ACIP

T. R. Simmons Elementary School

Jasper City Board of Education

Mr. Jonathan M Allen, Principal
1001 Viking Drive
Jasper, AL 35501

TABLE OF CONTENTS

Executive Summary

Improvement Plan Stakeholder Involvement

Stakeholder Feedback Diagnostic

Student Performance Diagnostic

ACIP Assurances

Continuous Improvement Plan   2014-2015

Title I Schoolwide Diagnostic

Coordination of Resources-Comprehensive Budget

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?

T. R. Simmons Elementary School is located at 1001 Viking Drive in Jasper, Alabama.

The school is located in a diverse, residential area. Over the past three years, student enrollment has increased significantly. There are currently 554 student enrolled in Grades Pre -K through 5th. The ethnic breakdown of students is as follows: 14.47% Hispanic, 67.45% White, 13.38% Black, 1.27% Asian, and 3.44% Multi Ethnic. Fifty-one EL students receive instructional services either by the certified EL teacher or the contract EL service provider. T. R. Simmons is a Title I, school-wide school with 47.11% of the students provided free and/or reduced lunch.

The school has faced several challenges over the past three years. First, there has been an increase in enrollment. Increased numbers of students have stretched both resources and space to the limit. Secondly, the community, and school families have felt the economic impact through loss of jobs and high cost of living. Other challenges include the implementation of College and Career Ready Standards (Alabama Common Core), new programs, polices, and procedures. Our community is supportive as we face these challenges, and are active participants in helping educate all students.

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.

The goal of T. R. Simmons is to create leaders of tomorrow. We believe that every child is a leader and through Stephen Covey's Leader In Me process we help to develop the leadership skills within each child. T. R. Simmons has a history of achieving academic excellence and the staff and school leadership are dedicated to maintaining a student enrich leadership culture of high standards, which have resulted in student achievement.

The success of T. R. Simmons is achieved through the implementation of rigorous curriculum and College and Career Ready standards based instruction. Vertical grade level professional development is implemented and expectations and academic excellence is adhered to. Data analysis is completed with diligence and used to focus on instruction. Instructional minutes are protected at all costs. The belief that student performance increases when it corresponds to the increase in instructional time is carried throughout the building and across all schedules. Distractions are kept at a minimum, Fine Arts time is used to integrate and enhance learning throughout the curricula.

Parent communication and community involvement is another key to our success. Parent conferences are required for every student along with student led conferences. T. R. Simmons programs are all students led and the students are accountable for all of their actions. Through social media we communicate with our parents through our website, Facebook and tweeter feed not to mention the old conventional method of paper notes. Another important form of communication with the parents is the report card. T. R. Simmons teachers administer authentic assessments that are aligned with the standards. Assessment results are appropriately reflected in the report card and provide a clear picture of each student's current levels of performance and progress toward meeting the grade level standards.

Progress monitoring and data analysis is a continuous process, along with adjusting time, resources, programs, and instruction until progress is noted. Response to Intervention RtI/PST meets on a bimonthly basis to implement and monitor interventions through (RtI). If a student is not meeting grade level standards, then a letter is sent to the parents to inform them that their child has been placed in RtI/PST. The grade level standards are communicated in the letter, along with the student's current performance levels. Title I services are provide through tier III instruction. Weekly grade level meetings are held along with monthly data meetings with the reading specialist to foster communication between administration and teachers and to analyze and diagnose data and trends.

Departmentalization takes place in grade five, with teachers placed in subject areas where their expertise can be most utilized. All other grades are self-contained allowing teachers to blend instruction throughout the curriculum. A technology1-1 initiative has been implemented throughout the school. Kindergartens through second grade have iPod touches for each child with a charging cart and grades three through five have iPads, also with a charging cart. All teachers at T. R. Simmons are highly qualified. The certified EL teacher provides additional support for those students that qualify through WIDA/Access testing for each child to be successful within their classes and within the community. T. R. Simmons uses the inclusion model with special education and at risk students, along with team planning that is based upon supporting student needs. Fine Arts classes are 30 minutes long.

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.

T. R. Simmons Elementary School has worked hard to have incredible success over the past three years. In the year 2011-2014, T. R. Simmons continues to improve each year maintaining high levels of student performance.

Moving forward, over the next three years, as the Common Core Standards are rolled out, T. R. Simmons will work to increase rigor in the classrooms to meet the demands of the new standards. Teachers will collaborate across and within grade levels in order to assure that students are progressing toward meeting the expectations of the standards. Emphasis will be placed on Kindergarten teachers to begin building the foundations, study habits, and expectations for the students. T. R. Simmons is, and will remain, committed to providing its students with a challenging, exciting, standards based education providing project based learning that will prepare them for success at the next level and in the future.

Additional Information

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

The school houses one locally funds four-year-old premiere preschool for at-risk students and one developmentally delayed preschool. The locally funded preschool operates a two-session per day program for the purpose of serving more students. The program serves 40 students daily through morning session and afternoon sessions. The T.R. Simmons preschool program empowers young children by encouraging them to initiate their own learning activities rather than act as mere passive recipients of information from others. This is central to developmentally appropriate practice for young children. Such active learning encourages children to solve their everyday intellectual, social, and physical problems and to assume a measure of control over their environment.

Our preschool program empowers parents by involving them as partners with teachers in supporting their children's development. The program strengthens parents' ability to view their children as able, active learners and to support their children's development of a sense of control and of intellectual, social, and physical abilities. The program empowers the teacher by providing her with in-service curriculum training and supportive curriculum supervision, which helps to engage in practices that support children and parents.

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.

Beginning in July of 2014, school leadership team members attended the leadership training provided at the district level. Leadership team members were selected from among the faculty. Priority was given to those who were most knowledgeable of students' needs and areas for improvement. The retiring principal selected Tammy Sargent due to her role as special education teacher. Ginny Roberts serves as the school ESL teacher and is aware of challenges facing our Hispanic and LEP students. As the Instructional Partner, Kerri Trawick serves as the reading interventionist, and she was selected due to her work in collecting student data as well as her involvement with school-wide assessments. Linda Runyan represented the general classroom teacher and is knowledgeable of issues impacting school culture. As principal, Jonathan Allen serves as the facilitator for the team. Parents were selected based on their involvement in the school. Garve Ivey serves as our P.T.O. president while Maria Ross is a P.T.O. board member who frequently visits the school in an effort to support our students. Monthly meetings will continue to be held throughout the school year with plans to revisit the ACIP and reflect on its success in improving T.R. Simmons Elementary School.

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

Jonathan Allen - Principal - Facilitator for meetings and recorder of data in ASSIST
Kerri Trawick - Instructional Partner - Data presenter and school-wide assessment reviewer
Tammy Sargent - Special Education Teacher - Advocate for Special Education Students' needs
Ginny Roberts - ESL Teacher - Advocate for LEP and Hispanic students' needs
Linda Runyan - General Education Teacher - Advocate for all students and teachers' needs (school culture)
Garve Ivey - P.T.O. President - Parent representative and community stakeholder
Maria Ross - P.T.O. board member - Parent representative and community stakeholder

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 ACIP will be posted on the Jasper City System website. All stakeholders will be invited to review the ACIP at P.T.O. Board meetings, faculty meetings, Jasper City Board of Education Board meetings, Title I annual meetings, Lighthouse Leadership Nights, and Open House. Progress will be monitored according to the measurable goals and objectives reported in the ACIP. Data where appropriate will be charted and displayed in the common areas of the school. Faculty will reflect on progress at each faculty meeting.

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	Data will be analyzed in the following questions.	

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

The areas that indicate the overall highest level of satisfaction or approval, according to the stakeholder feedback provided through the online survey process in ASSIST, can be identified in or through all 5 standards associated with the AdvancED accreditation process. For all standards 1-5, the satisfaction rating from parent and staff surveys were above 4.30.

In the area of Standard 1: Purpose and Direction, respondents indicated high levels of satisfaction in all three indicators. Parent, and staff surveys all scored from 4.33 to 4.58 indicating that stakeholders agree the school communicates its purpose well, commits to a culture based on shared values, and implements a continuous improvement plan for providing clear directions.

The areas with the highest levels of satisfaction, regarding Standard 2: Governance and Leadership, centers on stakeholder responses to Indicator 2.1 in which respond that T.R. Simmons School's policies and practices support its direction and effective operation. The overall range of ratings for Standard 2 was high: students' survey results was 4.8, and staff results was 4.72.

According to survey results for Standard 3, Teaching and Assessing for Learning is an overall area which was rate high at T.R. Simmons. This indicates high levels of satisfaction for the school. Student, parent and staff survey results at the school rated a 4.80 or higher. Parent respondents believe our school performs best on indicators 3.1 regarding challenging learning experiences that ensures all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.

Standard 4, Resources and Support Systems is a standard that indicates high levels of satisfaction among all stakeholders at T.R. Simmons. The staff and parent surveys indicated satisfaction for all Standard 4 indicators ratings ranged from 4.4 and above

Standard 5: Using Results for Continuous Improvement, survey results indicated high levels of satisfaction among T.R. Simmons' stakeholders. Staff survey results and evidence associated with Standard 5 reflect the highest indicator rating for 5.1. The school establishes a clearly defined and comprehensive assessment plan. Students rated indicator 5.5 with a score of 4.90 (five point scale change) which indicates satisfaction with the way the school adequately monitors, and communicates students' learning information to all stakeholders.

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

Because this is the first year in which we have implemented an automated survey response system through ASSIST, a quantified trend cannot be identified for our school.

Initial survey results from Standard 1 reflect a trend toward increasing improvement on Indicator 1.3. The district has a continuous improvement process based on data, goals, actions, and measures for growth. Leadership at all levels implement this plan that provides clear direction for improving conditions that support student learning. According to the Survey Response Counts Report from staff, parent and student surveys, indicator 1.3 shows a trend of the highest percentages (97.42%) of responses in the "strongly agree," and "agree" category based on the data from the Survey Response Counts Report.

Initial survey results from Standard 2 reflect a trend toward increasing improvement on Indicator 2.1.   According to the surveys for 2.1, the

school's policies and practices support its direction and effective operation.

Initial survey results from Standard 3 appear to reflect a trend toward increasing improvement on Indicator 3.12 in that both students and staff members believe that all staff members use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs. Respondents also indicated they believe the school's curriculum provides equitable and challenging learning experiences for students (parents' responses Indicator 3.1, with a 4.54 level of satisfaction.

Initial survey results from Standard 4 indicate a trend toward increasing improvement as it relates to all indicators for Standard 4. The staff and parent surveys indicated satisfaction for all Standard 4 indicators.

The ratings were from 4.48 and above. The lowest rating, 4.48 was given to Indicator 4.2. This indicator relates to effective use of financial resources. The JCS district CSFO has realigned policies and practices for all school funds which will allow for more effective use of funds. This will help all schools in the district.

Initial survey results from Standard 5 indicates a trend toward increasing improvement as it relates to Indicator 5.1 in that staff members believe school personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. This indicator also yielded responses among stakeholders that indicated they believe the school ensures consistent measurement across classrooms and courses and that most assessments, especially those related to student learning, are proven reliable and bias free. In addition, they believe that the assessment system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.

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

The findings appear to be consistent with other feedback sources available to Jasper City Schools for evaluation. Data associated with the previous locally administered surveys (2010, 2011, 2012) conducted for faculty, parent, and students validate many of the findings from the 2013 ASSIST surveys.

A high percentage (75% - 100%) of satisfied responses was recorded on previous surveys regarding opportunities for stakeholders to be involved in the schools' activities. A high percentage (85% - 100%) of satisfied responses was recorded on previous surveys regarding educational programs and resources that are appropriate to the students' learning needs. An additional area from past surveys denoting highly satisfied responses (76% - 100%) was high expectations for student learning held by teachers. Another area which aligns or draws a parallel to previous surveys is in the area of the "use of multiple assessments to modify instruction and to revise the curriculum." The satisfied responses from surveys ranged from 49.0% to 95.8%.

Areas in Need of Improvement

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

According to stakeholder survey results, T.R. Simmons Elementary School's Stakeholders' ratings revealed a high level of satisfaction with all standards and indicators. All responses were from level 4.26 to 4.95 for all standards. There were no ratings which we consider extremely low from the survey results.

For Standard 1, the lowest levels of satisfaction comes from the parent survey with a rating for indicator 1.1 with a score of 4.51, This indicator pertains to shared beliefs and communication of the school's beliefs and school purpose for student success. From the Survey Response Counts Report for question #2, the percentage of parents who strongly agree and agree is 94.19%, while 5.81% are neutral, disagree or fine this question not applicable for this school.

For Standard 2, the lowest satisfaction ratings came from the parent and staff surveys. The rating for Indicator 2.3 was 4.26 as reflected on the parent survey, and the rating for Indicator 2.6 was 4.35 as reflected on the staff survey. Indicator 2.3 is related to our school's governing body ensuring that the leadership shares responsibility for student learning with its stakeholders. Indicator 2.6 is related to the leadership and staff supervision and evaluation processes resulting in improved practices. The two questions on the Staff Survey Response Counts report dealing with indicator 2.6 are as follows: "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning." "Our school's leaders ensure all staff members use supervisory feedback to improve student learning." The total percentages of staff satisfaction for those two questions are 92.86% for survey question #12 and 85.71% for question # 13 (strongly agree or agree).

The indicator for Standard 3 in which parents, staff and students responded to the surveys, ratings ranges from 4.29 to 4.68. The indicators rated the lowest were, 3.7(staff), 3.8, 3.9 (parent), and 3.8 (student). The staff satisfaction level for Indicator 3.7 was 4.29. This indicator relates to mentoring, coaching, and induction programs to support instructional improvement. The parent satisfaction level for Indicators 3.8 and 3.9 was rated the same, 4.44. Indicator 3.8 has to do with parents' opportunities to be involved in their child's education and about being informed of progress made by their child. Indicator 3.9 has to do with each child having an adult advocate in the school who supports that student's educational experience.

The indicator for Standard 4 receiving the lowest rating was from the staff. Indicator 4.2 received a satisfaction rating of 4.52. This standard governs question #38 and #39, which states "Our school provides sufficient material resources to meet student needs." "Our school provides protected instructional time." Parents' satisfaction level for Indicator 4.2 was the lowest with a slightly higher rating of 4.48. The lowest students' satisfaction level was for Indicator 4.3 and the rating was 4.7.

The indicator for Standard 5 receiving the lowest rating was from the students' survey. The indicator was 5.1 and the rating was 4.41. This indicator deals with student being asked what they think about school by the principal. The lowest rated indicator from the parent survey related to Standard 5 was 5.4 with a rating of 4.52. Indicator 5.4 included a question on the survey regarding how our school prepares students for the next level.

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

No trends toward decreasing levels of satisfaction are indicated from the survey results.

What are the implications for these stakeholder perceptions?

Based on survey responses and evidence collected during this internal review process, T.R. Simmons Elementary School should make plans to improve in the following indicators: Indicators 1.1, 2.3, 2.6, 3.7, 3.8, 3.9, 4.2, 4.3, 5.1, and 5.4.

The rating for Indicator 1.1was high (4.51) but there is always room for improvement in sharing and communicating beliefs. Only 5.81% are neutral, disagree, or find this question not applicable for this school. T.R. Simmons leaders will continue to share the school's continuous improvement plan and the districts strategic plan in parent and staff communications. We have a link to our CIP posted on our school website and in the future we can add a link to the district's strategic plan.

The parent's rating for Indicator for 2.3 was 4.26 which relates to the school's governing body ensuring that the leadership share responsibilities for student learning with its stakeholders. There could be more parent-teacher communication. T.R. Simmons teachers and leaders do spend a great deal of time communicating to parents concerning students' learning; however, there is always room for improvement. We will continue to use Edmodo, e-mail, phone calls, and face to face conferences as a way to report information to parents.

The staff rating for indicator 2.6 was 4.35. This relates to leadership and staff supervision and evaluation processes resulting in improved practices. All staff members are supervised and evaluated annually. Teachers are evaluated formatively using Alabama's new process called Educate Alabama. The process is very different than what we have implemented in the past. Many teachers may not understand the link to student learning. Continued training will occur regularly.

The staff rating for Indicator 3.7 was 4.29. This indicator covers mentoring, coaching, and induction programs to support instructional improvements. T.R. Simmons Elementary has employed several new teachers in the past five years. We used to have a formal mentor and new teacher training; however, we now assign each new teacher a mentor. They receive support and as much mentoring as time permits. A formal two-day induction program is conducted by administrators at the Central Office. Improvements can be made in this area.

The parent and student ratings for Indicators 3.8 and 3.9 have to do with parent involvement at school. T.R. Simmons has a Parental Involvement Plan and a Family Engagement Center to better involve parents. Parent training often occurs, while numerous opportunities are provided for parents to be active participants in all aspects of the school's activities. The counselor is the parent involvement liaison for our school. We will always continue to involve parents and evaluate this program in our school. The principal will continue to work with parent groups (PTO, Parent Involvement Committee, etc.) to solicit ideas for more parent involvement.

Standard 4 indicators, 4.2 and 4.3 are related to protected instructional time and facilities maintenance. We will continue to evaluate schedules and interruptions to protect instructional time for our teachers and students. Our principal and leadership team looks carefully at schedules to make sure they are providing academics a priority. Adjustments can be made when needed. Indicator 4.3 was rated by student with a score of 4.7. This score is actually high; however, there is always room for extra improvements when it comes to safety and a clean environment. T.R. Simmons Elementary is absolutely one of the cleanest schools anyone could ever enter. The school has a long history and reputation of this. We have had numerous safety check, drills, and lock-down practices. Teacher training has been provided and will continue to be provided annually or as needed.

Indicators 5.1 and 5.4, are governing the use of assessment data, and student preparation for the next level of their education. There should be a more comprehensive training provided for the Alabama new state assessment, ASPIRE. Teachers will be provided additional training prior to the test administration and when the data arrives for proper analysis. With the newly implemented Alabama College and Career Ready Standards, higher-level instruction will better prepare students for the next level. Teachers are planning to work more on the curriculum maps for better alignment. This will ensure fewer gaps in the curriculum as it spirals up through the grade levels.

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

The findings appear to be consistent with other feedback sources available to Jasper City Schools for evaluation. Data associated with the previous locally administered surveys (2010, 2011, 2012) conducted for faculty, parent, and students validate many of the findings from the 2013 ASSIST surveys.
A high percentage (75% - 100%) of satisfied responses was recorded on previous surveys regarding opportunities for stakeholders to be involved in the schools' activities. A high percentage (85% - 100%) of satisfied responses was recorded on previous surveys regarding educational programs and resources that are appropriate to the students' learning needs. An additional area from past surveys denoting highly satisfied responses (76% - 100%) was high expectations for student learning held by teachers. Another area which aligns or draws a parallel to previous surveys is in the area of the "use of multiple assessments to modify instruction and to revise the curriculum." The satisfied responses from surveys ranged from 49.0% to 95.8%.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5

Sections
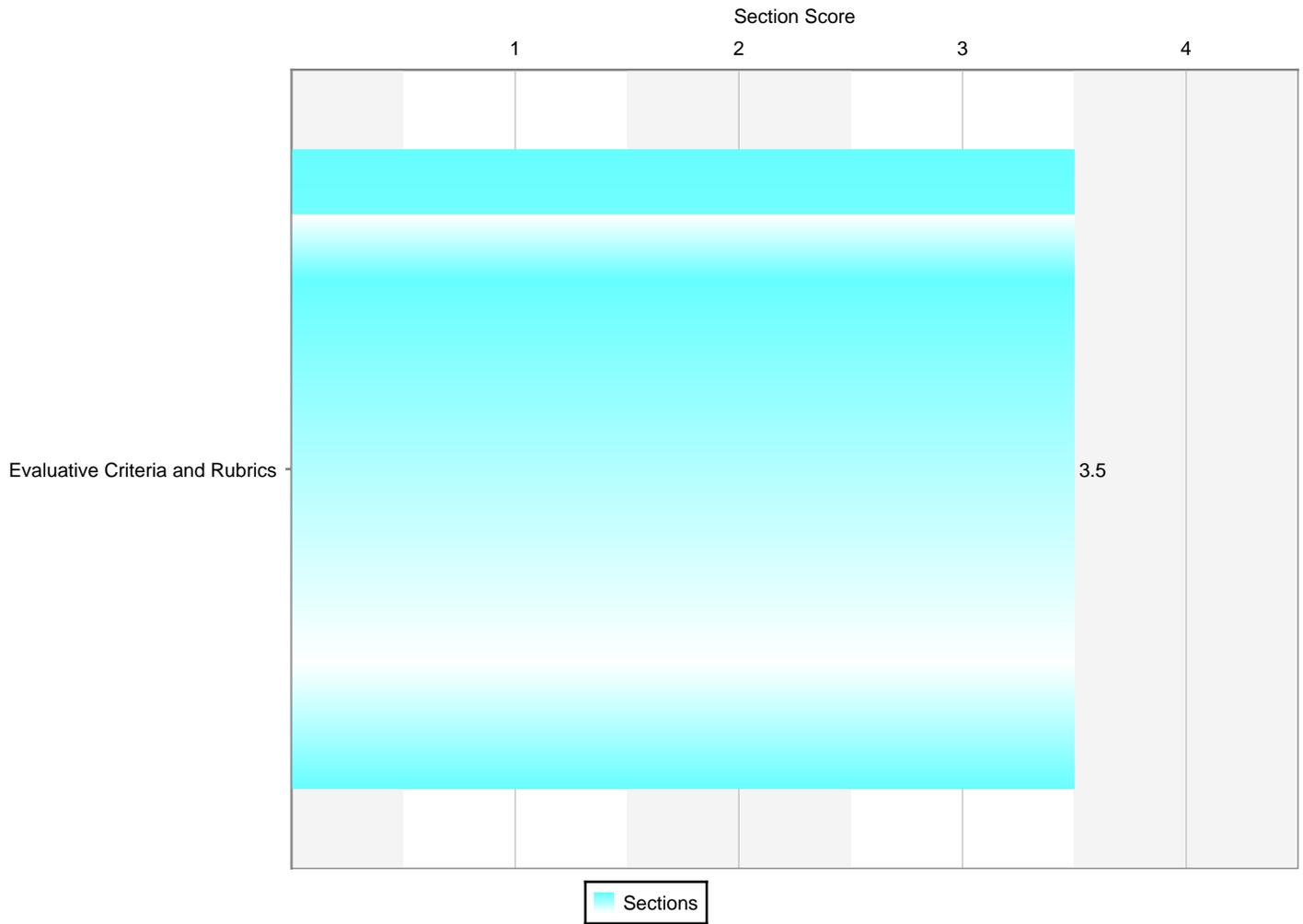
Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		TRS Student Data 14-15

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

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

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

Areas of Notable Achievement

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

Special Education subgroup for 2nd grade had significant gains and outscored the white subgroup. Our inclusion model was used for 2nd grade.

The overall 3rd grade students scored in the 75th percentile in reading. Special education subgroup is out performing all other subgroups in reading. The largest gains in math were seen in the LEP and Hispanic sub group.

The overall 4th grade students scored in the 75th percentile in reading.

The 5th grade white subgroup in reading scored in the 75th percentile. They scored higher than all other subgroups.

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

4th grade overall math (12 points) and reading (71 points) Global Scholar scores increased from the previous year.

Kindergarten improved by 1% in Dibels (NWF)

1st grade Star Reading (GE) scores improved from previous year on both the BOY and EOY

3rd grade Dibels (DORF) scores improved from previous year and are above system benchmark

Which area(s) indicate the overall highest performance?

1st Grade African American student subgroup gained 304 points from BOY to EOY Global Scholar Assessments Reading.
1st Grade White student subgroup gained 314 points from BOY to EOY Global Scholar Assessments in Reading.

2nd Grade Special education subgroup scored higher than the white subgroup in BOY and EOY Global Scholar Assessments in Reading

3rd Grade all students improved their DIBELS score from 70% to 85%

4th Grade all students STAR Reading began at grade level but improved to 5.3 by the EOY
4th Grade Hispanic and ELP subgroups made the largest gains of any group in Global Scholar Assessments in Reading

5th Grade white subgroup scored in the 75th percentile in reading on the Global Scholar Assessment
5th Grade 58% all students scored at the highest level on the Alabama Science Assessment

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

2013-2014 3rd grade English Learners improved ACCESS scores from previous school year.

2013-2014 3rd grade students improved DIBELS scores from 82% to 85%.

2013-2014 Special Education subgroups in all grade levels made gains of 100 or more points in reading and math as measured by the Global Scholar Assessments.

2013-2014 1st grade students improved from 2.01 (previous year) to 3.89 on the ACCESS Assessment.

Between which subgroups is the achievement gap closing?

2013-2014 1st grade students improved from 2.01 (previous year) to 3.89 on the ACCESS Assessment.

2013-2014 3rd grade special education students are performing at a high level compared to the white subgroup and based upon Global Scholar scores in math and reading.

2013-2014 2nd grade Hispanic and LEP subgroups remain lowest subgroups but are making the largest gains as measured by the Global Scholar assessments in math and reading.

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

The Alabama Reading Initiative Inclusion model was used with 2013-2014 2nd graders. The special education teacher spent the majority of the time working with special education students within the general education classroom. It was noted that special education students appeared to benefit with staying on task and being involved with all activities in the classroom. The Global Scholar reading scores for special education students were higher than the white subgroup and high than the all students average. In mathematics the special education score equaled the all students average and was only 13 points below the white student subgroup. The success of the inclusion model with affect the implementation of this model in future grade levels.

Areas in Need of Improvement

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

In grades 1st - 5th the Hispanic and LEP subgroups are performing below the all students average in math and reading on the Global Scholar Assessments.

Kindergarten and 1st grade students are below the district benchmark in DIBELS (80%).

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

2nd graders for the 2013-2014 school year demonstrated negative trend on their DIBELS performance (scoring 86% EOY as 1st graders and then 80% EOY as 2nd graders).

Which area(s) indicate the overall lowest performance?

4th graders for 2013-2014 only gained 95 points on their math portion of the Global Scholar Assessment

1st grade decreased 2% from their DIBELS BOY and EOY assessments.

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

There is a decrease in performance for 2013-2014 5th grade special education students when looking at their Global Scholar math scores.

Between which subgroups is the achievement gap becoming greater?

For all grade levels improvement is needed to move students from the 2nd quartile to the 3rd quartile (75th percentile).

3rd grade reading and 4th grade reading scores for all students were in the 75th percentile while the other subgroups (African American, Hispanic, LEP, and Free/Reduced Lunch subgroups) were in the 50th percentile.

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

No other data is available for comparison by subgroups. Upon its arrival ASPIRE data will provide more data points to make comparisons with student subgroups.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5
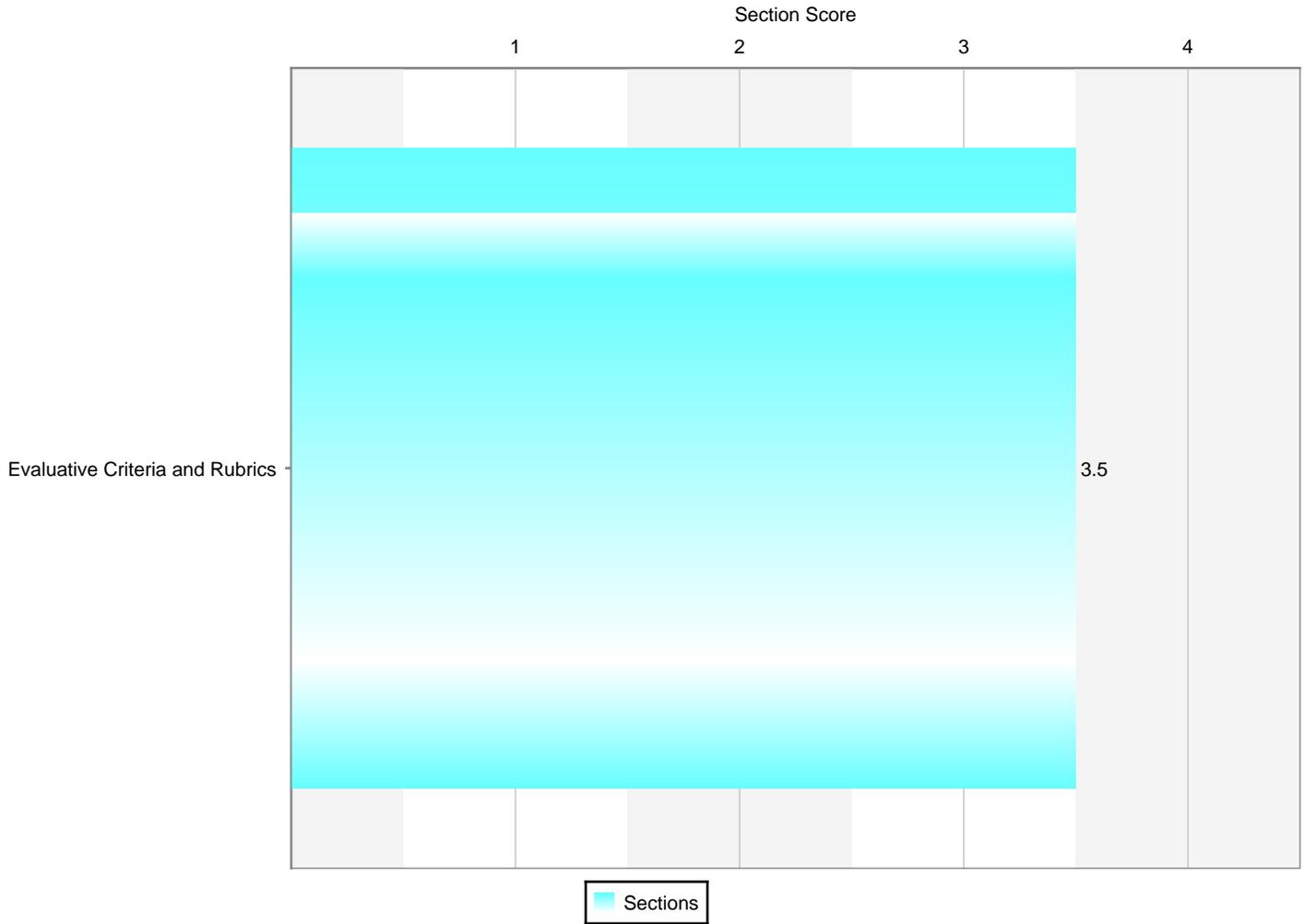
Sections

ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, 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		TRS ACIP Input FY15

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		Title VI doc.

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

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		T.R. Simmons PI Plan FY15

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		TRS Compact

Continuous Improvement Plan   2014-2015

Overview

Plan Name

Continuous Improvement Plan   2014-2015

Plan Description

ACIP provides guidelines to support academic improvements at T. R. Simmons Elementary School for the 2014-2015 school year.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 3 Activities: 5	Academic	$0
2	All students at T.R. Simmons Elementary School will demonstrate an increase in mathematics profeciency based on Alabama College and Career Readiness Standards.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
3	All students at T.R. Simmons Elementary School will demonstrate an increase in English Language Arts profeciency based on Alabama College and Career Readiness Standards.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
4	Stakeholders at T.R. Simmons Elementary School will participate in activities that support students' learning.	Objectives: 3 Strategies: 3 Activities: 3	Organizational	$0

Goal 1: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

90% of All Students will collaborate to provide a portal of best practice lessons, web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using tec in Career & Technical by 05/16/2014 as measured by Digital Readiness Scale, Bandwidth Traffic Data, Interviews with teachers, students, administrators, and network activity logs. .

Strategy 1:

Internet Access - This strategy will allow students throughout the school, despit grade level, to have easy access to the internet with as few bandwidth restrictions or

connectivity issues as possible. This should influence the increase in use of digital learning, productivity tools, and online assessments.

Research Cited: Transform 2020 Surveys, interviews with teachers, students, administrators and the Digital Readiness scale.

Activity - Digital Readiness Scale	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research, develop, and implement tools to measure infrastructure. (Ex: Develop a Digital Readiness Scale tool to show where the school district is on the continuum for providing optimal services.)	Technology	08/12/2013	05/16/2014	$0	No Funding Required	Technology adminstration and school adminstration

Strategy 2:

Equitable Access to Digital Devices - Ensure that every student, teacher, and administrator has 24/7 access to an Internet Connected Device (ICD) with viable access

points (as described in Objective 3.2) and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption.

Research Cited: Bandwidth Traffic Reports, Inventory Report, and Transform2020 Survey Results: Teachers, Students, Administrators, Parents

Activity - Home connectivity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be able to use wifi from local business portal or from home using school issuse ICD	Technology	09/16/2013	05/16/2014	$0	No Funding Required	Technology administration and school administration

Strategy 3:

Best practice lessons - Provide a portal of best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative

thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Research Cited: Interviews with teachers, students, and administrators

Activity - Best Practices lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work in collaborative group to create or draw from a web base best practice lessons to match CCRS	Technology	09/16/2013	05/16/2014	$0	No Funding Required	Teachers, and administrators

Activity - E-day lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers create, develop, or find lessons to be implemented as e-day assignments	Technology	10/07/2013	05/31/2017	$0	No Funding Required	Teachers, all administrators, and technology department

Activity - Socrative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given the opportunity to use Socrative as a form of formative assessment to help place students in collaborative groups to further their instruction. Teachers will create questions to help better understand needs of students.	Technology	10/14/2013	05/31/2017	$0	No Funding Required	Teachers and administrators

Goal 2: All students at T.R. Simmons Elementary School will demonstrate an increase in mathematics proficiency based on Alabama College and Career Readiness Standards.

Measurable Objective 1:

75% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in grade level standards in Mathematics by 05/22/2015 as measured by Global Scholar Performance Series Assessment and Aspire Assessment.

Strategy 1:

Differentiated Instruction - Teachers will incorporate various research based instructional strategies to address the needs of all students in their classrooms.

Activity - OGAP Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Grades 3-5 attended OGAP training that focus on research based methods for teaching decimals and fractions to students. The University of North Alabama provided this training at the district level.	Professional Learning	08/11/2014	08/12/2014	$0	No Funding Required	Lisa Roberts, Ashley Harbin, Lucinda Allred, Ashley Beasley, Chelsea Byrd, Marybeth Culbreth, Stephanie Tice, Jenny Bivona, Barry Easterwood, Lori Jarman, Janice Bobbitt, and Niki Nix.

Goal 3: All students at T.R. Simmons Elementary School will demonstrate an increase in English Language Arts profeciency based on Alabama College and Career Readiness Standards.

Measurable Objective 1:

75% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in grade level standards in Reading by 05/22/2015 as measured by Global Scholar Performance Series Assessment and Aspire Assessment.

Strategy 1:

Differentiated Instruction - Using research based instructional strategies, teachers will provide differentiated instruction to meet the reading needs of all students.

Activity - Alabama Reading Initiative Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The Alabama Reading Initiative strategies will be modeled for all teachers. Teachers will utilize these research based literacy strategies to instruct their students. | Professional Learning | 08/06/2014 | 05/22/2015 | $0 | No Funding Required | Our instructional partner, Kerri Trawick, will provide Alabama Reading Initiative training to all teachers and staff throughout the school year. These sessions will be during faculty meetings, grade level meetings, and data meetings. |

Goal 4: Stakeholders at T.R. Simmons Elementary School will participate in activities that support students' learning.

Measurable Objective 1:

collaborate to improve student attendance by 2% by 05/22/2015 as measured by INOW absence reports for the 2014-15 school year..

Strategy 1:

Positive Behavior Recognition - We will recognize the students who are holding themselves accountable to our attendance policy

Activity - A TEN DANCE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with no absences and two or fewer tardies will be allowed to attend a special recognition assembly each month.	Behavioral Support Program	09/02/2014	05/22/2015	$0	No Funding Required	Jonathan Allen, Kerri Trawick, Darlene Bull, Cheryl Forester. Catherine Cochran

Measurable Objective 2:

collaborate to improve parental involvement monthly by 1% by 05/22/2015 as measured by monthly Google Docs Parental Contact Log.

Strategy 1:

Removing Community Buffer - Teachers will communicate with parents and then record contacts in the Google doc provided (http://bit.ly/UZjRAA).

Research Cited: Schmoker, Mike (2006) Results Now - How We Can Achieve Unprecedented Improvements in Teacher and Learning.

Activity - Google Doc Recording of Contacts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will record parent contacts in the provided Google Doc (http://bit.ly/UZjRAA). Contacts will be monitored monthly and presented to faculty. Contact records will be provided to the teachers each week.	Parent Involvement	08/06/2014	05/22/2015	$0	No Funding Required	Jonathan Allen, Kerri Trawick, and all other certified faculty

Measurable Objective 3:

collaborate to decrease monthly student tardies by 2% by 05/22/2015 as measured by INOW monthly tardy reports.

Strategy 1:

Data Collection and Awareness - Tardy data will be displayed on charts in the common areas. Student leaders will record data and create the charts in mathematics

classes.

Research Cited: McEwan, Elaine K. (2003) 10 Traits of Highly Effective Principals - From Good to Great Performance

Activity - Data Collection and Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tardy data will be reported to teachers and students monthly. Student leaders will create charts to convey data to stakeholders. Charts will be displayed in the common areas of the school.	Behavioral Support Program	08/22/2014	05/22/2015	$0	No Funding Required	All faculty and students

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Alabama Reading Initiative Training	The Alabama Reading Initiative strategies will be modeled for all teachers. Teachers will utilize these research based literacy strategies to instruct their students.	Professional Learning	08/06/2014	05/22/2015	$0	Our instructional partner, Kerri Trawick, will provide Alabama Reading Initiative training to all teachers and staff throughout the school year. These sessions will be during faculty meetings, grade level meetings, and data meetings.
A TEN DANCE	Students with no absences and two or fewer tardies will be allowed to attend a special recognition assembly each month.	Behavioral Support Program	09/02/2014	05/22/2015	$0	Jonathan Allen, Kerri Trawick, Darlene Bull, Cheryl Forester. Catherine Cochran
Google Doc Recording of Contacts	Teacher will record parent contacts in the provided Google Doc (http://bit.ly/UZjRAA). Contacts will be monitored monthly and presented to faculty. Contact records will be provided to the teachers each week.	Parent Involvement	08/06/2014	05/22/2015	$0	Jonathan Allen, Kerri Trawick, and all other certified faculty

Socrative	Teachers will be given the opportunity to use Socrative as a form of formative assessment to help place students in collaborative groups to further their instruction. Teachers will create questions to help better understand needs of students.	Technology	10/14/2013	05/31/2017	$0	Teachers and administrators
Data Collection and Awareness	Tardy data will be reported to teachers and students monthly. Student leaders will create charts to convey data to stakeholders. Charts will be displayed in the common areas of the school.	Behavioral Support Program	08/22/2014	05/22/2015	$0	All faculty and students
Home connectivity	Students will be able to use wifi from local business portal or from home using school issuse ICD	Technology	09/16/2013	05/16/2014	$0	Technology administration and school administration
OGAP Training	Grades 3-5 attended OGAP training that focus on research based methods for teaching decimals and fractions to students. The University of North Alabama provided this training at the district level.	Professional Learning	08/11/2014	08/12/2014	$0	Lisa Roberts, Ashley Harbin, Lucinda Allred, Ashley Beasley, Chelsea Byrd, Marybeth Culbreth, Stephanie Tice, Jenny Bivona, Barry Easterwood, Lori Jarman, Janice Bobbitt, and Niki Nix.
Best Practices lessons	Work in collaborative group to create or draw from a web base best practice lessons to match CCRS	Technology	09/16/2013	05/16/2014	$0	Teachers, and administrators
E-day lessons	Teachers create, develop, or find lessons to be implemented as e-day assignments	Technology	10/07/2013	05/31/2017	$0	Teachers, all administrators, and technology department
Digital Readiness Scale	Research, develop, and implement tools to measure infrastructure. (Ex: Develop a Digital Readiness Scale tool to show where the school district is on the continuum for providing optimal services.)	Technology	08/12/2013	05/16/2014	$0	Technology adminstration and school adminstration
				Total	$0	

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?

All plans for the 2014-15 school year are based upon the results of a needs assessments. T.R. Simmons Elementary School looks at a variety of surveys and data information to determine ways to improve student success and overall stakeholder perception. Looking at the school surveys over the last few years is important to evaluate consistency and any established patterns. A team made up of representatives of classroom teachers, specialty area teachers, parents and the principal met to develop the Continuous Improvement Plan. Team leaders and the principal communicated information and data findings with colleagues and faculty to review.

Students participate in Global Scholar Performance Series (Math & Reading), STAR Reading (grades 1st-5th), and DIBELS (K-3). The leadership disaggregated data according to represented subgroups. Comparisons were drawn between subgroups and with the all students average scores. Needs were identified according to our assessment data. .

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

The reported findings appear to be consistent with other feedback sources available to T.R. Simmons Elementary School for evaluation. Data associated with the previous locally administered surveys 2011-2013) conducted for faculty, parent, and students validate many of the findings from the 2014 ASSIST surveys. A high percentage (85% - 100%) of satisfied responses was recorded on previous surveys regarding educational programs and resources that are appropriate to the students' learning needs. Another area which aligns or draws a parallel to previous surveys is in the area of the "use of multiple assessments to modify instruction and to revise the curriculum." Perception surveys reflect parents desire to be more involved in their child's education, but more communication is needed.

Grades 1st-5th demonstrated strong gains in mathematics and reading. Special education student subgroups performed at comparable levels to the all students average. The Hispanic and LEP subgroups made some of the highest gains but were achieving below the all students average in most every grade level. The overall student average was in the 50th percentile in all grades except 3rd, which was the 75th percentile. Reading weaknesses according to DIBELS scores were identified in kindergarten and 2nd grade.

3. What conclusions were drawn from the results?

The following conclusions were drawn from the data:
- An intentional focus is needed as it relates to our LEP and Hispanic subgroups. Although they are making great improvements in the areas of mathematics and reading, we need to work to bring them up to the average proficiency rates for all students and the other subgroups.
- Teachers need support in implementing technology in the classroom. Consequently, we will focus on students using the technology.
- Finally, at almost all grade levels, all students and subgroup scores were in the 50th percentile. We need to encourage students to elevate their own expectations as we do likewise.

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

T.R. Simmons Elementary School will work to increase parental involvement and more positive perceptions by increasing home visits and teacher contacts before school and during the first couple of months of school. More student led conferencing will take place as students take more ownership of their learning and this data is documented in student data binders. There will be implementation of the Leader in Me program components: student workbooks, student leadership positions, Lighthouse team, faculty visits to other Leader in Me schools, and implementation of our school's three year Leader in Me action plan. Increase student engagement - We will devise lesson plans using various project-based learning tools that will increase student engagement. These strategies will be reviewed during early-release professional development days. They will also be discussed in grade level meetings and faculty meetings.

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

The school goals are a direct result of the needs that were determined by the school's needs assessment. Student achievement is routinely analyzed during weekly data meetings, which gives a comprehensive and formative picture of student learning. This data is used to guide instruction and differentiate for each student's area of need. This allows the engagements in a continuous process to determine verifiable improvement in student learning.

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

The goals are a direct result of analysis of benchmark tests, DIBELS assessments, Global Scholar, AIMSWEB, STAR reading data, and examining data trends. The created goals use those same assessments and data types to monitor progress and measure success of the academic goals.

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

The goals address school wide issues that are found throughout the student body.

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

Measurable Objective 1:
90% of All Students will demonstrate a behavior that Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture in Career & Technical by 05/23/2014 as measured by provide digital resources to teachers/ administrators that explain the legal and ethical uses of technology including the dangers of cyberbullying, the cost of copyright piracy and plagiarism, and how to protect one's privacy.

Strategy1:
Blended instruction - Provide Professional Learning Train-the-Trainer and End-User training that promotes professional growth in the use of current and transformative technologies and digital content specifically geared to engage learners and improve student achievement.
Research Cited: Decreased usage of paper and hard copy materials

Activity - E-day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage student learning through quaility apps and textbooks. - Expand accessibility and quantity of free, high-quality, engaging, standards-based, digital media resources and apps for students.	Technology			10/14/2013	05/31/2017	$0 - No Funding Required	Teachers and administrator

Strategy2:
Digital classroom management system - Work to provide support and fund instructional technology integration specialists/technology coaches at the school level (1:50 teachers) to increase teacher technology integration effectiveness and better prepare students to be college- and career-ready.
Research Cited: Alabama Courses of Study and other surveys

Activity - Edmondo	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Edmodo to Collaborate with Student	Technology			09/16/2013	05/31/2017	$0 - No Funding Required	Teachers, and administrator

Strategy3:
Digital Citizenship - Develop, implement, and offer a learning module to be completed by every student each year that teaches and assesses

appropriate digital citizenship.

Research Cited: Stand Up, Alabama Course of Study

Activity - Becoming a Digital Citizen	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build an integrated module that will allow student to learn what it takes to be and ways they can improve their stance in the digital community.	Professional Learning			08/19/2013	05/31/2017	$0 - No Funding Required	School Administration

Strategy4:

Digital Privacy - Provide digital resources to teachers/ administrators that explain the legal and ethical uses of technology including the

dangers of cyberbullying, the cost of copyright piracy and plagiarism, and how to protect one's privacy.

Research Cited: Stand Up - Digital Handout

Activity - District Handbook	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students, along with their parents, will be given a handbook with information on district and school technology privacy and safety policies. This section must be read by both student and parent. The reading will culminate with the signing of a release form that is to be turned in at the start of the school year.	Professional Learning			08/19/2013	05/31/2017	$0 - No Funding Required	School Administration

Strategy5:

Classroom engagement - Provide Professional Learning designed to help

teachers move from static, text-based

resources to effective, dynamic, interactive,

adaptive, multimedia/digital content powered by

devices that engage, challenge, and empower

students to learn in a variety of ways. We will

continue to expand our use of intel tools

through-out the district.

Research Cited: Speak Up Surveys: Teachers, Students, School Leaders, and Parents. Teacher lesson plans

Activity - Global community	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development to help with blending instruction within the classroom	Technology			09/16/2013	05/31/2017	$0 - No Funding Required	Technology department, UNA Science in Motion, teachers and administrators

Goal 2:

Engage and Empower the Learner Through Technology.

Measurable Objective 1:

90% of All Students will complete a portfolio or performance of the critical thinking skill in Career & Technical by 05/16/2014 as measured by Teachers and or school administrator.

Strategy1:

Critical thinking - Students effectively and responsibly use standards-based digital media (e.g., online textbooks, interactive, games, digital cameras, enhanced podcasts, informational materials, apps, social educational networking, and learning management systems, etc.) to learn and communicate real-world applications of concepts and processes individually and collaboratively.

Research Cited: Principal/Teacher PBL Snapshot Survey, EducateAlabama Data, and Alabama Courses of Study

Activity - Project Base Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work in collaborative groups to achieve an critical thinking objective that would apply in a real world setting	Technology			10/14/2013	05/31/2017	$0 - No Funding Required	Teachers, school administrators

Measurable Objective 2:

90% of All Students will demonstrate a behavior of creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments in Career & Technical by 05/23/2014 as measured by engage students in exploring real-world issues and solving T. R. Simmons 21-25 authentic problems using digital tools and resources based upon 30+ the Alabama Courses of Study standards shown in the Alabama Transform 20/20 survey.

Strategy1:

Technology Rich Environment - Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge, and develop innovative products, and processes using technology to make the students comfortable in classroom as well as real world settings.

Research Cited: Transform 2020 Survey, Alabama Course of Study

Activity - App Integration in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in app based programs they can share with their students to further the students' implementation during lessons and project based assignments. Training will be split between on site staff members and Technology in Motion's Dr. Barry Wigginton.	Professional Learning			08/19/2013	05/31/2017	$0 - No Funding Required	School Administrator

Activity - Technology Tuesday	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be provided for teachers to help with the integration of technology and digital storytelling	Technology			01/07/2014	05/31/2017	$0 - No Funding Required	Teachers, technology teacher and school administrator

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers will meet together to discuss ways to increase student performance through multiple interactions including though not limited to, 1:1 computer based instruction modules.	Professional Learning			08/19/2013	05/26/2017	$0 - No Funding Required	School Administrator

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using apps teachers can use formative assessment to aid in differeniating instruction.	Technology			11/08/2013	05/31/2017	$0 - No Funding Required	Teachers and school administrator

Goal 3:

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

Measurable Objective 1:

90% of All Students will collaborate to provide a portal of best practice lessons, web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using tec in Career & Technical by 05/16/2014 as measured by Digital Readiness Scale, Bandwidth Traffic Data, Interviews with teachers, students, administrators, and network activity logs. .

Strategy1:

Best practice lessons - Provide a portal of best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Research Cited: Interviews with teachers, students, and administrators

Activity - Best Practices lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work in collaborative group to create or draw from a web base best practice lessons to match CCRS	Technology			09/16/2013	05/16/2014	$0 - No Funding Required	Teachers, and administrators

Activity - Socrative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given the opportunity to use Socrative as a form of formative assessment to help place students in collaborative groups to further their instruction. Teachers will create questions to help better understand needs of students.	Technology			10/14/2013	05/31/2017	$0 - No Funding Required	Teachers and administrators

Activity - E-day lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers create, develop, or find lessons to be implemented as e-day assignments	Technology			10/07/2013	05/31/2017	$0 - No Funding Required	Teachers, all administrators, and technology department

Strategy2:

Equitable Access to Digital Devices - Ensure that every student, teacher, and administrator has 24/7 access to an Internet Connected Device (ICD) with viable access points (as described in Objective 3.2) and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption.

Research Cited: Bandwidth Traffic Reports, Inventory Report, and Transform2020 Survey Results: Teachers, Students, Administrators, Parents

Activity - Home connectivity	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to use wifi from local business portal or from home using school issuse ICD	Technology			09/16/2013	05/16/2014	$0 - No Funding Required	Technology administration and school administration

Strategy3:

Internet Access - This strategy will allow students throughout the school, despit grade level, to have easy access to the internet with as few bandwidth restrictions or connectivity issuses as possible. This should influence the increase in use of digital learning, productivity tools, and online assessments.

Research Cited: Transform 2020 Surveys, interviews with teachers, students, administrators and the Digital Readiness scale.

Activity - Digital Readiness Scale	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research, develop, and implement tools to measure infrastructure. (Ex: Develop a Digital Readiness Scale tool to show where the school district is on the continuum for providing optimal services.)	Technology			08/12/2013	05/16/2014	$0 - No Funding Required	Technology adminstration and school adminstration

Goal 4:

All students at T.R. Simmons Elementary School will demonstrate an increase in mathematics proficiency based on Alabama College and Career Readiness Standards.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in grade level standards in Mathematics by 05/22/2015 as measured by Global Scholar Performance Series Assessment and Aspire Assessment.

Strategy1:

Computerized Adaptive Testing - Teachers will facilitate the administration of computerized adaptive tests in mathematics. Data will inform future instruction and identify students in need of small group or individual instruction.

Research Cited:

Activity - IXL	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate the administration of computerized adaptive tests in mathematics. Data will inform future instruction and identify students in need of small group or individual instruction.	Academic Support Program			08/06/2014	05/22/2015	$2400 - Title I Schoolwide	All certified teachers

Strategy2:

Differentiated Instruction - Teachers will incorporate various research based instructional strategies to address the needs of all students in their classrooms.

Research Cited:

Activity - OGAP Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 3-5 attended OGAP training that focus on research based methods for teaching decimals and fractions to students. The University of North Alabama provided this training at the district level.	Professional Learning			08/11/2014	08/12/2014	$0 - No Funding Required	Lisa Roberts, Ashley Harbin, Lucinda Allred, Ashley Beasley, Chelsea Byrd, Marybeth Culbreth, Stephanie Tice, Jenny Bivona, Barry Easterwood, Lori Jarman, Janice Bobbitt, and Niki Nix.

Strategy3:

Vertical Team Meetings - Beginning September 26, 2014, teachers will conduct periodic school level vertical team meetings. The purpose of these meetings is to use various data points to identify current student needs and how that might impact students at multiple grades levels. Teachers will develop strategies to meet these needs.

Research Cited:

Activity - School Level Vertical Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On 9-26-14 (early release date), teachers will conduct the first of our periodic school level, vertical team meetings. During the meetings, teachers will follow the prescribed agenda and identify student weaknesses. Data will guide how instruction is shaped in future class meetings.	Professional Learning			09/26/2014	05/22/2015	$0 - No Funding Required	All certified staff

Strategy4:

Inquiry Based Instruction - Teachers will utilize research based strategies to instruct students in mathematics. Inquiry based instruction is supported by the Alabama Mathematics Science and Technology Initiative (AMSTI) and its facilitating partner, the University of North Alabama.

Research Cited:

Activity - AMSTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified teachers will be trained in AMSTI instructional practices. Teachers will implement inquiry based instruction in their classrooms. Only one of the three new teachers require training. A substitute will be provided for this one teacher.	Professional Learning			08/06/2014	05/22/2015	$75 - General Fund	All certified teachers

Goal 5:

All students at T.R. Simmons Elementary School will demonstrate an increased proficiency in English Language Arts based on Alabama College and Career Readiness Standards.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in grade level standards in English Language Arts by 05/22/2015 as measured by Global Scholar Performance Series Assessment and/or Aspire Assessment.

Strategy1:

Technology Rich Lessons - Teachers will use technology to engage students in English language arts lessons

Research Cited:

Activity - Brain Pop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Brain Pop to provide supplemental material for their English Language Arts lessons.	Technology			08/06/2014	05/22/2015	$1495 - Title I Schoolwide	All certified faculty

Measurable Objective 2:

75% of All Students will demonstrate a proficiency in grade level standards in Reading by 05/22/2015 as measured by Global Scholar

Performance Series Assessment and/or Aspire Assessment..

Strategy1:

Computerized Adaptive Testing - Teachers will facilitate the administration of computerized adaptive tests in reading. Data will inform future

instruction and identify students in need of small group or individual instruction.

Research Cited:

Activity - Renaissance Learning STAR Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate the administration of computerized adaptive tests in reading. Data will inform future instruction and identify students in need of small group or individual instruction.	Academic Support Program			08/06/2014	05/22/2015	$5759 - Title I Schoolwide	All certified teachers

Strategy2:

Student Progress Monitoring - The Instructional Partner will conduct three formal DIBELS Assessments. Teachers will conduct weekly

formative DIBELS Assessments.

Research Cited:

Activity - DIBELS Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Partner, Kerri Trawick, will conduct three formal DIBELS Assessments for every student, grades K-3, each year. Parent notes are sent home to share the data with parents. Teachers will conduct weekly DIBELS Assessments and the data is synced to the DIBELS computer portal.	Academic Support Program			08/25/2014	05/22/2015	$4515 - Title I Schoolwide	All certified staff

Strategy3:

Differentiated Instruction - Using research based instructional strategies, teachers will provide differentiated instruction to meet the reading

needs of all students.

Research Cited:

Activity - Alabama Reading Initiative Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Alabama Reading Initiative strategies will be modeled for all teachers. Teachers will utilize these research based literacy strategies to instruct their students.	Professional Learning			08/06/2014	05/22/2015	$0 - No Funding Required	Our instructional partner, Kerri Trawick, will provide Alabama Reading Initiative training to all teachers and staff throughout the school year. These sessions will be during faculty meetings, grade level meetings, and data meetings.

Measurable Objective 3:

100% of All Students will collaborate to to develop and strengthen writing skills based on grade level standards in Writing in English

Language Arts by 05/22/2015 as measured by teacher assessment of student writing using grade specific rubrics.

Strategy1:

Grade Level Data Meetings - Teachers will share student work and identify common needs and trends in the data.

Research Cited:

Activity - Grade Level Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate within their grade levels as they review student work samples. Needs and trends in data will be identified so that they may direct future instruction.	Professional Learning			08/06/2014	05/22/2015	$0 - No Funding Required	All certified staff

Strategy2:

Explicit Writing Instruction - All teachers will implement explicit instruction utilizing the writing component of the McGraw-Hill Wonders

program to embed best practices and strategies to address writing standards in the CCRS for English Language Arts.

Research Cited: McGraw-Hill Reading Series

Activity - Genre Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will produce writing samples that will be graded according to a grade specific rubric. Teachers will meet as a grade level to discuss student writing. Student writing will be displayed as group after each genre has been taught.	Direct Instruction			08/06/2014	05/22/2015	$0 - No Funding Required	All certified classroom teachers (K-5), Jonathan Allen, and Kerri Trawick

Goal 6:

Stakeholders at T.R. Simmons Elementary School will participate in activities that support students' learning.

Measurable Objective 1:

collaborate to improve parental involvement monthly by 1% by 05/22/2015 as measured by monthly Google Docs Parental Contact Log.

Strategy1:

Removing Community Buffer - Teachers will communicate with parents and then record contacts in the Google doc provided

(http://bit.ly/UZjRAA).

Research Cited: Schmoker, Mike (2006) Results Now - How We Can Achieve Unprecedented Improvements in Teacher and Learning.

Activity - National Hispanic Heritage Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth grade teachers will lead the school in producing an assembly program in honor of Hispanic heritage month. The program will be open to the community stakeholders. The intent is to foster an appreciation and improve awareness for the Hispanic culture. Secondly, we strive to produce a school that is welcoming to students and families of all cultural backgrounds.	Parent Involvement			09/15/2014	10/15/2014	$1000 - General Fund	Jonathan Allen, Kerri Trawick, 4th grade teachers, Ms. Cochran (music), Mr. Justin Lyle (art), Drew Phillips (computer), and Ginny Roberts (EL Teacher)

Activity - Google Doc Recording of Contacts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will record parent contacts in the provided Google Doc (http://bit.ly/UZjRAA). Contacts will be monitored monthly and presented to faculty. Contact records will be provided to the teachers each week.	Parent Involvement			08/06/2014	05/22/2015	$0 - No Funding Required	Jonathan Allen, Kerri Trawick, and all other certified faculty

Activity - Veternans' Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student leaders lead their peers in the recognition of community veterans.	Community Engagement			11/10/2014	11/10/2014	$0 - No Funding Required	All certified teachers

Measurable Objective 2:

collaborate to improve student attendance by 2% by 05/22/2015 as measured by INOW absence reports for the 2014-15 school year..

Strategy1:

Positive Behavior Recognition - We will recognize the students who are holding themselves accountable to our attendance policy

Research Cited:

Activity - Student of the Month	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be recognized through our Super Synergizers Google Doc. Each month, one student from each grade level will be recognized at the school level. Students will receive a medal and be recognized at a group level.	Behavioral Support Program			09/02/2014	05/22/2015	$500 - General Fund	All faculty and staff with support from the school P.T.O.

Activity - A TEN DANCE	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with no absences and two or fewer tardies will be allowed to attend a special recognition assembly each month.	Behavioral Support Program			09/02/2014	05/22/2015	$0 - No Funding Required	Jonathan Allen, Kerri Trawick, Darlene Bull, Cheryl Forester. Catherine Cochran

Activity - Teacher of the Month	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be recognized for exceptional contributions to the culture of the school and student learning in the classroom.	Behavioral Support Program			09/01/2014	05/22/2015	$500 - General Fund	All faculty and staff with support from the P.T.O.

Measurable Objective 3:

collaborate to develop a school culture of proactivity by 05/22/2015 as measured by implementation of the Seven Habits .

Strategy1:

Professional Learning Community - The Lighthouse Committee will lead the school in implementing practices that affect school culture.

Research Cited:

Activity - Franklin Covery IP License	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Franklin Covey IP license enable the Lighthouse Committee to have access to web based tools and examples of successful school practices. These tools are critical to the committee working toward Lighthouse status.	Other			08/06/2014	05/22/2015	$1500 - Title I Schoolwide	All faculty and staff

Measurable Objective 4:

collaborate to decrease monthly student tardies by 2% by 05/22/2015 as measured by INOW monthly tardy reports.

Strategy1:

Data Collection and Awareness - Tardy data will be displayed on charts in the common areas. Student leaders will record data and create

the charts in mathematics classes.

Research Cited: McEwan, Elaine K. (2003) 10 Traits of Highly Effective Principals - From Good to Great Performance

Activity - Data Collection and Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tardy data will be reported to teachers and students monthly. Student leaders will create charts to convey data to stakeholders. Charts will be displayed in the common areas of the school.	Behavioral Support Program			08/22/2014	05/22/2015	$0 - No Funding Required	All faculty and students

Measurable Objective 5:

collaborate to develop a transparent professional practice by 05/22/2015 as measured by frequent administrative walkthroughs.

Strategy1:

Professional Practice - Teachers will have frequent walkthrough visits from administrative personnel at the school and district level.

Teachers will also participate in peer walkthroughs and data meetings that focus on developing a reflective practice.

Research Cited: City, Elizabeth A. et al. (2009) Instructional Rounds in Education

Activity - Walkthroughs on Google Doc	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All administratively conducted walkthroughs will be logged in our school Google Doc. Information will be used as formative data to guide teachers in their professional development. Administrative staff at the district and school level will conduct frequent walkthroughs. Teachers will also participate in instructional rounds and data meetings that focus on developing a reflective practice. Walkthrough data will support the construction of each teacher's professional learning plan (PLP).	Professional Learning			08/06/2014	05/22/2015	$0 - No Funding Required	All certified teachers

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

Goal 1:

Engage and Empower the Learner Through Technology.

Measurable Objective 1:

90% of All Students will complete a portfolio or performance of the critical thinking skill in Career & Technical by 05/16/2014 as measured by Teachers and or school administrator.

Strategy1:

Critical thinking - Students effectively and responsibly use standards-based digital media (e.g., online textbooks, interactive, games, digital

cameras, enhanced podcasts, informational materials, apps, social educational networking, and learning management systems, etc.) to learn

and communicate real-world applications of concepts and processes individually and collaboratively.

Research Cited: Principal/Teacher PBL Snapshot Survey, EducateAlabama Data, and Alabama Courses of Study

Activity - Project Base Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work in collaborative groups to achieve an critical thinking objective that would apply in a real world setting	Technology			10/14/2013	05/31/2017	$0 - No Funding Required	Teachers, school administrators

Measurable Objective 2:

90% of All Students will demonstrate a behavior of creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments in Career & Technical by 05/23/2014 as measured by engage students in exploring real-world issues and solving T. R. Simmons 21-25 authentic problems using digital tools and resources based upon 30+ the Alabama Courses of Study standards shown in the Alabama Transform 20/20 survey.

Strategy1:

Technology Rich Environment - Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge, and develop innovative products, and processes using technology to make the students comfortable in classroom as well as real world settings.

Research Cited: Transform 2020 Survey, Alabama Course of Study

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers will meet together to discuss ways to increase student performance through multiple interactions including though not limited to, 1:1 computer based instruction modules.	Professional Learning			08/19/2013	05/26/2017	$0 - No Funding Required	School Administrator

Activity - App Integration in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in app based programs they can share with their students to further the students' implementation during lessons and project based assignments. Training will be split between on site staff members and Technology in Motion's Dr. Barry Wigginton.	Professional Learning			08/19/2013	05/31/2017	$0 - No Funding Required	School Administrator

Activity - Technology Tuesday	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be provided for teachers to help with the integration of technology and digital storytelling	Technology			01/07/2014	05/31/2017	$0 - No Funding Required	Teachers, technology teacher and school administrator

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using apps teachers can use formative assessment to aid in differeniating instruction.	Technology			11/08/2013	05/31/2017	$0 - No Funding Required	Teachers and school administrator

Goal 2:

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

Measurable Objective 1:

90% of All Students will collaborate to provide a portal of best practice lessons, web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using tec in Career & Technical by 05/16/2014 as measured by Digital Readiness Scale, Bandwidth Traffic Data, Interviews with teachers, students, administrators, and network activity logs. .

Strategy1:

Best practice lessons - Provide a portal of best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Research Cited: Interviews with teachers, students, and administrators

Activity - Best Practices lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work in collaborative group to create or draw from a web base best practice lessons to match CCRS	Technology			09/16/2013	05/16/2014	$0 - No Funding Required	Teachers, and administrators

Activity - E-day lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers create, develop, or find lessons to be implemented as e-day assignments	Technology			10/07/2013	05/31/2017	$0 - No Funding Required	Teachers, all administrators, and technology department

Activity - Socrative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given the opportunity to use Socrative as a form of formative assessment to help place students in collaborative groups to further their instruction. Teachers will create questions to help better understand needs of students.	Technology			10/14/2013	05/31/2017	$0 - No Funding Required	Teachers and administrators

Strategy2:

Equitable Access to Digital Devices - Ensure that every student, teacher, and administrator has 24/7 access to an Internet Connected Device (ICD) with viable access points (as described in Objective 3.2) and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption.

Research Cited: Bandwidth Traffic Reports, Inventory Report, and Transform2020 Survey Results: Teachers, Students, Administrators, Parents

Activity - Home connectivity	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to use wifi from local business portal or from home using school issuse ICD	Technology			09/16/2013	05/16/2014	$0 - No Funding Required	Technology administration and school administration

Strategy3:

Internet Access - This strategy will allow students throughout the school, despit grade level, to have easy access to the internet with as few bandwidth restrictions or connectivity issuses as possible. This should influence the increase in use of digital learning, productivity tools, and online assessments.

Research Cited: Transform 2020 Surveys, interviews with teachers, students, administrators and the Digital Readiness scale.

Activity - Digital Readiness Scale	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research, develop, and implement tools to measure infrastructure. (Ex: Develop a Digital Readiness Scale tool to show where the school district is on the continuum for providing optimal services.)	Technology			08/12/2013	05/16/2014	$0 - No Funding Required	Technology adminstration and school adminstration

Goal 3:

All students at T.R. Simmons Elementary School will demonstrate an increase in mathematics proficiency based on Alabama College and Career Readiness Standards.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in grade level standards in Mathematics by 05/22/2015 as measured by Global Scholar Performance Series Assessment and Aspire Assessment.

Strategy1:

Differentiated Instruction - Teachers will incorporate various research based instructional strategies to address the needs of all students in their classrooms.

Research Cited:

Activity - OGAP Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 3-5 attended OGAP training that focus on research based methods for teaching decimals and fractions to students. The University of North Alabama provided this training at the district level.	Professional Learning			08/11/2014	08/12/2014	$0 - No Funding Required	Lisa Roberts, Ashley Harbin, Lucinda Allred, Ashley Beasley, Chelsea Byrd, Marybeth Culbreth, Stephanie Tice, Jenny Bivona, Barry Easterwood, Lori Jarman, Janice Bobbitt, and Niki Nix.

Strategy2:

Computerized Adaptive Testing - Teachers will facilitate the administration of computerized adaptive tests in mathematics. Data will inform

future instruction and identify students in need of small group or individual instruction.

Research Cited:

Activity - IXL	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate the administration of computerized adaptive tests in mathematics. Data will inform future instruction and identify students in need of small group or individual instruction.	Academic Support Program			08/06/2014	05/22/2015	$2400 - Title I Schoolwide	All certified teachers

Strategy3:

Vertical Team Meetings - Beginning September 26, 2014, teachers will conduct periodic school level vertical team meetings. The purpose of

these meetings is to use various data points to identify current student needs and how that might impact students at multiple grades levels.

Teachers will develop strategies to meet these needs.

Research Cited:

Activity - School Level Vertical Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On 9-26-14 (early release date), teachers will conduct the first of our periodic school level, vertical team meetings. During the meetings, teachers will follow the prescribed agenda and identify student weaknesses. Data will guide how instruction is shaped in future class meetings.	Professional Learning			09/26/2014	05/22/2015	$0 - No Funding Required	All certified staff

Strategy4:

Inquiry Based Instruction - Teachers will utilize research based strategies to instruct students in mathematics. Inquiry based instruction is

supported by the Alabama Mathematics Science and Technology Initiative (AMSTI) and its facilitating partner, the University of North

Alabama.

Research Cited:

Activity - AMSTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified teachers will be trained in AMSTI instructional practices. Teachers will implement inquiry based instruction in their classrooms. Only one of the three new teachers require training. A substitute will be provided for this one teacher.	Professional Learning			08/06/2014	05/22/2015	$75 - General Fund	All certified teachers

Goal 4:

All students at T.R. Simmons Elementary School will demonstrate an increased proficiency in English Language Arts based on Alabama College and Career Readiness Standards.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in grade level standards in English Language Arts by 05/22/2015 as measured by Global Scholar Performance Series Assessment and/or Aspire Assessment.

Strategy1:

Technology Rich Lessons - Teachers will use technology to engage students in English language arts lessons
Research Cited:

Activity - Brain Pop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Brain Pop to provide supplemental material for their English Language Arts lessons.	Technology			08/06/2014	05/22/2015	$1495 - Title I Schoolwide	All certified faculty

Measurable Objective 2:

75% of All Students will demonstrate a proficiency in grade level standards in Reading by 05/22/2015 as measured by Global Scholar Performance Series Assessment and/or Aspire Assessment..

Strategy1:

Differentiated Instruction - Using research based instructional strategies, teachers will provide differentiated instruction to meet the reading needs of all students.
Research Cited:

Activity - Alabama Reading Initiative Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Alabama Reading Initiative strategies will be modeled for all teachers. Teachers will utilize these research based literacy strategies to instruct their students.	Professional Learning			08/06/2014	05/22/2015	$0 - No Funding Required	Our instructional partner, Kerri Trawick, will provide Alabama Reading Initiative training to all teachers and staff throughout the school year. These sessions will be during faculty meetings, grade level meetings, and data meetings.

Strategy2:

Computerized Adaptive Testing - Teachers will facilitate the administration of computerized adaptive tests in reading. Data will inform future

instruction and identify students in need of small group or individual instruction.

Research Cited:

Activity - Renaissance Learning STAR Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate the administration of computerized adaptive tests in reading. Data will inform future instruction and identify students in need of small group or individual instruction.	Academic Support Program			08/06/2014	05/22/2015	$5759 - Title I Schoolwide	All certified teachers

Strategy3:

Student Progress Monitoring - The Instructional Partner will conduct three formal DIBELS Assessments. Teachers will conduct weekly

formative DIBELS Assessments.

Research Cited:

Activity - DIBELS Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Partner, Kerri Trawick, will conduct three formal DIBELS Assessments for every student, grades K-3, each year. Parent notes are sent home to share the data with parents. Teachers will conduct weekly DIBELS Assessments and the data is synced to the DIBELS computer portal.	Academic Support Program			08/25/2014	05/22/2015	$4515 - Title I Schoolwide	All certified staff

Measurable Objective 3:

100% of All Students will collaborate to to develop and strengthen writing skills based on grade level standards in Writing in English

Language Arts by 05/22/2015 as measured by teacher assessment of student writing using grade specific rubrics.

Strategy1:

Grade Level Data Meetings - Teachers will share student work and identify common needs and trends in the data.

Research Cited:

Activity - Grade Level Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate within their grade levels as they review student work samples. Needs and trends in data will be identified so that they may direct future instruction.	Professional Learning			08/06/2014	05/22/2015	$0 - No Funding Required	All certified staff

Strategy2:

Explicit Writing Instruction - All teachers will implement explicit instruction utilizing the writing component of the McGraw-Hill Wonders

program to embed best practices and strategies to address writing standards in the CCRS for English Language Arts.

Research Cited: McGraw-Hill Reading Series

Activity - Genre Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will produce writing samples that will be graded according to a grade specific rubric. Teachers will meet as a grade level to discuss student writing. Student writing will be displayed as group after each genre has been taught.	Direct Instruction			08/06/2014	05/22/2015	$0 - No Funding Required	All certified classroom teachers (K-5), Jonathan Allen, and Kerri Trawick

Goal 5:

Stakeholders at T.R. Simmons Elementary School will participate in activities that support students' learning.

Measurable Objective 1:

collaborate to decrease monthly student tardies by 2% by 05/22/2015 as measured by INOW monthly tardy reports.

Strategy1:

Data Collection and Awareness - Tardy data will be displayed on charts in the common areas. Student leaders will record data and create

the charts in mathematics classes.

Research Cited: McEwan, Elaine K. (2003) 10 Traits of Highly Effective Principals - From Good to Great Performance

Activity - Data Collection and Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tardy data will be reported to teachers and students monthly. Student leaders will create charts to convey data to stakeholders. Charts will be displayed in the common areas of the school.	Behavioral Support Program			08/22/2014	05/22/2015	$0 - No Funding Required	All faculty and students

Measurable Objective 2:

collaborate to improve parental involvement monthly by 1% by 05/22/2015 as measured by monthly Google Docs Parental Contact Log.

Strategy1:

Removing Community Buffer - Teachers will communicate with parents and then record contacts in the Google doc provided

(http://bit.ly/UZjRAA).

Research Cited: Schmoker, Mike (2006) Results Now - How We Can Achieve Unprecedented Improvements in Teacher and Learning.

Activity - Veternans' Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student leaders lead their peers in the recognition of community veterans.	Community Engagement			11/10/2014	11/10/2014	$0 - No Funding Required	All certified teachers

Activity - Google Doc Recording of Contacts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will record parent contacts in the provided Google Doc (http://bit.ly/UZjRAA). Contacts will be monitored monthly and presented to faculty. Contact records will be provided to the teachers each week.	Parent Involvement			08/06/2014	05/22/2015	$0 - No Funding Required	Jonathan Allen, Kerri Trawick, and all other certified faculty

Activity - National Hispanic Heritage Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth grade teachers will lead the school in producing an assembly program in honor of Hispanic heritage month. The program will be open to the community stakeholders. The intent is to foster an appreciation and improve awareness for the Hispanic culture. Secondly, we strive to produce a school that is welcoming to students and families of all cultural backgrounds.	Parent Involvement			09/15/2014	10/15/2014	$1000 - General Fund	Jonathan Allen, Kerri Trawick, 4th grade teachers, Ms. Cochran (music), Mr. Justin Lyle (art), Drew Phillips (computer), and Ginny Roberts (EL Teacher)

Measurable Objective 3:

collaborate to develop a school culture of proactivity by 05/22/2015 as measured by implementation of the Seven Habits .

Strategy1:

Professional Learning Community - The Lighthouse Committee will lead the school in implementing practices that affect school culture.

Research Cited:

Activity - Franklin Covery IP License	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Franklin Covey IP license enable the Lighthouse Committee to have access to web based tools and examples of successful school practices. These tools are critical to the committee working toward Lighthouse status.	Other			08/06/2014	05/22/2015	$1500 - Title I Schoolwide	All faculty and staff

Measurable Objective 4:

collaborate to develop a transparent professional practice by 05/22/2015 as measured by frequent administrative walkthroughs.

Strategy1:

Professional Practice - Teachers will have frequent walkthrough visits from administrative personnel at the school and district level.

Teachers will also participate in peer walkthroughs and data meetings that focus on developing a reflective practice.

Research Cited: City, Elizabeth A. et al. (2009) Instructional Rounds in Education

Activity - Walkthroughs on Google Doc	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All administratively conducted walkthroughs will be logged in our school Google Doc. Information will be used as formative data to guide teachers in their professional development. Administrative staff at the district and school level will conduct frequent walkthroughs. Teachers will also participate in instructional rounds and data meetings that focus on developing a reflective practice. Walkthrough data will support the construction of each teacher's professional learning plan (PLP).	Professional Learning			08/06/2014	05/22/2015	$0 - No Funding Required	All certified teachers

Measurable Objective 5:

collaborate to improve student attendance by 2% by 05/22/2015 as measured by INOW absence reports for the 2014-15 school year..

Strategy1:

Positive Behavior Recognition - We will recognize the students who are holding themselves accountable to our attendance policy

Research Cited:

Activity - Teacher of the Month	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be recognized for exceptional contributions to the culture of the school and student learning in the classroom.	Behavioral Support Program			09/01/2014	05/22/2015	$500 - General Fund	All faculty and staff with support from the P.T.O.

Activity - Student of the Month	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be recognized through our Super Synergizers Google Doc. Each month, one student from each grade level will be recognized at the school level. Students will receive a medal and be recognized at a group level.	Behavioral Support Program			09/02/2014	05/22/2015	$500 - General Fund	All faculty and staff with support from the school P.T.O.

Activity - A TEN DANCE	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with no absences and two or fewer tardies will be allowed to attend a special recognition assembly each month.	Behavioral Support Program			09/02/2014	05/22/2015	$0 - No Funding Required	Jonathan Allen, Kerri Trawick, Darlene Bull, Cheryl Forester. Catherine Cochran

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

Goal 1:

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

Measurable Objective 1:

90% of All Students will demonstrate a behavior that Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture in Career & Technical by 05/23/2014 as measured by provide digital resources to teachers/ administrators that explain the legal and ethical uses of technology including the dangers of cyberbullying, the cost of copyright piracy and plagiarism, and how to protect one's privacy.

Strategy1:

Blended instruction - Provide Professional Learning Train-the-Trainer and End-User training that promotes professional growth in the use of current and transformative technologies and digital content specifically geared to engage learners and improve student achievement.

Research Cited: Decreased usage of paper and hard copy materials

Activity - E-day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage student learning through quaility apps and textbooks. - Expand accessibility and quantity of free, high-quality, engaging, standards-based, digital media resources and apps for students.	Technology			10/14/2013	05/31/2017	$0 - No Funding Required	Teachers and administrator

Strategy2:

Digital Citizenship - Develop, implement, and offer a learning module to be completed by every student each year that teaches and assesses appropriate digital citizenship.

Research Cited: Stand Up, Alabama Course of Study

Activity - Becoming a Digital Citizen	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build an integrated module that will allow student to learn what it takes to be and ways they can improve their stance in the digital community.	Professional Learning			08/19/2013	05/31/2017	$0 - No Funding Required	School Administration

Strategy3:

Classroom engagement - Provide Professional Learning designed to help

teachers move from static, text-based

resources to effective, dynamic, interactive,

adaptive, multimedia/digital content powered by

devices that engage, challenge, and empower

students to learn in a variety of ways. We will

continue to expand our use of intel tools

through-out the district.

Research Cited: Speak Up Surveys: Teachers, Students, School Leaders, and Parents. Teacher lesson plans

Activity - Global community	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development to help with blending instruction within the classroom	Technology			09/16/2013	05/31/2017	$0 - No Funding Required	Technology department, UNA Science in Motion, teachers and administrators

Strategy4:

Digital Privacy - Provide digital resources to teachers/ administrators that explain the legal and ethical uses of technology including the

dangers of cyberbullying, the cost of copyright piracy and plagiarism, and how to protect one's privacy.

Research Cited: Stand Up - Digital Handout

Activity - District Handbook	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students, along with their parents, will be given a handbook with information on district and school technology privacy and safety policies. This section must be read by both student and parent. The reading will culminate with the signing of a release form that is to be turned in at the start of the school year.	Professional Learning			08/19/2013	05/31/2017	$0 - No Funding Required	School Administration

Strategy5:

Digital classroom management system - Work to provide support and fund instructional technology integration specialists/technology

coaches at the school level (1:50 teachers) to increase teacher technology integration effectiveness and better prepare students to be

college- and career-ready.

Research Cited: Alabama Courses of Study and other surveys

Activity - Edmondo	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Edmodo to Collaborate with Student	Technology			09/16/2013	05/31/2017	$0 - No Funding Required	Teachers, and administrator

Goal 2:

Engage and Empower the Learner Through Technology.

Measurable Objective 1:

90% of All Students will complete a portfolio or performance of the critical thinking skill in Career & Technical by 05/16/2014 as measured by Teachers and or school administrator.

Strategy1:

Critical thinking - Students effectively and responsibly use standards-based digital media (e.g., online textbooks, interactive, games, digital cameras, enhanced podcasts, informational materials, apps, social educational networking, and learning management systems, etc.) to learn and communicate real-world applications of concepts and processes individually and collaboratively.

Research Cited: Principal/Teacher PBL Snapshot Survey, EducateAlabama Data, and Alabama Courses of Study

Activity - Project Base Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work in collaborative groups to achieve an critical thinking objective that would apply in a real world setting	Technology			10/14/2013	05/31/2017	$0 - No Funding Required	Teachers, school administrators

Measurable Objective 2:

90% of All Students will demonstrate a behavior of creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments in Career & Technical by 05/23/2014 as measured by engage students in exploring real-world issues and solving T. R. Simmons 21-25 authentic problems using digital tools and resources based upon 30+ the Alabama Courses of Study standards shown in the Alabama Transform 20/20 survey.

Strategy1:

Technology Rich Environment - Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge, and develop innovative products, and processes using technology to make the students comfortable in classroom as well as real world settings.

Research Cited: Transform 2020 Survey, Alabama Course of Study

Activity - Technology Tuesday	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be provided for teachers to help with the integration of technology and digital storytelling	Technology			01/07/2014	05/31/2017	$0 - No Funding Required	Teachers, technology teacher and school administrator

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using apps teachers can use formative assessment to aid in differeniating instruction.	Technology			11/08/2013	05/31/2017	$0 - No Funding Required	Teachers and school administrator

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers will meet together to discuss ways to increase student performance through multiple interactions including though not limited to, 1:1 computer based instruction modules.	Professional Learning			08/19/2013	05/26/2017	$0 - No Funding Required	School Administrator

Activity - App Integration in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in app based programs they can share with their students to further the students' implementation during lessons and project based assignments. Training will be split between on site staff members and Technology in Motion's Dr. Barry Wigginton.	Professional Learning			08/19/2013	05/31/2017	$0 - No Funding Required	School Administrator

Goal 3:

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

Measurable Objective 1:

90% of All Students will collaborate to provide a portal of best practice lessons, web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using tec in Career & Technical by 05/16/2014 as measured by Digital Readiness Scale, Bandwidth Traffic Data, Interviews with teachers, students, administrators, and network activity logs. .

Strategy1:

Equitable Access to Digital Devices - Ensure that every student, teacher, and administrator has 24/7 access to an Internet Connected Device (ICD) with viable access points (as described in Objective 3.2) and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption.

Research Cited: Bandwidth Traffic Reports, Inventory Report, and Transform2020 Survey Results: Teachers, Students, Administrators, Parents

Activity - Home connectivity	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to use wifi from local business portal or from home using school issuse ICD	Technology			09/16/2013	05/16/2014	$0 - No Funding Required	Technology administration and school administration

Strategy2:

Internet Access - This strategy will allow students throughout the school, despit grade level, to have easy access to the internet with as few bandwidth restrictions or connectivity issuses as possible. This should influence the increase in use of digital learning, productivity tools, and online assessments.

Research Cited: Transform 2020 Surveys, interviews with teachers, students, administrators and the Digital Readiness scale.

Activity - Digital Readiness Scale	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research, develop, and implement tools to measure infrastructure. (Ex: Develop a Digital Readiness Scale tool to show where the school district is on the continuum for providing optimal services.)	Technology			08/12/2013	05/16/2014	$0 - No Funding Required	Technology adminstration and school adminstration

Strategy3:

Best practice lessons - Provide a portal of best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Research Cited: Interviews with teachers, students, and administrators

Activity - E-day lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers create, develop, or find lessons to be implemented as e-day assignments	Technology			10/07/2013	05/31/2017	$0 - No Funding Required	Teachers, all administrators, and technology department

Activity - Best Practices lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work in collaborative group to create or draw from a web base best practice lessons to match CCRS	Technology			09/16/2013	05/16/2014	$0 - No Funding Required	Teachers, and administrators

Activity - Socrative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given the opportunity to use Socrative as a form of formative assessment to help place students in collaborative groups to further their instruction. Teachers will create questions to help better understand needs of students.	Technology			10/14/2013	05/31/2017	$0 - No Funding Required	Teachers and administrators

Goal 4:

All students at T.R. Simmons Elementary School will demonstrate an increase in mathematics proficiency based on Alabama College and Career Readiness Standards.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in grade level standards in Mathematics by 05/22/2015 as measured by Global Scholar Performance Series Assessment and Aspire Assessment.

Strategy1:

Differentiated Instruction - Teachers will incorporate various research based instructional strategies to address the needs of all students in their classrooms.

Research Cited:

Activity - OGAP Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 3-5 attended OGAP training that focus on research based methods for teaching decimals and fractions to students. The University of North Alabama provided this training at the district level.	Professional Learning			08/11/2014	08/12/2014	$0 - No Funding Required	Lisa Roberts, Ashley Harbin, Lucinda Allred, Ashley Beasley, Chelsea Byrd, Marybeth Culbreth, Stephanie Tice, Jenny Bivona, Barry Easterwood, Lori Jarman, Janice Bobbitt, and Niki Nix.

Strategy2:

Inquiry Based Instruction - Teachers will utilize research based strategies to instruct students in mathematics. Inquiry based instruction is supported by the Alabama Mathematics Science and Technology Initiative (AMSTI) and its facilitating partner, the University of North Alabama.

Research Cited:

Activity - AMSTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified teachers will be trained in AMSTI instructional practices. Teachers will implement inquiry based instruction in their classrooms. Only one of the three new teachers require training. A substitute will be provided for this one teacher.	Professional Learning			08/06/2014	05/22/2015	$75 - General Fund	All certified teachers

Strategy3:

Vertical Team Meetings - Beginning September 26, 2014, teachers will conduct periodic school level vertical team meetings. The purpose of these meetings is to use various data points to identify current student needs and how that might impact students at multiple grades levels. Teachers will develop strategies to meet these needs.

Research Cited:

Activity - School Level Vertical Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On 9-26-14 (early release date), teachers will conduct the first of our periodic school level, vertical team meetings. During the meetings, teachers will follow the prescribed agenda and identify student weaknesses. Data will guide how instruction is shaped in future class meetings.	Professional Learning			09/26/2014	05/22/2015	$0 - No Funding Required	All certified staff

Strategy4:

Computerized Adaptive Testing - Teachers will facilitate the administration of computerized adaptive tests in mathematics. Data will inform future instruction and identify students in need of small group or individual instruction.

Research Cited:

Activity - IXL	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate the administration of computerized adaptive tests in mathematics. Data will inform future instruction and identify students in need of small group or individual instruction.	Academic Support Program			08/06/2014	05/22/2015	$2400 - Title I Schoolwide	All certified teachers

Goal 5:

All students at T.R. Simmons Elementary School will demonstrate an increased proficiency in English Language Arts based on Alabama College and Career Readiness Standards.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in grade level standards in Reading by 05/22/2015 as measured by Global Scholar Performance Series Assessment and/or Aspire Assessment..

Strategy1:

Student Progress Monitoring - The Instructional Partner will conduct three formal DIBELS Assessments. Teachers will conduct weekly

formative DIBELS Assessments.

Research Cited:

Activity - DIBELS Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Partner, Kerri Trawick, will conduct three formal DIBELS Assessments for every student, grades K-3, each year. Parent notes are sent home to share the data with parents. Teachers will conduct weekly DIBELS Assessments and the data is synced to the DIBELS computer portal.	Academic Support Program			08/25/2014	05/22/2015	$4515 - Title I Schoolwide	All certified staff

Strategy2:

Computerized Adaptive Testing - Teachers will facilitate the administration of computerized adaptive tests in reading. Data will inform future

instruction and identify students in need of small group or individual instruction.

Research Cited:

Activity - Renaissance Learning STAR Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate the administration of computerized adaptive tests in reading. Data will inform future instruction and identify students in need of small group or individual instruction.	Academic Support Program			08/06/2014	05/22/2015	$5759 - Title I Schoolwide	All certified teachers

Strategy3:

Differentiated Instruction - Using research based instructional strategies, teachers will provide differentiated instruction to meet the reading

needs of all students.

Research Cited:

Activity - Alabama Reading Initiative Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Alabama Reading Initiative strategies will be modeled for all teachers. Teachers will utilize these research based literacy strategies to instruct their students.	Professional Learning			08/06/2014	05/22/2015	$0 - No Funding Required	Our instructional partner, Kerri Trawick, will provide Alabama Reading Initiative training to all teachers and staff throughout the school year. These sessions will be during faculty meetings, grade level meetings, and data meetings.

Measurable Objective 2:

75% of All Students will demonstrate a proficiency in grade level standards in English Language Arts by 05/22/2015 as measured by Global

Scholar Performance Series Assessment and/or Aspire Assessment.

Strategy1:

Technology Rich Lessons - Teachers will use technology to engage students in English language arts lessons

Research Cited:

Activity - Brain Pop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Brain Pop to provide supplemental material for their English Language Arts lessons.	Technology			08/06/2014	05/22/2015	$1495 - Title I Schoolwide	All certified faculty

Measurable Objective 3:

100% of All Students will collaborate to to develop and strengthen writing skills based on grade level standards in Writing in English

Language Arts by 05/22/2015 as measured by teacher assessment of student writing using grade specific rubrics.

Strategy1:

Explicit Writing Instruction - All teachers will implement explicit instruction utilizing the writing component of the McGraw-Hill Wonders

program to embed best practices and strategies to address writing standards in the CCRS for English Language Arts.

Research Cited: McGraw-Hill Reading Series

Activity - Genre Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will produce writing samples that will be graded according to a grade specific rubric. Teachers will meet as a grade level to discuss student writing. Student writing will be displayed as group after each genre has been taught.	Direct Instruction			08/06/2014	05/22/2015	$0 - No Funding Required	All certified classroom teachers (K-5), Jonathan Allen, and Kerri Trawick

Strategy2:

Grade Level Data Meetings - Teachers will share student work and identify common needs and trends in the data.

Research Cited:

Activity - Grade Level Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate within their grade levels as they review student work samples. Needs and trends in data will be identified so that they may direct future instruction.	Professional Learning			08/06/2014	05/22/2015	$0 - No Funding Required	All certified staff

Goal 6:

Stakeholders at T.R. Simmons Elementary School will participate in activities that support students' learning.

Measurable Objective 1:

collaborate to develop a school culture of proactivity by 05/22/2015 as measured by implementation of the Seven Habits .

Strategy1:

Professional Learning Community - The Lighthouse Committee will lead the school in implementing practices that affect school culture.

Research Cited:

Activity - Franklin Covery IP License	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Franklin Covey IP license enable the Lighthouse Committee to have access to web based tools and examples of successful school practices. These tools are critical to the committee working toward Lighthouse status.	Other			08/06/2014	05/22/2015	$1500 - Title I Schoolwide	All faculty and staff

Measurable Objective 2:

collaborate to improve student attendance by 2% by 05/22/2015 as measured by INOW absence reports for the 2014-15 school year..

Strategy1:

Positive Behavior Recognition - We will recognize the students who are holding themselves accountable to our attendance policy

Research Cited:

Activity - A TEN DANCE	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with no absences and two or fewer tardies will be allowed to attend a special recognition assembly each month.	Behavioral Support Program			09/02/2014	05/22/2015	$0 - No Funding Required	Jonathan Allen, Kerri Trawick, Darlene Bull, Cheryl Forester. Catherine Cochran

Activity - Student of the Month	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be recognized through our Super Synergizers Google Doc. Each month, one student from each grade level will be recognized at the school level. Students will receive a medal and be recognized at a group level.	Behavioral Support Program			09/02/2014	05/22/2015	$500 - General Fund	All faculty and staff with support from the school P.T.O.

Activity - Teacher of the Month	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be recognized for exceptional contributions to the culture of the school and student learning in the classroom.	Behavioral Support Program			09/01/2014	05/22/2015	$500 - General Fund	All faculty and staff with support from the P.T.O.

Measurable Objective 3:

collaborate to improve parental involvement monthly by 1% by 05/22/2015 as measured by monthly Google Docs Parental Contact Log.

Strategy1:

Removing Community Buffer - Teachers will communicate with parents and then record contacts in the Google doc provided

(http://bit.ly/UZjRAA).

Research Cited: Schmoker, Mike (2006) Results Now - How We Can Achieve Unprecedented Improvements in Teacher and Learning.

Activity - Google Doc Recording of Contacts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will record parent contacts in the provided Google Doc (http://bit.ly/UZjRAA). Contacts will be monitored monthly and presented to faculty. Contact records will be provided to the teachers each week.	Parent Involvement			08/06/2014	05/22/2015	$0 - No Funding Required	Jonathan Allen, Kerri Trawick, and all other certified faculty

Activity - National Hispanic Heritage Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth grade teachers will lead the school in producing an assembly program in honor of Hispanic heritage month. The program will be open to the community stakeholders. The intent is to foster an appreciation and improve awareness for the Hispanic culture. Secondly, we strive to produce a school that is welcoming to students and families of all cultural backgrounds.	Parent Involvement			09/15/2014	10/15/2014	$1000 - General Fund	Jonathan Allen, Kerri Trawick, 4th grade teachers, Ms. Cochran (music), Mr. Justin Lyle (art), Drew Phillips (computer), and Ginny Roberts (EL Teacher)

Activity - Veternans' Day Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student leaders lead their peers in the recognition of community veterans.	Community Engagement			11/10/2014	11/10/2014	$0 - No Funding Required	All certified teachers

Measurable Objective 4:

collaborate to decrease monthly student tardies by 2% by 05/22/2015 as measured by INOW monthly tardy reports.

Strategy1:

Data Collection and Awareness - Tardy data will be displayed on charts in the common areas. Student leaders will record data and create

the charts in mathematics classes.

Research Cited: McEwan, Elaine K. (2003) 10 Traits of Highly Effective Principals - From Good to Great Performance

Activity - Data Collection and Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tardy data will be reported to teachers and students monthly. Student leaders will create charts to convey data to stakeholders. Charts will be displayed in the common areas of the school.	Behavioral Support Program			08/22/2014	05/22/2015	$0 - No Funding Required	All faculty and students

Measurable Objective 5:

collaborate to develop a transparent professional practice by 05/22/2015 as measured by frequent administrative walkthroughs.

Strategy1:

Professional Practice - Teachers will have frequent walkthrough visits from administrative personnel at the school and district level.

Teachers will also participate in peer walkthroughs and data meetings that focus on developing a reflective practice.

Research Cited: City, Elizabeth A. et al. (2009) Instructional Rounds in Education

Activity - Walkthroughs on Google Doc	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All administratively conducted walkthroughs will be logged in our school Google Doc. Information will be used as formative data to guide teachers in their professional development. Administrative staff at the district and school level will conduct frequent walkthroughs. Teachers will also participate in instructional rounds and data meetings that focus on developing a reflective practice. Walkthrough data will support the construction of each teacher's professional learning plan (PLP).	Professional Learning			08/06/2014	05/22/2015	$0 - No Funding Required	All certified teachers

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

Goal 1:

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

Measurable Objective 1:

90% of All Students will demonstrate a behavior that Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture in Career & Technical by 05/23/2014 as measured by provide digital resources to teachers/ administrators that explain the legal and ethical uses of technology including the dangers of cyberbullying, the cost of copyright piracy and plagiarism, and how to protect one's privacy.

Strategy1:

Blended instruction - Provide Professional Learning Train-the-Trainer and End-User training that promotes professional growth in the use of current and transformative technologies and digital content specifically geared to engage learners and improve student achievement.
Research Cited: Decreased usage of paper and hard copy materials

Activity - E-day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage student learning through quaility apps and textbooks. - Expand accessibility and quantity of free, high-quality, engaging, standards-based, digital media resources and apps for students.	Technology			10/14/2013	05/31/2017	$0 - No Funding Required	Teachers and administrator

Goal 2:

Engage and Empower the Learner Through Technology.

Measurable Objective 1:

90% of All Students will demonstrate a behavior of creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments in Career & Technical by 05/23/2014 as measured by engage students in exploring real-world issues and solving T. R. Simmons 21-25 authentic problems using digital tools and resources based upon 30+ the Alabama Courses of Study standards shown in the Alabama Transform 20/20 survey.

Strategy1:

Technology Rich Environment - Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge, and develop innovative products, and processes using technology to make the students comfortable in classroom as well as real world settings.
Research Cited: Transform 2020 Survey, Alabama Course of Study

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers will meet together to discuss ways to increase student performance through multiple interactions including though not limited to, 1:1 computer based instruction modules.	Professional Learning			08/19/2013	05/26/2017	$0 - No Funding Required	School Administrator

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using apps teachers can use formative assessment to aid in differeniating instruction.	Technology			11/08/2013	05/31/2017	$0 - No Funding Required	Teachers and school administrator

Goal 3:

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

Measurable Objective 1:

90% of All Students will collaborate to provide a portal of best practice lessons, web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using tec in Career & Technical by 05/16/2014 as measured by Digital Readiness Scale, Bandwidth Traffic Data, Interviews with teachers, students, administrators, and network activity logs. .

Strategy1:

Best practice lessons - Provide a portal of best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Research Cited: Interviews with teachers, students, and administrators

Activity - E-day lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers create, develop, or find lessons to be implemented as e-day assignments	Technology			10/07/2013	05/31/2017	$0 - No Funding Required	Teachers, all administrators, and technology department

Activity - Socrative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given the opportunity to use Socrative as a form of formative assessment to help place students in collaborative groups to further their instruction. Teachers will create questions to help better understand needs of students.	Technology			10/14/2013	05/31/2017	$0 - No Funding Required	Teachers and administrators

Activity - Best Practices lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work in collaborative group to create or draw from a web base best practice lessons to match CCRS	Technology			09/16/2013	05/16/2014	$0 - No Funding Required	Teachers, and administrators

Goal 4:

All students at T.R. Simmons Elementary School will demonstrate an increase in mathematics proficiency based on Alabama College and Career Readiness Standards.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in grade level standards in Mathematics by 05/22/2015 as measured by Global Scholar Performance Series Assessment and Aspire Assessment.

Strategy1:

Computerized Adaptive Testing - Teachers will facilitate the administration of computerized adaptive tests in mathematics. Data will inform future instruction and identify students in need of small group or individual instruction.

Research Cited:

Activity - IXL	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate the administration of computerized adaptive tests in mathematics. Data will inform future instruction and identify students in need of small group or individual instruction.	Academic Support Program			08/06/2014	05/22/2015	$2400 - Title I Schoolwide	All certified teachers

Strategy2:

Inquiry Based Instruction - Teachers will utilize research based strategies to instruct students in mathematics. Inquiry based instruction is supported by the Alabama Mathematics Science and Technology Initiative (AMSTI) and its facilitating partner, the University of North Alabama.

Research Cited:

Activity - AMSTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified teachers will be trained in AMSTI instructional practices. Teachers will implement inquiry based instruction in their classrooms. Only one of the three new teachers require training. A substitute will be provided for this one teacher.	Professional Learning			08/06/2014	05/22/2015	$75 - General Fund	All certified teachers

Strategy3:

Vertical Team Meetings - Beginning September 26, 2014, teachers will conduct periodic school level vertical team meetings. The purpose of these meetings is to use various data points to identify current student needs and how that might impact students at multiple grades levels. Teachers will develop strategies to meet these needs.

Research Cited:

Activity - School Level Vertical Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On 9-26-14 (early release date), teachers will conduct the first of our periodic school level, vertical team meetings. During the meetings, teachers will follow the prescribed agenda and identify student weaknesses. Data will guide how instruction is shaped in future class meetings.	Professional Learning			09/26/2014	05/22/2015	$0 - No Funding Required	All certified staff

Strategy4:

Differentiated Instruction - Teachers will incorporate various research based instructional strategies to address the needs of all students in their classrooms.

Research Cited:

Activity - OGAP Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 3-5 attended OGAP training that focus on research based methods for teaching decimals and fractions to students. The University of North Alabama provided this training at the district level.	Professional Learning			08/11/2014	08/12/2014	$0 - No Funding Required	Lisa Roberts, Ashley Harbin, Lucinda Allred, Ashley Beasley, Chelsea Byrd, Marybeth Culbreth, Stephanie Tice, Jenny Bivona, Barry Easterwood, Lori Jarman, Janice Bobbitt, and Niki Nix.

Goal 5:

All students at T.R. Simmons Elementary School will demonstrate an increased proficiency in English Language Arts based on Alabama College and Career Readiness Standards.

Measurable Objective 1:

100% of All Students will collaborate to to develop and strengthen writing skills based on grade level standards in Writing in English Language Arts by 05/22/2015 as measured by teacher assessment of student writing using grade specific rubrics.

Strategy1:

Explicit Writing Instruction - All teachers will implement explicit instruction utilizing the writing component of the McGraw-Hill Wonders

program to embed best practices and strategies to address writing standards in the CCRS for English Language Arts.

Research Cited: McGraw-Hill Reading Series

Activity - Genre Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will produce writing samples that will be graded according to a grade specific rubric. Teachers will meet as a grade level to discuss student writing. Student writing will be displayed as group after each genre has been taught.	Direct Instruction			08/06/2014	05/22/2015	$0 - No Funding Required	All certified classroom teachers (K-5), Jonathan Allen, and Kerri Trawick

Strategy2:

Grade Level Data Meetings - Teachers will share student work and identify common needs and trends in the data.

Research Cited:

Activity - Grade Level Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate within their grade levels as they review student work samples. Needs and trends in data will be identified so that they may direct future instruction.	Professional Learning			08/06/2014	05/22/2015	$0 - No Funding Required	All certified staff

Measurable Objective 2:

75% of All Students will demonstrate a proficiency in grade level standards in Reading by 05/22/2015 as measured by Global Scholar Performance Series Assessment and/or Aspire Assessment..

Strategy1:

Differentiated Instruction - Using research based instructional strategies, teachers will provide differentiated instruction to meet the reading needs of all students.

Research Cited:

Activity - Alabama Reading Initiative Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Alabama Reading Initiative strategies will be modeled for all teachers. Teachers will utilize these research based literacy strategies to instruct their students.	Professional Learning			08/06/2014	05/22/2015	$0 - No Funding Required	Our instructional partner, Kerri Trawick, will provide Alabama Reading Initiative training to all teachers and staff throughout the school year. These sessions will be during faculty meetings, grade level meetings, and data meetings.

Strategy2:

Computerized Adaptive Testing - Teachers will facilitate the administration of computerized adaptive tests in reading. Data will inform future

instruction and identify students in need of small group or individual instruction.

Research Cited:

Activity - Renaissance Learning STAR Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate the administration of computerized adaptive tests in reading. Data will inform future instruction and identify students in need of small group or individual instruction.	Academic Support Program			08/06/2014	05/22/2015	$5759 - Title I Schoolwide	All certified teachers

Strategy3:

Student Progress Monitoring - The Instructional Partner will conduct three formal DIBELS Assessments. Teachers will conduct weekly

formative DIBELS Assessments.

Research Cited:

Activity - DIBELS Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Partner, Kerri Trawick, will conduct three formal DIBELS Assessments for every student, grades K-3, each year. Parent notes are sent home to share the data with parents. Teachers will conduct weekly DIBELS Assessments and the data is synced to the DIBELS computer portal.	Academic Support Program			08/25/2014	05/22/2015	$4515 - Title I Schoolwide	All certified staff

Goal 6:

Stakeholders at T.R. Simmons Elementary School will participate in activities that support students' learning.

Measurable Objective 1:

collaborate to develop a school culture of proactivity by 05/22/2015 as measured by implementation of the Seven Habits .

Strategy1:

Professional Learning Community - The Lighthouse Committee will lead the school in implementing practices that affect school culture.

Research Cited:

Activity - Franklin Covery IP License	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Franklin Covey IP license enable the Lighthouse Committee to have access to web based tools and examples of successful school practices. These tools are critical to the committee working toward Lighthouse status.	Other			08/06/2014	05/22/2015	$1500 - Title I Schoolwide	All faculty and staff

Measurable Objective 2:

collaborate to decrease monthly student tardies by 2% by 05/22/2015 as measured by INOW monthly tardy reports.

Strategy1:

Data Collection and Awareness - Tardy data will be displayed on charts in the common areas. Student leaders will record data and create

the charts in mathematics classes.

Research Cited: McEwan, Elaine K. (2003) 10 Traits of Highly Effective Principals - From Good to Great Performance

Activity - Data Collection and Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tardy data will be reported to teachers and students monthly. Student leaders will create charts to convey data to stakeholders. Charts will be displayed in the common areas of the school.	Behavioral Support Program			08/22/2014	05/22/2015	$0 - No Funding Required	All faculty and students

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

Goal 1:

All students at T.R. Simmons Elementary School will demonstrate an increase in mathematics proficiency based on Alabama College and

Career Readiness Standards.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in grade level standards in Mathematics by 05/22/2015 as measured by Global Scholar

Performance Series Assessment and Aspire Assessment.

Strategy1:

Differentiated Instruction - Teachers will incorporate various research based instructional strategies to address the needs of all students in

their classrooms.

Research Cited:

Activity - OGAP Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 3-5 attended OGAP training that focus on research based methods for teaching decimals and fractions to students. The University of North Alabama provided this training at the district level.	Professional Learning			08/11/2014	08/12/2014	$0 - No Funding Required	Lisa Roberts, Ashley Harbin, Lucinda Allred, Ashley Beasley, Chelsea Byrd, Marybeth Culbreth, Stephanie Tice, Jenny Bivona, Barry Easterwood, Lori Jarman, Janice Bobbitt, and Niki Nix.

Strategy2:

Computerized Adaptive Testing - Teachers will facilitate the administration of computerized adaptive tests in mathematics. Data will inform future instruction and identify students in need of small group or individual instruction.

Research Cited:

Activity - IXL	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate the administration of computerized adaptive tests in mathematics. Data will inform future instruction and identify students in need of small group or individual instruction.	Academic Support Program			08/06/2014	05/22/2015	$2400 - Title I Schoolwide	All certified teachers

Strategy3:

Vertical Team Meetings - Beginning September 26, 2014, teachers will conduct periodic school level vertical team meetings. The purpose of these meetings is to use various data points to identify current student needs and how that might impact students at multiple grades levels. Teachers will develop strategies to meet these needs.

Research Cited:

Activity - School Level Vertical Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On 9-26-14 (early release date), teachers will conduct the first of our periodic school level, vertical team meetings. During the meetings, teachers will follow the prescribed agenda and identify student weaknesses. Data will guide how instruction is shaped in future class meetings.	Professional Learning			09/26/2014	05/22/2015	$0 - No Funding Required	All certified staff

Strategy4:

Inquiry Based Instruction - Teachers will utilize research based strategies to instruct students in mathematics. Inquiry based instruction is supported by the Alabama Mathematics Science and Technology Initiative (AMSTI) and its facilitating partner, the University of North Alabama.

Research Cited:

Activity - AMSTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified teachers will be trained in AMSTI instructional practices. Teachers will implement inquiry based instruction in their classrooms. Only one of the three new teachers require training. A substitute will be provided for this one teacher.	Professional Learning			08/06/2014	05/22/2015	$75 - General Fund	All certified teachers

Goal 2:

All students at T.R. Simmons Elementary School will demonstrate an increased proficiency in English Language Arts based on Alabama

College and Career Readiness Standards.

Measurable Objective 1:

100% of All Students will collaborate to to develop and strengthen writing skills based on grade level standards in Writing in English

Language Arts by 05/22/2015 as measured by teacher assessment of student writing using grade specific rubrics.

Strategy1:

Grade Level Data Meetings - Teachers will share student work and identify common needs and trends in the data.

Research Cited:

Activity - Grade Level Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate within their grade levels as they review student work samples. Needs and trends in data will be identified so that they may direct future instruction.	Professional Learning			08/06/2014	05/22/2015	$0 - No Funding Required	All certified staff

Strategy2:

Explicit Writing Instruction - All teachers will implement explicit instruction utilizing the writing component of the McGraw-Hill Wonders

program to embed best practices and strategies to address writing standards in the CCRS for English Language Arts.

Research Cited: McGraw-Hill Reading Series

Activity - Genre Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will produce writing samples that will be graded according to a grade specific rubric. Teachers will meet as a grade level to discuss student writing. Student writing will be displayed as group after each genre has been taught.	Direct Instruction			08/06/2014	05/22/2015	$0 - No Funding Required	All certified classroom teachers (K-5), Jonathan Allen, and Kerri Trawick

Measurable Objective 2:

75% of All Students will demonstrate a proficiency in grade level standards in Reading by 05/22/2015 as measured by Global Scholar Performance Series Assessment and/or Aspire Assessment..

Strategy1:

Differentiated Instruction - Using research based instructional strategies, teachers will provide differentiated instruction to meet the reading needs of all students.

Research Cited:

Activity - Alabama Reading Initiative Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Alabama Reading Initiative strategies will be modeled for all teachers. Teachers will utilize these research based literacy strategies to instruct their students.	Professional Learning			08/06/2014	05/22/2015	$0 - No Funding Required	Our instructional partner, Kerri Trawick, will provide Alabama Reading Initiative training to all teachers and staff throughout the school year. These sessions will be during faculty meetings, grade level meetings, and data meetings.

Strategy2:

Computerized Adaptive Testing - Teachers will facilitate the administration of computerized adaptive tests in reading. Data will inform future instruction and identify students in need of small group or individual instruction.

Research Cited:

Activity - Renaissance Learning STAR Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate the administration of computerized adaptive tests in reading. Data will inform future instruction and identify students in need of small group or individual instruction.	Academic Support Program			08/06/2014	05/22/2015	$5759 - Title I Schoolwide	All certified teachers

Strategy3:

Student Progress Monitoring - The Instructional Partner will conduct three formal DIBELS Assessments. Teachers will conduct weekly formative DIBELS Assessments.

Research Cited:

Activity - DIBELS Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Partner, Kerri Trawick, will conduct three formal DIBELS Assessments for every student, grades K-3, each year. Parent notes are sent home to share the data with parents. Teachers will conduct weekly DIBELS Assessments and the data is synced to the DIBELS computer portal.	Academic Support Program			08/25/2014	05/22/2015	$4515 - Title I Schoolwide	All certified staff

Measurable Objective 3:

75% of All Students will demonstrate a proficiency in grade level standards in English Language Arts by 05/22/2015 as measured by Global Scholar Performance Series Assessment and/or Aspire Assessment.

Strategy1:

Technology Rich Lessons - Teachers will use technology to engage students in English language arts lessons

Research Cited:

Activity - Brain Pop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Brain Pop to provide supplemental material for their English Language Arts lessons.	Technology			08/06/2014	05/22/2015	$1495 - Title I Schoolwide	All certified faculty

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

Goal 1:

All students at T.R. Simmons Elementary School will demonstrate an increase in mathematics proficiency based on Alabama College and Career Readiness Standards.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in grade level standards in Mathematics by 05/22/2015 as measured by Global Scholar Performance Series Assessment and Aspire Assessment.

Strategy1:

Computerized Adaptive Testing - Teachers will facilitate the administration of computerized adaptive tests in mathematics. Data will inform future instruction and identify students in need of small group or individual instruction.

Research Cited:

Activity - IXL	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate the administration of computerized adaptive tests in mathematics. Data will inform future instruction and identify students in need of small group or individual instruction.	Academic Support Program			08/06/2014	05/22/2015	$2400 - Title I Schoolwide	All certified teachers

Strategy2:

Differentiated Instruction - Teachers will incorporate various research based instructional strategies to address the needs of all students in their classrooms.

Research Cited:

Activity - OGAP Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 3-5 attended OGAP training that focus on research based methods for teaching decimals and fractions to students. The University of North Alabama provided this training at the district level.	Professional Learning			08/11/2014	08/12/2014	$0 - No Funding Required	Lisa Roberts, Ashley Harbin, Lucinda Allred, Ashley Beasley, Chelsea Byrd, Marybeth Culbreth, Stephanie Tice, Jenny Bivona, Barry Easterwood, Lori Jarman, Janice Bobbitt, and Niki Nix.

Strategy3:

Inquiry Based Instruction - Teachers will utilize research based strategies to instruct students in mathematics. Inquiry based instruction is supported by the Alabama Mathematics Science and Technology Initiative (AMSTI) and its facilitating partner, the University of North Alabama.

Research Cited:

Activity - AMSTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified teachers will be trained in AMSTI instructional practices. Teachers will implement inquiry based instruction in their classrooms. Only one of the three new teachers require training. A substitute will be provided for this one teacher.	Professional Learning			08/06/2014	05/22/2015	$75 - General Fund	All certified teachers

Strategy4:

Vertical Team Meetings - Beginning September 26, 2014, teachers will conduct periodic school level vertical team meetings. The purpose of these meetings is to use various data points to identify current student needs and how that might impact students at multiple grades levels. Teachers will develop strategies to meet these needs.

Research Cited:

Activity - School Level Vertical Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On 9-26-14 (early release date), teachers will conduct the first of our periodic school level, vertical team meetings. During the meetings, teachers will follow the prescribed agenda and identify student weaknesses. Data will guide how instruction is shaped in future class meetings.	Professional Learning			09/26/2014	05/22/2015	$0 - No Funding Required	All certified staff

Goal 2:

All students at T.R. Simmons Elementary School will demonstrate an increased proficiency in English Language Arts based on Alabama College and Career Readiness Standards.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in grade level standards in Reading by 05/22/2015 as measured by Global Scholar Performance Series Assessment and/or Aspire Assessment..

Strategy1:

Student Progress Monitoring - The Instructional Partner will conduct three formal DIBELS Assessments. Teachers will conduct weekly formative DIBELS Assessments.

Research Cited:

Activity - DIBELS Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Partner, Kerri Trawick, will conduct three formal DIBELS Assessments for every student, grades K-3, each year. Parent notes are sent home to share the data with parents. Teachers will conduct weekly DIBELS Assessments and the data is synced to the DIBELS computer portal.	Academic Support Program			08/25/2014	05/22/2015	$4515 - Title I Schoolwide	All certified staff

Strategy2:

Computerized Adaptive Testing - Teachers will facilitate the administration of computerized adaptive tests in reading. Data will inform future instruction and identify students in need of small group or individual instruction.

Research Cited:

Activity - Renaissance Learning STAR Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate the administration of computerized adaptive tests in reading. Data will inform future instruction and identify students in need of small group or individual instruction.	Academic Support Program			08/06/2014	05/22/2015	$5759 - Title I Schoolwide	All certified teachers

Strategy3:

Differentiated Instruction - Using research based instructional strategies, teachers will provide differentiated instruction to meet the reading

needs of all students.

Research Cited:

Activity - Alabama Reading Initiative Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Alabama Reading Initiative strategies will be modeled for all teachers. Teachers will utilize these research based literacy strategies to instruct their students.	Professional Learning			08/06/2014	05/22/2015	$0 - No Funding Required	Our instructional partner, Kerri Trawick, will provide Alabama Reading Initiative training to all teachers and staff throughout the school year. These sessions will be during faculty meetings, grade level meetings, and data meetings.

Measurable Objective 2:

100% of All Students will collaborate to to develop and strengthen writing skills based on grade level standards in Writing in English

Language Arts by 05/22/2015 as measured by teacher assessment of student writing using grade specific rubrics.

Strategy1:

Explicit Writing Instruction - All teachers will implement explicit instruction utilizing the writing component of the McGraw-Hill Wonders

program to embed best practices and strategies to address writing standards in the CCRS for English Language Arts.

Research Cited: McGraw-Hill Reading Series

Activity - Genre Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will produce writing samples that will be graded according to a grade specific rubric. Teachers will meet as a grade level to discuss student writing. Student writing will be displayed as group after each genre has been taught.	Direct Instruction			08/06/2014	05/22/2015	$0 - No Funding Required	All certified classroom teachers (K-5), Jonathan Allen, and Kerri Trawick

Strategy2:

Grade Level Data Meetings - Teachers will share student work and identify common needs and trends in the data.

Research Cited:

Activity - Grade Level Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate within their grade levels as they review student work samples. Needs and trends in data will be identified so that they may direct future instruction.	Professional Learning			08/06/2014	05/22/2015	$0 - No Funding Required	All certified staff

Measurable Objective 3:

75% of All Students will demonstrate a proficiency in grade level standards in English Language Arts by 05/22/2015 as measured by Global Scholar Performance Series Assessment and/or Aspire Assessment.

Strategy1:

Technology Rich Lessons - Teachers will use technology to engage students in English language arts lessons

Research Cited:

Activity - Brain Pop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Brain Pop to provide supplemental material for their English Language Arts lessons.	Technology			08/06/2014	05/22/2015	$1495 - Title I Schoolwide	All certified faculty

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:

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

Measurable Objective 1:

90% of All Students will demonstrate a behavior that Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture in Career & Technical by 05/23/2014 as measured by provide digital resources to teachers/ administrators that explain the legal and ethical uses of technology including the dangers of cyberbullying, the cost of copyright piracy and plagiarism, and how to protect one's privacy.

Strategy1:

Digital Privacy - Provide digital resources to teachers/ administrators that explain the legal and ethical uses of technology including the dangers of cyberbullying, the cost of copyright piracy and plagiarism, and how to protect one's privacy.

Research Cited: Stand Up - Digital Handout

Activity - District Handbook	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students, along with their parents, will be given a handbook with information on district and school technology privacy and safety policies. This section must be read by both student and parent. The reading will culminate with the signing of a release form that is to be turned in at the start of the school year.	Professional Learning			08/19/2013	05/31/2017	$0 - No Funding Required	School Administration

Strategy2:

Blended instruction - Provide Professional Learning Train-the-Trainer and End-User training that promotes professional growth in the use of current and transformative technologies and digital content specifically geared to engage learners and improve student achievement.

Research Cited: Decreased usage of paper and hard copy materials

Activity - E-day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage student learning through quaility apps and textbooks. - Expand accessibility and quantity of free, high-quality, engaging, standards-based, digital media resources and apps for students.	Technology			10/14/2013	05/31/2017	$0 - No Funding Required	Teachers and administrator

Strategy3:

Digital Citizenship - Develop, implement, and offer a learning module to be completed by every student each year that teaches and assesses appropriate digital citizenship.

Research Cited: Stand Up, Alabama Course of Study

Activity - Becoming a Digital Citizen	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build an integrated module that will allow student to learn what it takes to be and ways they can improve their stance in the digital community.	Professional Learning			08/19/2013	05/31/2017	$0 - No Funding Required	School Administration

Strategy4:

Digital classroom management system - Work to provide support and fund instructional technology integration specialists/technology coaches at the school level (1:50 teachers) to increase teacher technology integration effectiveness and better prepare students to be college- and career-ready.

Research Cited: Alabama Courses of Study and other surveys

Activity - Edmondo	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Edmodo to Collaborate with Student	Technology			09/16/2013	05/31/2017	$0 - No Funding Required	Teachers, and administrator

Strategy5:

Classroom engagement - Provide Professional Learning designed to help

teachers move from static, text-based

resources to effective, dynamic, interactive,

adaptive, multimedia/digital content powered by

devices that engage, challenge, and empower

students to learn in a variety of ways. We will

continue to expand our use of intel tools

through-out the district.

Research Cited: Speak Up Surveys: Teachers, Students, School Leaders, and Parents. Teacher lesson plans

Activity - Global community	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development to help with blending instruction within the classroom	Technology			09/16/2013	05/31/2017	$0 - No Funding Required	Technology department, UNA Science in Motion, teachers and administrators

Goal 2:

Engage and Empower the Learner Through Technology.

Measurable Objective 1:

90% of All Students will demonstrate a behavior of creative and critical thinking expertise, and effective collaborative communication skills

by developing innovative products and processes using technology in a variety of learning environments in Career & Technical by

05/23/2014 as measured by engage students in exploring real-world issues and solving T. R. Simmons 21-25 authentic problems using

digital tools and resources based upon 30+ the Alabama Courses of Study standards shown in the Alabama Transform 20/20 survey.

Strategy1:

Technology Rich Environment - Provide professional development opportunities for teachers to develop effective, challenge-based lessons

and units that require students to demonstrate creative thinking, construct knowledge, and develop innovative products, and processes using

technology to make the students comfortable in classroom as well as real world settings.

Research Cited: Transform 2020 Survey, Alabama Course of Study

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using apps teachers can use formative assessment to aid in differeniating instruction.	Technology			11/08/2013	05/31/2017	$0 - No Funding Required	Teachers and school administrator

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers will meet together to discuss ways to increase student performance through multiple interactions including though not limited to, 1:1 computer based instruction modules.	Professional Learning			08/19/2013	05/26/2017	$0 - No Funding Required	School Administrator

Activity - App Integration in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in app based programs they can share with their students to further the students' implementation during lessons and project based assignments. Training will be split between on site staff members and Technology in Motion's Dr. Barry Wigginton.	Professional Learning			08/19/2013	05/31/2017	$0 - No Funding Required	School Administrator

Activity - Technology Tuesday	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be provided for teachers to help with the integration of technology and digital storytelling	Technology			01/07/2014	05/31/2017	$0 - No Funding Required	Teachers, technology teacher and school administrator

Measurable Objective 2:

90% of All Students will complete a portfolio or performance of the critical thinking skill in Career & Technical by 05/16/2014 as measured by Teachers and or school administrator.

Strategy1:

Critical thinking - Students effectively and responsibly use standards-based digital media (e.g., online textbooks, interactive, games, digital cameras, enhanced podcasts, informational materials, apps, social educational networking, and learning management systems, etc.) to learn and communicate real-world applications of concepts and processes individually and collaboratively.

Research Cited: Principal/Teacher PBL Snapshot Survey, EducateAlabama Data, and Alabama Courses of Study

Activity - Project Base Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work in collaborative groups to achieve an critical thinking objective that would apply in a real world setting	Technology			10/14/2013	05/31/2017	$0 - No Funding Required	Teachers, school administrators

Goal 3:

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

Measurable Objective 1:

90% of All Students will collaborate to provide a portal of best practice lessons, web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using tec in Career & Technical by 05/16/2014 as measured by Digital Readiness Scale, Bandwidth Traffic Data, Interviews with teachers, students, administrators, and network activity logs. .

Strategy1:

Internet Access - This strategy will allow students throughout the school, despit grade level, to have easy access to the internet with as few bandwidth restrictions or connectivity issuess as possible. This should influence the increase in use of digital learning, productivity tools, and online assessments.

Research Cited: Transform 2020 Surveys, interviews with teachers, students, administrators and the Digital Readiness scale.

Activity - Digital Readiness Scale	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research, develop, and implement tools to measure infrastructure. (Ex: Develop a Digital Readiness Scale tool to show where the school district is on the continuum for providing optimal services.)	Technology			08/12/2013	05/16/2014	$0 - No Funding Required	Technology adminstration and school adminstration

Strategy2:

Equitable Access to Digital Devices - Ensure that every student, teacher, and administrator has 24/7 access to an Internet Connected Device (ICD) with viable access points (as described in Objective 3.2) and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption.

Research Cited: Bandwidth Traffic Reports, Inventory Report, and Transform2020 Survey Results: Teachers, Students, Administrators, Parents

Activity - Home connectivity	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to use wifi from local business portal or from home using school issuse ICD	Technology			09/16/2013	05/16/2014	$0 - No Funding Required	Technology administration and school administration

Strategy3:

Best practice lessons - Provide a portal of best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Research Cited: Interviews with teachers, students, and administrators

Activity - Best Practices lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work in collaborative group to create or draw from a web base best practice lessons to match CCRS	Technology			09/16/2013	05/16/2014	$0 - No Funding Required	Teachers, and administrators

Activity - Socrative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given the opportunity to use Socrative as a form of formative assessment to help place students in collaborative groups to further their instruction. Teachers will create questions to help better understand needs of students.	Technology			10/14/2013	05/31/2017	$0 - No Funding Required	Teachers and administrators

Activity - E-day lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers create, develop, or find lessons to be implemented as e-day assignments	Technology			10/07/2013	05/31/2017	$0 - No Funding Required	Teachers, all administrators, and technology department

Goal 4:

All students at T.R. Simmons Elementary School will demonstrate an increase in mathematics proficiency based on Alabama College and Career Readiness Standards.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in grade level standards in Mathematics by 05/22/2015 as measured by Global Scholar Performance Series Assessment and Aspire Assessment.

Strategy1:

Vertical Team Meetings - Beginning September 26, 2014, teachers will conduct periodic school level vertical team meetings. The purpose of these meetings is to use various data points to identify current student needs and how that might impact students at multiple grades levels. Teachers will develop strategies to meet these needs.

Research Cited:

Activity - School Level Vertical Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On 9-26-14 (early release date), teachers will conduct the first of our periodic school level, vertical team meetings. During the meetings, teachers will follow the prescribed agenda and identify student weaknesses. Data will guide how instruction is shaped in future class meetings.	Professional Learning			09/26/2014	05/22/2015	$0 - No Funding Required	All certified staff

Strategy2:

Computerized Adaptive Testing - Teachers will facilitate the administration of computerized adaptive tests in mathematics. Data will inform future instruction and identify students in need of small group or individual instruction.

Research Cited:

Activity - IXL	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate the administration of computerized adaptive tests in mathematics. Data will inform future instruction and identify students in need of small group or individual instruction.	Academic Support Program			08/06/2014	05/22/2015	$2400 - Title I Schoolwide	All certified teachers

Strategy3:

Inquiry Based Instruction - Teachers will utilize research based strategies to instruct students in mathematics. Inquiry based instruction is supported by the Alabama Mathematics Science and Technology Initiative (AMSTI) and its facilitating partner, the University of North Alabama.

Research Cited:

Activity - AMSTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified teachers will be trained in AMSTI instructional practices. Teachers will implement inquiry based instruction in their classrooms. Only one of the three new teachers require training. A substitute will be provided for this one teacher.	Professional Learning			08/06/2014	05/22/2015	$75 - General Fund	All certified teachers

Strategy4:

Differentiated Instruction - Teachers will incorporate various research based instructional strategies to address the needs of all students in their classrooms.

Research Cited:

Activity - OGAP Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades 3-5 attended OGAP training that focus on research based methods for teaching decimals and fractions to students. The University of North Alabama provided this training at the district level.	Professional Learning			08/11/2014	08/12/2014	$0 - No Funding Required	Lisa Roberts, Ashley Harbin, Lucinda Allred, Ashley Beasley, Chelsea Byrd, Marybeth Culbreth, Stephanie Tice, Jenny Bivona, Barry Easterwood, Lori Jarman, Janice Bobbitt, and Niki Nix.

Goal 5:

All students at T.R. Simmons Elementary School will demonstrate an increased proficiency in English Language Arts based on Alabama College and Career Readiness Standards.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in grade level standards in Reading by 05/22/2015 as measured by Global Scholar Performance Series Assessment and/or Aspire Assessment..

Strategy1:

Computerized Adaptive Testing - Teachers will facilitate the administration of computerized adaptive tests in reading. Data will inform future instruction and identify students in need of small group or individual instruction.

Research Cited:

Activity - Renaissance Learning STAR Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate the administration of computerized adaptive tests in reading. Data will inform future instruction and identify students in need of small group or individual instruction.	Academic Support Program			08/06/2014	05/22/2015	$5759 - Title I Schoolwide	All certified teachers

Strategy2:

Differentiated Instruction - Using research based instructional strategies, teachers will provide differentiated instruction to meet the reading needs of all students.

Research Cited:

Activity - Alabama Reading Initiative Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Alabama Reading Initiative strategies will be modeled for all teachers. Teachers will utilize these research based literacy strategies to instruct their students.	Professional Learning			08/06/2014	05/22/2015	$0 - No Funding Required	Our instructional partner, Kerri Trawick, will provide Alabama Reading Initiative training to all teachers and staff throughout the school year. These sessions will be during faculty meetings, grade level meetings, and data meetings.

Strategy3:

Student Progress Monitoring - The Instructional Partner will conduct three formal DIBELS Assessments. Teachers will conduct weekly formative DIBELS Assessments.

Research Cited:

Activity - DIBELS Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Instructional Partner, Kerri Trawick, will conduct three formal DIBELS Assessments for every student, grades K-3, each year. Parent notes are sent home to share the data with parents. Teachers will conduct weekly DIBELS Assessments and the data is synced to the DIBELS computer portal.	Academic Support Program			08/25/2014	05/22/2015	$4515 - Title I Schoolwide	All certified staff

Measurable Objective 2:

75% of All Students will demonstrate a proficiency in grade level standards in English Language Arts by 05/22/2015 as measured by Global Scholar Performance Series Assessment and/or Aspire Assessment.

Strategy1:

Technology Rich Lessons - Teachers will use technology to engage students in English language arts lessons
Research Cited:

Activity - Brain Pop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Brain Pop to provide supplemental material for their English Language Arts lessons.	Technology			08/06/2014	05/22/2015	$1495 - Title I Schoolwide	All certified faculty

Measurable Objective 3:

100% of All Students will collaborate to to develop and strengthen writing skills based on grade level standards in Writing in English Language Arts by 05/22/2015 as measured by teacher assessment of student writing using grade specific rubrics.

Strategy1:

Grade Level Data Meetings - Teachers will share student work and identify common needs and trends in the data.
Research Cited:

Activity - Grade Level Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate within their grade levels as they review student work samples. Needs and trends in data will be identified so that they may direct future instruction.	Professional Learning			08/06/2014	05/22/2015	$0 - No Funding Required	All certified staff

Strategy2:

Explicit Writing Instruction - All teachers will implement explicit instruction utilizing the writing component of the McGraw-Hill Wonders program to embed best practices and strategies to address writing standards in the CCRS for English Language Arts.

Research Cited: McGraw-Hill Reading Series

Activity - Genre Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will produce writing samples that will be graded according to a grade specific rubric. Teachers will meet as a grade level to discuss student writing. Student writing will be displayed as group after each genre has been taught.	Direct Instruction			08/06/2014	05/22/2015	$0 - No Funding Required	All certified classroom teachers (K-5), Jonathan Allen, and Kerri Trawick

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	All paraprofessionals meet the NCLB requirements.	

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	All teachers have meet NCLB requirements for highly qualified status.	

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

Applicants are interviewed based upon their meeting of the defined NCLB requirements for each job category. The highest qualified individual is hired in every situation. Teachers are hired based on their ability to provide high quality instruction for all students. As part of their job requirements, each teacher is expected to collect data on their students' progress. This data is used to inform instruction and influence how each student's needs are met.

Component 4: Strategies to Attract Highly Qualified Teachers

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

7.7% of the 39 teachers are new hires

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

76.9 of all certified teachers are tenured with more than three years of service within the Jasper City School System.

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

Jasper City School System pays certified teachers 1% more than the Walker County School System. The system is implementing a 1:1 student technology initiative. Teachers are provided with an IPAD for instructional development. All general education classrooms are provided with a smart board, digital projector, and document camera.

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

Jasper City School System pays certified teachers 1% more than the Walker County School System. The system is implementing a 1:1 student technology initiative. Teachers are provided with an IPAD for instructional development. All general education classrooms are provided with a smart board, digital projector, and document camera.

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?

There is not a high turnover rate. Typically teachers are only leaving the school because of the transfer of a spouse or retirement.

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?

At the district level teachers are participating in a myriad of research-based professional development that collectively meets the needs of our students in our school. All teachers are involved with the Alabama Mathematics, Science, and Technology Initiative. All teachers are supported through the Alabama Reading Initiative and activities are supported through our school based instructional partner. All teachers who perform mathematics instruction received Ongoing Assessment Project (OGAP) training facilitated by the University of North Alabama (UNA) and AMSTI. Technology in Motion through UNA also works with our teachers to provide training in student oriented technology integration in the classroom. Teachers will receive school based professional development facilitated through the system's instructional leaders. Professional development will focus on students being leaders of their own learning through student engaged assessment. Consequently, this connects well to our other efforts through Covey's Leader In Me training. Through this process, we will strive to lead faculty and students to use data to support student progress.

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

At the district level teachers are participating in a myriad of research-based professional development that collectively meets the needs of our students in our school. All teachers are involved with the Alabama Mathematics, Science, and Technology Initiative. All teachers are supported through the Alabama Reading Initiative and activities are supported through our school based instructional partner. All teachers who perform mathematics instruction received Ongoing Assessment Project (OGAP) training facilitated by the University of North Alabama (UNA) and AMSTI. Technology in Motion through UNA also works with our teachers to provide training in student oriented technology integration in the classroom.

Teachers will receive school based professional development facilitated through the system's instructional leaders. Professional development will focus on students being leaders of their own learning through student engaged assessment. Consequently, this connects well to our other efforts through Covey's Leader In Me training. Through this process, we will strive to lead faculty and students to use data to support student progress.

Principals will be receiving training in building capacity in our faculty. In Standard 3 of LEAD Alabama, instructional leaders are charged to develop the human resources of their building. Shannon Uptain of AMSTI is leading our districts administration in a PLU that focuses in this area.

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.

All new inexperienced teachers are assigned to a mentor upon hiring. An established priority exists in placing the new hire with a master teacher in their grade level. This common thread is intended to foster a strong relationship that supports consistent lesson planning, successful examples for grade/content specific learning activities, evidence sharing in grade level data meetings, and finally a closer

proximity for easier access for assistance from the mentor. Their relationship is not bound to a rigid meeting schedule but instead will naturally occur at provided professional development and all other school activities. Struggling teachers are also provided the opportunity to learn from a mentor. Documented needs from Educate Alabama self-assessment or administrator walkthroughs could be grounds for establishing a mentor for an experienced teacher with needs like but not limited to classroom management.

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

All professional development is documented and connected to our goals in our ACIP; therefore, all faculty is obligated to implement learned strategies and best practices. Moreover, the ACIP process supports a reflective process whereby the faculty must revisit our professional growth and continual look for evidence of a commitment to implementation. Furthermore, professional development is an intentional process of looking a needs based on student data, problem solving, and analysis. Resistance to all learning is a given so it is thereby expected. It is through a change in culture within the faculty where learning influences practice and then practices influence results. After analyzing results and needs assessments, instructional leaders may then proceed to address new challenges with need specific professional development. Professional development should co-evolve with the needs of the faculty and students.

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 school system has designed a school calendar that provides opportunities for collaboration within our schools and district. Teachers at T.R. Simmons meet in grade level meetings to review data and plan lessons that ensure all students are instructed according to the grade level specific Alabama College and Career Readiness standards. The district has completed course maps to ensure all standards are presented. Teachers identify needs and work to address the academic needs of their students. Teachers work within vertical teams to make certain students are prepared for the next level.

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?

In order to achieve shared leadership, the instructional leader must provide teachers with the opportunity to have a shared voice. Through faculty meetings, data meetings, grade level meetings, and vertical team meetings, teachers reflect on statewide assessment data. Their knowledge of the data and its implications are critical in establishing a shared vision for the school. The instructional leader models the relationship with the teacher in how they are expected to use data with their students. If teachers then guide students to reflect on data and be leaders of their own learning, the school will noted marked improvement.

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?

All students will receive training in reviewing their own test scores. Teachers will guide students to identify strengths and areas for growth. As a part of the Leader in Me process, students will conduct their own student led conferences. Students will share their awareness of their own academic progress with an adult stakeholder.

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?

In order to provide data points at the beginning of the school year, students participated in the grade applicable assessments like Global Scholar Performance Series, DIBELS, and STAR Reading. This provides a timely and effective data point to identify students' proficiency or weakness. Middle of the year assessments will allow for identifying growth and areas where remediation efforts have not been as fruitful. End of the year assessments are more beneficial for teachers looking to identify their own areas for growth or areas to alter for the next school year. Data is always reviewed as ALL STUDENTS and different SUBGROUPS comparisons. Categories are reviewed according to the national quartiles (percentiles).

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

Through training with the Alabama Reading Initiative and Alabama Mathematics, Science, and Technology Initiative, teachers are provided professional development in differentiated instruction. Teachers facilitate learning within their classrooms through collaborative grouping. At various times students are placed in either diverse or ability based collaborative groups. Teachers utilize this as an opportunity to facilitate small group instruction with students in need of deeper instruction. Teachers may accomplish this one on one or in small group instruction. Special education teachers and paraprofessionals support differentiated instruction in the inclusion classroom.

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

Teachers provide students opportunities for after school/before school tutoring at no cost as needed. The 1:1 technology initiative also provides for at home use of instructional tools like Khan Academy as well as various other programs like Brain Pop. Students grades 3-5 have the opportunity to purchase rights to have access to an Apple IPAD. This technology tool is used for in class as well as out of class assignments. Many teachers have also used Edmodo to provide instructional support outside of the regular school day.

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.

Since all Title I schools are serving children through schoolwide plans, migratory or formerly migratory children, are provided equal services in all qualifying Title I areas. Children of migrant families who exhibit language difficulties are provided additional language building skills through the services of EL bilingual tutors.

We do not have identified students at the present time who fall into this category.
The parent employment surveys are kept on file at the Central Office and picked up by
the Migrant Recruiter.

Homeless children are provided services under the NCLB Act and McKinney-Vento Homeless Assistance Act. A percentage of Title I funds are budgeted as a "set-aside" for homeless children and their prioritized needs. Students who may be identified in homeless situations will be provided with the following:
- Be immediately enrolled in school despite their unstable housing situation and despite their inability to produce documents ordinarily required of student who have a permanent residence.
- Receive assistance in procuring school records.
- Be allowed to stay in the school they attended when they became homeless or the school in which they were last enrolled (school of origin).
- Be transported from their current place of residence to the school of origin to reduce the need for them to transfer from school to school.
- Receive free school nutrition.
- Receive referrals to medical, mental health, dental, and other appropriate services.
- Receive assistance in acquiring school supplies, standard dress, backpacks, and other provisions needed to succeed in school.

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

N/A

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

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

Title I set-aside along with state and local funded resources are used to supplement support for children who are English Learners (EL), children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of Title VII, homeless children, and immigrant children. Collaboration with adult education, family literacy, and EL staff ensured that duplication and fragmentation is eliminated. Special services are also provided through extended-day and extended-year programs. The LEA, through Title I funds provide EL services to students in the schoolwide programs by a HQ certified EL teacher.

The school within the LEA strives to provide services that support the local school/system curriculum and instructional program(s). Through integration and coordination of all services, duplication and fragmentation of the instructional program will be eliminated, leading to increase student achievement and performance.

The school also strives to collaborate with other agencies in an effort to coordinate services and eliminate duplication of services. Services for students identified under Public Law 94-142 are coordinated with the LEA's Special Education Coordinator. Thus, efforts are made to avoid duplication of services in accordance with applicable laws and regulations.

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 set-aside along with state and local funded resources are used to supplement support for children who are English Learners (EL), children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of Title VII, homeless children, and immigrant children. Collaboration with adult education, family literacy, and EL staff ensured that duplication and fragmentation is eliminated. Special services are also provided through extended-day and extended-year programs. The LEA, through Title I funds provide EL services to students in the schoolwide programs by a HQ certified EL teacher.

The school within the LEA strives to provide services that support the local school/system curriculum and instructional program(s). Through integration and coordination of all services, duplication and fragmentation of the instructional program will be eliminated, leading to increase student achievement and performance.

The school also strives to collaborate with other agencies in an effort to coordinate services and eliminate duplication of services. Services for students identified under Public Law 94-142 are coordinated with the LEA's Special Education Coordinator. Thus, efforts are made to avoid duplication of services in accordance with applicable laws and regulations.

A Title I Schoolwide program is a method of delivering Title I services in eligible schools. It allows the schools to address the educational needs of children living in impoverished communities with comprehensive strategies for improving the entire school so every student achieves high levels of academic proficiency. Schoolwide programs have great latitude to determine how to organize their operations and allocate the multiple funding sources available to them. They do not have to identify particular children as eligible for services or separately track federal dollars. Instead, Schoolwide programs can use all allocated funds to increase the amount and quality of learning time. In this

way, they can embrace a high-quality curriculum, according to a comprehensive plan that ensures all children meet the state's challenging academic standards. Schoolwide programs serve all children in a school. All staff, resources, and classes are part of the overall Schoolwide program. The purpose is to generate high levels of academic achievement in core subject areas for all students, especially those students most in need. This purpose is achieved through:

- High quality instruction.

- Comprehensive reform strategies and methods that are based on the use of scientifically based research.

- Strategies and methods to improve teacher quality and professional development.

- Consolidated use of funds.

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.

Title I set-aside along with state and local funded resources are used to supplement support for children who are English Learners (EL), children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of Title VII, homeless children, and immigrant children. Collaboration with adult education, family literacy, and EL staff ensured that duplication and fragmentation is eliminated. Special services are also provided through extended-day and extended-year programs. The LEA, through Title I funds provide EL services to students in the schoolwide programs by a HQ certified EL teacher.

The school within the LEA strives to provide services that support the local school/system curriculum and instructional program(s). Through integration and coordination of all services, duplication and fragmentation of the instructional program will be eliminated, leading to increase student achievement and performance.

The school also strives to collaborate with other agencies in an effort to coordinate services and eliminate duplication of services. Services for students identified under Public Law 94-142 are coordinated with the LEA's Special Education Coordinator. Thus, efforts are made to avoid duplication of services in accordance with applicable laws and regulations.

Component 10: Evaluation

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

Data drives the behaviors of all faculty members. Moreover, data provides a transparent picture of the school wide program's effectiveness. Faculty are involved in the process of periodically reflecting on trustworthy data sources.

Title I program evaluations are completed each year and uploaded into the document library into e-Gap.

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?

Faculty intentionally analyze the state's annual assessment data to identify any increases, decreases, and trends as they relate to all students and each disaggregated subgroup. We desire for all students to be successful, and we reflect on our school wide program's success as it relates to that core belief. We identify subgroup gains and proficiency levels as they relate to our ACIP objectives and national percentiles.

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?

Although success may often be measured in the totality of statistics of the whole group or subgroup, effectiveness of a program must be reflected in the eyes of each student. Through student engaged assessment we strive to lead all students to progress in their learning. Unfortunately, in some cases great gains are made without an individual student achieving proficiency. Moving all students toward a growth model is the greatest measure of a school wide program's success.

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?

Classroom walkthroughs provide frequent formative data that allows for reflection and evaluation of our current practices. Assessment data is collected at three points within the school year. At midyear, we will review all available data to inform and guide our next steps. We intentionally look at the specific demographic groups within the school in order to ensure needs are being met.

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.	30.85

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

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

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

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

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

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

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	37.0

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

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

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

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

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

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

I. State Foundation Funds:Total Salaries

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

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	3301414.2

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	0.0

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.	0.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	0.0

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.	10338.0

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

Total   3,311,752.20

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

$ 220,506.00 Salaries,benefits, subs, materials & supplies,computer software and hardware, nurse LPN, professional development.

$3,262.09 Parent Involvement

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	223768.1

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

na

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.

$1495.00

Stipends, benefits, professional development

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	300.0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

na

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

Title IV: For Safe and Frug-free Schools

Provide a brief explanation and a breakdown of expenses.

na

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.

na

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.

na

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.

na

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.

na

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

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Reading coach, instructional teacher, sp. ed. teacher,subs, benefits, leases, instructional classroom supplies, textbooks, health services, software, hardware, inst. staff dev., security services,pre-school teacher and classroom supplies, building services, building repair,

Label	Question	Value
2.	Local Funds Provide the total.	679468.44