Activity - Provide Text complexity opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-Model careful reading -Include problem solving with unfamiliar language and ideas -discuss vocabulary -practice writing with a focus on sentence structure -read suggested books: Tuck Everlasting by Natalie Babbit & Volcanoes	Direct Instruction	09/01/2014	05/01/2015	$500	Title I Schoolwide	Classroom Teacher Instructional Coach Principal

Strategy 2:

Provide effective, explicit instructions - Teachers will provide effective, explicit instructions on reading standards

Research Cited: Put Reading First, National Institute for Literacy

Activity - Explicit teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students in small group settings Teachers will model expectations Teachers will use the TWIRL method Teachers will use the I do, We do, You do method Teachers will use direct instructions Teacher will have students complete a before, during, and after activity Teacher will check for understanding	Direct Instruction	09/01/2014	05/22/2015	$0	No Funding Required	Teachers, Instructional coach Instructional aide Principal

Strategy 3:

Use Best Practices - Teachers will use strategies learned from ample professional development that will allow them to grow

Research Cited: ARI & AMSTI strategies

Activity - Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| -Teachers will model
-partner talk
-explicit instructions
-small group
-cooperative groups,
-letter fluency practice
-alphabetic principal practice
-phonemic awareness | Other | 09/01/2014 | 05/22/2015 | $0 | No Funding Required | Classroom teacher Instructional coach Principal Instructional aide |

Strategy 4:

Provide Comprehension Instruction - Build their ability to understand what is read

Research Cited: The National Reading Panel; Scott Foresman Reading

Activity - Comprehension Strategy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Graphic organizers, give students a purpose for reading, partner read, rereading, provide just right bags for independent reading, remove opportunities for round reading, practice retelling, model, critical and literal type questions, provide opportunities for reading textual/informational, provide beginning, middle, and end models, provide anchor charts, journal writing, model responding to open ended questions, take it to the text. Teachers will incorporate more higher order questioning from Bloom's Taxonomy Revised Model.	Other	05/22/2015	05/22/2015	$0	No Funding Required	Classroom teachers Instructional Coach Instructional Aides Principal

Strategy 5:

Increase Ample Reading Time - Allowing students more practice time to build skills for more effective reading.

Research Cited: National Reading Panel

Activity - Increase Reading Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Re-read decodable passages, model choral reading, echo reading, readers theatre, model fluent reading, paired reading, provided opportunities to read on individual level.	Other	09/01/2014	05/22/2015	$0	No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy 6:

Provide effective vocabulary instructions to all - To ensure that students gain more insight into words and have better understanding when reading.

Research Cited: Scott Foresman; National Institute for Literacy

Activity - Provide effective vocabulary instructions to all	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| TWIRL will be used to help students understand comprehension questions. Bloom's Taxonomy higher level questions will be asked and modeled. Graphic organizers will be used to help students organize their thoughts and to identify beginning middle and end of a story. Story maps will be used. Tri-folds will be utilized. Students will identify the plot, setting, and characters of each passage to help with the literary elements. Identify vocabulary/academic language, utilize direct instructions, teach context clues, teach dictionary skills, teach synonyms, antonyms, provide opportunity for partner talk, use four square, use flip flops ask back strategies, use test talking strategies as part of your instructions, break down word parts such as: prefix, suffix, root and base words to teach word meanings. | Other | 09/01/2014 | 05/22/2015 | $0 | No Funding Required | Classroom Teachers Instructional Coach Instructional Aides Principal |

Strategy 7:

Increase Rigor - Will help students be become better critical and literal problem solvers.

Research Cited: National Reading Panel

Activity - Rigor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using Bloom's Taxonomy higher order thinking questions will be asked. Teachers will have a refresher course on Questioning Techniques from a previous session.	Other	09/01/2014	05/22/2015	$0	No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Goal 2: Engage and Empower the Learner through technology.

Measurable Objective 1:

25% of All Students will demonstrate a behavior to use digital tools, individually and collaboratively, in the classroom and away from the classroom to gather organize, evaluate, and share and present information in class and in presentation away from class by in Career & Technical by 05/27/2016 as measured by by combined frequency index by the ASSIST Teacher Survey (currently 15.38%).

Strategy 1:

Technology Tools usage- - Technology tools will be continuously made available for student usage.

Research Cited: Research found in Assist survey that teachers were trained or made tools available for authentic digital learning.

Activity - Community partners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Invite churches and businesses to become partners with the school. As partners, they will help provide internet services so that students may use devices at home for research and practice exercises.	Academic Support Program	08/19/2013	05/27/2016	$0	No Funding Required	Principal parents community

Activity - protective cases	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase protective cases to help keep devices from damages and to have a longer life of devices	Academic Support Program	08/19/2013	05/27/2016	$6000	Other	Principal teachers media specialist aides

Activity - 1:1 Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Presently apart of GCS 1:1 initiative using iPads in 4th and 5th grades. Continue to purchase hand held devices for students in all grades.	Academic Support Program	03/11/2013	05/27/2016	$10000	Title I Part A	principal District technology coordinator 21st Century coordinator Title I coordinator

Activity - BYOD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Allow students to bring their own devices and learn to use them properly in an academic setting	Technology	09/03/2013	05/27/2016	$0	No Funding Required	principal teachers

Activity - technology competitions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be encouraged to continue to participate in technology competitions in the system and at JSU	Technology	01/13/2014	05/27/2016	$350	General Fund	principal teachers aides

Activity - podcast	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete podcast or short tapes on how to follow rules or advice to fellow classmates how to protect themselves from bullies	Other	09/03/2013	05/27/2016	$0	No Funding Required	principal teachers aides

Goal 3: Prepare and Support Teachers and Leaders to Graduate College and Career-Ready Students

Measurable Objective 1:

30% of All Students will demonstrate a behavior in which teachers throughout the school will use technology and digital resources to provide standards-based instruction and authentic learning in all content areas of responsibility to facilitate real-life experiences that advance student learning in English Language Arts by 05/27/2016 as measured by frequency index scores increasing from 23.08 to 30 .

Strategy 1:

Instructional   support - Various professional development opportunities will be made available to teachers on a consistent basis as needed

Research Cited: research from teacher assist survey currently at 23.08

Activity - side by side	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A systemwide technology resource person assigned to the school once a week will meet with teachers as needed or assigned to help teachers effectively implement technology into lesson	Academic Support Program	09/03/2013	05/27/2016	$3500	Title I Part A	principal teacher literacy coach systemwide technical support personnel

Activity - training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teachers will attend workshop offered at various sites around the state	Academic Support Program	09/03/2013	05/27/2016	$3500	Title I Part A	principal teacher

Activity - share out	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teachers will share new ideas during grade level meetings, faculty meetings and by adding websites to the technology notebook	Academic Support Program	09/04/2012	05/27/2016	$0	No Funding Required	principal teachers

Activity - Invite outside trainers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trainers from Technology in Motion (TIM) and various technology venues will be invited to come in and demonstrate the best use of their devices and how to implement them effectively into their instructions	Technology	08/19/2013	05/27/2016	$0	No Funding Required	Principal technology coordinator

Strategy 2:

Principal Support - Principal will receive training on how to use technology more effectively

Research Cited: Assist teacher survey

Activity - sharing information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal learned to use google calendar demonstrated how the teachers could use the calendar to pool all upcoming events	Academic Support Program	10/01/2013	05/27/2016	$0	No Funding Required	Principal

Activity - Monitoring using technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
principal is able to use iPad when observing teachers in the classroom and is able to give feedback more efficiently	Academic Support Program	09/03/2013	05/27/2016	$0	No Funding Required	principal

Goal 4: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

demonstrate a behavior to use digital tools, individually and collaboratively, in the classroom and away from the classroom to gather organize, evaluate, and share and present information in class and in presentation away from class by by 05/27/2016 as measured by a combined frequency index by the ASSIST Teacher Survey (Currently 23.08%) ..

Strategy 1:

Instructional Support - Instructional support will be provided to teachers through:

*Sharing at faculty meetings

*Grade level sharing

*providing opportunities to attend workshops

*encouraging teachers to attend Tech Tuesdays/Thursdays

*Systemwide tech support person Wendy Goodwin
Research Cited: Assist Survey, and Educate AL

Activity - Professional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher sharing	Professional Learning	08/19/2013	05/27/2016	$0	Title I Part A	Principal 5th grade teachers

Activity - monitoring using technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Principal will monitor use of technology through walk throughs and Educate AL using iPad | Academic Support Program | 09/03/2013 | 05/27/2016 | $0 | No Funding Required | principal |

Activity - maintenance request	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
put in maintenance request for adequate breaker boxes and more access points	Technology	09/04/2012	05/27/2016	$0	No Funding Required	principal

Activity - purchase more handheld devices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
funds from community development grants and Title I will be used to purchase more devices for all staff and student use	Technology	09/03/2013	05/27/2016	$10000	Title I Part A	principal

Goal 5: Student Will Meet and or Exceed ACT Readiness Range in Math.

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in College and Career Ready Standards in Mathematics by 05/04/2015 as measured by based on the ACT Aspire Readiness benchmark scores.

Strategy 1:

Implement Common Core Standards - To ensure that instruction is aligned with AL state requirements for students.

Research Cited: AL Common Core Standard

Activity - Common Core	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TWIRL (Talk, Write, Investigate, Read, Listen), give a purpose before, during, and after standards based instructions. I do, We do, You, do, 5E Instructional model (Engage, Explore, Explain, Extend, Evaluate) Observation, checklist, model, explicit instructions, model step by step, use CUE strategy, small groups, cooperative groups, utilize technology in math, use hands on instructions, use charts and graphs that provides examples, review basic facts through a variety of modalities, peer teaching, use of writing journal, write across the curriculum, differentiate instructions.	Other	09/01/2014	05/22/2015	$0	No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy 2:

Use a variety of Instructional Strategies - To allow students who learn differently opportunities to gain needed skills in a variety of ways.

Research Cited: AMSTI; GO MATH; Investigation Math

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Manipulatives and hands on materials will be used along with virtual manipulative sites. CUB Best practice strategies AMSTI strategies, 5; Engage, Explore, Explain, Extend, and Evaluate, Math Drill: repetition Manipulatives; pair students with helpers scaffolding instructions teaching models math word wall math journals charts graphs.	Other	09/01/2014	05/22/2015	$0	No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy 3:

Walk Throughs - To provide support to teachers in classroom by assessing areas of growth and need for professional development. Offers immediate feedback for teachers so they can better support students.

Research Cited: AL Common Core Standards

Activity - Walk Through	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily lookabouts will take place by the principal. The leadership team will monitor classes each nine weeks. The leadership team will also analyze data to determine where professional development needs to take place to improve instructions. Student groups will also be changed by examining the data.	Other	09/01/2014	05/22/2015	$0	No Funding Required	Principal Leadership Team Classroom Teachers

Goal 6: Strategies to Address School Safety, Classroom Management/Discipline, Rti Framework and Building Supportive Learning Environment

Measurable Objective 1:

demonstrate a behavior To improve student safety, discipline, work by 05/22/2015 as measured by Incident/Safety Reports, Weekly/Daily Conduct Reports, Behavior Calendars, Discipline Reports, Attendance Reports, Progress Reports, Report Cards.

Strategy 1:

Teach Responsibility - Helping students to take an active role in their safety and success.

Research Cited: Auto B Good Series; Character Education

Activity - Motivators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incentive rewards for positive behaviors. Token reward system.	Behavioral Support Program	09/01/2014	05/22/2015	$1050	Other	Classroom Teachers School Counselor Instructional Aides Principal

Strategy 2:

Improve Safety - It will continue to enforce student's safety at school which helps them to focus on success.

Activity - Safety On/Off Campus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Safety Practices during classroom guidance including teaching school bus safety for all students.	Other	09/01/2014	05/22/2015	$0	No Funding Required	Classroom Teachers Principal Counselor

Strategy 3:

Improve Teacher Attendance - Allow teachers to review data to see how their absences affect student learning.

Activity - Teacher Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided print outs on occasions of sign in sheets to determine whether their absences affect student learning. Teachers will be given professional development opportunities and training to assist with safety.	Other	09/01/2014	05/22/2015	$2000	Title II Part A	Secretary Principal Classroom Teachers

Strategy 4:

Mentor/Mentee Program - Each student will be assigned a teacher mentor who is not their homeroom teacher.

Activity - Teacher Mentors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will meet bi-weekly with assigned teacher mentor to have a positive role model within school setting to listen to them which will increase their confidence and self esteem.	Other	09/01/2014	05/22/2015	$0	No Funding Required	Classroom Teachers Medial Specialist P E Teacher Counselor Special Education Teacher Principal Instructional Aides

Strategy 5:

First Friday Fathers - Students will see more male presence at the school through this male initiative.

Activity - Male Mentors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Providing a male positive role model that they can pattern their behaviors after that can help them change their negative behaviors.	Other	09/01/2014	05/22/2015	$0	No Funding Required	Principal Counselor Classroom Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Motivators	Incentive rewards for positive behaviors. Token reward system.	Behavioral Support Program	09/01/2014	05/22/2015	$1050	Classroom Teachers School Counselor Instructional Aides Principal
protective cases	Purchase protective cases to help keep devices from damages and to have a longer life of devices	Academic Support Program	08/19/2013	05/27/2016	$6000	Principal teachers media specialist aides
				Total	$7050	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Provide Text complexity opportunities	-Model careful reading -Include problem solving with unfamiliar language and ideas -discuss vocabulary -practice writing with a focus on sentence structure -read suggested books: Tuck Everlasting by Natalie Babbit & Volcanoes	Direct Instruction	09/01/2014	05/01/2015	$500	Classroom Teacher Instructional Coach Principal
				Total	$500	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
technology competitions	Students will be encouraged to continue to participate in technology competitions in the system and at JSU	Technology	01/13/2014	05/27/2016	$350	principal teachers aides
				Total	$350	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
purchase more handheld devices	funds from community development grants and Title I will be used to purchase more devices for all staff and student use	Technology	09/03/2013	05/27/2016	$10000	principal
side by side	A systemwide technology resource person assigned to the school once a week will meet with teachers as needed or assigned to help teachers effectively implement technology into lesson	Academic Support Program	09/03/2013	05/27/2016	$3500	principal teacher literacy coach systemwide technical support personnel
training	teachers will attend workshop offered at various sites around the state	Academic Support Program	09/03/2013	05/27/2016	$3500	principal teacher
Professional Support	Teacher sharing	Professional Learning	08/19/2013	05/27/2016	$0	Principal 5th grade teachers
1:1 Initiative	Presently apart of GCS 1:1 initiative using iPads in 4th and 5th grades. Continue to purchase hand held devices for students in all grades.	Academic Support Program	03/11/2013	05/27/2016	$10000	principal District technology coordinator 21st Century coordinator Title I coordinator
				Total	$27000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Attendance	Teachers will be provided print outs on occasions of sign in sheets to determine whether their absences affect student learning. Teachers will be given professional development opportunities and training to assist with safety.	Other	09/01/2014	05/22/2015	$2000	Secretary Principal Classroom Teachers
				Total	$2000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Safety On/Off Campus	School Safety Practices during classroom guidance including teaching school bus safety for all students.	Other	09/01/2014	05/22/2015	$0	Classroom Teachers Principal Counselor
Walk Through	Daily lookabouts will take place by the principal. The leadership team will monitor classes each nine weeks. The leadership team will also analyze data to determine where professional development needs to take place to improve instructions. Student groups will also be changed by examining the data.	Other	09/01/2014	05/22/2015	$0	Principal Leadership Team Classroom Teachers
sharing information	Principal learned to use google calendar demonstrated how the teachers could use the calendar to pool all upcoming events	Academic Support Program	10/01/2013	05/27/2016	$0	Principal
Increase Reading Time	Re-read decodable passages, model choral reading, echo reading, readers theatre, model fluent reading, paired reading, provided opportunities to read on individual level.	Other	09/01/2014	05/22/2015	$0	Classroom Teachers Instructional Coach Instructional Aides Principal
share out	teachers will share new ideas during grade level meetings, faculty meetings and by adding websites to the technology notebook	Academic Support Program	09/04/2012	05/27/2016	$0	principal teachers
Comprehension Strategy	Graphic organizers, give students a purpose for reading, partner read, rereading, provide just right bags for independent reading, remove opportunities for round reading, practice retelling, model, critical and literal type questions, provide opportunities for reading textual/informational, provide beginning, middle, and end models, provide anchor charts, journal writing, model responding to open ended questions, take it to the text. Teachers will incorporate more higher order questioning from Bloom's Taxonomy Revised Model.	Other	05/22/2015	05/22/2015	$0	Classroom teachers Instructional Coach Instructional Aides Principal
Invite outside trainers	Trainers from Technology in Motion (TIM) and various technology venues will be invited to come in and demonstrate the best use of their devices and how to implement them effectively into their instructions	Technology	08/19/2013	05/27/2016	$0	Principal technology coordinator
Rigor	Using Bloom's Taxonomy higher order thinking questions will be asked. Teachers will have a refresher course on Questioning Techniques from a previous session.	Other	09/01/2014	05/22/2015	$0	Classroom Teachers Instructional Coach Instructional Aides Principal
BYOD	Allow students to bring their own devices and learn to use them properly in an academic setting	Technology	09/03/2013	05/27/2016	$0	principal teachers

Best Practices	-Teachers will model -partner talk -explicit instructions -small group -cooperative groups, -letter fluency practice -alphabetic principal practice -phonemic awareness	Other	09/01/2014	05/22/2015	$0	Classroom teacher Instructional coach Principal Instructional aide
maintenance request	put in maintenance request for adequate breaker boxes and more access points	Technology	09/04/2012	05/27/2016	$0	principal
Explicit teaching	Teachers will instruct students in small group settings Teachers will model expectations Teachers will use the TWIRL method Teachers will use the I do, We do, You do method Teachers will use direct instructions Teacher will have students complete a before, during, and after activity Teacher will check for understanding	Direct Instruction	09/01/2014	05/22/2015	$0	Teachers, Instructional coach Instructional aide Principal
Community partners	Invite churches and businesses to become partners with the school. As partners, they will help provide internet services so that students may use devices at home for research and practice exercises.	Academic Support Program	08/19/2013	05/27/2016	$0	Principal parents community
Teacher Mentors	Students will meet bi-weekly with assigned teacher mentor to have a positive role model within school setting to listen to them which will increase their confidence and self esteem.	Other	09/01/2014	05/22/2015	$0	Classroom Teachers Medial Specialist P E Teacher Counselor Special Education Teacher Principal Instructional Aides
Common Core	TWIRL (Talk, Write, Investigate, Read, Listen), give a purpose before, during, and after standards based instructions. I do, We do, You, do, 5E Instructional model (Engage, Explore, Explain, Extend, Evaluate) Observation, checklist, model, explicit instructions, model step by step, use CUE strategy, small groups, cooperative groups, utilize technology in math, use hands on instructions, use charts and graphs that provides examples, review basic facts through a variety of modalities, peer teaching, use of writing journal, write across the curriculum, differentiate instructions.	Other	09/01/2014	05/22/2015	$0	Classroom Teachers Instructional Coach Instructional Aides Principal

Instructional Strategies	Manipulatives and hands on materials will be used along with virtual manipulative sites. CUB Best practice strategies AMSTI strategies, 5; Engage, Explore, Explain, Extend, and Evaluate, Math Drill: repetition Manipulatives; pair students with helpers scaffolding instructions teaching models math word wall math journals charts graphs.	Other	09/01/2014	05/22/2015	$0	Classroom Teachers Instructional Coach Instructional Aides Principal
Monitoring using technology	principal is able to use iPad when observing teachers in the classroom and is able to give feedback more efficiently	Academic Support Program	09/03/2013	05/27/2016	$0	principal
Male Mentors	Providing a male positive role model that they can pattern their behaviors after that can help them change their negative behaviors.	Other	09/01/2014	05/22/2015	$0	Principal Counselor Classroom Teachers
monitoring using technology	Principal will monitor use of technology through walk throughs and Educate AL using iPad	Academic Support Program	09/03/2013	05/27/2016	$0	principal
Provide effective vocabulary instructions to all	TWIRL will be used to help students understand comprehension questions. Bloom's Taxonomy higher level questions will be asked and modeled. Graphic organizers will be used to help students organize their thoughts and to identify beginning middle and end of a story. Story maps will be used. Tri-folds will be utilized. Students will identify the plot, setting, and characters of each passage to help with the literary elements. Identify vocabulary/academic language, utilize direct instructions, teach context clues, teach dictionary skills, teach synonyms, antonyms, provide opportunity for partner talk, use four square, use flip flops ask back strategies, use test talking strategies as part of your instructions, break down word parts such as: prefix, suffix, root and base words to teach word meanings.	Other	09/01/2014	05/22/2015	$0	Classroom Teachers Instructional Coach Instructional Aides Principal
podcast	Students will complete podcast or short tapes on how to follow rules or advice to fellow classmates how to protect themselves from bullies	Other	09/03/2013	05/27/2016	$0	principal teachers aides
				Total	$0	

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

An overview of the CIP is presented at the annual Title I meeting. Parents are informed of academic status, areas of improvement, expenditures, and an explanation of why the school is funded by Title I. Parents are asked to offer any suggestions or concerns. Parents are also offered to participate in the budget planning. Parents are informed of the plan and invited to participate on the planning committee to offer comments or concerns for their child's education. Workshops are offered for parents during family nights several times throughout the year. Parenting Partners workshops are also held weekly to enhance parenting skill. Annual surveys are sent home that includes review and improvement suggestions. Brochures are ordered that deal with self help, helping students academically, books on tape are purchased, parent liaison is funded and incentives are funded with parental involvement and Title I money, which includes the 1% set aside money.

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

Meetings are held annually for parents to come in and convene to discuss the needs of students and to offer suggestions as to what student needs are. Surveys are sent home for input in programs. The parents will be given the previous years plan and Compact and asked if there are any additions, changes, or suggestions. They will also be allowed to evaluate the programs that are put in place. Meetings usually take place after school or during the school day or before a planned monthly family night. Every students in the school will receive a handbook and code of conduct book that includes policies and procedures and data about the school and other activities. Standardized testing is given to each parent during our annual open house, during parent conferences, during October parenting day, or sent home in the first report card if a parent can't attend. Calendar of events are sent home monthly followed by reminder notes, marquee postings and grading period newspapers to inform parents of upcoming events. The CIP plan is available in the office, on the school web site, in the library, reviewed during annual Title I meeting and available upon request. Parents can also receive updates on the school web site and from individual teacher newsletters and through e-mails. The parent survey is available on the school website and on several computers in the computer lab.

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

All correspondence is provided to parents in a language they can understand and a translator is available when needed. We also have access to websites that will translate information that is needed. Annual meetings are conducted each year for parents to come in and convene to discuss the needs of students and to offer suggestions as to what student needs are. The parents will be given the previous years plan and Compact and asked if there are any additions, changes, or suggestions. They will also be allowed to evaluate the programs that are put in place through a survey. Meetings usually take place after school or before a family night meeting. Every students in the school

will receive a handbook and code of conduct book that includes policies and procedures and data about the school and other activities. Standardized testing is given to each parent during our annual open house, during parent conferences or sent home in the first report card if a parent can't meet with the teacher. Assignment notebooks are sent home daily and "Parent Rights To Know" is located in the front office with flyers and pamphlets to keep parents informed.

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

In addition to the surveys that are sent home each year, parents are invited to participate in the annual Title I meeting and to serve on the advisory board to give their input or suggestions on the compact. The parents and teachers develop a working agreement between the home and the school. They all sign the agreement during a conference that is set up by the teacher to discuss the students' progress. Assignment notebooks are sent home daily, signed by the teacher and returned signed by the parent to ensure homework is being completed.

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

If a specific component of the CIP Plan is not satisfactory to a parent, the parent will submit their comments in writing to the School. The principal, teachers, and other participating parents will review and submit in writing, their findings to the CIP committee in order to resolve any differences. If there are any other resolutions, the Title I Coordinator will meet with the committee.
- Provide parents of participating children timely information about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessment used, and if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate, in decisions relating to the education of their children To the extent practical and with no barriers, provide opportunities for the participation of parents with limited English proficiency, disabilities, homeless or migratory children.

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

Training for parents will be offered during the annual Title I parent meeting, family nights, advisory meetings . Parents are informed during Open House meetings, conferences, notes, marquee boards , parent news letters, and e-mails. Parents are provided tips for helping their students, informed of students' academic status, given resources, informed on the grading system, invited to volunteer to read to students, and help teachers, given the safety plans, the grading system, informed of schools curriculum, attendance policy, and uniform policy during these meetings. Parents are invited to participate on CIP, Technology, Safety, compact, budget teams and Parenting workshops.

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

Materials are provided in make and take workshops on family nights. They are also provided with tips to help their children from brochure that are purchased with parental involvement funds. Information is also given to parents about the parent teacher resource center. The teachers or reading coach, and librarian provides information on reading, technology, math, and accelerated reading. Parenting workshops are available every Friday for 8 weeks each semester. Parent teacher resource center will provide a "Drop-Off" service before/after school in the car line, for parents to pickup reading and mathematic materials to take home for extra practice.

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

Teachers are provided opportunities for professional development through JSU in-service center, district in-service, state department, conferences, job-embedded training and through other offers. Other staff are given professional development opportunities through out side sources and district training. Teachers are encouraged during committee meetings and faculty meetings to reach out to community resources as a part of the educational process for funding and partnerships in the schools. Parents are provided information during the above mention meetings on different agencies that provide help to families. Parent/Teacher Organization (PTO) has been put in place to help establish communication between the parent and the teacher.

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

Representatives attend the first day of school orientation and family nights to inform parents of the role of the Parent teacher resource center.Parents are provided tracts, pamphlets and other resources such as books, flash cards, websites to help them with their child's

educational needs by calling or e-mailing. We have participated in the Nation wide Million Man Bring Your Child to School program. As a part of that program, we have begun First Friday Fathers inviting all men in the lives of students and the Men from New Destiny Church to partner with us the first Friday of each month. The men spend time with their child and students whose parents have given permission for mentors to help them. The men read with or listen to children read, help them with math or help the teachers sort and file papers or make copies. On Grandparent Day, Grandparent come eat lunch and read with their grandchild(ren).

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

All correspondence in sent to parents in a language that parents can understand to the extent practicable concerning meetings. The correspondence is translated by the districts ELL translators or through a translating website provided.

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

Any time there are other family needs, we will contact Carol Roberts who works with displaced families and family agencies that can provide help with clothing, housing, books, and supplies. We will also provided contact for other needs such as abuse, neglect, or mental challenges. Ray Thompson's after school program allows parent to volunteer, so working parents are allowed to be actively involved in their child's education.

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

All correspondence is translated in a language that the parents can understand by district translator or a program on the internet concerning any school function or activity. Parents are also informed during meetings, calls, conferences. When parents of students with disabilities inform us of a concern, every effort is made to accommodate them in a timely manner and by meeting all mandated time lines. The building is also handicap accessible. If a student is temporarily disabled, accommodations are put in place for that student.

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

Observations, checklist, scope and sequence, Dibels, Success Maker, STAR (Universal Screener), STAR weekly & bi-weekly progress monitoring data, ACT Aspire, Monthly Test, Title I Surveys, Technology surveys, Professional Development surveys, Advanc-ed Surveys, Educate AL, discipline data, attendance reports, reading and math program data from chapter & Mid-chapter, Fresh reads, Fluency checks selection & unit test, Mid- term reports & report cards, parent reports, counseling issues, safety concerns, and PST & RTI reports. All of this data is used to conduct the needs assessment.

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

*ACT Aspire results: All Students   Reading= 22% = Ready   34% = Close   44% In Need of Support

3rd grade -= 18% Ready 24% =Close   58% = In Need of Support

4th grade = 35% = Ready   35% Close 31% = In Need of Support

5th grade = 18% Ready   44% Close   38% In Need of Support

All Students   Math=27% = Ready   61% = Close   12% = In Need of Support

3rd grade = 36% = Ready   49% = Close   15% = In Need of Support

4th grade = 23% = Ready   69% = Close   8% = In Need of Support

5th grade = 21% = Ready   68% = Close   12% = In Need of Support

*Dibels results = Kindergarten = LNF = 54% of students= Benchmark/62   PSF = 26% Benchmark/51 NWF = 54% Benchmark/44   First Grade = ORF = 42% = Benchmark/69   Second grade = ORF = 24% =Benchmark/111

*STAR results	Benchmark	Watch	Intervention	Urgent Intervention
Kindergarten:	31	5	1	2
First Grade	22	2	10	6
Second Grade				
Reading	14	12	8	5
Math	19	6	6	7
Third Grade				
Reading	17	11	7	4
Math	19	7	7	5
Fourth Grade				
Reading	12	6	2	6
Math	17	1	6	1
Fifth Grade				
Reading	14	6	7	3
Math	22	3	4	5

*Baseline results :   My Sidewalks Tier III Groups

Kindergarten 0, First Grade 0,   Second Grade 15, Third Grade 12, Fourth Grade 11, Fifth Grade 8

*EducateAL results   3 teachers still need help with basic technology, 14 teachers need help with understand basic CCRS knowledge in

subject matter,   3 teachers need professional development in classroom management

*Discipline/Safety Results

Discipline reports

Conduct calendars

Behavioral Goals

Discipline Logs

Bus write ups

Harassment report

*Attendance results

3. What conclusions were drawn from the results?

With number of students struggling Title I aides were hired to off set the Tier III groups

Teachers are reteaching

A full time counselor has been hired to help with discipline and safety issues

motivation incentives were put in place

Mentor program was put into place

Positive reinforcement put into place

Teacher training in positive behavior management

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

Programs had to be put into place to help students be successful in academics

Tier III, Small group instructions, weekly & bi-weekly progress monitoring

STAR screening 4 times a year

Partnership with Quality of Life for Behavior issues

Counselor conduct weekly small groups for behavior and Social skills

Continuous professional development for teachers

Hiring additional aides

Incentives for attendance & discipline

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

All goals are based upon the needs assessments. During data meetings each six weeks, we analyze the data and have teachers guide their instructions based upon the results. During data meetings attendance, discipline, motivation and parental involvement are discussed.

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

All data is considered when making decisions for small group and remediation and retention. It is also considered when suspending, disciplining, recommending for advance placements or honor groups.

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

Progress monitoring is conducted with all grade levels. During data meetings the strengths and weaknesses are discussed among grade level. All teachers understand the need to work closely.

Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficience Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

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

Goal 1:
Students will Meet and or Exceed ACT Readiness Range in Reading

Measurable Objective 1:
41% of All Students will demonstrate a proficiency in College and Career Ready Standards in Reading by 05/04/2015 as measured by the ACT Aspire Readiness benchmark scores.

Strategy1:
Provide effective vocabulary instructions to all - To ensure that students gain more insight into words and have better understanding when reading.
Research Cited: Scott Foresman; National Institute for Literacy

Activity - Provide effective vocabulary instructions to all	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TWIRL will be used to help students understand comprehension questions. Bloom's Taxonomy higher level questions will be asked and modeled. Graphic organizers will be used to help students organize their thoughts and to identify beginning middle and end of a story. Story maps will be used. Tri-folds will be utilized. Students will identify the plot, setting, and characters of each passage to help with the literary elements. Identify vocabulary/academic language, utilize direct instructions, teach context clues, teach dictionary skills, teach synonyms, antonyms, provide opportunity for partner talk, use four square, use flip flops ask back strategies, use test talking strategies as part of your instructions, break down word parts such as: prefix, suffix, root and base words to teach word meanings.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy2:
Increase Rigor - Will help students be become better critical and literal problem solvers.
Research Cited: National Reading Panel

Activity - Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Bloom's Taxonomy higher order thinking questions will be asked. Teachers will have a refresher course on Questioning Techniques from a previous session.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy3:

Use Best Practices - Teachers will use strategies learned from ample professional development that will allow them to grow

Research Cited: ARI & AMSTI strategies

Activity - Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Teachers will model -partner talk -explicit instructions -small group -cooperative groups, -letter fluency practice -alphabetic principal practice -phonemic awareness	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom teacher Instructional coach Principal Instructional aide

Strategy4:

Increase experiences with text complexity in reading - Teachers will provide ample opportunities for reading and understanding challenging texts

Research Cited: ACT Aspire & Common Core Standards, Lexile

Activity - Provide Text complexity opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Model careful reading -Include problem solving with unfamiliar language and ideas -discuss vocabulary -practice writing with a focus on sentence structure -read suggested books: Tuck Everlasting by Natalie Babbit & Volcanoes	Direct Instruction			09/01/2014	05/01/2015	$500 - Title I Schoolwide	Classroom Teacher Instructional Coach Principal

Strategy5:

Provide effective, explicit instructions - Teachers will provide effective, explicit instructions on reading standards

Research Cited: Put Reading First, National Institute for Literacy

Activity - Explicit teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct students in small group settings Teachers will model expectations Teachers will use the TWIRL method Teachers will use the I do, We do, You do method Teachers will use direct instructions Teacher will have students complete a before, during, and after activity Teacher will check for understanding	Direct Instruction			09/01/2014	05/22/2015	$0 - No Funding Required	Teachers, Instructional coach Instructional aide Principal

Strategy6:

Provide Comprehension Instruction - Build their ability to understand what is read

Research Cited: The National Reading Panel; Scott Foresman Reading

Activity - Comprehension Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Graphic organizers, give students a purpose for reading, partner read, rereading, provide just right bags for independent reading, remove opportunities for round reading, practice retelling, model, critical and literal type questions, provide opportunities for reading textual/informational, provide beginning, middle, and end models, provide anchor charts, journal writing, model responding to open ended questions, take it to the text. Teachers will incorporate more higher order questioning from Bloom's Taxonomy Revised Model.	Other			05/22/2015	05/22/2015	$0 - No Funding Required	Classroom teachers Instructional Coach Instructional Aides Principal

Strategy7:

Increase Ample Reading Time - Allowing students more practice time to build skills for more effective reading.

Research Cited: National Reading Panel

Activity - Increase Reading Time	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Re-read decodable passages, model choral reading, echo reading, readers theatre, model fluent reading, paired reading, provided opportunities to read on individual level.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Goal 2:

Engage and Empower the Learner through technology.

Measurable Objective 1:

25% of All Students will demonstrate a behavior to use digital tools, individually and collaboratively, in the classroom and away from the classroom to gather organize, evaluate, and share and present information in class and in presentation away from class by in Career & Technical by 05/27/2016 as measured by by combined frequency index by the ASSIST Teacher Survey (currently 15.38%).

Strategy1:

Technology Tools usage- - Technology tools will be continuously made available for student usage.

Research Cited: Research found in Assist survey that teachers were trained or made tools available for authentic digital learning.

Activity - BYOD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Allow students to bring their own devices and learn to use them properly in an academic setting	Technology			09/03/2013	05/27/2016	$0 - No Funding Required	principal teachers

Activity - Community partners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Invite churches and businesses to become partners with the school. As partners, they will help provide internet services so that students may use devices at home for research and practice exercises.	Academic Support Program			08/19/2013	05/27/2016	$0 - No Funding Required	Principal parents community

Activity - 1:1 Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Presently apart of GCS 1:1 initiative using iPads in 4th and 5th grades. Continue to purchase hand held devices for students in all grades.	Academic Support Program			03/11/2013	05/27/2016	$10000 - Title I Part A	principal District technology coordinator 21st Century coordinator Title I coordinator

Activity - protective cases	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase protective cases to help keep devices from damages and to have a longer life of devices	Academic Support Program			08/19/2013	05/27/2016	$6000 - Other	Principal teachers media specialist aides

Activity - technology competitions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be encouraged to continue to participate in technology competitions in the system and at JSU	Technology			01/13/2014	05/27/2016	$350 - General Fund	principal teachers aides

Activity - podcast	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete podcast or short tapes on how to follow rules or advice to fellow classmates how to protect themselves from bullies	Other			09/03/2013	05/27/2016	$0 - No Funding Required	principal teachers aides

Goal 3:

Prepare and Support Teachers and Leaders to Graduate College and Career-Ready Students

Measurable Objective 1:

30% of All Students will demonstrate a behavior in which teachers throughout the school will use technology and digital resources to provide standards-based instruction and authentic learning in all content areas of responsibility to facilitate real-life experiences that advance student learning in English Language Arts by 05/27/2016 as measured by frequency index scores increasing from 23.08 to 30 .

Strategy1:

Principal Support - Principal will receive training on how to use technology more effectively

Research Cited: Assist teacher survey

Activity - Monitoring using technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
principal is able to use iPad when observing teachers in the classroom and is able to give feedback more efficiently	Academic Support Program			09/03/2013	05/27/2016	$0 - No Funding Required	principal

Activity - sharing information	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal learned to use google calendar demonstrated how the teachers could use the calendar to pool all upcoming events	Academic Support Program			10/01/2013	05/27/2016	$0 - No Funding Required	Principal

Strategy2:

Instructional   support - Various professional development opportunities will be made available to teachers on a consistent basis as needed

Research Cited: research from teacher assist survey currently at 23.08

Activity - side by side	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A systemwide technology resource person assigned to the school once a week will meet with teachers as needed or assigned to help teachers effectively implement technology into lesson	Academic Support Program			09/03/2013	05/27/2016	$3500 - Title I Part A	principal teacher literacy coach systemwide technical support personnel

Activity - training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers will attend workshop offered at various sites around the state	Academic Support Program			09/03/2013	05/27/2016	$3500 - Title I Part A	principal teacher

Activity - Invite outside trainers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trainers from Technology in Motion (TIM) and various technology venues will be invited to come in and demonstrate the best use of their devices and how to implement them effectively into their instructions	Technology			08/19/2013	05/27/2016	$0 - No Funding Required	Principal technology coordinator

Activity - share out	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers will share new ideas during grade level meetings, faculty meetings and by adding websites to the technology notebook	Academic Support Program			09/04/2012	05/27/2016	$0 - No Funding Required	principal teachers

Goal 4:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

demonstrate a behavior to use digital tools, individually and collaboratively, in the classroom and away from the classroom to gather organize, evaluate, and share and present information in class and in presentation away from class by by 05/27/2016 as measured by a combined frequency index by the ASSIST Teacher Survey (Currently 23.08%) ..

Strategy1:

Instructional Support - Instructional support will be provided to teachers through:

*Sharing at faculty meetings

*Grade level sharing

*providing opportunities to attend workshops

*encouraging teachers to attend Tech Tuesdays/Thursdays

*Systemwide tech support person Wendy Goodwin

Research Cited: Assist Survey, and Educate AL

Activity - maintenance request	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
put in maintenance request for adequate breaker boxes and more access points	Technology			09/04/2012	05/27/2016	$0 - No Funding Required	principal

Activity - Professional Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher sharing	Professional Learning			08/19/2013	05/27/2016	$0 - Title I Part A	Principal 5th grade teachers

Activity - monitoring using technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will monitor use of technology through walk throughs and Educate AL using iPad	Academic Support Program			09/03/2013	05/27/2016	$0 - No Funding Required	principal

Activity - purchase more handheld devices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
funds from community development grants and Title I will be used to purchase more devices for all staff and student use	Technology			09/03/2013	05/27/2016	$10000 - Title I Part A	principal

Goal 5:

Student Will Meet and or Exceed ACT Readiness Range in Math.

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in College and Career Ready Standards in Mathematics by 05/04/2015 as measured by based on the ACT Aspire Readiness benchmark scores.

Strategy1:

Walk Throughs - To provide support to teachers in classroom by assessing areas of growth and need for professional development. Offers immediate feedback for teachers so they can better support students.

Research Cited: AL Common Core Standards

Activity - Walk Through	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily lookabouts will take place by the principal. The leadership team will monitor classes each nine weeks. The leadership team will also analyze data to determine where professional development needs to take place to improve instructions. Student groups will also be changed by examining the data.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Principal Leadership Team Classroom Teachers

Strategy2:

Implement Common Core Standards - To ensure that instruction is aligned with AL state requirements for students.

Research Cited: AL Common Core Standard

Activity - Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TWIRL (Talk, Write, Investigate, Read, Listen), give a purpose before, during, and after standards based instructions. I do, We do, You, do, 5E Instructional model (Engage, Explore, Explain, Extend, Evaluate) Observation, checklist, model, explicit instructions, model step by step, use CUE strategy, small groups, cooperative groups, utilize technology in math, use hands on instructions, use charts and graphs that provides examples, review basic facts through a variety of modalities, peer teaching, use of writing journal, write across the curriculum, differentiate instructions.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy3:

Use a variety of Instructional Strategies - To allow students who learn differently opportunities to gain needed skills in a variety of ways.

Research Cited: AMSTI; GO MATH; Investigation Math

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Manipulatives and hands on materials will be used along with virtual manipulative sites. CUB Best practice strategies AMSTI strategies, 5; Engage, Explore, Explain, Extend, and Evaluate, Math Drill: repetition Manipulatives; pair students with helpers scaffolding instructions teaching models math word wall math journals charts graphs.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

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

Goal 1:

Students will Meet and or Exceed ACT Readiness Range in Reading

Measurable Objective 1:

41% of All Students will demonstrate a proficiency in College and Career Ready Standards in Reading by 05/04/2015 as measured by the

ACT Aspire Readiness benchmark scores.

Strategy1:

Provide Comprehension Instruction - Build their ability to understand what is read

Research Cited: The National Reading Panel; Scott Foresman Reading

Activity - Comprehension Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Graphic organizers, give students a purpose for reading, partner read, rereading, provide just right bags for independent reading, remove opportunities for round reading, practice retelling, model, critical and literal type questions, provide opportunities for reading textual/informational, provide beginning, middle, and end models, provide anchor charts, journal writing, model responding to open ended questions, take it to the text. Teachers will incorporate more higher order questioning from Bloom's Taxonomy Revised Model.	Other			05/22/2015	05/22/2015	$0 - No Funding Required	Classroom teachers Instructional Coach Instructional Aides Principal

Strategy2:

Increase experiences with text complexity in reading - Teachers will provide ample opportunities for reading and understanding challenging texts

Research Cited: ACT Aspire & Common Core Standards, Lexile

Activity - Provide Text complexity opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Model careful reading -Include problem solving with unfamiliar language and ideas -discuss vocabulary -practice writing with a focus on sentence structure -read suggested books: Tuck Everlasting by Natalie Babbit & Volcanoes	Direct Instruction			09/01/2014	05/01/2015	$500 - Title I Schoolwide	Classroom Teacher Instructional Coach Principal

Strategy3:

Use Best Practices - Teachers will use strategies learned from ample professional development that will allow them to grow

Research Cited: ARI & AMSTI strategies

Activity - Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Teachers will model -partner talk -explicit instructions -small group -cooperative groups, -letter fluency practice -alphabetic principal practice -phonemic awareness	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom teacher Instructional coach Principal Instructional aide

Strategy4:

Provide effective, explicit instructions - Teachers will provide effective, explicit instructions on reading standards

Research Cited: Put Reading First, National Institute for Literacy

Activity - Explicit teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct students in small group settings Teachers will model expectations Teachers will use the TWIRL method Teachers will use the I do, We do, You do method Teachers will use direct instructions Teacher will have students complete a before, during, and after activity Teacher will check for understanding	Direct Instruction			09/01/2014	05/22/2015	$0 - No Funding Required	Teachers, Instructional coach Instructional aide Principal

Strategy5:

Increase Ample Reading Time - Allowing students more practice time to build skills for more effective reading.

Research Cited: National Reading Panel

Activity - Increase Reading Time	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Re-read decodable passages, model choral reading, echo reading, readers theatre, model fluent reading, paired reading, provided opportunities to read on individual level.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy6:

Increase Rigor - Will help students be become better critical and literal problem solvers.

Research Cited: National Reading Panel

Activity - Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Bloom's Taxonomy higher order thinking questions will be asked. Teachers will have a refresher course on Questioning Techniques from a previous session.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy7:

Provide effective vocabulary instructions to all - To ensure that students gain more insight into words and have better understanding when reading.

Research Cited: Scott Foresman; National Institute for Literacy

Activity - Provide effective vocabulary instructions to all	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TWIRL will be used to help students understand comprehension questions. Bloom's Taxonomy higher level questions will be asked and modeled. Graphic organizers will be used to help students organize their thoughts and to identify beginning middle and end of a story. Story maps will be used. Tri-folds will be utilized. Students will identify the plot, setting, and characters of each passage to help with the literary elements. Identify vocabulary/academic language, utilize direct instructions, teach context clues, teach dictionary skills, teach synonyms, antonyms, provide opportunity for partner talk, use four square, use flip flops ask back strategies, use test talking strategies as part of your instructions, break down word parts such as: prefix, suffix, root and base words to teach word meanings.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Goal 2:

Engage and Empower the Learner through technology.

Measurable Objective 1:

25% of All Students will demonstrate a behavior to use digital tools, individually and collaboratively, in the classroom and away from the classroom to gather organize, evaluate, and share and present information in class and in presentation away from class by in Career & Technical by 05/27/2016 as measured by by combined frequency index by the ASSIST Teacher Survey (currently 15.38%).

Strategy1:

Technology Tools usage- - Technology tools will be continuously made available for student usage.

Research Cited: Research found in Assist survey that teachers were trained or made tools available for authentic digital learning.

Activity - Community partners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Invite churches and businesses to become partners with the school. As partners, they will help provide internet services so that students may use devices at home for research and practice exercises.	Academic Support Program			08/19/2013	05/27/2016	$0 - No Funding Required	Principal parents community

Activity - BYOD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Allow students to bring their own devices and learn to use them properly in an academic setting	Technology			09/03/2013	05/27/2016	$0 - No Funding Required	principal teachers

Activity - technology competitions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be encouraged to continue to participate in technology competitions in the system and at JSU	Technology			01/13/2014	05/27/2016	$350 - General Fund	principal teachers aides

Activity - 1:1 Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Presently apart of GCS 1:1 initiative using iPads in 4th and 5th grades. Continue to purchase hand held devices for students in all grades.	Academic Support Program			03/11/2013	05/27/2016	$10000 - Title I Part A	principal District technology coordinator 21st Century coordinator Title I coordinator

Activity - protective cases	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase protective cases to help keep devices from damages and to have a longer life of devices	Academic Support Program			08/19/2013	05/27/2016	$6000 - Other	Principal teachers media specialist aides

Activity - podcast	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete podcast or short tapes on how to follow rules or advice to fellow classmates how to protect themselves from bullies	Other			09/03/2013	05/27/2016	$0 - No Funding Required	principal teachers aides

Goal 3:

Prepare and Support Teachers and Leaders to Graduate College and Career-Ready Students

Measurable Objective 1:

30% of All Students will demonstrate a behavior in which teachers throughout the school will use technology and digital resources to provide standards-based instruction and authentic learning in all content areas of responsibility to facilitate real-life experiences that advance student learning in English Language Arts by 05/27/2016 as measured by frequency index scores increasing from 23.08 to 30 .

Strategy1:

Principal Support - Principal will receive training on how to use technology more effectively

Research Cited: Assist teacher survey

Activity - sharing information	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal learned to use google calendar demonstrated how the teachers could use the calendar to pool all upcoming events	Academic Support Program			10/01/2013	05/27/2016	$0 - No Funding Required	Principal

Activity - Monitoring using technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
principal is able to use iPad when observing teachers in the classroom and is able to give feedback more efficiently	Academic Support Program			09/03/2013	05/27/2016	$0 - No Funding Required	principal

Strategy2:

Instructional   support - Various professional development opportunities will be made available to teachers on a consistent basis as needed

Research Cited: research from teacher assist survey currently at 23.08

Activity - training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers will attend workshop offered at various sites around the state	Academic Support Program			09/03/2013	05/27/2016	$3500 - Title I Part A	principal teacher

Activity - side by side	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A systemwide technology resource person assigned to the school once a week will meet with teachers as needed or assigned to help teachers effectively implement technology into lesson	Academic Support Program			09/03/2013	05/27/2016	$3500 - Title I Part A	principal teacher literacy coach systemwide technical support personnel

Activity - share out	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers will share new ideas during grade level meetings, faculty meetings and by adding websites to the technology notebook	Academic Support Program			09/04/2012	05/27/2016	$0 - No Funding Required	principal teachers

Activity - Invite outside trainers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trainers from Technology in Motion (TIM) and various technology venues will be invited to come in and demonstrate the best use of their devices and how to implement them effectively into their instructions	Technology			08/19/2013	05/27/2016	$0 - No Funding Required	Principal technology coordinator

Goal 4:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

demonstrate a behavior to use digital tools, individually and collaboratively, in the classroom and away from the classroom to gather

organize, evaluate, and share and present information in class and in presentation away from class by by 05/27/2016 as measured by a

combined frequency index by the ASSIST Teacher Survey (Currently 23.08%) ..

Strategy1:

Instructional Support - Instructional support will be provided to teachers through:

*Sharing at faculty meetings

*Grade level sharing

*providing opportunities to attend workshops

*encouraging teachers to attend Tech Tuesdays/Thursdays

*Systemwide tech support person Wendy Goodwin

Research Cited: Assist Survey, and Educate AL

Activity - Professional Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher sharing	Professional Learning			08/19/2013	05/27/2016	$0 - Title I Part A	Principal 5th grade teachers

Activity - monitoring using technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will monitor use of technology through walk throughs and Educate AL using iPad	Academic Support Program			09/03/2013	05/27/2016	$0 - No Funding Required	principal

Activity - maintenance request	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
put in maintenance request for adequate breaker boxes and more access points	Technology			09/04/2012	05/27/2016	$0 - No Funding Required	principal

Activity - purchase more handheld devices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
funds from community development grants and Title I will be used to purchase more devices for all staff and student use	Technology			09/03/2013	05/27/2016	$10000 - Title I Part A	principal

Goal 5:

Student Will Meet and or Exceed ACT Readiness Range in Math.

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in College and Career Ready Standards in Mathematics by 05/04/2015 as measured by

based on the ACT Aspire Readiness benchmark scores.

Strategy1:

Use a variety of Instructional Strategies - To allow students who learn differently opportunities to gain needed skills in a variety of ways.

Research Cited: AMSTI; GO MATH; Investigation Math

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Manipulatives and hands on materials will be used along with virtual manipulative sites. CUB Best practice strategies AMSTI strategies, 5; Engage, Explore, Explain, Extend, and Evaluate, Math Drill: repetition Manipulatives; pair students with helpers scaffolding instructions teaching models math word wall math journals charts graphs.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy2:

Implement Common Core Standards - To ensure that instruction is aligned with AL state requirements for students.

Research Cited: AL Common Core Standard

Activity - Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TWIRL (Talk, Write, Investigate, Read, Listen), give a purpose before, during, and after standards based instructions. I do, We do, You, do, 5E Instructional model (Engage, Explore, Explain, Extend, Evaluate) Observation, checklist, model, explicit instructions, model step by step, use CUE strategy, small groups, cooperative groups, utilize technology in math, use hands on instructions, use charts and graphs that provides examples, review basic facts through a variety of modalities, peer teaching, use of writing journal, write across the curriculum, differentiate instructions.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy3:

Walk Throughs - To provide support to teachers in classroom by assessing areas of growth and need for professional development. Offers immediate feedback for teachers so they can better support students.

Research Cited: AL Common Core Standards

Activity - Walk Through	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily lookabouts will take place by the principal. The leadership team will monitor classes each nine weeks. The leadership team will also analyze data to determine where professional development needs to take place to improve instructions. Student groups will also be changed by examining the data.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Principal Leadership Team Classroom Teachers

Goal 6:

Strategies to Address School Safety, Classroom Management/Discipline, Rti Framework and Building Supportive Learning Environment

Measurable Objective 1:

demonstrate a behavior To improve student safety, discipline, work by 05/22/2015 as measured by Incident/Safety Reports, Weekly/Daily Conduct Reports, Behavior Calendars, Discipline Reports, Attendance Reports, Progress Reports, Report Cards.

Strategy1:

Improve Safety - It will continue to enforce student's safety at school which helps them to focus on success.

Research Cited:

Activity - Safety On/Off Campus	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Safety Practices during classroom guidance including teaching school bus safety for all students.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Principal Counselor

Strategy2:

Mentor/Mentee Program - Each student will be assigned a teacher mentor who is not their homeroom teacher.

Research Cited:

Activity - Teacher Mentors	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will meet bi-weekly with assigned teacher mentor to have a positive role model within school setting to listen to them which will increase their confidence and self esteem.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Medial Specialist P E Teacher Counselor Special Education Teacher Principal Instructional Aides

Strategy3:

Teach Responsibility - Helping students to take an active role in their safety and success.

Research Cited: Auto B Good Series; Character Education

Activity - Motivators	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incentive rewards for positive behaviors. Token reward system.	Behavioral Support Program			09/01/2014	05/22/2015	$1050 - Other	Classroom Teachers School Counselor Instructional Aides Principal

Strategy4:

First Friday Fathers - Students will see more male presence at the school through this male initiative.

Research Cited:

Activity - Male Mentors	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Providing a male positive role model that they can pattern their behaviors after that can help them change their negative behaviors.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Principal Counselor Classroom Teachers

Strategy5:

Improve Teacher Attendance - Allow teachers to review data to see how their absences affect student learning.

Research Cited:

Activity - Teacher Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided print outs on occasions of sign in sheets to determine whether their absences affect student learning. Teachers will be given professional development opportunities and training to assist with safety.	Other			09/01/2014	05/22/2015	$2000 - Title II Part A	Secretary Principal Classroom Teachers

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

Goal 1:

Students will Meet and or Exceed ACT Readiness Range in Reading

Measurable Objective 1:

41% of All Students will demonstrate a proficiency in College and Career Ready Standards in Reading by 05/04/2015 as measured by the ACT Aspire Readiness benchmark scores.

Strategy1:

Provide effective vocabulary instructions to all - To ensure that students gain more insight into words and have better understanding when reading.

Research Cited: Scott Foresman; National Institute for Literacy

Activity - Provide effective vocabulary instructions to all	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TWIRL will be used to help students understand comprehension questions. Bloom's Taxonomy higher level questions will be asked and modeled. Graphic organizers will be used to help students organize their thoughts and to identify beginning middle and end of a story. Story maps will be used. Tri-folds will be utilized. Students will identify the plot, setting, and characters of each passage to help with the literary elements. Identify vocabulary/academic language, utilize direct instructions, teach context clues, teach dictionary skills, teach synonyms, antonyms, provide opportunity for partner talk, use four square, use flip flops ask back strategies, use test talking strategies as part of your instructions, break down word parts such as: prefix, suffix, root and base words to teach word meanings.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy2:

Provide effective, explicit instructions - Teachers will provide effective, explicit instructions on reading standards

Research Cited: Put Reading First, National Institute for Literacy

Activity - Explicit teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct students in small group settings Teachers will model expectations Teachers will use the TWIRL method Teachers will use the I do, We do, You do method Teachers will use direct instructions Teacher will have students complete a before, during, and after activity Teacher will check for understanding	Direct Instruction			09/01/2014	05/22/2015	$0 - No Funding Required	Teachers, Instructional coach Instructional aide Principal

Strategy3:

Provide Comprehension Instruction - Build their ability to understand what is read

Research Cited: The National Reading Panel; Scott Foresman Reading

Activity - Comprehension Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Graphic organizers, give students a purpose for reading, partner read, rereading, provide just right bags for independent reading, remove opportunities for round reading, practice retelling, model, critical and literal type questions, provide opportunities for reading textual/informational, provide beginning, middle, and end models, provide anchor charts, journal writing, model responding to open ended questions, take it to the text. Teachers will incorporate more higher order questioning from Bloom's Taxonomy Revised Model.	Other			05/22/2015	05/22/2015	$0 - No Funding Required	Classroom teachers Instructional Coach Instructional Aides Principal

Strategy4:

Increase Ample Reading Time - Allowing students more practice time to build skills for more effective reading.

Research Cited: National Reading Panel

Activity - Increase Reading Time	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Re-read decodable passages, model choral reading, echo reading, readers theatre, model fluent reading, paired reading, provided opportunities to read on individual level.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy5:

Use Best Practices - Teachers will use strategies learned from ample professional development that will allow them to grow

Research Cited: ARI & AMSTI strategies

Activity - Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Teachers will model -partner talk -explicit instructions -small group -cooperative groups, -letter fluency practice -alphabetic principal practice -phonemic awareness	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom teacher Instructional coach Principal Instructional aide

Strategy6:

Increase Rigor - Will help students be become better critical and literal problem solvers.

Research Cited: National Reading Panel

Activity - Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Bloom's Taxonomy higher order thinking questions will be asked. Teachers will have a refresher course on Questioning Techniques from a previous session.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy7:

Increase experiences with text complexity in reading - Teachers will provide ample opportunities for reading and understanding challenging texts

Research Cited: ACT Aspire & Common Core Standards, Lexile

Activity - Provide Text complexity opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Model careful reading -Include problem solving with unfamiliar language and ideas -discuss vocabulary -practice writing with a focus on sentence structure -read suggested books: Tuck Everlasting by Natalie Babbit & Volcanoes	Direct Instruction			09/01/2014	05/01/2015	$500 - Title I Schoolwide	Classroom Teacher Instructional Coach Principal

Goal 2:

Engage and Empower the Learner through technology.

Measurable Objective 1:

25% of All Students will demonstrate a behavior to use digital tools, individually and collaboratively, in the classroom and away from the classroom to gather organize, evaluate, and share and present information in class and in presentation away from class by in Career & Technical by 05/27/2016 as measured by by combined frequency index by the ASSIST Teacher Survey (currently 15.38%).

Strategy1:

Technology Tools usage- - Technology tools will be continuously made available for student usage.

Research Cited: Research found in Assist survey that teachers were trained or made tools available for authentic digital learning.

Activity - protective cases	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase protective cases to help keep devices from damages and to have a longer life of devices	Academic Support Program			08/19/2013	05/27/2016	$6000 - Other	Principal teachers media specialist aides

Activity - technology competitions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be encouraged to continue to participate in technology competitions in the system and at JSU	Technology			01/13/2014	05/27/2016	$350 - General Fund	principal teachers aides

Activity - Community partners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Invite churches and businesses to become partners with the school. As partners, they will help provide internet services so that students may use devices at home for research and practice exercises.	Academic Support Program			08/19/2013	05/27/2016	$0 - No Funding Required	Principal parents community

Activity - podcast	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete podcast or short tapes on how to follow rules or advice to fellow classmates how to protect themselves from bullies	Other			09/03/2013	05/27/2016	$0 - No Funding Required	principal teachers aides

Activity - 1:1 Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Presently apart of GCS 1:1 initiative using iPads in 4th and 5th grades. Continue to purchase hand held devices for students in all grades.	Academic Support Program			03/11/2013	05/27/2016	$10000 - Title I Part A	principal District technology coordinator 21st Century coordinator Title I coordinator

Activity - BYOD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Allow students to bring their own devices and learn to use them properly in an academic setting	Technology			09/03/2013	05/27/2016	$0 - No Funding Required	principal teachers

Goal 3:

Prepare and Support Teachers and Leaders to Graduate College and Career-Ready Students

Measurable Objective 1:

30% of All Students will demonstrate a behavior in which teachers throughout the school will use technology and digital resources to provide standards-based instruction and authentic learning in all content areas of responsibility to facilitate real-life experiences that advance student learning in English Language Arts by 05/27/2016 as measured by frequency index scores increasing from 23.08 to 30 .

Strategy1:

Instructional   support - Various professional development opportunities will be made available to teachers on a consistent basis as needed

Research Cited: research from teacher assist survey currently at 23.08

Activity - training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers will attend workshop offered at various sites around the state	Academic Support Program			09/03/2013	05/27/2016	$3500 - Title I Part A	principal teacher

Activity - side by side	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A systemwide technology resource person assigned to the school once a week will meet with teachers as needed or assigned to help teachers effectively implement technology into lesson	Academic Support Program			09/03/2013	05/27/2016	$3500 - Title I Part A	principal teacher literacy coach systemwide technical support personnel

Activity - Invite outside trainers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trainers from Technology in Motion (TIM) and various technology venues will be invited to come in and demonstrate the best use of their devices and how to implement them effectively into their instructions	Technology			08/19/2013	05/27/2016	$0 - No Funding Required	Principal technology coordinator

Activity - share out	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers will share new ideas during grade level meetings, faculty meetings and by adding websites to the technology notebook	Academic Support Program			09/04/2012	05/27/2016	$0 - No Funding Required	principal teachers

Strategy2:

Principal Support - Principal will receive training on how to use technology more effectively

Research Cited: Assist teacher survey

Activity - sharing information	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal learned to use google calendar demonstrated how the teachers could use the calendar to pool all upcoming events	Academic Support Program			10/01/2013	05/27/2016	$0 - No Funding Required	Principal

Activity - Monitoring using technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
principal is able to use iPad when observing teachers in the classroom and is able to give feedback more efficiently	Academic Support Program			09/03/2013	05/27/2016	$0 - No Funding Required	principal

Goal 4:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

demonstrate a behavior to use digital tools, individually and collaboratively, in the classroom and away from the classroom to gather

organize, evaluate, and share and present information in class and in presentation away from class by by 05/27/2016 as measured by a

combined frequency index by the ASSIST Teacher Survey (Currently 23.08%) ..

Strategy1:

Instructional Support - Instructional support will be provided to teachers through:

*Sharing at faculty meetings

*Grade level sharing

*providing opportunities to attend workshops

*encouraging teachers to attend Tech Tuesdays/Thursdays

*Systemwide tech support person Wendy Goodwin

Research Cited: Assist Survey, and Educate AL

Activity - purchase more handheld devices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
funds from community development grants and Title I will be used to purchase more devices for all staff and student use	Technology			09/03/2013	05/27/2016	$10000 - Title I Part A	principal

Activity - monitoring using technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will monitor use of technology through walk throughs and Educate AL using iPad	Academic Support Program			09/03/2013	05/27/2016	$0 - No Funding Required	principal

Activity - Professional Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher sharing	Professional Learning			08/19/2013	05/27/2016	$0 - Title I Part A	Principal 5th grade teachers

Activity - maintenance request	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
put in maintenance request for adequate breaker boxes and more access points	Technology			09/04/2012	05/27/2016	$0 - No Funding Required	principal

Goal 5:

Student Will Meet and or Exceed ACT Readiness Range in Math.

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in College and Career Ready Standards in Mathematics by 05/04/2015 as measured by based on the ACT Aspire Readiness benchmark scores.

Strategy1:

Walk Throughs - To provide support to teachers in classroom by assessing areas of growth and need for professional development. Offers

immediate feedback for teachers so they can better support students.

Research Cited: AL Common Core Standards

Activity - Walk Through	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily lookabouts will take place by the principal. The leadership team will monitor classes each nine weeks. The leadership team will also analyze data to determine where professional development needs to take place to improve instructions. Student groups will also be changed by examining the data.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Principal Leadership Team Classroom Teachers

Strategy2:

Implement Common Core Standards - To ensure that instruction is aligned with AL state requirements for students.

Research Cited: AL Common Core Standard

Activity - Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TWIRL (Talk, Write, Investigate, Read, Listen), give a purpose before, during, and after standards based instructions. I do, We do, You, do, 5E Instructional model (Engage, Explore, Explain, Extend, Evaluate) Observation, checklist, model, explicit instructions, model step by step, use CUE strategy, small groups, cooperative groups, utilize technology in math, use hands on instructions, use charts and graphs that provides examples, review basic facts through a variety of modalities, peer teaching, use of writing journal, write across the curriculum, differentiate instructions.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy3:

Use a variety of Instructional Strategies - To allow students who learn differently opportunities to gain needed skills in a variety of ways.

Research Cited: AMSTI; GO MATH; Investigation Math

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Manipulatives and hands on materials will be used along with virtual manipulative sites. CUB Best practice strategies AMSTI strategies, 5; Engage, Explore, Explain, Extend, and Evaluate, Math Drill: repetition Manipulatives; pair students with helpers scaffolding instructions teaching models math word wall math journals charts graphs.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Goal 6:

Strategies to Address School Safety, Classroom Management/Discipline, Rti Framework and Building Supportive Learning Environment

Measurable Objective 1:

demonstrate a behavior To improve student safety, discipline, work by 05/22/2015 as measured by Incident/Safety Reports, Weekly/Daily Conduct Reports, Behavior Calendars, Discipline Reports, Attendance Reports, Progress Reports, Report Cards.

Strategy1:

First Friday Fathers - Students will see more male presence at the school through this male initiative.

Research Cited:

Activity - Male Mentors	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Providing a male positive role model that they can pattern their behaviors after that can help them change their negative behaviors.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Principal Counselor Classroom Teachers

Strategy2:

Improve Safety - It will continue to enforce student's safety at school which helps them to focus on success.

Research Cited:

Activity - Safety On/Off Campus	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Safety Practices during classroom guidance including teaching school bus safety for all students.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Principal Counselor

Strategy3:

Mentor/Mentee Program - Each student will be assigned a teacher mentor who is not their homeroom teacher.

Research Cited:

Activity - Teacher Mentors	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will meet bi-weekly with assigned teacher mentor to have a positive role model within school setting to listen to them which will increase their confidence and self esteem.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Medial Specialist P E Teacher Counselor Special Education Teacher Principal Instructional Aides

Strategy4:

Improve Teacher Attendance - Allow teachers to review data to see how their absences affect student learning.

Research Cited:

Activity - Teacher Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided print outs on occasions of sign in sheets to determine whether their absences affect student learning. Teachers will be given professional development opportunities and training to assist with safety.	Other			09/01/2014	05/22/2015	$2000 - Title II Part A	Secretary Principal Classroom Teachers

Strategy5:

Teach Responsibility - Helping students to take an active role in their safety and success.

Research Cited: Auto B Good Series; Character Education

Activity - Motivators	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incentive rewards for positive behaviors. Token reward system.	Behavioral Support Program			09/01/2014	05/22/2015	$1050 - Other	Classroom Teachers School Counselor Instructional Aides Principal

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

Goal 1:

Students will Meet and or Exceed ACT Readiness Range in Reading

Measurable Objective 1:

41% of All Students will demonstrate a proficiency in College and Career Ready Standards in Reading by 05/04/2015 as measured by the ACT Aspire Readiness benchmark scores.

Strategy1:

Increase Ample Reading Time - Allowing students more practice time to build skills for more effective reading.

Research Cited: National Reading Panel

Activity - Increase Reading Time	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Re-read decodable passages, model choral reading, echo reading, readers theatre, model fluent reading, paired reading, provided opportunities to read on individual level.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy2:

Use Best Practices - Teachers will use strategies learned from ample professional development that will allow them to grow

Research Cited: ARI & AMSTI strategies

Activity - Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Teachers will model -partner talk -explicit instructions -small group -cooperative groups, -letter fluency practice -alphabetic principal practice -phonemic awareness	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom teacher Instructional coach Principal Instructional aide

Strategy3:

Increase experiences with text complexity in reading - Teachers will provide ample opportunities for reading and understanding challenging texts

Research Cited: ACT Aspire & Common Core Standards, Lexile

Activity - Provide Text complexity opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Model careful reading -Include problem solving with unfamiliar language and ideas -discuss vocabulary -practice writing with a focus on sentence structure -read suggested books: Tuck Everlasting by Natalie Babbit & Volcanoes	Direct Instruction			09/01/2014	05/01/2015	$500 - Title I Schoolwide	Classroom Teacher Instructional Coach Principal

Strategy4:

Provide effective, explicit instructions - Teachers will provide effective, explicit instructions on reading standards

Research Cited: Put Reading First, National Institute for Literacy

Activity - Explicit teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct students in small group settings Teachers will model expectations Teachers will use the TWIRL method Teachers will use the I do, We do, You do method Teachers will use direct instructions Teacher will have students complete a before, during, and after activity Teacher will check for understanding	Direct Instruction			09/01/2014	05/22/2015	$0 - No Funding Required	Teachers, Instructional coach Instructional aide Principal

Strategy5:

Provide Comprehension Instruction - Build their ability to understand what is read

Research Cited: The National Reading Panel; Scott Foresman Reading

Activity - Comprehension Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Graphic organizers, give students a purpose for reading, partner read, rereading, provide just right bags for independent reading, remove opportunities for round reading, practice retelling, model, critical and literal type questions, provide opportunities for reading textual/informational, provide beginning, middle, and end models, provide anchor charts, journal writing, model responding to open ended questions, take it to the text. Teachers will incorporate more higher order questioning from Bloom's Taxonomy Revised Model.	Other			05/22/2015	05/22/2015	$0 - No Funding Required	Classroom teachers Instructional Coach Instructional Aides Principal

Strategy6:

Provide effective vocabulary instructions to all - To ensure that students gain more insight into words and have better understanding when reading.

Research Cited: Scott Foresman; National Institute for Literacy

Activity - Provide effective vocabulary instructions to all	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TWIRL will be used to help students understand comprehension questions. Bloom's Taxonomy higher level questions will be asked and modeled. Graphic organizers will be used to help students organize their thoughts and to identify beginning middle and end of a story. Story maps will be used. Tri-folds will be utilized. Students will identify the plot, setting, and characters of each passage to help with the literary elements. Identify vocabulary/academic language, utilize direct instructions, teach context clues, teach dictionary skills, teach synonyms, antonyms, provide opportunity for partner talk, use four square, use flip flops ask back strategies, use test talking strategies as part of your instructions, break down word parts such as: prefix, suffix, root and base words to teach word meanings.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy7:

Increase Rigor - Will help students be become better critical and literal problem solvers.

Research Cited: National Reading Panel

Activity - Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Bloom's Taxonomy higher order thinking questions will be asked. Teachers will have a refresher course on Questioning Techniques from a previous session.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Goal 2:

Engage and Empower the Learner through technology.

Measurable Objective 1:

25% of All Students will demonstrate a behavior to use digital tools, individually and collaboratively, in the classroom and away from the classroom to gather organize, evaluate, and share and present information in class and in presentation away from class by in Career & Technical by 05/27/2016 as measured by by combined frequency index by the ASSIST Teacher Survey (currently 15.38%).

Strategy1:

Technology Tools usage- - Technology tools will be continuously made available for student usage.

Research Cited: Research found in Assist survey that teachers were trained or made tools available for authentic digital learning.

Activity - podcast	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete podcast or short tapes on how to follow rules or advice to fellow classmates how to protect themselves from bullies	Other			09/03/2013	05/27/2016	$0 - No Funding Required	principal teachers aides

Activity - 1:1 Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Presently apart of GCS 1:1 initiative using iPads in 4th and 5th grades. Continue to purchase hand held devices for students in all grades.	Academic Support Program			03/11/2013	05/27/2016	$10000 - Title I Part A	principal District technology coordinator 21st Century coordinator Title I coordinator

Activity - protective cases	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase protective cases to help keep devices from damages and to have a longer life of devices	Academic Support Program			08/19/2013	05/27/2016	$6000 - Other	Principal teachers media specialist aides

Activity - Community partners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Invite churches and businesses to become partners with the school. As partners, they will help provide internet services so that students may use devices at home for research and practice exercises.	Academic Support Program			08/19/2013	05/27/2016	$0 - No Funding Required	Principal parents community

Activity - technology competitions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be encouraged to continue to participate in technology competitions in the system and at JSU	Technology			01/13/2014	05/27/2016	$350 - General Fund	principal teachers aides

Activity - BYOD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Allow students to bring their own devices and learn to use them properly in an academic setting	Technology			09/03/2013	05/27/2016	$0 - No Funding Required	principal teachers

Goal 3:

Prepare and Support Teachers and Leaders to Graduate College and Career-Ready Students

Measurable Objective 1:

30% of All Students will demonstrate a behavior in which teachers throughout the school will use technology and digital resources to provide standards-based instruction and authentic learning in all content areas of responsibility to facilitate real-life experiences that advance student learning in English Language Arts by 05/27/2016 as measured by frequency index scores increasing from 23.08 to 30 .

Strategy1:

Instructional   support - Various professional development opportunities will be made available to teachers on a consistent basis as needed

Research Cited: research from teacher assist survey currently at 23.08

Activity - training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers will attend workshop offered at various sites around the state	Academic Support Program			09/03/2013	05/27/2016	$3500 - Title I Part A	principal teacher

Activity - Invite outside trainers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trainers from Technology in Motion (TIM) and various technology venues will be invited to come in and demonstrate the best use of their devices and how to implement them effectively into their instructions	Technology			08/19/2013	05/27/2016	$0 - No Funding Required	Principal technology coordinator

Activity - share out	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers will share new ideas during grade level meetings, faculty meetings and by adding websites to the technology notebook	Academic Support Program			09/04/2012	05/27/2016	$0 - No Funding Required	principal teachers

Activity - side by side	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A systemwide technology resource person assigned to the school once a week will meet with teachers as needed or assigned to help teachers effectively implement technology into lesson	Academic Support Program			09/03/2013	05/27/2016	$3500 - Title I Part A	principal teacher literacy coach systemwide technical support personnel

Strategy2:

Principal Support - Principal will receive training on how to use technology more effectively

Research Cited: Assist teacher survey

Activity - sharing information	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal learned to use google calendar demonstrated how the teachers could use the calendar to pool all upcoming events	Academic Support Program			10/01/2013	05/27/2016	$0 - No Funding Required	Principal

Activity - Monitoring using technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
principal is able to use iPad when observing teachers in the classroom and is able to give feedback more efficiently	Academic Support Program			09/03/2013	05/27/2016	$0 - No Funding Required	principal

Goal 4:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

demonstrate a behavior to use digital tools, individually and collaboratively, in the classroom and away from the classroom to gather

organize, evaluate, and share and present information in class and in presentation away from class by by 05/27/2016 as measured by a

combined frequency index by the ASSIST Teacher Survey (Currently 23.08%) ..

Strategy1:

Instructional Support - Instructional support will be provided to teachers through:

*Sharing at faculty meetings

*Grade level sharing

*providing opportunities to attend workshops

*encouraging teachers to attend Tech Tuesdays/Thursdays

*Systemwide tech support person Wendy Goodwin

Research Cited: Assist Survey, and Educate AL

Activity - purchase more handheld devices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
funds from community development grants and Title I will be used to purchase more devices for all staff and student use	Technology			09/03/2013	05/27/2016	$10000 - Title I Part A	principal

Activity - monitoring using technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will monitor use of technology through walk throughs and Educate AL using iPad	Academic Support Program			09/03/2013	05/27/2016	$0 - No Funding Required	principal

Activity - Professional Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher sharing	Professional Learning			08/19/2013	05/27/2016	$0 - Title I Part A	Principal 5th grade teachers

Activity - maintenance request	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
put in maintenance request for adequate breaker boxes and more access points	Technology			09/04/2012	05/27/2016	$0 - No Funding Required	principal

Goal 5:

Student Will Meet and or Exceed ACT Readiness Range in Math.

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in College and Career Ready Standards in Mathematics by 05/04/2015 as measured by based on the ACT Aspire Readiness benchmark scores.

Strategy1:

Implement Common Core Standards - To ensure that instruction is aligned with AL state requirements for students.

Research Cited: AL Common Core Standard

Activity - Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TWIRL (Talk, Write, Investigate, Read, Listen), give a purpose before, during, and after standards based instructions. I do, We do, You, do, 5E Instructional model (Engage, Explore, Explain, Extend, Evaluate) Observation, checklist, model, explicit instructions, model step by step, use CUE strategy, small groups, cooperative groups, utilize technology in math, use hands on instructions, use charts and graphs that provides examples, review basic facts through a variety of modalities, peer teaching, use of writing journal, write across the curriculum, differentiate instructions.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy2:

Use a variety of Instructional Strategies - To allow students who learn differently opportunities to gain needed skills in a variety of ways.

Research Cited: AMSTI; GO MATH; Investigation Math

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Manipulatives and hands on materials will be used along with virtual manipulative sites. CUB Best practice strategies AMSTI strategies, 5; Engage, Explore, Explain, Extend, and Evaluate, Math Drill: repetition Manipulatives; pair students with helpers scaffolding instructions teaching models math word wall math journals charts graphs.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy3:

Walk Throughs - To provide support to teachers in classroom by assessing areas of growth and need for professional development. Offers immediate feedback for teachers so they can better support students.

Research Cited: AL Common Core Standards

Activity - Walk Through	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily lookabouts will take place by the principal. The leadership team will monitor classes each nine weeks. The leadership team will also analyze data to determine where professional development needs to take place to improve instructions. Student groups will also be changed by examining the data.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Principal Leadership Team Classroom Teachers

Goal 6:

Strategies to Address School Safety, Classroom Management/Discipline, Rti Framework and Building Supportive Learning Environment

Measurable Objective 1:

demonstrate a behavior To improve student safety, discipline, work by 05/22/2015 as measured by Incident/Safety Reports, Weekly/Daily Conduct Reports, Behavior Calendars, Discipline Reports, Attendance Reports, Progress Reports, Report Cards.

Strategy1:

Teach Responsibility - Helping students to take an active role in their safety and success.

Research Cited: Auto B Good Series; Character Education

Activity - Motivators	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incentive rewards for positive behaviors. Token reward system.	Behavioral Support Program			09/01/2014	05/22/2015	$1050 - Other	Classroom Teachers School Counselor Instructional Aides Principal

Strategy2:

First Friday Fathers - Students will see more male presence at the school through this male initiative.

Research Cited:

Activity - Male Mentors	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Providing a male positive role model that they can pattern their behaviors after that can help them change their negative behaviors.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Principal Counselor Classroom Teachers

Strategy3:

Mentor/Mentee Program - Each student will be assigned a teacher mentor who is not their homeroom teacher.

Research Cited:

Activity - Teacher Mentors	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will meet bi-weekly with assigned teacher mentor to have a positive role model within school setting to listen to them which will increase their confidence and self esteem.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Medial Specialist P E Teacher Counselor Special Education Teacher Principal Instructional Aides

Strategy4:

Improve Safety - It will continue to enforce student's safety at school which helps them to focus on success.

Research Cited:

Activity - Safety On/Off Campus	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Safety Practices during classroom guidance including teaching school bus safety for all students.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Principal Counselor

Strategy5:

Improve Teacher Attendance - Allow teachers to review data to see how their absences affect student learning.

Research Cited:

Activity - Teacher Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided print outs on occasions of sign in sheets to determine whether their absences affect student learning. Teachers will be given professional development opportunities and training to assist with safety.	Other			09/01/2014	05/22/2015	$2000 - Title II Part A	Secretary Principal Classroom Teachers

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

Goal 1:

Students will Meet and or Exceed ACT Readiness Range in Reading

Measurable Objective 1:

41% of All Students will demonstrate a proficiency in College and Career Ready Standards in Reading by 05/04/2015 as measured by the ACT Aspire Readiness benchmark scores.

Strategy1:

Increase Rigor - Will help students be become better critical and literal problem solvers.

Research Cited: National Reading Panel

Activity - Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Bloom's Taxonomy higher order thinking questions will be asked. Teachers will have a refresher course on Questioning Techniques from a previous session.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy2:

Provide Comprehension Instruction - Build their ability to understand what is read

Research Cited: The National Reading Panel; Scott Foresman Reading

Activity - Comprehension Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Graphic organizers, give students a purpose for reading, partner read, rereading, provide just right bags for independent reading, remove opportunities for round reading, practice retelling, model, critical and literal type questions, provide opportunities for reading textual/informational, provide beginning, middle, and end models, provide anchor charts, journal writing, model responding to open ended questions, take it to the text. Teachers will incorporate more higher order questioning from Bloom's Taxonomy Revised Model.	Other			05/22/2015	05/22/2015	$0 - No Funding Required	Classroom teachers Instructional Coach Instructional Aides Principal

Strategy3:

Increase experiences with text complexity in reading - Teachers will provide ample opportunities for reading and understanding challenging texts

Research Cited: ACT Aspire & Common Core Standards, Lexile

Activity - Provide Text complexity opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Model careful reading -Include problem solving with unfamiliar language and ideas -discuss vocabulary -practice writing with a focus on sentence structure -read suggested books: Tuck Everlasting by Natalie Babbit & Volcanoes	Direct Instruction			09/01/2014	05/01/2015	$500 - Title I Schoolwide	Classroom Teacher Instructional Coach Principal

Strategy4:

Increase Ample Reading Time - Allowing students more practice time to build skills for more effective reading.

Research Cited: National Reading Panel

Activity - Increase Reading Time	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Re-read decodable passages, model choral reading, echo reading, readers theatre, model fluent reading, paired reading, provided opportunities to read on individual level.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy5:

Provide effective, explicit instructions - Teachers will provide effective, explicit instructions on reading standards

Research Cited: Put Reading First, National Institute for Literacy

Activity - Explicit teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct students in small group settings Teachers will model expectations Teachers will use the TWIRL method Teachers will use the I do, We do, You do method Teachers will use direct instructions Teacher will have students complete a before, during, and after activity Teacher will check for understanding	Direct Instruction			09/01/2014	05/22/2015	$0 - No Funding Required	Teachers, Instructional coach Instructional aide Principal

Strategy6:

Provide effective vocabulary instructions to all - To ensure that students gain more insight into words and have better understanding when reading.

Research Cited: Scott Foresman; National Institute for Literacy

Activity - Provide effective vocabulary instructions to all	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TWIRL will be used to help students understand comprehension questions. Bloom's Taxonomy higher level questions will be asked and modeled. Graphic organizers will be used to help students organize their thoughts and to identify beginning middle and end of a story. Story maps will be used. Tri-folds will be utilized. Students will identify the plot, setting, and characters of each passage to help with the literary elements. Identify vocabulary/academic language, utilize direct instructions, teach context clues, teach dictionary skills, teach synonyms, antonyms, provide opportunity for partner talk, use four square, use flip flops ask back strategies, use test talking strategies as part of your instructions, break down word parts such as: prefix, suffix, root and base words to teach word meanings.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy7:

Use Best Practices - Teachers will use strategies learned from ample professional development that will allow them to grow

Research Cited: ARI & AMSTI strategies

Activity - Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Teachers will model -partner talk -explicit instructions -small group -cooperative groups, -letter fluency practice -alphabetic principal practice -phonemic awareness	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom teacher Instructional coach Principal Instructional aide

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College and Career-Ready Students

Measurable Objective 1:

30% of All Students will demonstrate a behavior in which teachers throughout the school will use technology and digital resources to

provide standards-based instruction and authentic learning in all content areas of responsibility to facilitate real-life experiences that advance

student learning in English Language Arts by 05/27/2016 as measured by frequency index scores increasing from 23.08 to 30 .

Strategy1:

Principal Support - Principal will receive training on how to use technology more effectively

Research Cited: Assist teacher survey

Activity - sharing information	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal learned to use google calendar demonstrated how the teachers could use the calendar to pool all upcoming events	Academic Support Program			10/01/2013	05/27/2016	$0 - No Funding Required	Principal

Activity - Monitoring using technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
principal is able to use iPad when observing teachers in the classroom and is able to give feedback more efficiently	Academic Support Program			09/03/2013	05/27/2016	$0 - No Funding Required	principal

Strategy2:

Instructional   support - Various professional development opportunities will be made available to teachers on a consistent basis as needed

Research Cited: research from teacher assist survey currently at 23.08

Activity - training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers will attend workshop offered at various sites around the state	Academic Support Program			09/03/2013	05/27/2016	$3500 - Title I Part A	principal teacher

Activity - Invite outside trainers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trainers from Technology in Motion (TIM) and various technology venues will be invited to come in and demonstrate the best use of their devices and how to implement them effectively into their instructions	Technology			08/19/2013	05/27/2016	$0 - No Funding Required	Principal technology coordinator

Activity - share out	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers will share new ideas during grade level meetings, faculty meetings and by adding websites to the technology notebook	Academic Support Program			09/04/2012	05/27/2016	$0 - No Funding Required	principal teachers

Activity - side by side	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A systemwide technology resource person assigned to the school once a week will meet with teachers as needed or assigned to help teachers effectively implement technology into lesson	Academic Support Program			09/03/2013	05/27/2016	$3500 - Title I Part A	principal teacher literacy coach systemwide technical support personnel

Goal 3:

Student Will Meet and or Exceed ACT Readiness Range in Math.

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in College and Career Ready Standards in Mathematics by 05/04/2015 as measured by based on the ACT Aspire Readiness benchmark scores.

Strategy1:

Walk Throughs - To provide support to teachers in classroom by assessing areas of growth and need for professional development. Offers immediate feedback for teachers so they can better support students.

Research Cited: AL Common Core Standards

Activity - Walk Through	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily lookabouts will take place by the principal. The leadership team will monitor classes each nine weeks. The leadership team will also analyze data to determine where professional development needs to take place to improve instructions. Student groups will also be changed by examining the data.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Principal Leadership Team Classroom Teachers

Strategy2:

Implement Common Core Standards - To ensure that instruction is aligned with AL state requirements for students.

Research Cited: AL Common Core Standard

Activity - Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TWIRL (Talk, Write, Investigate, Read, Listen), give a purpose before, during, and after standards based instructions. I do, We do, You, do, 5E Instructional model (Engage, Explore, Explain, Extend, Evaluate) Observation, checklist, model, explicit instructions, model step by step, use CUE strategy, small groups, cooperative groups, utilize technology in math, use hands on instructions, use charts and graphs that provides examples, review basic facts through a variety of modalities, peer teaching, use of writing journal, write across the curriculum, differentiate instructions.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy3:

Use a variety of Instructional Strategies - To allow students who learn differently opportunities to gain needed skills in a variety of ways.

Research Cited: AMSTI; GO MATH; Investigation Math

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Manipulatives and hands on materials will be used along with virtual manipulative sites. CUB Best practice strategies AMSTI strategies, 5; Engage, Explore, Explain, Extend, and Evaluate, Math Drill: repetition Manipulatives; pair students with helpers scaffolding instructions teaching models math word wall math journals charts graphs.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

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

Goal 1:

Students will Meet and or Exceed ACT Readiness Range in Reading

Measurable Objective 1:

41% of All Students will demonstrate a proficiency in College and Career Ready Standards in Reading by 05/04/2015 as measured by the

ACT Aspire Readiness benchmark scores.

Strategy1:

Provide effective, explicit instructions - Teachers will provide effective, explicit instructions on reading standards

Research Cited: Put Reading First, National Institute for Literacy

Activity - Explicit teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct students in small group settings Teachers will model expectations Teachers will use the TWIRL method Teachers will use the I do, We do, You do method Teachers will use direct instructions Teacher will have students complete a before, during, and after activity Teacher will check for understanding	Direct Instruction			09/01/2014	05/22/2015	$0 - No Funding Required	Teachers, Instructional coach Instructional aide Principal

Strategy2:

Provide Comprehension Instruction - Build their ability to understand what is read

Research Cited: The National Reading Panel; Scott Foresman Reading

Activity - Comprehension Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Graphic organizers, give students a purpose for reading, partner read, rereading, provide just right bags for independent reading, remove opportunities for round reading, practice retelling, model, critical and literal type questions, provide opportunities for reading textual/informational, provide beginning, middle, and end models, provide anchor charts, journal writing, model responding to open ended questions, take it to the text. Teachers will incorporate more higher order questioning from Bloom's Taxonomy Revised Model.	Other			05/22/2015	05/22/2015	$0 - No Funding Required	Classroom teachers Instructional Coach Instructional Aides Principal

Strategy3:

Increase Rigor - Will help students be become better critical and literal problem solvers.

Research Cited: National Reading Panel

Activity - Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Bloom's Taxonomy higher order thinking questions will be asked. Teachers will have a refresher course on Questioning Techniques from a previous session.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy4:

Provide effective vocabulary instructions to all - To ensure that students gain more insight into words and have better understanding when reading.

Research Cited: Scott Foresman; National Institute for Literacy

Activity - Provide effective vocabulary instructions to all	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TWIRL will be used to help students understand comprehension questions. Bloom's Taxonomy higher level questions will be asked and modeled. Graphic organizers will be used to help students organize their thoughts and to identify beginning middle and end of a story. Story maps will be used. Tri-folds will be utilized. Students will identify the plot, setting, and characters of each passage to help with the literary elements. Identify vocabulary/academic language, utilize direct instructions, teach context clues, teach dictionary skills, teach synonyms, antonyms, provide opportunity for partner talk, use four square, use flip flops ask back strategies, use test talking strategies as part of your instructions, break down word parts such as: prefix, suffix, root and base words to teach word meanings.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy5:

Use Best Practices - Teachers will use strategies learned from ample professional development that will allow them to grow

Research Cited: ARI & AMSTI strategies

Activity - Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Teachers will model -partner talk -explicit instructions -small group -cooperative groups, -letter fluency practice -alphabetic principal practice -phonemic awareness	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom teacher Instructional coach Principal Instructional aide

Strategy6:

Increase experiences with text complexity in reading - Teachers will provide ample opportunities for reading and understanding challenging texts

Research Cited: ACT Aspire & Common Core Standards, Lexile

Activity - Provide Text complexity opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Model careful reading -Include problem solving with unfamiliar language and ideas -discuss vocabulary -practice writing with a focus on sentence structure -read suggested books: Tuck Everlasting by Natalie Babbit & Volcanoes	Direct Instruction			09/01/2014	05/01/2015	$500 - Title I Schoolwide	Classroom Teacher Instructional Coach Principal

Strategy7:

Increase Ample Reading Time - Allowing students more practice time to build skills for more effective reading.

Research Cited: National Reading Panel

Activity - Increase Reading Time	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Re-read decodable passages, model choral reading, echo reading, readers theatre, model fluent reading, paired reading, provided opportunities to read on individual level.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College and Career-Ready Students

Measurable Objective 1:

30% of All Students will demonstrate a behavior in which teachers throughout the school will use technology and digital resources to provide standards-based instruction and authentic learning in all content areas of responsibility to facilitate real-life experiences that advance student learning in English Language Arts by 05/27/2016 as measured by frequency index scores increasing from 23.08 to 30 .

Strategy1:

Instructional   support - Various professional development opportunities will be made available to teachers on a consistent basis as needed
Research Cited: research from teacher assist survey currently at 23.08

Activity - side by side	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A systemwide technology resource person assigned to the school once a week will meet with teachers as needed or assigned to help teachers effectively implement technology into lesson	Academic Support Program			09/03/2013	05/27/2016	$3500 - Title I Part A	principal teacher literacy coach systemwide technical support personnel

Activity - training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers will attend workshop offered at various sites around the state	Academic Support Program			09/03/2013	05/27/2016	$3500 - Title I Part A	principal teacher

Activity - share out	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers will share new ideas during grade level meetings, faculty meetings and by adding websites to the technology notebook	Academic Support Program			09/04/2012	05/27/2016	$0 - No Funding Required	principal teachers

Activity - Invite outside trainers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trainers from Technology in Motion (TIM) and various technology venues will be invited to come in and demonstrate the best use of their devices and how to implement them effectively into their instructions	Technology			08/19/2013	05/27/2016	$0 - No Funding Required	Principal technology coordinator

Goal 3:

Student Will Meet and or Exceed ACT Readiness Range in Math.

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in College and Career Ready Standards in Mathematics by 05/04/2015 as measured by based on the ACT Aspire Readiness benchmark scores.

Strategy1:

Walk Throughs - To provide support to teachers in classroom by assessing areas of growth and need for professional development. Offers immediate feedback for teachers so they can better support students.

Research Cited: AL Common Core Standards

Activity - Walk Through	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily lookabouts will take place by the principal. The leadership team will monitor classes each nine weeks. The leadership team will also analyze data to determine where professional development needs to take place to improve instructions. Student groups will also be changed by examining the data.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Principal Leadership Team Classroom Teachers

Strategy2:

Implement Common Core Standards - To ensure that instruction is aligned with AL state requirements for students.

Research Cited: AL Common Core Standard

Activity - Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TWIRL (Talk, Write, Investigate, Read, Listen), give a purpose before, during, and after standards based instructions. I do, We do, You, do, 5E Instructional model (Engage, Explore, Explain, Extend, Evaluate) Observation, checklist, model, explicit instructions, model step by step, use CUE strategy, small groups, cooperative groups, utilize technology in math, use hands on instructions, use charts and graphs that provides examples, review basic facts through a variety of modalities, peer teaching, use of writing journal, write across the curriculum, differentiate instructions.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy3:

Use a variety of Instructional Strategies - To allow students who learn differently opportunities to gain needed skills in a variety of ways.

Research Cited: AMSTI; GO MATH; Investigation Math

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Manipulatives and hands on materials will be used along with virtual manipulative sites. CUB Best practice strategies AMSTI strategies, 5; Engage, Explore, Explain, Extend, and Evaluate, Math Drill: repetition Manipulatives; pair students with helpers scaffolding instructions teaching models math word wall math journals charts graphs.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

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

Goal 1:

Students will Meet and or Exceed ACT Readiness Range in Reading

Measurable Objective 1:

41% of All Students will demonstrate a proficiency in College and Career Ready Standards in Reading by 05/04/2015 as measured by the ACT Aspire Readiness benchmark scores.

Strategy1:

Provide Comprehension Instruction - Build their ability to understand what is read

Research Cited: The National Reading Panel; Scott Foresman Reading

Activity - Comprehension Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Graphic organizers, give students a purpose for reading, partner read, rereading, provide just right bags for independent reading, remove opportunities for round reading, practice retelling, model, critical and literal type questions, provide opportunities for reading textual/informational, provide beginning, middle, and end models, provide anchor charts, journal writing, model responding to open ended questions, take it to the text. Teachers will incorporate more higher order questioning from Bloom's Taxonomy Revised Model.	Other			05/22/2015	05/22/2015	$0 - No Funding Required	Classroom teachers Instructional Coach Instructional Aides Principal

Strategy2:

Increase Ample Reading Time - Allowing students more practice time to build skills for more effective reading.

Research Cited: National Reading Panel

Activity - Increase Reading Time	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Re-read decodable passages, model choral reading, echo reading, readers theatre, model fluent reading, paired reading, provided opportunities to read on individual level.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy3:

Provide effective vocabulary instructions to all - To ensure that students gain more insight into words and have better understanding when

reading.

Research Cited: Scott Foresman; National Institute for Literacy

Activity - Provide effective vocabulary instructions to all	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TWIRL will be used to help students understand comprehension questions. Bloom's Taxonomy higher level questions will be asked and modeled. Graphic organizers will be used to help students organize their thoughts and to identify beginning middle and end of a story. Story maps will be used. Tri-folds will be utilized. Students will identify the plot, setting, and characters of each passage to help with the literary elements. Identify vocabulary/academic language, utilize direct instructions, teach context clues, teach dictionary skills, teach synonyms, antonyms, provide opportunity for partner talk, use four square, use flip flops ask back strategies, use test talking strategies as part of your instructions, break down word parts such as: prefix, suffix, root and base words to teach word meanings.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy4:

Provide effective, explicit instructions - Teachers will provide effective, explicit instructions on reading standards

Research Cited: Put Reading First, National Institute for Literacy

Activity - Explicit teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct students in small group settings Teachers will model expectations Teachers will use the TWIRL method Teachers will use the I do, We do, You do method Teachers will use direct instructions Teacher will have students complete a before, during, and after activity Teacher will check for understanding	Direct Instruction			09/01/2014	05/22/2015	$0 - No Funding Required	Teachers, Instructional coach Instructional aide Principal

Strategy5:

Increase Rigor - Will help students be become better critical and literal problem solvers.

Research Cited: National Reading Panel

Activity - Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Bloom's Taxonomy higher order thinking questions will be asked. Teachers will have a refresher course on Questioning Techniques from a previous session.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy6:

Increase experiences with text complexity in reading - Teachers will provide ample opportunities for reading and understanding challenging texts

Research Cited: ACT Aspire & Common Core Standards, Lexile

Activity - Provide Text complexity opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Model careful reading -Include problem solving with unfamiliar language and ideas -discuss vocabulary -practice writing with a focus on sentence structure -read suggested books: Tuck Everlasting by Natalie Babbit & Volcanoes	Direct Instruction			09/01/2014	05/01/2015	$500 - Title I Schoolwide	Classroom Teacher Instructional Coach Principal

Strategy7:

Use Best Practices - Teachers will use strategies learned from ample professional development that will allow them to grow

Research Cited: ARI & AMSTI strategies

Activity - Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Teachers will model -partner talk -explicit instructions -small group -cooperative groups, -letter fluency practice -alphabetic principal practice -phonemic awareness	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom teacher Instructional coach Principal Instructional aide

Goal 2:

Engage and Empower the Learner through technology.

Measurable Objective 1:

25% of All Students will demonstrate a behavior to use digital tools, individually and collaboratively, in the classroom and away from the classroom to gather organize, evaluate, and share and present information in class and in presentation away from class by in Career & Technical by 05/27/2016 as measured by by combined frequency index by the ASSIST Teacher Survey (currently 15.38%).

Strategy1:

Technology Tools usage- - Technology tools will be continuously made available for student usage.

Research Cited: Research found in Assist survey that teachers were trained or made tools available for authentic digital learning.

Activity - technology competitions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be encouraged to continue to participate in technology competitions in the system and at JSU	Technology			01/13/2014	05/27/2016	$350 - General Fund	principal teachers aides

Activity - podcast	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete podcast or short tapes on how to follow rules or advice to fellow classmates how to protect themselves from bullies	Other			09/03/2013	05/27/2016	$0 - No Funding Required	principal teachers aides

Activity - BYOD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Allow students to bring their own devices and learn to use them properly in an academic setting	Technology			09/03/2013	05/27/2016	$0 - No Funding Required	principal teachers

Activity - 1:1 Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Presently apart of GCS 1:1 initiative using iPads in 4th and 5th grades. Continue to purchase hand held devices for students in all grades.	Academic Support Program			03/11/2013	05/27/2016	$10000 - Title I Part A	principal District technology coordinator 21st Century coordinator Title I coordinator

Activity - Community partners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Invite churches and businesses to become partners with the school. As partners, they will help provide internet services so that students may use devices at home for research and practice exercises.	Academic Support Program			08/19/2013	05/27/2016	$0 - No Funding Required	Principal parents community

Activity - protective cases	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase protective cases to help keep devices from damages and to have a longer life of devices	Academic Support Program			08/19/2013	05/27/2016	$6000 - Other	Principal teachers media specialist aides

Goal 3:

Prepare and Support Teachers and Leaders to Graduate College and Career-Ready Students

Measurable Objective 1:

30% of All Students will demonstrate a behavior in which teachers throughout the school will use technology and digital resources to provide standards-based instruction and authentic learning in all content areas of responsibility to facilitate real-life experiences that advance student learning in English Language Arts by 05/27/2016 as measured by frequency index scores increasing from 23.08 to 30 .

Strategy1:

Instructional   support - Various professional development opportunities will be made available to teachers on a consistent basis as needed
Research Cited: research from teacher assist survey currently at 23.08

Activity - training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers will attend workshop offered at various sites around the state	Academic Support Program			09/03/2013	05/27/2016	$3500 - Title I Part A	principal teacher

Activity - share out	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers will share new ideas during grade level meetings, faculty meetings and by adding websites to the technology notebook	Academic Support Program			09/04/2012	05/27/2016	$0 - No Funding Required	principal teachers

Activity - side by side	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A systemwide technology resource person assigned to the school once a week will meet with teachers as needed or assigned to help teachers effectively implement technology into lesson	Academic Support Program			09/03/2013	05/27/2016	$3500 - Title I Part A	principal teacher literacy coach systemwide technical support personnel

Activity - Invite outside trainers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trainers from Technology in Motion (TIM) and various technology venues will be invited to come in and demonstrate the best use of their devices and how to implement them effectively into their instructions	Technology			08/19/2013	05/27/2016	$0 - No Funding Required	Principal technology coordinator

Strategy2:

Principal Support - Principal will receive training on how to use technology more effectively

Research Cited: Assist teacher survey

Activity - sharing information	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal learned to use google calendar demonstrated how the teachers could use the calendar to pool all upcoming events	Academic Support Program			10/01/2013	05/27/2016	$0 - No Funding Required	Principal

Activity - Monitoring using technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
principal is able to use iPad when observing teachers in the classroom and is able to give feedback more efficiently	Academic Support Program			09/03/2013	05/27/2016	$0 - No Funding Required	principal

Goal 4:

Student Will Meet and or Exceed ACT Readiness Range in Math.

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in College and Career Ready Standards in Mathematics by 05/04/2015 as measured by based on the ACT Aspire Readiness benchmark scores.

Strategy1:

Use a variety of Instructional Strategies - To allow students who learn differently opportunities to gain needed skills in a variety of ways.

Research Cited: AMSTI; GO MATH; Investigation Math

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Manipulatives and hands on materials will be used along with virtual manipulative sites. CUB Best practice strategies AMSTI strategies, 5; Engage, Explore, Explain, Extend, and Evaluate, Math Drill: repetition Manipulatives; pair students with helpers scaffolding instructions teaching models math word wall math journals charts graphs.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy2:

Implement Common Core Standards - To ensure that instruction is aligned with AL state requirements for students.

Research Cited: AL Common Core Standard

Activity - Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TWIRL (Talk, Write, Investigate, Read, Listen), give a purpose before, during, and after standards based instructions. I do, We do, You, do, 5E Instructional model (Engage, Explore, Explain, Extend, Evaluate) Observation, checklist, model, explicit instructions, model step by step, use CUE strategy, small groups, cooperative groups, utilize technology in math, use hands on instructions, use charts and graphs that provides examples, review basic facts through a variety of modalities, peer teaching, use of writing journal, write across the curriculum, differentiate instructions.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Classroom Teachers Instructional Coach Instructional Aides Principal

Strategy3:

Walk Throughs - To provide support to teachers in classroom by assessing areas of growth and need for professional development. Offers immediate feedback for teachers so they can better support students.

Research Cited: AL Common Core Standards

Activity - Walk Through	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily lookabouts will take place by the principal. The leadership team will monitor classes each nine weeks. The leadership team will also analyze data to determine where professional development needs to take place to improve instructions. Student groups will also be changed by examining the data.	Other			09/01/2014	05/22/2015	$0 - No Funding Required	Principal Leadership Team Classroom Teachers

Component 3: Instruction by Highly Qualified Staff

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

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

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

In schoolwide Title I schools only HQ teachers are recruited and hired. Teachers continue to receive job-embedded professional development and side by side coaching to increase their ability to provide quality instructions to students on all levels. They are continuously given researched based guidance and suggestions to effectively address identified academic needs.

Component 4: Strategies to Attract Highly Qualified Teachers

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

There are only two new staff members. One is due to a retirement in the P.E. department.

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

1 teacher = Ed.S

7 teachers= AA

6 teachers=BS

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

Presently the HQ teachers are recruited, mentored by trained mentors, provided job-embedded professional development, provided side by side coaching, allowed to participate in professional development training, allowed to shadow other teachers through classroom visits, and given guidance and support by grade level teacher, literacy coach, and principal.

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

The district seeks to recruit HQ teachers from state universities. They train teachers within the system to mentor teachers. They also set aside money for this purpose. It is also used to pay for the teachers PRAXIS exams.

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

The school will continue to practices all of the above mentioned strategies to keep HQ teachers in place.

Component 5: High Quality and Ongoing Professional Development

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

Side by Side coaching

Mentoring

Job- embedded professional development

Job Shadowing

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

Classroom management

AMSTI training

CEU

Parenting Partners

In-Service training

Collaboration among grade levels

Cross grade level training/meeting

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

Trained teachers mentor new teachers.

Grade level teachers meet, share with new teachers.

Principal supports new teachers.

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

Through the use of Title I and Title II money, teachers are given opportunities to receive on-going training by participating in various workshops. Substitutes are hired so that teachers can shadow experienced and model teacher's classrooms. The literacy coach and principal provide turnaround training after returning from workshops and conferences.

Component 6: Transition Strategies

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

The principal has spoken to parents at the Headstart program during Spring recruitment. The students from the preschool comes over to visit the school to learn more about the school and expectations. Teachers from the middle school come over in the Spring to meet with the teachers in the elementary school to discuss students abilities and expectations. The students in fifth grade makes a visit to the middle school. The principal speaks with the students and allows present students to showcase some of the programs available. Students and parents are also invited to an orientation to hear more about the school and register for the upcoming school year.

Component 7: Teacher Participation in Making Assessment Decisions

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

Results are shared with all teachers. Teachers are given the state assessment results in conjunction with local results and asked to group students accordingly.

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

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

Students are grouped based on results from State tests, summative and formative assessements. Students are monitored using the STAR universal screener. RTI/PST meetings are held monthly to determine if students are making adequate progress. If progress is made, the team may decide to scale back on monitoring. If limited progress is made the team will make the decisions to put different strategies in place or evaluate the student for a learning disability.

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

PST/RTI meetings are held monthly. Data meetings are held after each unit test is administered. The team decides if new strategies need to be put into place, if the teacher needs professional development training, or if an evaluation for learning disabilities are necessary. The teacher is also able to make that decision and discuss it with the literacy coach or principal at that time or during the next data meeting if the student continues to struggle.

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

Students are placed in small groups based on their ability level. Students also receive weekly practice using Success Maker. Teacher also set up stations with individual practice material. Students who struggle during the core small reading group are pulled back for Tier II. Students who score very low on the programs baseline assessments receive further small group instructions in Tier III "My Sidewalks.

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

Students who participate in the afterschool program are given 45 minutes to complete homework. Three classroom teachers work in the afterschool program. They communicate with the classroom teachers to find out what areas students need help in.

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

The school is schoolwide Title I. All students have the same opportunities to receive help, as needed. Teachers check for understanding with EL students and use different strategies to teach them. All Migrant, English learners, Economically Disadvantaged, Special Education, Neglected, and/or Delinquent, and Homeless students must have equal access to the same free appropriate public education, including

public preschool education provided to other children and youth. Theses students are provided with the opportunity to meet the same challenging state content and state performance standards to which all students are held without being stigmatized or isolated. All students have access to all services and programs available, including free/reduced lunch, Title I services, EL services, Specials Education and counseling services. Schools work in cooperation with the Etowah County DHR, Family Success Center, Big Brothers/Big Sisters, and various local churches and other community resources to provide students with necessary school supplies, food, clothing shelter.

All LEP students are identified upon enrollment through a Home Language Survey. They are tested using the (W-APT) to determine eligibility for EL services. If the parents or guardians agree to services, then the student is provided support by an EL teacher. Parents receive all updates and important school documents in a language they can understand. The academic progress of each student is assessed every 4 weeks by the EL teacher. Students are tested annually on the ACCESS test to gain data of Language.

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

Applies only to Secondary Schools

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

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

Federal, State and Local Programs and resources are coordinated to purchase materials and supplies that are needed for students success. After receiving a grant for the 1:1 Initiative to purchase iPad for fourth and fifth grades state and local funds had to be combined over the next few years to purchase iPads for second and third grade. Funds will continue to be combined to purchase computers, tablets, iPads and other needed materials and supplies for kindergarten and first grades.

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

Title I, Title II, Title IV, Development grants, State Senator and Representatives discretionary funds, and school fundraisers are combined to purchase materials and supplies that are needed for the student learning, for professional development workshops and for substitute teachers. State money and fundraisers are also used for educational field trips.

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

Monies are used to support character education programs. Students who have behavior issues need motivation by use of incentive programs which are funded.

Component 10: Evaluation

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

Surveys are used to evaluate the implementation of the schoolwide program each spring.

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

After results are in faculty meetings and data meetings are held to discuss the results. If present materials and supplies were effective, more will be purchased. If not those will be discontinued and decisions will be made to purchase items that are most helpful for instructions and learning.

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

Data is analyzed to make that determination. When it is determined that there were not many gains by purchasing materials and supplies, teachers vote to hire Instructional aides to offset the high number of struggling students in large groups.

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

The staff makes suggestions to the plan and a vote is taken to make changes that will benefit student learning.

Coordination of Resources-Comprehensive Budget

Introduction

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

I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	13.63

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

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

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

Label	Question	Value
5.	Provide the number of Librarian assigned units.	0.5

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

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

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	13.64

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

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

Label	Question	Value
4.	Provide the number of Counselors.	1.0

Label	Question	Value
5.	Provide the number of Librarians.	0.5

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

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

I. State Foundation Funds:Total Salaries

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

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	672793.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	77877.0

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

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	46634.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	25112.0

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

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

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

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

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

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	0.0

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

Total   822,416.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

The district receives $2,321,123.00.The district Set Aside includes: Administrative, Indirect Cost, Nonpublic Professional Development, Regular Professional Development, Limited English Proficiency, Total Parent Involvement (1% minimum), Homeless, Focus and Priority Schools, and Other (nurses, system-wide intervention teacher, media/inventory, tech support etc.): Total Set Aside: $1,125,783.00. The remaining $1,195,340 is allocated to the (8) Title I Schools based on Free/Reduced.

Thompson Elementary School FY15 Allocation:

Total Allocation: $118,483.00

Parent Involvement: $2,003.00 (Required)

Total to Budget: $116,480.00

Title I Intervention Aide Crystal Wright): $30,299.00

Title I Intervention Aide (Lori Burton): $30,582.00

Title I Intervention Aide (TBH): $29,551.00

Computer Technicians: $6,776.00

Private School (2):$1,120.00

Parent Involvement: $5,598.00

Rental: $8,350.00

Remaining Balance of $5,847.00 to be used for: Instructional supplies and professional development.

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	2321123.0

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

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

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

The district receives $398,631.00. Administrative allowance for Indirect Cost: $3,829.00. Professional Development Training and Mentoring:$59,510.14. Non-Public Professional Development:$15,457.86. Class-Size Reduction: Three Class-Size reduction teachers will lower the pupil teacher ratio at Floyd, Adams, and Striplin Elementary Schools: $173,415.00. District Staff for Professional Development: $146,419.00.

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	398631.0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

The district provides an EL Coordinator who oversees the entire EL Program including the core, Title I supplemental, and the Title III supplemental programs. (1) Certified EL teacher (.30 FTE's), (1) Paraprofessional (.05 FTE's) rotating among schools to ensure supplemental services for teachers and students. Required Professional Development for school staff, district EL staff will be provided through SDE SAMUEL training as well as local training.

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	71387.0

Title IV: For Safe and Frug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

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

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A

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

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

Provide a brief explanation and a breakdown of expenses.

N/A

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

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

Provide a brief explanation and a breakdown of expenses.

N/A

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

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

Provide a brief explanation and a breakdown of expenses.

Elementary

The Gadsden City Board of Education recommends this grant proposal to obtain a Community Learning and Life Skills Center (CL&LSC) which will serve 80 students in K-5th grades at Thompson Elementary. The CLC will operate an after school program 5 days a week, 180 days per year, 36 weeks a year, during the school year from 3:00- 5:30 pm. The afterschool program will operate 2.5 hours each day; 12.5 hours each week. It will also offer a 5 week summer program. Certified teachers will begin at 8:00 a.m. and will work until 5:30 p.m. The

summer program will exist on a rotation basis with teachers, to insure that teachers do not work over 40 hours each week. The Summer Program will operate 9.5 hours each day; 47.5 hours each week for 25 days.

Needs to be addressed:

1.) Academic tutoring and enrichment activities in reading, math and science that are aligned with CCRS. 2.) Motivational activities to show students how to make productive use of their leisure time. 3.) A secure place and time for homework completion with assistance. 4.) Enrichment activities that promote recreation, nutrition, cultural arts, and the environment. 5.) Service learning projects to demonstrate the benefits these provide to the students as well as the community and other people. 6.) Support for families, parenting, enrichment, high school equivalency and post high school training and education. 7.) Training for our teachers and parents.

Label	Question	Value
18.	Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	87500.0

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

$1,000.   City appropriation

Money from city council discretionary funds

*field trips

* materials & supplies

*technology

*Incentives

$7,000. School snacks & activities fundraisers

*BETA Club Convention

*Incentives

*Office supplies

*Emergency supplies(medical)

*Student personal needs

*Janitorial supplies

*Safety supplies/& monitoring

Label	Question	Value
2.	Local Funds Provide the total.	7000.0