



## **ACIP**

# Glencoe Elementary School

## Etowah County Board of Education

Ms. Teresa Lokey, Principal  
207 North College Street  
Glencoe, AL 35905

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# Executive Summary

## **Introduction**

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

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

## Description of the School

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

Glencoe Elementary has a long history in the small city of Glencoe, located in northeast Alabama. Glencoe is on the eastern border of Etowah County and adjoins Calhoun County. According to the 2010 Census, Glencoe had a population of 5,160. Of that number, 96.5 percent identified themselves as white, 1.3 percent as African American, 1.1 percent as two or more races, 0.8 percent as Hispanic, 0.5 percent as Asian, and 0.3 percent as Native American.

Glencoe Elementary serves grades Kindergarten through fourth with four homerooms per grade level. The 2014-2015 school year was the first year the school occupied a new wing housing new school offices, four classrooms, restrooms, and a new gym. The school campus has 23 classrooms, a gym, library, computer lab, and lunchroom. The faculty includes twenty homeroom teachers, a Principal, a librarian/media coordinator, guidance counselor, special education teacher, Title I Intervention teacher, an Instructional Partner (shared with Glencoe Middle School two days per week), and a Physical Education Teacher. There are four instructional aides, a school nurse, a bookkeeper, receptionist, four lunchroom workers, and two custodians. The staff at Glencoe Elementary is Caucasian and primarily female with the exception of three male classroom teachers and a male custodian.

Glencoe Elementary is a Title I School with a Schoolwide Program in place. Fifty-four percent of students qualify for Free or Reduced-Priced meals. The challenges our student population face are primarily universal to all working-class families. Parents have limited time and resources to devote to activities outside the realm of providing for their family. Regardless, Glencoe Elementary parents are supportive of their students and the school. The school is challenged to adapt to provide meaningful family involvement activities suitable to the current student population's needs and circumstances. The increased number of students with severe behavior problems challenges the school to provide adequate interventions. Lack of funding to adequately continue to equip classrooms with current 21st Century Technology continues to be a challenge for Glencoe Elementary.

Demographics:

Gender: Males 209, Female 167

Ethnicity: White 97%, Multi-race 2%, Black .7%, Asian .3%



## 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 mission of Glencoe Elementary School, in cooperation with the parents and community, is to provide a safe, quality educational program with multiple opportunities for students to learn and experience success. It is the intent of Glencoe Elementary School to develop students who will become responsible citizens, productive workers, and successful, mature lifelong learners.

The faculty members of Glencoe Elementary School are dedicated to the following objectives:

1. To help students master the basic skills in each discipline and to assimilate these into intellectual and social growth.
2. To provide a balanced educational program that instills in students a desire to learn and provide an environment conducive to learning.
3. To develop functional skills and attitudes necessary for participation in the democratic society and for economic efficiency.
4. To help students develop positive self-concepts and reach intellectual and social potential.
5. To help students develop physical, mental, and emotional health.
6. To make the school program an integral part of the school community.
7. To follow a developmental and sequential curriculum that adopts methods of presentation and evaluation relating to the abilities of the students.

The professional staff members strive to meet the needs of students by supporting these statements as our Philosophy:

1. The faculty members believe that the basic skills in each discipline are the core of the curriculum.
2. The faculty members accept the students as worthy individuals and seek to challenge and develop their highest potential.
3. The faculty members aspire to develop a good self-image in students by allowing successful experiences and security in the school.
4. The faculty members work to instill in the students a knowledge and appreciation for the American Heritage and the democratic process.
5. The faculty members believe that self-discipline is a necessity.
6. The faculty members believe the abundant community resources should be used to help fulfill the needs of the students.
7. The faculty members believe that all learning activities should follow a prescribed sequential program subject.

Glencoe Elementary School Belief Statements are as follows:

1. All decisions affecting the work of the school focuses on students' learning needs.
2. Our school has a continuous commitment to provide a safe learning environment.
3. Students demonstrate their understanding of essential knowledge, are actively involved in solving problems, and producing quality work.
4. Our school functions as a learning organization and works together with the community to assure the success of the school.
5. Student self-esteem is enhanced by positive relationships and mutual respect among and between students, faculty, and staff.
6. Students learn best when they have appropriate opportunities for success.
7. Learning activities are planned to accommodate different learning styles.
8. Students learn to make appropriate decisions given a supportive and challenging learning environment.
9. Our school employs contemporary instructional practices that promote incremental technological skills in our students.

## 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.**

### Glencoe Elementary's Notable Achievements

Glencoe Elementary is fully accredited by the Southern Association of Colleges and Schools. As a Title I School with a Schoolwide Program in place, Glencoe Elementary has consistently met Annual Yearly Progress Goals. All teachers at Glencoe Elementary are Highly Qualified. The faculty is trained and implements the best practices of the Alabama Reading Initiative daily. Glencoe Elementary has had many notable achievements in the past three years. These achievements include outfitting all classrooms with 21st Century Technologies, implementing a vital Response to Instruction program, which streamlines identification and support of struggling students, and the expansion of the after-hours student Extended-Day Program to a daily summer program.

All classrooms in Glencoe Elementary are equipped with a Promethean Board, Projector, a document camera, at least one iPad, at least two computers, and three Chromebooks. Some classrooms use response systems known as Activ-Votes as well as Activ Slates. The school has three complete net-book carts available for classroom use. Our computer lab is equipped with enough computers for an entire class to work independently. Wireless antennas are installed throughout the school to support the large amount of wireless computer technology. Some classrooms make use of the Bring Your Own Device Policy to further extend student usage of current technologies. Our school library uses bar code scanners which allow students to scan and return their own books back into circulation.

The Response to Instruction (RTI) program at Glencoe Elementary is vital to the identification and support of students experiencing difficulty in academics or behavior. The RTI team consists of faculty members and the principal and meets monthly to review student data and create plans for intervention to meet the needs of the individual. Team work is the key to the success of the RTI program at Glencoe Elementary. Classroom teachers, the intervention teacher, guidance counselor, Instructional Partner, Principal, and special education teacher work together to help each student be successful.

For many years, Glencoe Elementary has served students and parents with an Extended-Day Program. This program is low-cost and provides homework help and includes guided play and learning activities for students until 6 p.m. daily. Due to the parent need for quality child-care during the summer months, a summer-care program was implemented two years ago. Enrollment was to capacity this past summer. Students participated in library visits, field trips, outdoor play and crafts.

The implementation of College and Career Ready Standards has created needs for improvement in some areas of instruction at Glencoe Elementary. The current areas of focus are implementing a writing program that supports the CCRS Writing Anchor Standards and improving the practice of Strategic Teaching. Teachers meet in monthly data meetings to discuss and address the use of strategic teaching and the implementation of the Writing Anchor Standards. While Glencoe Elementary does provide many opportunities for Parental Involvement with activities such as Family Reading Night and Family Math Night, we plan to include parent training to assist their students with the rigorous content of College and Career Ready Standards.

## Additional Information

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

Glencoe Elementary has been recognized in a variety of ways. Those include:

The award of a grant to provide STRIDE Academy for all students.

Clean Campus Award

Alabama Reading Initiative Demonstration Site

Recognized for 95% Attendance 2013-14 School Year

Students recognized in County-Wide Creative Writing Contest

In 2013, Madison Luyao won first place in the Etowah County Math Bee.

Bella Kirby Edmondson was selected as Etowah County Student of the Month for December 2013.

Alix Davis received a Presidential Volunteer Award for 52 hours of community service .

GES PTO is an active and vital part of Glencoe Elementary. Through fund-raising efforts the PTO has purchased new non-fiction books for the school library, new Chrome books for classrooms, a app for iPads for DIBELS administration, provided Accelerated Reader celebrations and classroom holiday parties. PTO members volunteer countless hours to GES.

School library hosts two week-long book fairs that generate renewed interest and excitement about reading.

GES host Grandparents Day annually that typically involves over 400 grandparents in attendance.

High School students serve as student- helpers daily through a cooperative program with Glencoe High School.

# Improvement Plan Stakeholder Involvement

## **Introduction**

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

## Improvement Planning Process

### Improvement Planning Process

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

Stakeholders involved in the development of Glencoe Elementary's School Improvement Plan included teachers, administrators, parents, students, and community representatives. Stakeholders are informed of the Continuous Improvement Plan and the need for input at faculty meetings, parent meetings, and in the classroom. Stakeholder representatives are selected based upon availability, expertise, and willingness to serve. Meetings are scheduled during or immediately after school hours to meet the needs of committee members.

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

Teachers involved in the planning process were responsible for gathering and reporting grade level data. The Instructional Partner and Title I Teacher were involved in constructing narrative descriptions of the school process. Students and parents provided feedback and suggestions regarding the school climate and needed improvements to current programs and activities. Community stakeholders provided guidance and support for planned projects.

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

The final improvement plan was communicated in various ways. Links to the plan were made available on the school web site and a printed copy was placed in the school library for perusal. All components of the plan were discussed with faculty members during grade level and faculty meetings. A two-page condensed version of the school's plan was distributed to all parents with the first report card. Teachers communicated goals to students in the classroom.

# 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		2015-16 Data Document GES

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

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

## Areas of Notable Achievement

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

Kindergarten: STAR Early Literacy-81% met goal in 2014-15; DIBELS- 59% met benchmark

First Grade: DIBELS benchmark percentage is up by 1% from 85% to 86%.

Second Grade: DIBELS- 71% met benchmark; STAR Math-68% met SGP (Goal 40%); STAR Reading- 66% met SGP

Third Grade: On ACT Aspire the number of students at or above Benchmark Math increased from 64% in 2014 to 66% in 2015.

Fourth Grade: None

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

Kindergarten: Special Education students achieving the SGP goal increased from 0% in 2013-14 to 100% in 2014-15.

First Grade: DIBELS-the percentage of students scoring Strategic dropped from 10% to 3%.

Second Grade: The percentage of students in RTI meeting SGP moved from 50% in 2013-14 to 67% in 2014-15.

Third Grade: On ACT Aspire, the number of students in need of support in reading declined from 29% in 2014 to 25% in 2015. There was also an increase in Progress with Text Complexity from 48% in 2014 to 52% in 2015.

Fourth Grade: None

### Which area(s) indicate the overall highest performance?

Kindergarten: Students meeting STAR Early Literacy SGP Goals were 81%.

First Grade: STAR Early Literacy average of Non SPE or RTI students meeting goals is 93%.

Second Grade: 71% of students met benchmark on DIBELS.

Third Grade: On ACT Aspire, the number of students at or above Benchmark Math increased from 64% in 2014 to 66% in 2015.

Fourth Grade: Students at or above benchmark in Math 48%.

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

Kindergarten: STAR Early Literacy, Special Education students meeting SGP goals moved from 0% to 100%.

First Grade: STAR Early Literacy, 6 out of 7 students in RTI (86%) met SGP goal.

Second Grade: STAR Reading- Special Education students stayed at 100% meeting SGP. STAR Math- Special Education students improved from 25% to 100% meeting SGP. (From 2013-14 to 2014-15.)

Third Grade: ACT Aspire: RTI students in Reading- Students needing support decreased from 75% in 2014 to 50% in 2015.; RTI students in Math- Students needing support decreased from 42% in 2014 to 25% in 2015.

Fourth Grade: ACT Aspire Reading-50% of Special Education Students met the benchmark.

**Between which subgroups is the achievement gap closing?**

Kindergarten: STAR Early Literacy-Special Education students increased performance from 0% meeting SGP goals to 100%.

First Grade: DIBELS- 98% of Non-Special Education or RTI students met Benchmark in 2015 compared to 90% in 2014.

Second Grade: STAR Reading-RTI students increased in 2015 to 67% meeting SGP goals as compared to 50% in 2014.

Third Grade: ACT Aspire- Non RTI, Special Education or Gifted students meeting Benchmark increased in 2015 to 75% from 53% in 2014.

Fourth Grade: ACT Aspire-Special Education students Needing Support in Reading decreased from 67% in 2014 to 25% in 2015.

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

Kindergarten: STAR Early Literacy and Report Cards were consistent. Students knew letters, sounds and sight words at year end.

First Grade: Reports from Stride Academy, Accelerated Reader and Teacher Assessments were consistent with these findings.

Third Grade: Subgroups scored lower on ACT Aspire and STAR data in 2015 compared to 2014.

Fourth Grade: All are consistent among STAR and Aspire.

## Areas in Need of Improvement

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

Kindergarten: DIBELS scores indicate 59% of students met benchmark.

First Grade: Special Education students in STAR Reading (33%) and Math (25%) went below the SGP goal of 40%.

Second Grade: STAR Reading- 66% of students met SGP goals, but 71% of students met benchmark on DIBELS.

Third Grade: STAR Tests-Reading- SPE and RTI that met goal was below expected performance. SPE-44% (4 of 9) did not meet goal of 40 SGP. RTI- 33% (1 of 3) did not meet goal of 40 SGP. Gifted students- 50% (1 of 2) did not meet goal of 40 SGP. ACT Aspire-Reading- 50% Gifted students did not meet Benchmark.

Fourth Grade: ACT Aspire Reading 39% Proficient and Math, 48% Proficient were well below expectations.

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

Kindergarten: DIBELS-The percentage of students achieving benchmark dropped from 78% in 2014 to 59% in 2015.

First Grade: DIBELS- The percentage of students scoring Intensive grew from 8% in 2014 to 16% in 2015.

Second Grade: STAR Reading and Math as well as DIBELS show an overall negative trend in performance.

Third Grade: All subgroups show poor performance on the STAR Reading and Math. ACT Aspire- Gifted and Special Education students scores indicate a negative trend.

Fourth Grade: All areas show a negative trend except for on subgroup of Special Education.

### Which area(s) indicate the overall lowest performance?

Kindergarten: DIBELS-59% Benchmark, 25% Strategic, 16% Intensive

First Grade: STAR Reading-69% students met SGP

Second Grade: STAR Reading-66% students met SGP

Third Grade: ACT Aspire-88% of Special Education Students Need Support in Reading;STAR Reading-Gifted students made progress but fell short of SGP of 40.

Fourth Grade: STAR-25 point drop from 2014 scores; Act Aspire Reading-13 point drop from 2014.

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

Kindergarten: DIBELS-Rtl students show decreasing performance from 2014 to 2015. Non-special education and Rtl students show decreasing performance from 83% meeting Benchmark to 63% meeting Benchmark in 2015.

First Grade: DIBELS- Rtl students achieving Benchmark decreased from 60% in 2014 to 43% in 2015.

Second Grade: STAR Reading-Non-Rtl or Special Education students achieving SGP decreased from 82% in 2014 to 66% in 2015.

Third Grade: ACT Aspire-Gifted students meeting benchmark decreased from 100% in 2014 to 50% in 2015. STAR Math-Special Education group showed a decrease in performance from 75% to 34% meeting SGP goal from 2014 to 2015.

Fourth Grade: ACT Aspire-All groups except Special Education show a decrease in performance.

**Between which subgroups is the achievement gap becoming greater?**

Kindergarten: DIBELS- Non Rtl Students have the greatest achievement gap from 83% Benchmark (2014) to 63% Benchmark (2015).

First Grade: DIBELS- Rtl Students have the greatest achievement gap from 60% Benchmark (2014) to 43% Benchmark (2015).

Second Grade: STAR Reading-Non Special Education or Rtl students have the greatest achievement gap from from 82% (2014) to 66% (2015).

Third Grade: ACT Aspire Reading-Gifted students have the greatest achievement gap with 100% achieving Benchmark in 2014 and 50% achieving Benchmark in 2015.

Fourth Grade: ACT Aspire Reading-0% of Rtl Students Met Benchmark.

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

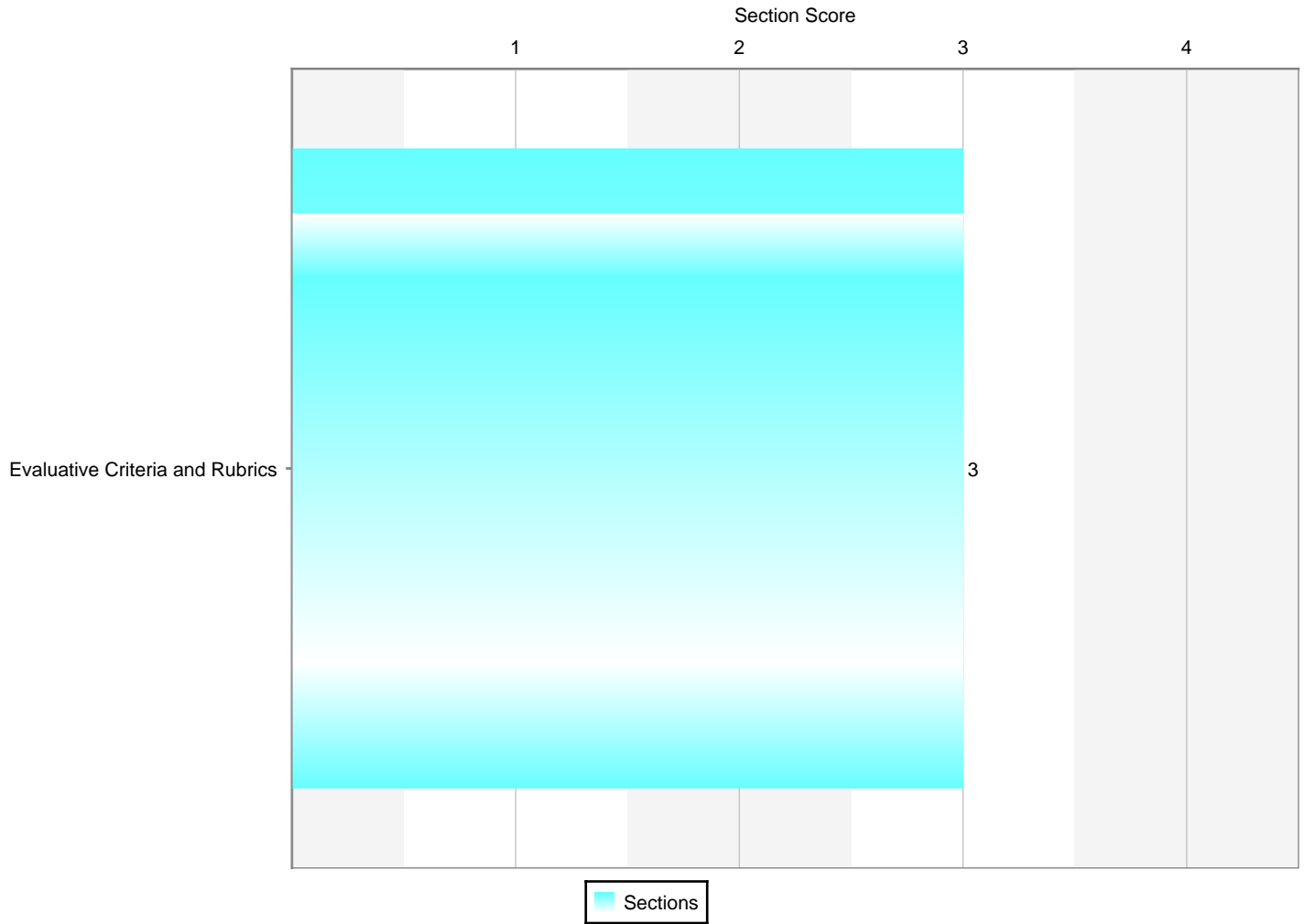
Kindergarten: We felt the findings were not consistent because DIBELS scores were low. Our students scored in the 80% on STAR Early Literacy and Report Card Grades indicate most student achieved mastery of Core Skills.

Third Grade: Subgroups scored lower on ACT Aspire and STAR in 2015 compared to 2014.

Fourth Grade: Data agrees across STAR and ACT Aspire

## Report Summary

### Scores By Section



# **ACIP Assurances**



## **Introduction**

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

## ACIP Assurances

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

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		Assurance Letter for Response 2

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	Dr. Jon Paul Campbell, Personnel Director 3200 West Meighan Boulevard Gadsden, AL 35904 (256) 549-7578  Dena Cook, Student Services 3200 West Meighan Boulevard Gadsden, AL 35904 (256) 549-7578	Non-Discrimination

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

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		Parent Teacher Compact

# **ACIP 2014-2017**

## **Overview**

### **Plan Name**

ACIP 2014-2017

### **Plan Description**

2015-2016 Glencoe Elementary

## 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	Learners Goal: Improve Student Achievement and Readiness at Glencoe Elementary.	Objectives: 4 Strategies: 5 Activities: 19	Academic	\$44109
2	Professional Goal: Prepare and Support Teachers to Graduate College and Career Ready Students at Glencoe Elementary.	Objectives: 2 Strategies: 3 Activities: 9	Organizational	\$0
3	Support Systems Goal, Glencoe Elementary	Objectives: 3 Strategies: 3 Activities: 6	Organizational	\$984

## Goal 1: Learners Goal: Improve Student Achievement and Readiness at Glencoe Elementary.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency and show continuous improvement in English Language Arts by 05/31/2017 as measured by results of STAR Reading SGP, STAR Early Literacy, DIBELS, and ACT Aspire..

### (shared) Strategy 1:

Strategic Teaching - All teachers will teach strategically, in all classes, daily.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

Go Math!

<http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-130124.pdf>

Reading Wonders

[http://connected.mcgraw-hill.com/media/repository/private\\_data/DOC/50000298/57/30.pdf](http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000298/57/30.pdf)

Activity - Teaching With a Purpose	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Teaching with a Purpose All content-area teachers will open each lesson with a student-friendly objective, or essential question, which will be revisited throughout the lesson for understanding (formative assessment). Teachers will begin each class by establishing a purpose for the lesson (make the lesson relatable to the student, build background knowledge, generate questions to investigate, or discuss essential vocabulary and themes).	Direct Instruction	08/14/2014	05/31/2017	\$0	No Funding Required	All Teachers
Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the lesson, all teachers will use various strategies to explore or explain the lesson (technology, integrate new information, explore predictions, student response groups, teacher-student conferencing, portfolio assessment, graphic organizers).	Direct Instruction	08/07/2014	05/31/2017	\$0	No Funding Required	All Teachers
Activity - Higher-Order Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All teachers will engage their students in higher level questioning in an effort to strengthen understanding of the content, through formative assessment, throughout each lesson (reflect on the objective throughout the lesson) and to reach Tier II and Tier III students.	Direct Instruction	08/07/2014	05/31/2017	\$0	No Funding Required	All Teachers
<b>Activity - Inquiry-Based and Multi-Step Lessons</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students will participate daily in multi-step and inquiry-based lessons (students talking/writing, presenting work to the class, using manipulatives, journaling, engaged in problem solving with real-life applications, small groups, 21st Century instructional tools).	Direct Instruction	08/07/2014	05/31/2017	\$0	No Funding Required	All Teachers
<b>Activity - Reflection</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
At the end of the lesson, all teachers will reflect on the content of the lesson in a manner that formatively assesses comprehension of all students (questions, group share-out, retell, summarize, journal writing, exit slips, or justify responses).	Direct Instruction	08/07/2014	05/31/2017	\$0	No Funding Required	All Teachers
<b>Activity - Reflective and Long-Range Planning</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will correlate their lesson plans with the CCRS/COS, including the Content Literacy Standards. Teachers will align their curriculum with district pacing guides, CCRS correlations, ALEX, and Alabama Insight.	Direct Instruction	08/07/2014	05/31/2017	\$0	No Funding Required	All Teachers

**(shared) Strategy 2:**

Identify and Address Student Needs - Teachers will utilize longitudinal data to address all students' needs and reduce any special population gaps.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

Go Math!

<http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-130124.pdf>

Reading Wonders

[http://connected.mcgraw-hill.com/media/repository/private\\_data/DOC/50000298/57/30.pdf](http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000298/57/30.pdf)

<b>Activity - Longitudinal Data</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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Teachers will utilize longitudinal data to address all students' needs and identify special population gaps. This data will be used to identify and monitor at-risk students (which include SPE, EL, gifted, free and reduced, minority, truant, behavioral, homebound, etc.), plan interventions, review existing plans and discuss best practices.	Direct Instruction	08/07/2014	05/31/2017	\$0	No Funding Required	Teachers, Instructional Partner, RTI Committee
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Activity - Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership Team will assign caring teachers with identified at-risk students to develop a plan for success. The teacher will discuss strengths and weaknesses with students and communicate with parents regularly, supply resources, adjust existing plans, provide tutoring opportunities, websites, encouragement, etc).	Direct Instruction	08/07/2014	05/31/2017	\$41317	Title I Schoolwide	RTI Team, Title I Teacher, Teachers

Activity - Small Groups/ Instructional Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers in grades k-4 will place students into instructional groups based on cumulative sources of data. Teachers will monitor students' comprehension of literary/recreational/information texts beginning in August and throughout the year through multiple assessments.	Direct Instruction	08/07/2014	05/31/2017	\$0	No Funding Required	All teachers

**Measurable Objective 2:**

80% of All Students will demonstrate a behavior and report they had effective, engaging, challenging, and empowering learning experiences both in and out of school that prepared them to be active, creative, knowledgeable, and ethical participants in our global society in English Language Arts by 05/31/2017 as measured by student surveys.

**Strategy 1:**

Digital Tools - Students use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

Go Math!

<http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-130124.pdf>

Reading Wonders

[http://connected.mcgraw-hill.com/media/repository/private\\_data/DOC/50000298/57/30.pdf](http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000298/57/30.pdf)

Activity - Dynamic Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will move from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.	Direct Instruction	08/07/2014	05/31/2017	\$1827	Other	Instructional Partner, Technology Coordinator, All Teachers
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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development opportunities will be used for teachers to develop strategies that incorporate the use of digital tools into the daily curriculum.	Professional Learning	08/07/2014	05/31/2017	\$0	No Funding Required	Instructional Partner, Technology Coordinator

Activity - Technology Coordinators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize instructional technology coordinators at the school level to increase teacher technology integration effectiveness and better prepare students to be college- and career-ready.	Technology	08/07/2014	05/31/2017	\$0	No Funding Required	Technology Coordinator, Teachers

**Strategy 2:**

Effective Use of Digital Media - Students will effectively and responsibly use standards-based digital media (e.g., online textbooks, interactives, games, digital cameras, information 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: Lemke, C., Coughlin, E., and Reifsneider, D. (2009). Technology in Schools: What the Research Says

Activity - Digital Textbook Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use online digital textbook materials.	Technology	08/07/2014	05/31/2017	\$0	No Funding Required	All Teachers, Technology Coordinator

Activity - Professional Development: Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize professional development opportunities for teachers to develop strategies that allow students to learn from fellow students through the use of various safe and appropriate collaborative applications as well as Internet-based educational social media.	Professional Learning	08/07/2014	05/31/2017	\$0	No Funding Required	Technology Coordinator, Instructional Partner

Activity - Technology Coordinators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the technology coordinator to increase teacher technology integration effectiveness and better prepare students to be college and career ready.	Professional Learning	08/07/2014	05/31/2017	\$0	No Funding Required	Technology Coordinator, Instructional Partner

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Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Promote professional learning designed to help teachers move from static, text-based resources to interactive, adaptive, multimedia/digital content powered by devices that engage and challenge students to learn in a variety of ways.	Professional Learning	08/07/2014	05/31/2017	\$0	No Funding Required	Technology Coordinator, Instructional Partner

**Measurable Objective 3:**

80% of All Students will demonstrate a proficiency to successfully enter College or Careers without requiring remedial college courses in Reading and Math in Career & Technical by 05/31/2017 as measured by High School Graduated College and Career Readiness Index.

**Strategy 1:**

Increased Complexity in Reading and Writing in All Content Areas - All teachers will plan for increased complexity in reading and writing in all content areas.

Research Cited: Accelerated Reader Research Summary

<https://resources.relearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

Go Math!

<http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-130124.pdf>

Reading Wonders

[http://connected.mcgraw-hill.com/media/repository/private\\_data/DOC/50000298/57/30.pdf](http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000298/57/30.pdf)

Activity - Text Evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will also plan for students to increase practice in reading, writing, and speaking grounded in evidence from literature and informational text and through practice with complex texts.	Direct Instruction	08/07/2014	05/31/2017	\$965	Other	Teachers, Instructional Partner

Activity - Authentic Reading/Writing/Speaking Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core teachers will integrate reading/writing complexity into their lessons by building knowledge through content-rich fiction and informational texts.	Direct Instruction	08/07/2014	05/31/2017	\$0	No Funding Required	Teachers, Instructional Partner

Activity - ELA CCRS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language arts teachers will address the 2010 ELA CCRS; Science teachers will address the CCRS Content Literacy Standards in their lessons. This goal is in line with the ELA CCRS which builds like a staircase of text complexity, so that all students are ready for the demands of college- and career- level reading no later than the end of high school.	Direct Instruction	08/07/2014	05/31/2017	\$0	No Funding Required	All Language Arts and Science Teachers

**Measurable Objective 4:**

80% of All Students will demonstrate a proficiency and show continuous improvement in Mathematics by 05/31/2017 as measured by STAR Math SGP and ACT Aspire.

**(shared) Strategy 1:**

Strategic Teaching - All teachers will teach strategically, in all classes, daily.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

Go Math!

<http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-130124.pdf>

Reading Wonders

[http://connected.mcgraw-hill.com/media/repository/private\\_data/DOC/50000298/57/30.pdf](http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000298/57/30.pdf)

Activity - Teaching With a Purpose	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Teaching with a Purpose All content-area teachers will open each lesson with a student-friendly objective, or essential question, which will be revisited throughout the lesson for understanding (formative assessment). Teachers will begin each class by establishing a purpose for the lesson (make the lesson relatable to the student, build background knowledge, generate questions to investigate, or discuss essential vocabulary and themes).	Direct Instruction	08/14/2014	05/31/2017	\$0	No Funding Required	All Teachers
Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the lesson, all teachers will use various strategies to explore or explain the lesson (technology, integrate new information, explore predictions, student response groups, teacher-student conferencing, portfolio assessment, graphic organizers).	Direct Instruction	08/07/2014	05/31/2017	\$0	No Funding Required	All Teachers
Activity - Higher-Order Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will engage their students in higher level questioning in an effort to strengthen understanding of the content, through formative assessment, throughout each lesson (reflect on the objective throughout the lesson) and to reach Tier II and Tier III students.	Direct Instruction	08/07/2014	05/31/2017	\$0	No Funding Required	All Teachers
Activity - Inquiry-Based and Multi-Step Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will participate daily in multi-step and inquiry-based lessons (students talking/writing, presenting work to the class, using manipulatives, journaling, engaged in problem solving with real-life applications, small groups, 21st Century instructional tools).	Direct Instruction	08/07/2014	05/31/2017	\$0	No Funding Required	All Teachers
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Activity - Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of the lesson, all teachers will reflect on the content of the lesson in a manner that formatively assesses comprehension of all students (questions, group share-out, retell, summarize, journal writing, exit slips, or justify responses).	Direct Instruction	08/07/2014	05/31/2017	\$0	No Funding Required	All Teachers

Activity - Reflective and Long-Range Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will correlate their lesson plans with the CCRS/COS, including the Content Literacy Standards. Teachers will align their curriculum with district pacing guides, CCRS correlations, ALEX, and Alabama Insight.	Direct Instruction	08/07/2014	05/31/2017	\$0	No Funding Required	All Teachers

**(shared) Strategy 2:**

Identify and Address Student Needs - Teachers will utilize longitudinal data to address all students' needs and reduce any special population gaps.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

Go Math!

<http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-130124.pdf>

Reading Wonders

[http://connected.mcgraw-hill.com/media/repository/private\\_data/DOC/50000298/57/30.pdf](http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000298/57/30.pdf)

Activity - Longitudinal Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize longitudinal data to address all students' needs and identify special population gaps. This data will be used to identify and monitor at-risk students (which include SPE, EL, gifted, free and reduced, minority, truant, behavioral, homebound, etc.), plan interventions, review existing plans and discuss best practices.	Direct Instruction	08/07/2014	05/31/2017	\$0	No Funding Required	Teachers, Instructional Partner, RTI Committee

Activity - Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Leadership Team will assign caring teachers with identified at-risk students to develop a plan for success. The teacher will discuss strengths and weaknesses with students and communicate with parents regularly, supply resources, adjust existing plans, provide tutoring opportunities, websites, encouragement, etc).	Direct Instruction	08/07/2014	05/31/2017	\$41317	Title I Schoolwide	RTI Team, Title I Teacher, Teachers
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Activity - Small Groups/ Instructional Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers in grades k-4 will place students into instructional groups based on cumulative sources of data. Teachers will monitor students' comprehension of literary/recreational/information texts beginning in August and throughout the year through multiple assessments.	Direct Instruction	08/07/2014	05/31/2017	\$0	No Funding Required	All teachers

## Goal 2: Professional Goal: Prepare and Support Teachers to Graduate College and Career Ready Students at Glencoe Elementary.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

collaborate to ensure that every child is taught by a well-prepared, resourced, supported, and effective teacher by 05/31/2017 as measured by Educate Alabama, Professional Development Participation, and Classroom Rounds.

### Strategy 1:

Ongoing Training and Support - Ongoing and consistent training and support will be delivered to teachers.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

Go Math!

<http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-130124.pdf>

Reading Wonders

[http://connected.mcgraw-hill.com/media/repository/private\\_data/DOC/50000298/57/30.pdf](http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000298/57/30.pdf)

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the strategic teaching strategies through instructional rounds. Immediate feedback will be provided to teachers.	Professional Learning	08/07/2014	05/31/2017	\$0	No Funding Required	School Principal, Instructional Partner

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Activity - Instructional Collaboration and Vertical/Horizontal Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will meet in vertical and/or horizontal teams to share best practices, align curriculum, and better meet student individual needs.	Professional Learning	08/07/2014	05/31/2017	\$0	No Funding Required	Instructional Partner, Classroom Teachers
Activity - ARI Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ARI and Instructional Partners will provide hands-on training and resources (schoolwide and in-class).	Professional Learning	08/07/2014	05/31/2017	\$0	No Funding Required	Instructional Partner
Activity - Targeted Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The system curriculum coordinators will lead or provide targeted professional development to close identified reading achievement gaps (strategic teaching best practices, formative assessments, at-risk and SPE best practices), improve college and career student readiness, and utilize 21st Century tools and resources.	Professional Learning	08/07/2014	05/31/2017	\$0	No Funding Required	System Curriculum Coordinators, Instructional Partner

**Measurable Objective 2:**

demonstrate a proficiency to use and help students use digital resources and technology tools in order to utilize quality, engaging learning experiences that best prepare PK-12 students with the skills and knowledge necessary to be successful in school, careers, and adulthood by 05/31/2017 as measured by teacher and student surveys and Instructional Rounds.

**Strategy 1:**

Technology Ethics - Teachers and School Leaders model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Research Cited: Adams, W.K. (2010). Student Engagement and Learning with PhET Interactive Simulations

Ertmer, P.A., and Ottenbreit-Leftwich, A.T. (2010). Teacher technology change: How Knowledge, Confidence, Beliefs, and Culture Intersect

Activity - Professional Organizations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Promote participation in local, national, and international organizations and initiatives that teach professional ethics regarding the safe use of the Internet and transformative technologies.	Professional Learning	08/07/2014	05/31/2017	\$0	No Funding Required	School Principal, Media Specialist
Activity - Ethical Use of Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize venues, programs, courses, and/or webinars that address the legal and ethical uses of technology.	Professional Learning	08/07/2014	05/31/2017	\$0	No Funding Required	Principal, Media Specialist/Technology Coordinator

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Activity - Technology Dangers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize digital resources to teachers 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.	Professional Learning	08/07/2014	05/31/2017	\$0	No Funding Required	Principal, Library Media Specialist/Technology Coordinator

**Strategy 2:**

Professional Learning Climate - Educational Administrators will promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

Research Cited: Accelerated Reader Research Summary

<https://resources.relearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

Go Math!

<http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-130124.pdf>

Reading Wonders

[http://connected.mcgraw-hill.com/media/repository/private\\_data/DOC/50000298/57/30.pdf](http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000298/57/30.pdf)

Activity - Plan 2020	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional leaders will attend Transform 2020/ASSISST technology planning sessions to support successful implementation of Plan 2020.	Professional Learning	08/07/2014	05/31/2017	\$0	No Funding Required	Instructional Partner, Media Specialist/Technology Coordinator, Principal

Activity - High-Quality Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Promote, support and encourage a variety of methods and formats for providing high-quality professional development, such as online, face-to-face, and professional learning communities.	Professional Learning	08/07/2014	05/31/2017	\$0	No Funding Required	Principal, Instructional Partner, Media Specialist/Technology Coordinator



## Goal 3: Support Systems Goal, Glencoe Elementary

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

demonstrate a proficiency of all students meeting or exceeding grade level CCRS standards (and ultimately graduating) by 05/31/2017 as measured by STAR Math and Reading Standards Report.

### Strategy 1:

Guidance and Counseling - Students and parents will receive guidance and counseling regarding standards and achievement guidelines and will receive resources and information to guide their education.

Research Cited: [http://www.counseling.org/PublicPolicy/PDF/Research\\_Support\\_School\\_Counseling-ACA-CSCORE\\_02-11.pdf](http://www.counseling.org/PublicPolicy/PDF/Research_Support_School_Counseling-ACA-CSCORE_02-11.pdf)

Sink & Stroh (2003). Raising achievement test scores of early elementary school students through comprehensive school counseling programs. *Professional School Counseling*, 6(5), 350-364.

Activity - Guidance and Counseling Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Alabama's Comprehensive Guidance and Counseling plan.	Academic Support Program	08/07/2014	05/31/2017	\$0	No Funding Required	Guidance Counselor

Activity - Resources and Information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students and parents resources and information to better prepare them for the next stage of their education.	Parent Involvement	08/07/2014	05/31/2017	\$984	Title I Schoolwide	Title I Coordinator, Guidance Counselor

### Measurable Objective 2:

demonstrate a behavior that encourages all students to attend school daily and be engaged in rigorous and relevant learning by 05/31/2017 as measured by Average Daily Attendance.

### Strategy 1:

Encourage Daily Attendance - Students will be encouraged to attend school through use of positive and negative consequences.

Research Cited: Olson, Linda S., *Why September Matters: Improving Student Attendance*, Baltimore Education Research Consortium, July 2014

Lochmiller, Chad R., *Improving Student Attendance in Indiana's Schools: Synthesis of Existing Research Related to Student Absenteeism and Effective, Research-Based Interventions*,

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Activity - Early Warning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize an early warning for student absences and a community-based support and intervention program.	Policy and Process	08/07/2014	05/31/2017	\$0	No Funding Required	Principal, Guidance Counselor

Activity - Attendance Rewards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement rewards to encourage school attendance.	Other	08/07/2014	05/31/2017	\$0	No Funding Required	Principal, Guidance Counselor, Teachers

**Measurable Objective 3:**

collaborate to ensure that every student, teacher, and administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 05/31/2017 as measured by the technology inventory.

**Strategy 1:**

Access to Web-Based Resources - Access to web-based resources will be expanded through funding and the Bring Your Own Device Initiative.

Research Cited: Lemke, C., Coughlin, E., and Reifsneider, D. (2009). Technology in Schools: What the Research Says

Bebell, D., and O'Dwyer, L.M. (2010). Educational Outcomes and Research from 1:1 Computing Settings

Activity - Web-Based Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use available funding for additional ICD's for students and educators from district, school, and other sources.	Technology	08/07/2014	05/31/2017	\$0	No Funding Required	Principal, Title I Coordinator, Technology Coordinator

Activity - Bring Your Own Device	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expand the Bring Your Own Device initiative by encouraging more use of student devices in the classroom.	Technology	08/07/2014	05/31/2017	\$0	No Funding Required	Principal, Technology Coordinator, Classroom Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support	Leadership Team will assign caring teachers with identified at-risk students to develop a plan for success. The teacher will discuss strengths and weaknesses with students and communicate with parents regularly, supply resources, adjust existing plans, provide tutoring opportunities, websites, encouragement, etc).	Direct Instruction	08/07/2014	05/31/2017	\$41317	RTI Team, Title I Teacher, Teachers
Resources and Information	Provide students and parents resources and information to better prepare them for the next stage of their education.	Parent Involvement	08/07/2014	05/31/2017	\$984	Title I Coordinator, Guidance Counselor
<b>Total</b>					<b>\$42301</b>	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Text Evidence	Teachers will also plan for students to increase practice in reading, writing, and speaking grounded in evidence from literature and informational text and through practice with complex texts.	Direct Instruction	08/07/2014	05/31/2017	\$965	Teachers, Instructional Partner
Dynamic Instruction	Teachers will move from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.	Direct Instruction	08/07/2014	05/31/2017	\$1827	Instructional Partner, Technology Coordinator, All Teachers
<b>Total</b>					<b>\$2792</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Organizations	Promote participation in local, national, and international organizations and initiatives that teach professional ethics regarding the safe use of the Internet and transformative technologies.	Professional Learning	08/07/2014	05/31/2017	\$0	School Principal, Media Specialist

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High-Quality Professional Development	Promote, support and encourage a variety of methods and formats for providing high-quality professional development, such as online, face-to-face, and professional learning communities.	Professional Learning	08/07/2014	05/31/2017	\$0	Principal, Instructional Partner, Media Specialist/Technology Coordinator
Longitudinal Data	Teachers will utilize longitudinal data to address all students' needs and identify special population gaps. This data will be used to identify and monitor at-risk students (which include SPE, EL, gifted, free and reduced, minority, truant, behavioral, homebound, etc.), plan interventions, review existing plans and discuss best practices.	Direct Instruction	08/07/2014	05/31/2017	\$0	Teachers, Instructional Partner, RTI Committee
Bring Your Own Device	Expand the Bring Your Own Device initiative by encouraging more use of student devices in the classroom.	Technology	08/07/2014	05/31/2017	\$0	Principal, Technology Coordinator, Classroom Teachers
Small Groups/ Instructional Groups	All teachers in grades k-4 will place students into instructional groups based on cumulative sources of data. Teachers will monitor students' comprehension of literary/recreational/information texts beginning in August and throughout the year through multiple assessments.	Direct Instruction	08/07/2014	05/31/2017	\$0	All teachers
Targeted Professional Development	The system curriculum coordinators will lead or provide targeted professional development to close identified reading achievement gaps (strategic teaching best practices, formative assessments, at-risk and SPE best practices), improve college and career student readiness, and utilize 21st Century tools and resources.	Professional Learning	08/07/2014	05/31/2017	\$0	System Curriculum Coordinators, Instructional Partner
Ethical Use of Technology	Utilize venues, programs, courses, and/or webinars that address the legal and ethical uses of technology.	Professional Learning	08/07/2014	05/31/2017	\$0	Principal, Media Specialist/Technology Coordinator
Technology Coordinators	Utilize instructional technology coordinators at the school level to increase teacher technology integration effectiveness and better prepare students to be college- and career-ready.	Technology	08/07/2014	05/31/2017	\$0	Technology Coordinator, Teachers
Web-Based Resources	Use available funding for additional ICD's for students and educators from district, school, and other sources.	Technology	08/07/2014	05/31/2017	\$0	Principal, Title I Coordinator, Technology Coordinator
Inquiry-Based and Multi-Step Lessons	Students will participate daily in multi-step and inquiry-based lessons (students talking/writing, presenting work to the class, using manipulatives, journaling, engaged in problem solving with real-life applications, small groups, 21st Century instructional tools).	Direct Instruction	08/07/2014	05/31/2017	\$0	All Teachers

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Technology Coordinators	Utilize the technology coordinator to increase teacher technology integration effectiveness and better prepare students to be college and career ready.	Professional Learning	08/07/2014	05/31/2017	\$0	Technology Coordinator, Instructional Partner
Higher-Order Questioning	All teachers will engage their students in higher level questioning in an effort to strengthen understanding of the content, through formative assessment, throughout each lesson (reflect on the objective throughout the lesson) and to reach Tier II and Tier III students.	Direct Instruction	08/07/2014	05/31/2017	\$0	All Teachers
Digital Textbook Materials	Students will use online digital textbook materials.	Technology	08/07/2014	05/31/2017	\$0	All Teachers, Technology Coordinator
Instructional Collaboration and Vertical/Horizontal Teams	All classroom teachers will meet in vertical and/or horizontal teams to share best practices, align curriculum, and better meet student individual needs.	Professional Learning	08/07/2014	05/31/2017	\$0	Instructional Partner, Classroom Teachers
Technology Dangers	Utilize digital resources to teachers 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.	Professional Learning	08/07/2014	05/31/2017	\$0	Principal, Library Media Specialist/Technology Coordinator
ARI Support	ARI and Instructional Partners will provide hands-on training and resources (schoolwide and in-class).	Professional Learning	08/07/2014	05/31/2017	\$0	Instructional Partner
Authentic Reading/Writing/Speaking Activities	All core teachers will integrate reading/writing complexity into their lessons by building knowledge through content-rich fiction and informational texts.	Direct Instruction	08/07/2014	05/31/2017	\$0	Teachers, Instructional Partner
Plan 2020	Instructional leaders will attend Transform 2020/ASSISST technology planning sessions to support successful implementation of Plan 2020.	Professional Learning	08/07/2014	05/31/2017	\$0	Instructional Partner, Media Specialist/Technology Coordinator, Principal
Professional Development	Professional development opportunities will be used for teachers to develop strategies that incorporate the use of digital tools into the daily curriculum.	Professional Learning	08/07/2014	05/31/2017	\$0	Instructional Partner, Technology Coordinator
Teaching With a Purpose	1. Teaching with a Purpose All content-area teachers will open each lesson with a student-friendly objective, or essential question, which will be revisited throughout the lesson for understanding (formative assessment). Teachers will begin each class by establishing a purpose for the lesson (make the lesson relatable to the student, build background knowledge, generate questions to investigate, or discuss essential vocabulary and themes).	Direct Instruction	08/14/2014	05/31/2017	\$0	All Teachers

**ACIP**

Glencoe Elementary School

Professional Learning	Promote professional learning designed to help teachers move from static, text-based resources to interactive, adaptive, multimedia/digital content powered by devices that engage and challenge students to learn in a variety of ways.	Professional Learning	08/07/2014	05/31/2017	\$0	Technology Coordinator, Instructional Partner
Reflective and Long-Range Planning	Teachers will correlate their lesson plans with the CCRS/COS, including the Content Literacy Standards. Teachers will align their curriculum with district pacing guides, CCRS correlations, ALEX, and Alabama Insight.	Direct Instruction	08/07/2014	05/31/2017	\$0	All Teachers
Reflection	At the end of the lesson, all teachers will reflect on the content of the lesson in a manner that formatively assesses comprehension of all students (questions, group share-out, retell, summarize, journal writing, exit slips, or justify responses).	Direct Instruction	08/07/2014	05/31/2017	\$0	All Teachers
Attendance Rewards	Implement rewards to encourage school attendance.	Other	08/07/2014	05/31/2017	\$0	Principal, Guidance Counselor, Teachers
Guidance and Counseling Plan	Implement Alabama's Comprehensive Guidance and Counseling plan.	Academic Support Program	08/07/2014	05/31/2017	\$0	Guidance Counselor
Early Warning	Utilize an early warning for student absences and a community-based support and intervention program.	Policy and Process	08/07/2014	05/31/2017	\$0	Principal, Guidance Counselor
Professional Development: Technology	Utilize professional development opportunities for teachers to develop strategies that allow students to learn from fellow students through the use of various safe and appropriate collaborative applications as well as Internet-based educational social media.	Professional Learning	08/07/2014	05/31/2017	\$0	Technology Coordinator, Instructional Partner
ELA CCRS	Language arts teachers will address the 2010 ELA CCRS; Science teachers will address the CCRS Content Literacy Standards in their lessons. This goal is in line with the ELA CCRS which builds like a staircase of text complexity, so that all students are ready for the demands of college- and career- level reading no later than the end of high school.	Direct Instruction	08/07/2014	05/31/2017	\$0	All Language Arts and Science Teachers
Instructional Rounds	Monitor the implementation of the strategic teaching strategies through instructional rounds. Immediate feedback will be provided to teachers.	Professional Learning	08/07/2014	05/31/2017	\$0	School Principal, Instructional Partner
Differentiated Instruction	During the lesson, all teachers will use various strategies to explore or explain the lesson (technology, integrate new information, explore predictions, student response groups, teacher-student conferencing, portfolio assessment, graphic organizers).	Direct Instruction	08/07/2014	05/31/2017	\$0	All Teachers
<b>Total</b>					<b>\$0</b>	

## Progress Notes

Type	Name	Status	Comments	Created On	Created By
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<p>Goal</p>	<p>Learners Goal: Improve Student Achievement and Readiness at Glencoe Elementary.</p>	<p>Strategies Observed: (By Principal) "Aha" moments about close reading. Small group in reading Data/Team Meeting: X</p> <p>WT: Total Teachers: Toured the school and briefly visited classrooms Members of the Walkthrough Team: Teresa Lokey, Robbie Ross, Tiffany Scott, and Melissa Shields Strengths: Did well on ASPIRE, strong IP support, Attendance</p> <p>Challenges / Areas Needing Improvement: Teachers listed reading and math in their PLPs for continued improvement and PD / Manipulatives in Math / Close Reading/ Technology Integration with varied tools / Growing number of challenging kindergarten students Steps to Increase Attendance: 95% attendance Sent letters home when students have accrued multiple tardies or absences / Ongoing communication with parents / 9-Week Attendance Rewards for students</p> <p>Current Steps to Reach Goal(s) and/or Reduce Learning Gaps: Students with A's and B's are not referred to RTI – trying to encourage more authentic grading. Dibels with K-2. Mrs. Ross demonstrated HiFi Dibels testing on iPad. Each class sends home weekly paper addressing Essential Questions, skills, and content covered in Reading. Some add Math on the back. Great tool for parents! Begin Positive Behavior Supports with targeted students who have specific needs, not school-wide at this point. Mrs. Lokey is looking for ways to reward all students for good behavior.</p> <p>Next Steps: Add "cold reads" in earlier grades. Make grades "mean something" – less fluff and easy grades. PD on close reading – keep in simple Family Math Night</p> <p>Keyboarding lessons - will also help with online assessments</p> <p>Summary of Progress in Benchmarks or Amendments to Plan: Reviewed STAR, ARMT, and ASPIRE data (comparing each). Math ASPIRE performance was a bit higher than reading.</p> <p>What to Look For at Next Visit: Close Reading and Cold Reads Math manipulatives being utilized</p>	<p>October 03, 2014</p>	<p>Melissa Shields</p>
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			<p>Math manipulatives being utilized Integrated instructional technologies Comments:</p> <p>Discussed student and teacher attendance. 15 SPE No ELs One new teacher – Mrs. Jones (K) – She was at lunch when we visited her classroom.</p> <p>Discussed Accreditation – Mrs. Scott suggested they get familiar with the ELIOT tool.</p> <p>High school student helpers – great!</p> <p>Reminded CIP team that 7 reviews must still be completed at Title I schools. Documentation must be kept reflecting at least 7 times the CIP was reviewed, shared, or revisited/updated.</p> <p>K students still have “rest” time at end of day, although the nature of this time may change next semester.</p> <p>Asked for some guidance about extremely disruptive or defiant kindergarteners – “What can we do?”</p> <p>Shared RTI form with them that can be used to document student performance as well as behaviors that may affect performance.</p> <p>Send K survey to parents, asking what students can do (tie shoe, know colors, attended PreK, count, etc.).</p> <p>Upcoming AR award – attend Pep Rally at high school. Fun!</p> <p>Really like the way the three Glencoe school work together for the good of the kids and community (Student Helpers, AR Rewards)</p>		
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# Stakeholder Feedback Diagnostic

## Introduction

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

### Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Parent Survey

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

## Areas of Notable Achievement

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

Parents feel welcome at the school (99%) and feel encouraged to be involved in their child's education (100%). Most (95.3%) report knowing the school's academic goals and how to be involved. 99.5% report they know how to reach their child's teacher and 98.4% report that teachers are interested and cooperative when discussing a student's academic progress and/or other concerns. A high percentage of parents report they received the School-Parent Compact (96%), the School's Parental Involvement Plan (96.5%), and a copy of the District's Parental Involvement Plan (93.2%). 100% of parents report they understand their child's report cards and test scores.

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

When comparing data from the previous year's Parent Survey, more parents report feeling welcome at the school (+3%); More report the school encourages them to be involved (+5); More report they know the school's academic goals and how to be involved (+11.3%); More report they feel the teachers in the school are interested and cooperative when discussing their child's academic progress (+2.4%).

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

Parent satisfaction is reported through emails and personal accounts shared with school personnel by parents. Parents demonstrate understanding of report cards and other reports by the types of interactions occurring between teachers and parents. Positive parent relationships are evident in the large participation at Parent Orientation and Meet the Teacher events.

## Areas in Need of Improvement

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

79.5% of parents are aware of volunteer opportunities at the school as reported on the survey. 63.2% of parents are aware of how they can be involved in school planning/review committees. A lower percentage of parents (80.4%) understand what it means to be a Title I School and what their rights are. Also, a lower percentage of parents (76.8%) know how additional help with reading and/or mathematics is given to students through the Title I Program.

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

Fewer parents (1.4%) than in last year's survey report they are aware of the school's referral program to community services outside of the school.

### What are the implications for these stakeholder perceptions?

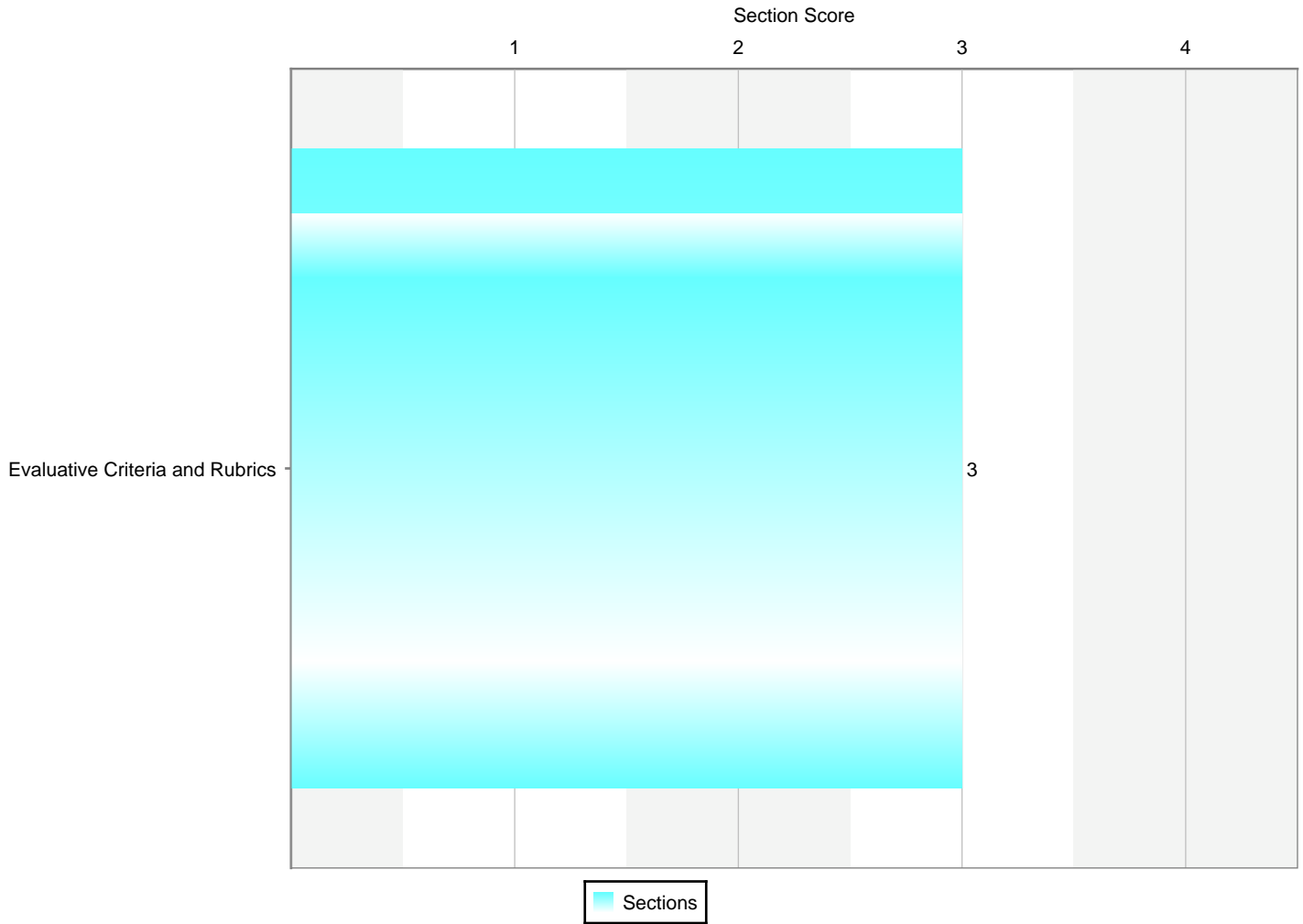
Glencoe Elementary needs to implement greater communication with parents regarding the school's Title I Program and services available to students experiencing difficulty. We can increase the number of times this information is shared by including this in the school's newsletter and making certain that parents of any student in need of services receive the appropriate information. Opportunities for volunteering at the school need to be publicized to a greater extent through the website, newsletters, and Remind.

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

Parents have stated to school staff that they were unaware of ways to volunteer at the school. Parents have stated they are confused about the meaning and implications of students receiving Tier II and Tier III intervention and Special Education. This confusion sometimes causes parents to be overly concerned when intervention services are discussed.

## Report Summary

### Scores By Section





# **Title I Schoolwide Diagnostic**

## Introduction

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

## Component 1: Comprehensive Needs Assessment

### 1. How was the comprehensive needs assessment conducted?

The Continuous Improvement Team met to review data and assess the needs of Glencoe Elementary. All stakeholders provided input through surveys. The ACT Aspire, DIBELS, STAR Early Literacy, STAR Reading, and STAR Math data were analyzed to identify strengths and weaknesses in instruction and to create goals for improvement. The team also looked at the budget, professional development of the faculty and staff, school culture, and instructional strategies to improve student learning. Team members had opportunities to have input and make suggestions. After the initial draft by the team, the Improvement Plan was presented to the school faculty and staff for further review and input.

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

Needs Assessment Glencoe Elementary

2015-2016

Instructional Needs:

Instructional Aide for remediation and enrichment activities

Instructional Aide for Special Education

Instructional Aide for students with severe behavioral issues

Classroom Teachers

Tier III Teacher

Counselor

Librarian

Instructional Partner

Accelerated Reading

Stride Academy

Tumble Books

Keyboarding Program

Grade Appropriate nonfiction texts for Library and Classrooms

Reading games and manipulatives to benefit higher functioning students

Subscription to Brainpop

English workbooks aligned with Common Core

Math Fact Practice Program

STAR Reading & Math

Subscription to Scholastic Printable Worksheet

Full-Time Computer Aide

Continue to build e-book library

Handwriting workbook

Social Worker

Printers

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SY 2015-2016

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## ACIP

Glencoe Elementary School

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Copiers and needed supplies (toner and paper)

Risograph and needed supplies

Laminator Film

Bulletin Board Paper

Uninterrupted Instructional Time

Technology Needs:

More Chromebooks

Laptop cart for Third Grade

Wireless printer for laptop cart

Additional wireless access points in building

Subscription to Brainpop Jr.

More iPads or Chromebooks for each grade level

Updated computers for classrooms and computer lab

Printer for netbook cart

Accelerated Reader, Tumblebooks, Stride Academy, STAR Reading , STAR Math, STAR Early Literacy

Projector bulbs

Replace older projectors in classrooms

Instructional Aide for Library/Technology Coordinator

Monitors for computers

iPad or Tablet Cart (for entire classroom)

Promethean pens

copy machines

ink/toner

Masters for Risograph

College and Career Ready Standards Needs:

Nonfiction Texts aligned with Social Studies and Science Standards that are Accelerated Readers

Social Studies, Science and Health Instructional materials that relate directly to the standards and grade-level appropriate

Additional computers for project-based learning

Reading and Math workbooks

Intervention Materials such as manipulatives, magnetic letters and numbers

Grammar Workbook by Sadlier-Oxford (to supplement Wonders Reading Series)

Teacher books with additional ideas for teaching Main Idea, Point of View, Author's Purpose, Compare and Contrast, and Theme

Paper and Copier Supplies

Books for teaching Close Reading skills

Center Games and Materials

Classroom Materials Needs:

Large Post-It Charts for anchor charts,

Expos Markers

A means of producing anchor charts electronically such as a poster printer and supplies

Individual magnetic wipe-off boards for students

Interactive Workbooks for Second, Third, and Fourth Grade Tier III Students

## ACIP

Glencoe Elementary School

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Colored Paper and Cardstock

Tennis balls for chairs

Classroom Accelerated Reader Books

Privacy Boards for test taking

Professional Development Needs Topics:

Behavior Management/Modification/Interventions

Strategies to manage large classrooms during small group instruction

Classroom Management Strategies

Meaningful Center Activities

Successful Parent Conferences

Dealing with students that live in poverty or unstable environments

AMSTI Math Workshop

Google Drive and Google Apps

Fun Activities to Promote Learning

Interactive Workbooks

Kindergarten Workshop

Close Reading

Improving Writing

Managing Small Groups

Common Core Curriculum

Advancing Technology Issues

Tier II Instruction

ACT Aspire

Developing Reading Stamina

Parent Involvement Needs:

Family Reading and Math Nights to occur both semesters

Books for Family Reading Night

Parenting Speakers for PTO Meetings

Books or Flash Cards to send home with Students

Parenting Classes/Workshops

Kindergarten Readiness Packets

Materials for Family Reading Night

Materials for Family Math Night

Parenting booklets for Parenting Library and Fourth Grade Students in Transition to Middle School

Parent Volunteer Program

Parent Volunteers to load students during afternoon car duty

Paper and Ink to produce newsletters

Additional Needs:

Radios for Car Duty

Change dress code so children wear tennis shoes daily.

Paint older classrooms

Emotional Conflict Counselor

Continue Planning Time with Grade Level Teachers

Laminating Film

Permanent SRO Officer (Full Time)

School-wide behavior program

Fourth grade needs new floors

Landscaping around picnic tables in front of the cafeteria

Better drainage around First Grade Building due to flooding of sidewalks

Add a sidewalk from parking lot to picnic area near lunchroom

### **3. What conclusions were drawn from the results?**

The results indicate that the faculty is concerned with the need for updated computers and other technology in the classrooms. Teachers need more books and materials to prepare students for CCRS and state mandated testing. There is a need for paper, ink, toner and copy machines to produce items for practice and evaluation. Teachers desire more professional development and materials aligned with CCRS and preparing students for state mandated testing. Teachers are also very concerned with classroom management and behavior management of difficult students. Materials to achieve our academic goals are needed such as nonfiction books, center games, and workbooks. Instructional Aides and Teachers are needed to help students that are struggling to attain learning goals. Many expressed needs are reasonable and attainable.

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

The data suggests that instruction in reading needs more emphasis on information or nonfiction text using close reading strategies. Also, greater priority must be given to the use of responding to deeper level questioning with respect to the Depth of Knowledge levels. Students need much practice responding to questions that reflect levels 2 and 3 in Webb's Depth of Knowledge Scale. Student instruction must include written explanations of their problem solving and clear expressions of ideas and opinions. The data also suggests that students should master basic math facts early to allow for more efficiency in multi-step problem solving.

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

Preparing students to be College and Career Ready is a priority and begins in elementary school. The use of 21st Century Technology as a tool is woven throughout the school goals and is expressed as a need in the Needs Assessment. The goal to achieve student readiness involves the majority of all expressed needs, because these are tools the faculty and students will use to attain the goal. More professional learning was expressed as a need and was also included in our school goals.

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

The goals were constructed based upon analysis of dis-aggregated achievement data from numerous sources including the ACT Aspire. Results from DIBELS, Star Early Literacy, Star Reading and Star Math are analyzed for trends in results. Any negative trends are examined closely and plans for instruction are implemented. The faculty uses the data results to determine which areas need priority in instruction. After these areas are identified, the faculty use the goals in a deliberate manner when planning instruction. Monthly data meetings serve to provide teachers the opportunity to evaluate and refine instruction to better meet student achievement goals.

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

The school goals address the needs of all learners at the school, the professional needs of the faculty, and the Support Systems within the school that enhance instruction and facilitate learning. Glencoe Elementary is a Title I School with a Schoolwide Program in place. The purpose of the Title I program is to provide materials and programs for disadvantaged students. Differentiation is included within the school goals to ensure that all students are provided appropriate instruction and especially any population that is disadvantaged.

## Component 2: Schoolwide Reform Strategies

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

#### Goal 1:

Learners Goal: Improve Student Achievement and Readiness at Glencoe Elementary.

#### Measurable Objective 1:

80% of All Students will demonstrate a proficiency and show continuous improvement in English Language Arts by 05/31/2017 as measured by results of STAR Reading SGP, STAR Early Literacy, DIBELS, and ACT Aspire..

#### Strategy1:

Strategic Teaching - All teachers will teach strategically, in all classes, daily.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

Go Math!

<http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-130124.pdf>

Reading Wonders

[http://connected.mcgraw-hill.com/media/repository/private\\_data/DOC/50000298/57/30.pdf](http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000298/57/30.pdf)

Activity - Higher-Order Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will engage their students in higher level questioning in an effort to strengthen understanding of the content, through formative assessment, throughout each lesson (reflect on the objective throughout the lesson) and to reach Tier II and Tier III students.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers



**ACIP**

Glencoe Elementary School

Activity - Teaching With a Purpose	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Teaching with a Purpose All content-area teachers will open each lesson with a student-friendly objective, or essential question, which will be revisited throughout the lesson for understanding (formative assessment). Teachers will begin each class by establishing a purpose for the lesson (make the lesson relatable to the student, build background knowledge, generate questions to investigate, or discuss essential vocabulary and themes).	Direct Instruction			08/14/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the lesson, all teachers will reflect on the content of the lesson in a manner that formatively assesses comprehension of all students (questions, group share-out, retell, summarize, journal writing, exit slips, or justify responses).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Inquiry-Based and Multi-Step Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate daily in multi-step and inquiry-based lessons (students talking/writing, presenting work to the class, using manipulatives, journaling, engaged in problem solving with real-life applications, small groups, 21st Century instructional tools).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the lesson, all teachers will use various strategies to explore or explain the lesson (technology, integrate new information, explore predictions, student response groups, teacher-student conferencing, portfolio assessment, graphic organizers).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

**ACIP**

Glencoe Elementary School

Activity - Reflective and Long-Range Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will correlate their lesson plans with the CCRS/COS, including the Content Literacy Standards. Teachers will align their curriculum with district pacing guides, CCRS correlations, ALEX, and Alabama Insight.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

**Strategy2:**

Identify and Address Student Needs - Teachers will utilize longitudinal data to address all students' needs and reduce any special population gaps.

Research Cited: Accelerated Reader Research Summary

<https://resources.relearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

Go Math!

<http://www.hmhc.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-130124.pdf>

Reading Wonders

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Activity - Small Groups/ Instructional Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades k-4 will place students into instructional groups based on cumulative sources of data. Teachers will monitor students' comprehension of literary/recreational/information texts beginning in August and throughout the year through multiple assessments.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All teachers

Activity - Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will assign caring teachers with identified at-risk students to develop a plan for success. The teacher will discuss strengths and weaknesses with students and communicate with parents regularly, supply resources, adjust existing plans, provide tutoring opportunities, websites, encouragement, etc).	Direct Instruction			08/07/2014	05/31/2017	\$41317 - Title I Schoolwide	RTI Team, Title I Teacher, Teachers

Activity - Longitudinal Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize longitudinal data to address all students' needs and identify special population gaps. This data will be used to identify and monitor at-risk students (which include SPE, EL, gifted, free and reduced, minority, truant, behavioral, homebound, etc.), plan interventions, review existing plans and discuss best practices.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	Teachers, Instructional Partner, RTI Committee

**Measurable Objective 2:**

80% of All Students will demonstrate a behavior and report they had effective, engaging, challenging, and empowering learning experiences both in and out of school that prepared them to be active, creative, knowledgeable, and ethical participants in our global society in English Language Arts by 05/31/2017 as measured by student surveys.

**Strategy1:**

Effective Use of Digital Media - Students will effectively and responsibly use standards-based digital media (e.g., online textbooks, interactives, games, digital cameras, information 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: Lemke, C., Coughlin, E., and Reifsneider, D. (2009). Technology in Schools: What the Research Says

Activity - Digital Textbook Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use online digital textbook materials.	Technology			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers, Technology Coordinator

Activity - Technology Coordinators	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the technology coordinator to increase teacher technology integration effectiveness and better prepare students to be college and career ready.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Technology Coordinator, Instructional Partner

Activity - Professional Development: Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize professional development opportunities for teachers to develop strategies that allow students to learn from fellow students through the use of various safe and appropriate collaborative applications as well as Internet-based educational social media.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Technology Coordinator, Instructional Partner

**ACIP**

Glencoe Elementary School

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Promote professional learning designed to help teachers move from static, text-based resources to interactive, adaptive, multimedia/digital content powered by devices that engage and challenge students to learn in a variety of ways.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Technology Coordinator, Instructional Partner

**Strategy2:**

Digital Tools - Students use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information.

Research Cited: Accelerated Reader Research Summary

<https://resources.relearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

Go Math!

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Reading Wonders

[http://connected.mcgraw-hill.com/media/repository/private\\_data/DOC/50000298/57/30.pdf](http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000298/57/30.pdf)

Activity - Technology Coordinators	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize instructional technology coordinators at the school level to increase teacher technology integration effectiveness and better prepare students to be college- and career-ready.	Technology			08/07/2014	05/31/2017	\$0 - No Funding Required	Technology Coordinator, Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities will be used for teachers to develop strategies that incorporate the use of digital tools into the daily curriculum.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Instructional Partner, Technology Coordinator

Activity - Dynamic Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will move from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.	Direct Instruction			08/07/2014	05/31/2017	\$1827 - Other	Instructional Partner, Technology Coordinator, All Teachers

**Measurable Objective 3:**

80% of All Students will demonstrate a proficiency to successfully enter College or Careers without requiring remedial college courses in Reading and Math in Career & Technical by 05/31/2017 as measured by High School Graduated College and Career Readiness Index.

**Strategy1:**

Increased Complexity in Reading and Writing in All Content Areas - All teachers will plan for increased complexity in reading and writing in all content areas.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

Go Math!

<http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-130124.pdf>

Reading Wonders

[http://connected.mcgraw-hill.com/media/repository/private\\_data/DOC/50000298/57/30.pdf](http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000298/57/30.pdf)

Activity - ELA CCRS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language arts teachers will address the 2010 ELA CCRS; Science teachers will address the CCRS Content Literacy Standards in their lessons. This goal is in line with the ELA CCRS which builds like a staircase of text complexity, so that all students are ready for the demands of college- and career-level reading no later than the end of high school.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Language Arts and Science Teachers

Activity - Text Evidence	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will also plan for students to increase practice in reading, writing, and speaking grounded in evidence from literature and informational text and through practice with complex texts.	Direct Instruction			08/07/2014	05/31/2017	\$965 - Other	Teachers, Instructional Partner

Activity - Authentic Reading/Writing/Speaking Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will integrate reading/writing complexity into their lessons by building knowledge through content-rich fiction and informational texts.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	Teachers, Instructional Partner

**Measurable Objective 4:**

80% of All Students will demonstrate a proficiency and show continuous improvement in Mathematics by 05/31/2017 as measured by STAR Math SGP and ACT Aspire.

**Strategy1:**

Identify and Address Student Needs - Teachers will utilize longitudinal data to address all students' needs and reduce any special population gaps.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

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<http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-130124.pdf>

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Activity - Small Groups/ Instructional Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades k-4 will place students into instructional groups based on cumulative sources of data. Teachers will monitor students' comprehension of literary/recreational/information texts beginning in August and throughout the year through multiple assessments.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All teachers

Activity - Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will assign caring teachers with identified at-risk students to develop a plan for success. The teacher will discuss strengths and weaknesses with students and communicate with parents regularly, supply resources, adjust existing plans, provide tutoring opportunities, websites, encouragement, etc).	Direct Instruction			08/07/2014	05/31/2017	\$41317 - Title I Schoolwide	RTI Team, Title I Teacher, Teachers

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Glencoe Elementary School

Activity - Longitudinal Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize longitudinal data to address all students' needs and identify special population gaps. This data will be used to identify and monitor at-risk students (which include SPE, EL, gifted, free and reduced, minority, truant, behavioral, homebound, etc.), plan interventions, review existing plans and discuss best practices.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	Teachers, Instructional Partner, RTI Committee

**Strategy2:**

Strategic Teaching - All teachers will teach strategically, in all classes, daily.

Research Cited: Accelerated Reader Research Summary

<https://resources.relearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

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Activity - Inquiry-Based and Multi-Step Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate daily in multi-step and inquiry-based lessons (students talking/writing, presenting work to the class, using manipulatives, journaling, engaged in problem solving with real-life applications, small groups, 21st Century instructional tools).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Higher-Order Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will engage their students in higher level questioning in an effort to strengthen understanding of the content, through formative assessment, throughout each lesson (reflect on the objective throughout the lesson) and to reach Tier II and Tier III students.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

**ACIP**

Glencoe Elementary School

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the lesson, all teachers will use various strategies to explore or explain the lesson (technology, integrate new information, explore predictions, student response groups, teacher-student conferencing, portfolio assessment, graphic organizers).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Teaching With a Purpose	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Teaching with a Purpose All content-area teachers will open each lesson with a student-friendly objective, or essential question, which will be revisited throughout the lesson for understanding (formative assessment). Teachers will begin each class by establishing a purpose for the lesson (make the lesson relatable to the student, build background knowledge, generate questions to investigate, or discuss essential vocabulary and themes).	Direct Instruction			08/14/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the lesson, all teachers will reflect on the content of the lesson in a manner that formatively assesses comprehension of all students (questions, group share-out, retell, summarize, journal writing, exit slips, or justify responses).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Reflective and Long-Range Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will correlate their lesson plans with the CCRS/COS, including the Content Literacy Standards. Teachers will align their curriculum with district pacing guides, CCRS correlations, ALEX, and Alabama Insight.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

**Goal 2:**

Professional Goal: Prepare and Support Teachers to Graduate College and Career Ready Students at Glencoe Elementary.

**Measurable Objective 1:**

demonstrate a proficiency to use and help students use digital resources and technology tools in order to utilize quality, engaging learning experiences that best prepare PK-12 students with the skills and knowledge necessary to be successful in school, careers, and adulthood by



05/31/2017 as measured by teacher and student surveys and Instructional Rounds.

**Strategy1:**

Technology Ethics - Teachers and School Leaders model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Research Cited: Adams, W.K. (2010). Student Engagement and Learning with PhET Interactive Simulations

Ertmer, P.A., and Ottenbreit-Leftwich, A.T. (2010). Teacher technology change: How Knowledge, Confidence, Beliefs, and Culture Intersect

Activity - Ethical Use of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize venues, programs, courses, and/or webinars that address the legal and ethical uses of technology.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Media Specialist/Technology Coordinator

Activity - Professional Organizations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Promote participation in local, national, and international organizations and initiatives that teach professional ethics regarding the safe use of the Internet and transformative technologies.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	School Principal, Media Specialist

Activity - Technology Dangers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize digital resources to teachers 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.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Library Media Specialist/Technology Coordinator

**Strategy2:**

Professional Learning Climate - Educational Administrators will promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

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Activity - Plan 2020	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional leaders will attend Transform 2020/ASSISST technology planning sessions to support successful implementation of Plan 2020.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Instructional Partner, Media Specialist/Technology Coordinator, Principal

Activity - High-Quality Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Promote, support and encourage a variety of methods and formats for providing high-quality professional development, such as online, face-to-face, and professional learning communities.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Instructional Partner, Media Specialist/Technology Coordinator

**Measurable Objective 2:**

collaborate to ensure that every child is taught by a well-prepared, resourced, supported, and effective teacher by 05/31/2017 as measured by Educate Alabama, Professional Development Participation, and Classroom Rounds.

**Strategy1:**

Ongoing Training and Support - Ongoing and consistent training and support will be delivered to teachers.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

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Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the strategic teaching strategies through instructional rounds. Immediate feedback will be provided to teachers.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	School Principal, Instructional Partner

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Glencoe Elementary School

Activity - Instructional Collaboration and Vertical/Horizontal Teams	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom teachers will meet in vertical and/or horizontal teams to share best practices, align curriculum, and better meet student individual needs.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Instructional Partner, Classroom Teachers

Activity - ARI Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ARI and Instructional Partners will provide hands-on training and resources (schoolwide and in-class).	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Instructional Partner

Activity - Targeted Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The system curriculum coordinators will lead or provide targeted professional development to close identified reading achievement gaps (strategic teaching best practices, formative assessments, at-risk and SPE best practices), improve college and career student readiness, and utilize 21st Century tools and resources.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	System Curriculum Coordinators, Instructional Partner

**Goal 3:**

Support Systems Goal, Glencoe Elementary

**Measurable Objective 1:**

collaborate to ensure that every student, teacher, and administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 05/31/2017 as measured by the technology inventory.

**Strategy1:**

Access to Web-Based Resources - Access to web-based resources will be expanded through funding and the Bring Your Own Device Initiative.

Research Cited: Lemke, C., Coughlin, E., and Reifsneider, D. (2009). Technology in Schools: What the Research Says

Bebell, D., and O'Dwyer, L.M. (2010). Educational Outcomes and Research from 1:1 Computing Settings

Activity - Web-Based Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use available funding for additional ICD's for students and educators from district, school, and other sources.	Technology			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Title I Coordinator, Technology Coordinator

Activity - Bring Your Own Device	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand the Bring Your Own Device initiative by encouraging more use of student devices in the classroom.	Technology			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Technology Coordinator, Classroom Teachers

**Measurable Objective 2:**

demonstrate a behavior that encourages all students to attend school daily and be engaged in rigorous and relevant learning by 05/31/2017 as measured by Average Daily Attendance.

**Strategy1:**

Encourage Daily Attendance - Students will be encouraged to attend school through use of positive and negative consequences.

Research Cited: Olson, Linda S., Why September Matters: Improving Student Attendance, Baltimore Education Research Consortium, July 2014

Lochmiller, Chad R., Improving Student Attendance in Indiana's Schools: Synthesis of Existing Research Related to Student Absenteeism and Effective, Research-Based Interventions,

Activity - Attendance Rewards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement rewards to encourage school attendance.	Other			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Guidance Counselor, Teachers

Activity - Early Warning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize an early warning for student absences and a community-based support and intervention program.	Policy and Process			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Guidance Counselor

**Measurable Objective 3:**

demonstrate a proficiency of all students meeting or exceeding grade level CCRS standards (and ultimately graduating) by 05/31/2017 as measured by STAR Math and Reading Standards Report.

**Strategy1:**

Guidance and Counseling - Students and parents will receive guidance and counseling regarding standards and achievement guidelines and will receive resources and information to guide their education.

Research Cited: [http://www.counseling.org/PublicPolicy/PDF/Research\\_Support\\_School\\_Counseling-ACA-CSCORE\\_02-11.pdf](http://www.counseling.org/PublicPolicy/PDF/Research_Support_School_Counseling-ACA-CSCORE_02-11.pdf)

Sink & Stroh (2003). Raising achievement test scores of early elementary school students through comprehensive school counseling programs. Professional School Counseling, 6(5), 350-364.

Activity - Resources and Information	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students and parents resources and information to better prepare them for the next stage of their education.	Parent Involvement			08/07/2014	05/31/2017	\$984 - Title I Schoolwide	Title I Coordinator, Guidance Counselor

Activity - Guidance and Counseling Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Alabama's Comprehensive Guidance and Counseling plan.	Academic Support Program			08/07/2014	05/31/2017	\$0 - No Funding Required	Guidance Counselor

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

### Goal 1:

Learners Goal: Improve Student Achievement and Readiness at Glencoe Elementary.

### Measurable Objective 1:

80% of All Students will demonstrate a behavior and report they had effective, engaging, challenging, and empowering learning experiences both in and out of school that prepared them to be active, creative, knowledgeable, and ethical participants in our global society in English Language Arts by 05/31/2017 as measured by student surveys.

### Strategy1:

Digital Tools - Students use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

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Glencoe Elementary School

Activity - Technology Coordinators	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize instructional technology coordinators at the school level to increase teacher technology integration effectiveness and better prepare students to be college- and career-ready.	Technology			08/07/2014	05/31/2017	\$0 - No Funding Required	Technology Coordinator, Teachers

Activity - Dynamic Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will move from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.	Direct Instruction			08/07/2014	05/31/2017	\$1827 - Other	Instructional Partner, Technology Coordinator, All Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities will be used for teachers to develop strategies that incorporate the use of digital tools into the daily curriculum.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Instructional Partner, Technology Coordinator

**Strategy2:**

Effective Use of Digital Media - Students will effectively and responsibly use standards-based digital media (e.g., online textbooks, interactives, games, digital cameras, information 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: Lemke, C., Coughlin, E., and Reifsneider, D. (2009). Technology in Schools: What the Research Says

Activity - Technology Coordinators	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the technology coordinator to increase teacher technology integration effectiveness and better prepare students to be college and career ready.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Technology Coordinator, Instructional Partner

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Promote professional learning designed to help teachers move from static, text-based resources to interactive, adaptive, multimedia/digital content powered by devices that engage and challenge students to learn in a variety of ways.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Technology Coordinator, Instructional Partner

**ACIP**

Glencoe Elementary School

Activity - Digital Textbook Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use online digital textbook materials.	Technology			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers, Technology Coordinator

Activity - Professional Development: Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize professional development opportunities for teachers to develop strategies that allow students to learn from fellow students through the use of various safe and appropriate collaborative applications as well as Internet-based educational social media.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Technology Coordinator, Instructional Partner

**Measurable Objective 2:**

80% of All Students will demonstrate a proficiency and show continuous improvement in English Language Arts by 05/31/2017 as measured by results of STAR Reading SGP, STAR Early Literacy, DIBELS, and ACT Aspire..

**Strategy1:**

Strategic Teaching - All teachers will teach strategically, in all classes, daily.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

Go Math!

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Activity - Teaching With a Purpose	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Teaching with a Purpose All content-area teachers will open each lesson with a student-friendly objective, or essential question, which will be revisited throughout the lesson for understanding (formative assessment). Teachers will begin each class by establishing a purpose for the lesson (make the lesson relatable to the student, build background knowledge, generate questions to investigate, or discuss essential vocabulary and themes).	Direct Instruction			08/14/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the lesson, all teachers will reflect on the content of the lesson in a manner that formatively assesses comprehension of all students (questions, group share-out, retell, summarize, journal writing, exit slips, or justify responses).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Higher-Order Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will engage their students in higher level questioning in an effort to strengthen understanding of the content, through formative assessment, throughout each lesson (reflect on the objective throughout the lesson) and to reach Tier II and Tier III students.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Inquiry-Based and Multi-Step Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate daily in multi-step and inquiry-based lessons (students talking/writing, presenting work to the class, using manipulatives, journaling, engaged in problem solving with real-life applications, small groups, 21st Century instructional tools).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Reflective and Long-Range Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will correlate their lesson plans with the CCRS/COS, including the Content Literacy Standards. Teachers will align their curriculum with district pacing guides, CCRS correlations, ALEX, and Alabama Insight.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the lesson, all teachers will use various strategies to explore or explain the lesson (technology, integrate new information, explore predictions, student response groups, teacher-student conferencing, portfolio assessment, graphic organizers).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers



**Strategy2:**

Identify and Address Student Needs - Teachers will utilize longitudinal data to address all students' needs and reduce any special population gaps.

Research Cited: Accelerated Reader Research Summary

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Activity - Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will assign caring teachers with identified at-risk students to develop a plan for success. The teacher will discuss strengths and weaknesses with students and communicate with parents regularly, supply resources, adjust existing plans, provide tutoring opportunities, websites, encouragement, etc).	Direct Instruction			08/07/2014	05/31/2017	\$41317 - Title I Schoolwide	RTI Team, Title I Teacher, Teachers

Activity - Longitudinal Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize longitudinal data to address all students' needs and identify special population gaps. This data will be used to identify and monitor at-risk students (which include SPE, EL, gifted, free and reduced, minority, truant, behavioral, homebound, etc.), plan interventions, review existing plans and discuss best practices.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	Teachers, Instructional Partner, RTI Committee

Activity - Small Groups/ Instructional Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades k-4 will place students into instructional groups based on cumulative sources of data. Teachers will monitor students' comprehension of literary/recreational/information texts beginning in August and throughout the year through multiple assessments.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All teachers

**Measurable Objective 3:**

80% of All Students will demonstrate a proficiency and show continuous improvement in Mathematics by 05/31/2017 as measured by STAR Math SGP and ACT Aspire.

**Strategy1:**

Identify and Address Student Needs - Teachers will utilize longitudinal data to address all students' needs and reduce any special population gaps.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

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Activity - Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will assign caring teachers with identified at-risk students to develop a plan for success. The teacher will discuss strengths and weaknesses with students and communicate with parents regularly, supply resources, adjust existing plans, provide tutoring opportunities, websites, encouragement, etc).	Direct Instruction			08/07/2014	05/31/2017	\$41317 - Title I Schoolwide	RTI Team, Title I Teacher, Teachers

Activity - Small Groups/ Instructional Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades k-4 will place students into instructional groups based on cumulative sources of data. Teachers will monitor students' comprehension of literary/recreational/information texts beginning in August and throughout the year through multiple assessments.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All teachers

**ACIP**

Glencoe Elementary School

Activity - Longitudinal Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize longitudinal data to address all students' needs and identify special population gaps. This data will be used to identify and monitor at-risk students (which include SPE, EL, gifted, free and reduced, minority, truant, behavioral, homebound, etc.), plan interventions, review existing plans and discuss best practices.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	Teachers, Instructional Partner, RTI Committee

**Strategy2:**

Strategic Teaching - All teachers will teach strategically, in all classes, daily.

Research Cited: Accelerated Reader Research Summary

<https://resources.relearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

Go Math!

<http://www.hmco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-130124.pdf>

Reading Wonders

[http://connected.mcgraw-hill.com/media/repository/private\\_data/DOC/50000298/57/30.pdf](http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000298/57/30.pdf)

Activity - Inquiry-Based and Multi-Step Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate daily in multi-step and inquiry-based lessons (students talking/writing, presenting work to the class, using manipulatives, journaling, engaged in problem solving with real-life applications, small groups, 21st Century instructional tools).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Reflective and Long-Range Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will correlate their lesson plans with the CCRS/COS, including the Content Literacy Standards. Teachers will align their curriculum with district pacing guides, CCRS correlations, ALEX, and Alabama Insight.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

**ACIP**

Glencoe Elementary School

Activity - Higher-Order Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will engage their students in higher level questioning in an effort to strengthen understanding of the content, through formative assessment, throughout each lesson (reflect on the objective throughout the lesson) and to reach Tier II and Tier III students.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the lesson, all teachers will reflect on the content of the lesson in a manner that formatively assesses comprehension of all students (questions, group share-out, retell, summarize, journal writing, exit slips, or justify responses).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Teaching With a Purpose	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Teaching with a Purpose All content-area teachers will open each lesson with a student-friendly objective, or essential question, which will be revisited throughout the lesson for understanding (formative assessment). Teachers will begin each class by establishing a purpose for the lesson (make the lesson relatable to the student, build background knowledge, generate questions to investigate, or discuss essential vocabulary and themes).	Direct Instruction			08/14/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the lesson, all teachers will use various strategies to explore or explain the lesson (technology, integrate new information, explore predictions, student response groups, teacher-student conferencing, portfolio assessment, graphic organizers).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

**Measurable Objective 4:**

80% of All Students will demonstrate a proficiency to successfully enter College or Careers without requiring remedial college courses in Reading and Math in Career & Technical by 05/31/2017 as measured by High School Graduated College and Career Readiness Index.

**Strategy1:**

**ACIP**

Glencoe Elementary School

Increased Complexity in Reading and Writing in All Content Areas - All teachers will plan for increased complexity in reading and writing in all content areas.

Research Cited: Accelerated Reader Research Summary

<https://resources.relearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

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Reading Wonders

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Activity - Text Evidence	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will also plan for students to increase practice in reading, writing, and speaking grounded in evidence from literature and informational text and through practice with complex texts.	Direct Instruction			08/07/2014	05/31/2017	\$965 - Other	Teachers, Instructional Partner

Activity - ELA CCRS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language arts teachers will address the 2010 ELA CCRS; Science teachers will address the CCRS Content Literacy Standards in their lessons. This goal is in line with the ELA CCRS which builds like a staircase of text complexity, so that all students are ready for the demands of college- and career-level reading no later than the end of high school.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Language Arts and Science Teachers

Activity - Authentic Reading/Writing/Speaking Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will integrate reading/writing complexity into their lessons by building knowledge through content-rich fiction and informational texts.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	Teachers, Instructional Partner

**Goal 2:**

Professional Goal: Prepare and Support Teachers to Graduate College and Career Ready Students at Glencoe Elementary.

**Measurable Objective 1:**

collaborate to ensure that every child is taught by a well-prepared, resourced, supported, and effective teacher by 05/31/2017 as measured by Educate Alabama, Professional Development Participation, and Classroom Rounds.

**Strategy1:**

Ongoing Training and Support - Ongoing and consistent training and support will be delivered to teachers.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

Go Math!

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Activity - Targeted Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The system curriculum coordinators will lead or provide targeted professional development to close identified reading achievement gaps (strategic teaching best practices, formative assessments, at-risk and SPE best practices), improve college and career student readiness, and utilize 21st Century tools and resources.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	System Curriculum Coordinators, Instructional Partner

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the strategic teaching strategies through instructional rounds. Immediate feedback will be provided to teachers.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	School Principal, Instructional Partner

Activity - Instructional Collaboration and Vertical/Horizontal Teams	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom teachers will meet in vertical and/or horizontal teams to share best practices, align curriculum, and better meet student individual needs.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Instructional Partner, Classroom Teachers

**ACIP**

Glencoe Elementary School

Activity - ARI Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ARI and Instructional Partners will provide hands-on training and resources (schoolwide and in-class).	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Instructional Partner

**Measurable Objective 2:**

demonstrate a proficiency to use and help students use digital resources and technology tools in order to utilize quality, engaging learning experiences that best prepare PK-12 students with the skills and knowledge necessary to be successful in school, careers, and adulthood by 05/31/2017 as measured by teacher and student surveys and Instructional Rounds.

**Strategy1:**

Professional Learning Climate - Educational Administrators will promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

Research Cited: Accelerated Reader Research Summary

<https://resources.relearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

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Activity - High-Quality Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Promote, support and encourage a variety of methods and formats for providing high-quality professional development, such as online, face-to-face, and professional learning communities.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Instructional Partner, Media Specialist/Technology Coordinator

Activity - Plan 2020	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional leaders will attend Transform 2020/ASSISST technology planning sessions to support successful implementation of Plan 2020.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Instructional Partner, Media Specialist/Technology Coordinator, Principal

**Strategy2:**

Technology Ethics - Teachers and School Leaders model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Research Cited: Adams, W.K. (2010). Student Engagement and Learning with PhET Interactive Simulations

Ertmer, P.A., and Ottenbreit-Leftwich, A.T. (2010). Teacher technology change: How Knowledge, Confidence, Beliefs, and Culture Intersect

Activity - Ethical Use of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize venues, programs, courses, and/or webinars that address the legal and ethical uses of technology.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Media Specialist/Technology Coordinator

Activity - Technology Dangers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize digital resources to teachers 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.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Library Media Specialist/Technology Coordinator

Activity - Professional Organizations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Promote participation in local, national, and international organizations and initiatives that teach professional ethics regarding the safe use of the Internet and transformative technologies.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	School Principal, Media Specialist

### Goal 3:

Support Systems Goal, Glencoe Elementary

### Measurable Objective 1:

demonstrate a proficiency of all students meeting or exceeding grade level CCRS standards (and ultimately graduating) by 05/31/2017 as measured by STAR Math and Reading Standards Report.

### Strategy1:

Guidance and Counseling - Students and parents will receive guidance and counseling regarding standards and achievement guidelines and will receive resources and information to guide their education.

Research Cited: [http://www.counseling.org/PublicPolicy/PDF/Research\\_Support\\_School\\_Counseling-ACA-CSCORE\\_02-11.pdf](http://www.counseling.org/PublicPolicy/PDF/Research_Support_School_Counseling-ACA-CSCORE_02-11.pdf)

Sink & Stroh (2003). Raising achievement test scores of early elementary school students through comprehensive school counseling programs. *Professional School Counseling*, 6(5), 350-364.



**ACIP**

Glencoe Elementary School

Activity - Guidance and Counseling Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Alabama's Comprehensive Guidance and Counseling plan.	Academic Support Program			08/07/2014	05/31/2017	\$0 - No Funding Required	Guidance Counselor

Activity - Resources and Information	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students and parents resources and information to better prepare them for the next stage of their education.	Parent Involvement			08/07/2014	05/31/2017	\$984 - Title I Schoolwide	Title I Coordinator, Guidance Counselor

**Measurable Objective 2:**

collaborate to ensure that every student, teacher, and administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 05/31/2017 as measured by the technology inventory.

**Strategy1:**

Access to Web-Based Resources - Access to web-based resources will be expanded through funding and the Bring Your Own Device Initiative.

Research Cited: Lemke, C., Coughlin, E., and Reifsneider, D. (2009). Technology in Schools: What the Research Says

Bebell, D., and O'Dwyer, L.M. (2010). Educational Outcomes and Research from 1:1 Computing Settings

Activity - Bring Your Own Device	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand the Bring Your Own Device initiative by encouraging more use of student devices in the classroom.	Technology			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Technology Coordinator, Classroom Teachers

Activity - Web-Based Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use available funding for additional ICD's for students and educators from district, school, and other sources.	Technology			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Title I Coordinator, Technology Coordinator

**Measurable Objective 3:**

demonstrate a behavior that encourages all students to attend school daily and be engaged in rigorous and relevant learning by 05/31/2017 as measured by Average Daily Attendance.

**Strategy1:**

Encourage Daily Attendance - Students will be encouraged to attend school through use of positive and negative consequences.

Research Cited: Olson, Linda S., Why September Matters: Improving Student Attendance, Baltimore Education Research Consortium, July

2014

Lochmiller, Chad R., Improving Student Attendance in Indiana's Schools: Synthesis of Existing Research Related to Student Absenteeism and Effective, Research-Based Interventions,

Activity - Early Warning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize an early warning for student absences and a community-based support and intervention program.	Policy and Process			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Guidance Counselor

Activity - Attendance Rewards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement rewards to encourage school attendance.	Other			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Guidance Counselor, Teachers

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

#### Goal 1:

Learners Goal: Improve Student Achievement and Readiness at Glencoe Elementary.

#### Measurable Objective 1:

80% of All Students will demonstrate a proficiency and show continuous improvement in Mathematics by 05/31/2017 as measured by STAR Math SGP and ACT Aspire.

#### Strategy1:

Identify and Address Student Needs - Teachers will utilize longitudinal data to address all students' needs and reduce any special population gaps.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

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Reading Wonders

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**ACIP**

Glencoe Elementary School

Activity - Small Groups/ Instructional Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades k-4 will place students into instructional groups based on cumulative sources of data. Teachers will monitor students' comprehension of literary/recreational/information texts beginning in August and throughout the year through multiple assessments.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All teachers

Activity - Longitudinal Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize longitudinal data to address all students' needs and identify special population gaps. This data will be used to identify and monitor at-risk students (which include SPE, EL, gifted, free and reduced, minority, truant, behavioral, homebound, etc.), plan interventions, review existing plans and discuss best practices.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	Teachers, Instructional Partner, RTI Committee

Activity - Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will assign caring teachers with identified at-risk students to develop a plan for success. The teacher will discuss strengths and weaknesses with students and communicate with parents regularly, supply resources, adjust existing plans, provide tutoring opportunities, websites, encouragement, etc).	Direct Instruction			08/07/2014	05/31/2017	\$41317 - Title I Schoolwide	RTI Team, Title I Teacher, Teachers

**Strategy2:**

Strategic Teaching - All teachers will teach strategically, in all classes, daily.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

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[http://connected.mcgraw-hill.com/media/repository/private\\_data/DOC/50000298/57/30.pdf](http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000298/57/30.pdf)

**ACIP**

Glencoe Elementary School

Activity - Higher-Order Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will engage their students in higher level questioning in an effort to strengthen understanding of the content, through formative assessment, throughout each lesson (reflect on the objective throughout the lesson) and to reach Tier II and Tier III students.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the lesson, all teachers will use various strategies to explore or explain the lesson (technology, integrate new information, explore predictions, student response groups, teacher-student conferencing, portfolio assessment, graphic organizers).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Reflective and Long-Range Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will correlate their lesson plans with the CCRS/COS, including the Content Literacy Standards. Teachers will align their curriculum with district pacing guides, CCRS correlations, ALEX, and Alabama Insight.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Teaching With a Purpose	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Teaching with a Purpose All content-area teachers will open each lesson with a student-friendly objective, or essential question, which will be revisited throughout the lesson for understanding (formative assessment). Teachers will begin each class by establishing a purpose for the lesson (make the lesson relatable to the student, build background knowledge, generate questions to investigate, or discuss essential vocabulary and themes).	Direct Instruction			08/14/2014	05/31/2017	\$0 - No Funding Required	All Teachers

**ACIP**

Glencoe Elementary School

Activity - Inquiry-Based and Multi-Step Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate daily in multi-step and inquiry-based lessons (students talking/writing, presenting work to the class, using manipulatives, journaling, engaged in problem solving with real-life applications, small groups, 21st Century instructional tools).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the lesson, all teachers will reflect on the content of the lesson in a manner that formatively assesses comprehension of all students (questions, group share-out, retell, summarize, journal writing, exit slips, or justify responses).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

**Measurable Objective 2:**

80% of All Students will demonstrate a proficiency to successfully enter College or Careers without requiring remedial college courses in Reading and Math in Career & Technical by 05/31/2017 as measured by High School Graduated College and Career Readiness Index.

**Strategy1:**

Increased Complexity in Reading and Writing in All Content Areas - All teachers will plan for increased complexity in reading and writing in all content areas.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

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Activity - ELA CCRS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language arts teachers will address the 2010 ELA CCRS; Science teachers will address the CCRS Content Literacy Standards in their lessons. This goal is in line with the ELA CCRS which builds like a staircase of text complexity, so that all students are ready for the demands of college- and career-level reading no later than the end of high school.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Language Arts and Science Teachers

Activity - Text Evidence	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will also plan for students to increase practice in reading, writing, and speaking grounded in evidence from literature and informational text and through practice with complex texts.	Direct Instruction			08/07/2014	05/31/2017	\$965 - Other	Teachers, Instructional Partner

Activity - Authentic Reading/Writing/Speaking Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will integrate reading/writing complexity into their lessons by building knowledge through content-rich fiction and informational texts.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	Teachers, Instructional Partner

**Measurable Objective 3:**

80% of All Students will demonstrate a behavior and report they had effective, engaging, challenging, and empowering learning experiences both in and out of school that prepared them to be active, creative, knowledgeable, and ethical participants in our global society in English Language Arts by 05/31/2017 as measured by student surveys.

**Strategy1:**

Digital Tools - Students use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information.

Research Cited: Accelerated Reader Research Summary

<https://resources.relearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities will be used for teachers to develop strategies that incorporate the use of digital tools into the daily curriculum.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Instructional Partner, Technology Coordinator

Activity - Technology Coordinators	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize instructional technology coordinators at the school level to increase teacher technology integration effectiveness and better prepare students to be college- and career-ready.	Technology			08/07/2014	05/31/2017	\$0 - No Funding Required	Technology Coordinator, Teachers

Activity - Dynamic Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will move from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.	Direct Instruction			08/07/2014	05/31/2017	\$1827 - Other	Instructional Partner, Technology Coordinator, All Teachers

**Strategy2:**

Effective Use of Digital Media - Students will effectively and responsibly use standards-based digital media (e.g., online textbooks, interactives, games, digital cameras, information 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: Lemke, C., Coughlin, E., and Reifsneider, D. (2009). Technology in Schools: What the Research Says

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Promote professional learning designed to help teachers move from static, text-based resources to interactive, adaptive, multimedia/digital content powered by devices that engage and challenge students to learn in a variety of ways.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Technology Coordinator, Instructional Partner

Activity - Professional Development: Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize professional development opportunities for teachers to develop strategies that allow students to learn from fellow students through the use of various safe and appropriate collaborative applications as well as Internet-based educational social media.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Technology Coordinator, Instructional Partner

Activity - Technology Coordinators	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the technology coordinator to increase teacher technology integration effectiveness and better prepare students to be college and career ready.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Technology Coordinator, Instructional Partner

Activity - Digital Textbook Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use online digital textbook materials.	Technology			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers, Technology Coordinator

**Measurable Objective 4:**

80% of All Students will demonstrate a proficiency and show continuous improvement in English Language Arts by 05/31/2017 as measured by results of STAR Reading SGP, STAR Early Literacy, DIBELS, and ACT Aspire..

**Strategy1:**

Strategic Teaching - All teachers will teach strategically, in all classes, daily.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

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<https://dibels.uoregon.edu/research/techreports/#references>

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<http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-130124.pdf>

Reading Wonders

[http://connected.mcgraw-hill.com/media/repository/private\\_data/DOC/50000298/57/30.pdf](http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000298/57/30.pdf)

Activity - Inquiry-Based and Multi-Step Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate daily in multi-step and inquiry-based lessons (students talking/writing, presenting work to the class, using manipulatives, journaling, engaged in problem solving with real-life applications, small groups, 21st Century instructional tools).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers



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Glencoe Elementary School

Activity - Teaching With a Purpose	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Teaching with a Purpose All content-area teachers will open each lesson with a student-friendly objective, or essential question, which will be revisited throughout the lesson for understanding (formative assessment). Teachers will begin each class by establishing a purpose for the lesson (make the lesson relatable to the student, build background knowledge, generate questions to investigate, or discuss essential vocabulary and themes).	Direct Instruction			08/14/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the lesson, all teachers will use various strategies to explore or explain the lesson (technology, integrate new information, explore predictions, student response groups, teacher-student conferencing, portfolio assessment, graphic organizers).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Higher-Order Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will engage their students in higher level questioning in an effort to strengthen understanding of the content, through formative assessment, throughout each lesson (reflect on the objective throughout the lesson) and to reach Tier II and Tier III students.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Reflective and Long-Range Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will correlate their lesson plans with the CCRS/COS, including the Content Literacy Standards. Teachers will align their curriculum with district pacing guides, CCRS correlations, ALEX, and Alabama Insight.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

**ACIP**

Glencoe Elementary School

Activity - Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the lesson, all teachers will reflect on the content of the lesson in a manner that formatively assesses comprehension of all students (questions, group share-out, retell, summarize, journal writing, exit slips, or justify responses).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

**Strategy2:**

Identify and Address Student Needs - Teachers will utilize longitudinal data to address all students' needs and reduce any special population gaps.

Research Cited: Accelerated Reader Research Summary

<https://resources.relearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

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Activity - Longitudinal Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize longitudinal data to address all students' needs and identify special population gaps. This data will be used to identify and monitor at-risk students (which include SPE, EL, gifted, free and reduced, minority, truant, behavioral, homebound, etc.), plan interventions, review existing plans and discuss best practices.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	Teachers, Instructional Partner, RTI Committee

Activity - Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will assign caring teachers with identified at-risk students to develop a plan for success. The teacher will discuss strengths and weaknesses with students and communicate with parents regularly, supply resources, adjust existing plans, provide tutoring opportunities, websites, encouragement, etc).	Direct Instruction			08/07/2014	05/31/2017	\$41317 - Title I Schoolwide	RTI Team, Title I Teacher, Teachers

**ACIP**

Glencoe Elementary School

Activity - Small Groups/ Instructional Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades k-4 will place students into instructional groups based on cumulative sources of data. Teachers will monitor students' comprehension of literary/recreational/information texts beginning in August and throughout the year through multiple assessments.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All teachers

**Goal 2:**

Professional Goal: Prepare and Support Teachers to Graduate College and Career Ready Students at Glencoe Elementary.

**Measurable Objective 1:**

collaborate to ensure that every child is taught by a well-prepared, resourced, supported, and effective teacher by 05/31/2017 as measured by Educate Alabama, Professional Development Participation, and Classroom Rounds.

**Strategy1:**

Ongoing Training and Support - Ongoing and consistent training and support will be delivered to teachers.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

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Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the strategic teaching strategies through instructional rounds. Immediate feedback will be provided to teachers.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	School Principal, Instructional Partner

**ACIP**

Glencoe Elementary School

Activity - Targeted Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The system curriculum coordinators will lead or provide targeted professional development to close identified reading achievement gaps (strategic teaching best practices, formative assessments, at-risk and SPE best practices), improve college and career student readiness, and utilize 21st Century tools and resources.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	System Curriculum Coordinators, Instructional Partner

Activity - Instructional Collaboration and Vertical/Horizontal Teams	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom teachers will meet in vertical and/or horizontal teams to share best practices, align curriculum, and better meet student individual needs.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Instructional Partner, Classroom Teachers

Activity - ARI Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ARI and Instructional Partners will provide hands-on training and resources (schoolwide and in-class).	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Instructional Partner

**Measurable Objective 2:**

demonstrate a proficiency to use and help students use digital resources and technology tools in order to utilize quality, engaging learning experiences that best prepare PK-12 students with the skills and knowledge necessary to be successful in school, careers, and adulthood by 05/31/2017 as measured by teacher and student surveys and Instructional Rounds.

**Strategy1:**

Professional Learning Climate - Educational Administrators will promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

Research Cited: Accelerated Reader Research Summary

<https://resources.relearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

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Glencoe Elementary School

Activity - Plan 2020	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional leaders will attend Transform 2020/ASSISST technology planning sessions to support successful implementation of Plan 2020.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Instructional Partner, Media Specialist/Technology Coordinator, Principal

Activity - High-Quality Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Promote, support and encourage a variety of methods and formats for providing high-quality professional development, such as online, face-to-face, and professional learning communities.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Instructional Partner, Media Specialist/Technology Coordinator

**Strategy2:**

Technology Ethics - Teachers and School Leaders model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Research Cited: Adams, W.K. (2010). Student Engagement and Learning with PhET Interactive Simulations

Ertmer, P.A., and Ottenbreit-Leftwich, A.T. (2010). Teacher technology change: How Knowledge, Confidence, Beliefs, and Culture Intersect

Activity - Professional Organizations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Promote participation in local, national, and international organizations and initiatives that teach professional ethics regarding the safe use of the Internet and transformative technologies.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	School Principal, Media Specialist

Activity - Technology Dangers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize digital resources to teachers 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.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Library Media Specialist/Technology Coordinator

Activity - Ethical Use of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize venues, programs, courses, and/or webinars that address the legal and ethical uses of technology.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Media Specialist/Technology Coordinator

**Goal 3:**

Support Systems Goal, Glencoe Elementary

**Measurable Objective 1:**

demonstrate a proficiency of all students meeting or exceeding grade level CCRS standards (and ultimately graduating) by 05/31/2017 as measured by STAR Math and Reading Standards Report.

**Strategy1:**

Guidance and Counseling - Students and parents will receive guidance and counseling regarding standards and achievement guidelines and will receive resources and information to guide their education.

Research Cited: [http://www.counseling.org/PublicPolicy/PDF/Research\\_Support\\_School\\_Counseling-ACA-CSCORE\\_02-11.pdf](http://www.counseling.org/PublicPolicy/PDF/Research_Support_School_Counseling-ACA-CSCORE_02-11.pdf)

Sink & Stroh (2003). Raising achievement test scores of early elementary school students through comprehensive school counseling programs. *Professional School Counseling*, 6(5), 350-364.

Activity - Guidance and Counseling Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Alabama's Comprehensive Guidance and Counseling plan.	Academic Support Program			08/07/2014	05/31/2017	\$0 - No Funding Required	Guidance Counselor

Activity - Resources and Information	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students and parents resources and information to better prepare them for the next stage of their education.	Parent Involvement			08/07/2014	05/31/2017	\$984 - Title I Schoolwide	Title I Coordinator, Guidance Counselor

**Measurable Objective 2:**

collaborate to ensure that every student, teacher, and administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 05/31/2017 as measured by the technology inventory.

**Strategy1:**

Access to Web-Based Resources - Access to web-based resources will be expanded through funding and the Bring Your Own Device Initiative.

Research Cited: Lemke, C., Coughlin, E., and Reifsneider, D. (2009). *Technology in Schools: What the Research Says*

Bebell, D., and O'Dwyer, L.M. (2010). *Educational Outcomes and Research from 1:1 Computing Settings*

Activity - Bring Your Own Device	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand the Bring Your Own Device initiative by encouraging more use of student devices in the classroom.	Technology			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Technology Coordinator, Classroom Teachers

Activity - Web-Based Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use available funding for additional ICD's for students and educators from district, school, and other sources.	Technology			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Title I Coordinator, Technology Coordinator

**Measurable Objective 3:**

demonstrate a behavior that encourages all students to attend school daily and be engaged in rigorous and relevant learning by 05/31/2017 as measured by Average Daily Attendance.

**Strategy1:**

Encourage Daily Attendance - Students will be encouraged to attend school through use of positive and negative consequences.

Research Cited: Olson, Linda S., Why September Matters: Improving Student Attendance, Baltimore Education Research Consortium, July 2014

Lochmiller, Chad R., Improving Student Attendance in Indiana's Schools: Synthesis of Existing Research Related to Student Absenteeism and Effective, Research-Based Interventions,

Activity - Attendance Rewards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement rewards to encourage school attendance.	Other			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Guidance Counselor, Teachers

Activity - Early Warning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize an early warning for student absences and a community-based support and intervention program.	Policy and Process			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Guidance Counselor

**4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.****Goal 1:**

Learners Goal: Improve Student Achievement and Readiness at Glencoe Elementary.

**Measurable Objective 1:**

80% of All Students will demonstrate a behavior and report they had effective, engaging, challenging, and empowering learning experiences both in and out of school that prepared them to be active, creative, knowledgeable, and ethical participants in our global society in English Language Arts by 05/31/2017 as measured by student surveys.

**Strategy1:**

Effective Use of Digital Media - Students will effectively and responsibly use standards-based digital media (e.g., online textbooks, interactives, games, digital cameras, information 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: Lemke, C., Coughlin, E., and Reifsneider, D. (2009). Technology in Schools: What the Research Says

Activity - Digital Textbook Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use online digital textbook materials.	Technology			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers, Technology Coordinator

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Promote professional learning designed to help teachers move from static, text-based resources to interactive, adaptive, multimedia/digital content powered by devices that engage and challenge students to learn in a variety of ways.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Technology Coordinator, Instructional Partner

Activity - Professional Development: Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize professional development opportunities for teachers to develop strategies that allow students to learn from fellow students through the use of various safe and appropriate collaborative applications as well as Internet-based educational social media.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Technology Coordinator, Instructional Partner

Activity - Technology Coordinators	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the technology coordinator to increase teacher technology integration effectiveness and better prepare students to be college and career ready.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Technology Coordinator, Instructional Partner

**Strategy2:**

Digital Tools - Students use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information.

Research Cited: Accelerated Reader Research Summary

<https://resources.relearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities will be used for teachers to develop strategies that incorporate the use of digital tools into the daily curriculum.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Instructional Partner, Technology Coordinator

Activity - Dynamic Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will move from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.	Direct Instruction			08/07/2014	05/31/2017	\$1827 - Other	Instructional Partner, Technology Coordinator, All Teachers

Activity - Technology Coordinators	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize instructional technology coordinators at the school level to increase teacher technology integration effectiveness and better prepare students to be college- and career-ready.	Technology			08/07/2014	05/31/2017	\$0 - No Funding Required	Technology Coordinator, Teachers

### Measurable Objective 2:

80% of All Students will demonstrate a proficiency and show continuous improvement in Mathematics by 05/31/2017 as measured by STAR Math SGP and ACT Aspire.

### Strategy1:

Identify and Address Student Needs - Teachers will utilize longitudinal data to address all students' needs and reduce any special population gaps.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

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Activity - Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will assign caring teachers with identified at-risk students to develop a plan for success. The teacher will discuss strengths and weaknesses with students and communicate with parents regularly, supply resources, adjust existing plans, provide tutoring opportunities, websites, encouragement, etc).	Direct Instruction			08/07/2014	05/31/2017	\$41317 - Title I Schoolwide	RTI Team, Title I Teacher, Teachers

Activity - Longitudinal Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize longitudinal data to address all students' needs and identify special population gaps. This data will be used to identify and monitor at-risk students (which include SPE, EL, gifted, free and reduced, minority, truant, behavioral, homebound, etc.), plan interventions, review existing plans and discuss best practices.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	Teachers, Instructional Partner, RTI Committee

Activity - Small Groups/ Instructional Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades k-4 will place students into instructional groups based on cumulative sources of data. Teachers will monitor students' comprehension of literary/recreational/information texts beginning in August and throughout the year through multiple assessments.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All teachers

### Strategy2:

Strategic Teaching - All teachers will teach strategically, in all classes, daily.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

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Activity - Inquiry-Based and Multi-Step Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate daily in multi-step and inquiry-based lessons (students talking/writing, presenting work to the class, using manipulatives, journaling, engaged in problem solving with real-life applications, small groups, 21st Century instructional tools).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Reflective and Long-Range Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will correlate their lesson plans with the CCRS/COS, including the Content Literacy Standards. Teachers will align their curriculum with district pacing guides, CCRS correlations, ALEX, and Alabama Insight.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Teaching With a Purpose	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Teaching with a Purpose All content-area teachers will open each lesson with a student-friendly objective, or essential question, which will be revisited throughout the lesson for understanding (formative assessment). Teachers will begin each class by establishing a purpose for the lesson (make the lesson relatable to the student, build background knowledge, generate questions to investigate, or discuss essential vocabulary and themes).	Direct Instruction			08/14/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Higher-Order Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will engage their students in higher level questioning in an effort to strengthen understanding of the content, through formative assessment, throughout each lesson (reflect on the objective throughout the lesson) and to reach Tier II and Tier III students.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the lesson, all teachers will use various strategies to explore or explain the lesson (technology, integrate new information, explore predictions, student response groups, teacher-student conferencing, portfolio assessment, graphic organizers).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the lesson, all teachers will reflect on the content of the lesson in a manner that formatively assesses comprehension of all students (questions, group share-out, retell, summarize, journal writing, exit slips, or justify responses).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

**Measurable Objective 3:**

80% of All Students will demonstrate a proficiency to successfully enter College or Careers without requiring remedial college courses in Reading and Math in Career & Technical by 05/31/2017 as measured by High School Graduated College and Career Readiness Index.

**Strategy1:**

Increased Complexity in Reading and Writing in All Content Areas - All teachers will plan for increased complexity in reading and writing in all content areas.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

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Activity - Text Evidence	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will also plan for students to increase practice in reading, writing, and speaking grounded in evidence from literature and informational text and through practice with complex texts.	Direct Instruction			08/07/2014	05/31/2017	\$965 - Other	Teachers, Instructional Partner

**ACIP**

Glencoe Elementary School

Activity - ELA CCRS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language arts teachers will address the 2010 ELA CCRS; Science teachers will address the CCRS Content Literacy Standards in their lessons. This goal is in line with the ELA CCRS which builds like a staircase of text complexity, so that all students are ready for the demands of college- and career-level reading no later than the end of high school.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Language Arts and Science Teachers

Activity - Authentic Reading/Writing/Speaking Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will integrate reading/writing complexity into their lessons by building knowledge through content-rich fiction and informational texts.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	Teachers, Instructional Partner

**Measurable Objective 4:**

80% of All Students will demonstrate a proficiency and show continuous improvement in English Language Arts by 05/31/2017 as measured by results of STAR Reading SGP, STAR Early Literacy, DIBELS, and ACT Aspire..

**Strategy1:**

Identify and Address Student Needs - Teachers will utilize longitudinal data to address all students' needs and reduce any special population gaps.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

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Activity - Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will assign caring teachers with identified at-risk students to develop a plan for success. The teacher will discuss strengths and weaknesses with students and communicate with parents regularly, supply resources, adjust existing plans, provide tutoring opportunities, websites, encouragement, etc).	Direct Instruction			08/07/2014	05/31/2017	\$41317 - Title I Schoolwide	RTI Team, Title I Teacher, Teachers

Activity - Small Groups/ Instructional Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades k-4 will place students into instructional groups based on cumulative sources of data. Teachers will monitor students' comprehension of literary/recreational/information texts beginning in August and throughout the year through multiple assessments.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All teachers

Activity - Longitudinal Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize longitudinal data to address all students' needs and identify special population gaps. This data will be used to identify and monitor at-risk students (which include SPE, EL, gifted, free and reduced, minority, truant, behavioral, homebound, etc.), plan interventions, review existing plans and discuss best practices.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	Teachers, Instructional Partner, RTI Committee

**Strategy2:**

Strategic Teaching - All teachers will teach strategically, in all classes, daily.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

Go Math!

<http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-130124.pdf>

Reading Wonders

[http://connected.mcgraw-hill.com/media/repository/private\\_data/DOC/50000298/57/30.pdf](http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000298/57/30.pdf)

Activity - Teaching With a Purpose	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Teaching with a Purpose All content-area teachers will open each lesson with a student-friendly objective, or essential question, which will be revisited throughout the lesson for understanding (formative assessment). Teachers will begin each class by establishing a purpose for the lesson (make the lesson relatable to the student, build background knowledge, generate questions to investigate, or discuss essential vocabulary and themes).	Direct Instruction			08/14/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Inquiry-Based and Multi-Step Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate daily in multi-step and inquiry-based lessons (students talking/writing, presenting work to the class, using manipulatives, journaling, engaged in problem solving with real-life applications, small groups, 21st Century instructional tools).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Higher-Order Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will engage their students in higher level questioning in an effort to strengthen understanding of the content, through formative assessment, throughout each lesson (reflect on the objective throughout the lesson) and to reach Tier II and Tier III students.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the lesson, all teachers will reflect on the content of the lesson in a manner that formatively assesses comprehension of all students (questions, group share-out, retell, summarize, journal writing, exit slips, or justify responses).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Reflective and Long-Range Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will correlate their lesson plans with the CCRS/COS, including the Content Literacy Standards. Teachers will align their curriculum with district pacing guides, CCRS correlations, ALEX, and Alabama Insight.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the lesson, all teachers will use various strategies to explore or explain the lesson (technology, integrate new information, explore predictions, student response groups, teacher-student conferencing, portfolio assessment, graphic organizers).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

**Goal 2:**

Professional Goal: Prepare and Support Teachers to Graduate College and Career Ready Students at Glencoe Elementary.

**Measurable Objective 1:**

demonstrate a proficiency to use and help students use digital resources and technology tools in order to utilize quality, engaging learning experiences that best prepare PK-12 students with the skills and knowledge necessary to be successful in school, careers, and adulthood by 05/31/2017 as measured by teacher and student surveys and Instructional Rounds.

**Strategy1:**

Professional Learning Climate - Educational Administrators will promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

Research Cited: Accelerated Reader Research Summary

<https://resources.relearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

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Activity - High-Quality Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Promote, support and encourage a variety of methods and formats for providing high-quality professional development, such as online, face-to-face, and professional learning communities.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Instructional Partner, Media Specialist/Technology Coordinator

Activity - Plan 2020	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional leaders will attend Transform 2020/ASSISST technology planning sessions to support successful implementation of Plan 2020.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Instructional Partner, Media Specialist/Technology Coordinator, Principal

**Strategy2:**

Technology Ethics - Teachers and School Leaders model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Research Cited: Adams, W.K. (2010). Student Engagement and Learning with PhET Interactive Simulations



Ertmer, P.A., and Ottenbreit-Leftwich, A.T. (2010). Teacher technology change: How Knowledge, Confidence, Beliefs, and Culture Intersect

Activity - Ethical Use of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize venues, programs, courses, and/or webinars that address the legal and ethical uses of technology.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Media Specialist/Technology Coordinator

Activity - Technology Dangers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize digital resources to teachers 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.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Library Media Specialist/Technology Coordinator

Activity - Professional Organizations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Promote participation in local, national, and international organizations and initiatives that teach professional ethics regarding the safe use of the Internet and transformative technologies.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	School Principal, Media Specialist

#### Measurable Objective 2:

collaborate to ensure that every child is taught by a well-prepared, resourced, supported, and effective teacher by 05/31/2017 as measured by Educate Alabama, Professional Development Participation, and Classroom Rounds.

#### Strategy1:

Ongoing Training and Support - Ongoing and consistent training and support will be delivered to teachers.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

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Glencoe Elementary School

Activity - ARI Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ARI and Instructional Partners will provide hands-on training and resources (schoolwide and in-class).	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Instructional Partner

Activity - Targeted Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The system curriculum coordinators will lead or provide targeted professional development to close identified reading achievement gaps (strategic teaching best practices, formative assessments, at-risk and SPE best practices), improve college and career student readiness, and utilize 21st Century tools and resources.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	System Curriculum Coordinators, Instructional Partner

Activity - Instructional Collaboration and Vertical/Horizontal Teams	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom teachers will meet in vertical and/or horizontal teams to share best practices, align curriculum, and better meet student individual needs.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Instructional Partner, Classroom Teachers

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the strategic teaching strategies through instructional rounds. Immediate feedback will be provided to teachers.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	School Principal, Instructional Partner

**Goal 3:**

Support Systems Goal, Glencoe Elementary

**Measurable Objective 1:**

demonstrate a behavior that encourages all students to attend school daily and be engaged in rigorous and relevant learning by 05/31/2017 as measured by Average Daily Attendance.

**Strategy1:**

Encourage Daily Attendance - Students will be encouraged to attend school through use of positive and negative consequences.

Research Cited: Olson, Linda S., Why September Matters: Improving Student Attendance, Baltimore Education Research Consortium, July 2014

Lochmiller, Chad R., Improving Student Attendance in Indiana's Schools: Synthesis of Existing Research Related to Student Absenteeism and Effective, Research-Based Interventions,

Activity - Attendance Rewards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement rewards to encourage school attendance.	Other			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Guidance Counselor, Teachers

Activity - Early Warning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize an early warning for student absences and a community-based support and intervention program.	Policy and Process			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Guidance Counselor

**Measurable Objective 2:**

collaborate to ensure that every student, teacher, and administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 05/31/2017 as measured by the technology inventory.

**Strategy1:**

Access to Web-Based Resources - Access to web-based resources will be expanded through funding and the Bring Your Own Device Initiative.

Research Cited: Lemke, C., Coughlin, E., and Reifsneider, D. (2009). Technology in Schools: What the Research Says  
Bebell, D., and O'Dwyer, L.M. (2010). Educational Outcomes and Research from 1:1 Computing Settings

Activity - Bring Your Own Device	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand the Bring Your Own Device initiative by encouraging more use of student devices in the classroom.	Technology			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Technology Coordinator, Classroom Teachers

Activity - Web-Based Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use available funding for additional ICD's for students and educators from district, school, and other sources.	Technology			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Title I Coordinator, Technology Coordinator

**Measurable Objective 3:**

demonstrate a proficiency of all students meeting or exceeding grade level CCRS standards (and ultimately graduating) by 05/31/2017 as measured by STAR Math and Reading Standards Report.

**Strategy1:**

Guidance and Counseling - Students and parents will receive guidance and counseling regarding standards and achievement guidelines and will receive resources and information to guide their education.

Research Cited: [http://www.counseling.org/PublicPolicy/PDF/Research\\_Support\\_School\\_Counseling-ACA-CSCORE\\_02-11.pdf](http://www.counseling.org/PublicPolicy/PDF/Research_Support_School_Counseling-ACA-CSCORE_02-11.pdf)

Sink & Stroh (2003). Raising achievement test scores of early elementary school students through comprehensive school counseling programs. *Professional School Counseling*, 6(5), 350-364.

Activity - Resources and Information	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students and parents resources and information to better prepare them for the next stage of their education.	Parent Involvement			08/07/2014	05/31/2017	\$984 - Title I Schoolwide	Title I Coordinator, Guidance Counselor

Activity - Guidance and Counseling Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Alabama's Comprehensive Guidance and Counseling plan.	Academic Support Program			08/07/2014	05/31/2017	\$0 - No Funding Required	Guidance Counselor

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

**Goal 1:**

Learners Goal: Improve Student Achievement and Readiness at Glencoe Elementary.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency and show continuous improvement in English Language Arts by 05/31/2017 as measured by results of STAR Reading SGP, STAR Early Literacy, DIBELS, and ACT Aspire..

**Strategy1:**

Strategic Teaching - All teachers will teach strategically, in all classes, daily.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

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Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the lesson, all teachers will use various strategies to explore or explain the lesson (technology, integrate new information, explore predictions, student response groups, teacher-student conferencing, portfolio assessment, graphic organizers).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

**Strategy2:**

Identify and Address Student Needs - Teachers will utilize longitudinal data to address all students' needs and reduce any special population gaps.

Research Cited: Accelerated Reader Research Summary

<https://resources.relearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

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Activity - Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will assign caring teachers with identified at-risk students to develop a plan for success. The teacher will discuss strengths and weaknesses with students and communicate with parents regularly, supply resources, adjust existing plans, provide tutoring opportunities, websites, encouragement, etc).	Direct Instruction			08/07/2014	05/31/2017	\$41317 - Title I Schoolwide	RTI Team, Title I Teacher, Teachers

Activity - Longitudinal Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize longitudinal data to address all students' needs and identify special population gaps. This data will be used to identify and monitor at-risk students (which include SPE, EL, gifted, free and reduced, minority, truant, behavioral, homebound, etc.), plan interventions, review existing plans and discuss best practices.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	Teachers, Instructional Partner, RTI Committee

Activity - Small Groups/ Instructional Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades k-4 will place students into instructional groups based on cumulative sources of data. Teachers will monitor students' comprehension of literary/recreational/information texts beginning in August and throughout the year through multiple assessments.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All teachers

**Measurable Objective 2:**

80% of All Students will demonstrate a proficiency and show continuous improvement in Mathematics by 05/31/2017 as measured by STAR Math SGP and ACT Aspire.

**Strategy1:**

Identify and Address Student Needs - Teachers will utilize longitudinal data to address all students' needs and reduce any special population gaps.

Research Cited: Accelerated Reader Research Summary

<https://resources.relearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

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Activity - Longitudinal Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize longitudinal data to address all students' needs and identify special population gaps. This data will be used to identify and monitor at-risk students (which include SPE, EL, gifted, free and reduced, minority, truant, behavioral, homebound, etc.), plan interventions, review existing plans and discuss best practices.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	Teachers, Instructional Partner, RTI Committee

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Glencoe Elementary School

Activity - Small Groups/ Instructional Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades k-4 will place students into instructional groups based on cumulative sources of data. Teachers will monitor students' comprehension of literary/recreational/information texts beginning in August and throughout the year through multiple assessments.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All teachers

Activity - Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will assign caring teachers with identified at-risk students to develop a plan for success. The teacher will discuss strengths and weaknesses with students and communicate with parents regularly, supply resources, adjust existing plans, provide tutoring opportunities, websites, encouragement, etc).	Direct Instruction			08/07/2014	05/31/2017	\$41317 - Title I Schoolwide	RTI Team, Title I Teacher, Teachers

**Strategy2:**

Strategic Teaching - All teachers will teach strategically, in all classes, daily.

Research Cited: Accelerated Reader Research Summary

<https://resources.relearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

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Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the lesson, all teachers will use various strategies to explore or explain the lesson (technology, integrate new information, explore predictions, student response groups, teacher-student conferencing, portfolio assessment, graphic organizers).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

**Goal 2:**

Support Systems Goal, Glencoe Elementary

**Measurable Objective 1:**

SY 2015-2016

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demonstrate a proficiency of all students meeting or exceeding grade level CCRS standards (and ultimately graduating) by 05/31/2017 as measured by STAR Math and Reading Standards Report.

**Strategy1:**

Guidance and Counseling - Students and parents will receive guidance and counseling regarding standards and achievement guidelines and will receive resources and information to guide their education.

Research Cited: [http://www.counseling.org/PublicPolicy/PDF/Research\\_Support\\_School\\_Counseling-ACA-CSCORE\\_02-11.pdf](http://www.counseling.org/PublicPolicy/PDF/Research_Support_School_Counseling-ACA-CSCORE_02-11.pdf)

Sink & Stroh (2003). Raising achievement test scores of early elementary school students through comprehensive school counseling programs. *Professional School Counseling*, 6(5), 350-364.

Activity - Resources and Information	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students and parents resources and information to better prepare them for the next stage of their education.	Parent Involvement			08/07/2014	05/31/2017	\$984 - Title I Schoolwide	Title I Coordinator, Guidance Counselor

Activity - Guidance and Counseling Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Alabama's Comprehensive Guidance and Counseling plan.	Academic Support Program			08/07/2014	05/31/2017	\$0 - No Funding Required	Guidance Counselor

**Measurable Objective 2:**

demonstrate a behavior that encourages all students to attend school daily and be engaged in rigorous and relevant learning by 05/31/2017 as measured by Average Daily Attendance.

**Strategy1:**

Encourage Daily Attendance - Students will be encouraged to attend school through use of positive and negative consequences.

Research Cited: Olson, Linda S., *Why September Matters: Improving Student Attendance*, Baltimore Education Research Consortium, July 2014

Lochmiller, Chad R., *Improving Student Attendance in Indiana's Schools: Synthesis of Existing Research Related to Student Absenteeism and Effective, Research-Based Interventions*,

Activity - Early Warning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize an early warning for student absences and a community-based support and intervention program.	Policy and Process			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Guidance Counselor



**ACIP**

Glencoe Elementary School

Activity - Attendance Rewards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement rewards to encourage school attendance.	Other			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Guidance Counselor, Teachers

**Measurable Objective 3:**

collaborate to ensure that every student, teacher, and administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 05/31/2017 as measured by the technology inventory.

**Strategy1:**

Access to Web-Based Resources - Access to web-based resources will be expanded through funding and the Bring Your Own Device Initiative.

Research Cited: Lemke, C., Coughlin, E., and Reifsneider, D. (2009). Technology in Schools: What the Research Says  
Bebell, D., and O'Dwyer, L.M. (2010). Educational Outcomes and Research from 1:1 Computing Settings

Activity - Bring Your Own Device	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand the Bring Your Own Device initiative by encouraging more use of student devices in the classroom.	Technology			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Technology Coordinator, Classroom Teachers

Activity - Web-Based Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use available funding for additional ICD's for students and educators from district, school, and other sources.	Technology			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Title I Coordinator, Technology Coordinator

**6. English Language Proficiency Goal (Should address identified weaknesses and gaps):****Goal 1:**

Learners Goal: Improve Student Achievement and Readiness at Glencoe Elementary.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency and show continuous improvement in Mathematics by 05/31/2017 as measured by STAR Math SGP and ACT Aspire.

**Strategy1:**

Strategic Teaching - All teachers will teach strategically, in all classes, daily.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

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Activity - Higher-Order Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will engage their students in higher level questioning in an effort to strengthen understanding of the content, through formative assessment, throughout each lesson (reflect on the objective throughout the lesson) and to reach Tier II and Tier III students.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the lesson, all teachers will use various strategies to explore or explain the lesson (technology, integrate new information, explore predictions, student response groups, teacher-student conferencing, portfolio assessment, graphic organizers).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Teaching With a Purpose	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Teaching with a Purpose All content-area teachers will open each lesson with a student-friendly objective, or essential question, which will be revisited throughout the lesson for understanding (formative assessment). Teachers will begin each class by establishing a purpose for the lesson (make the lesson relatable to the student, build background knowledge, generate questions to investigate, or discuss essential vocabulary and themes).	Direct Instruction			08/14/2014	05/31/2017	\$0 - No Funding Required	All Teachers

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Activity - Reflective and Long-Range Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will correlate their lesson plans with the CCRS/COS, including the Content Literacy Standards. Teachers will align their curriculum with district pacing guides, CCRS correlations, ALEX, and Alabama Insight.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Inquiry-Based and Multi-Step Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate daily in multi-step and inquiry-based lessons (students talking/writing, presenting work to the class, using manipulatives, journaling, engaged in problem solving with real-life applications, small groups, 21st Century instructional tools).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the lesson, all teachers will reflect on the content of the lesson in a manner that formatively assesses comprehension of all students (questions, group share-out, retell, summarize, journal writing, exit slips, or justify responses).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

**Strategy2:**

Identify and Address Student Needs - Teachers will utilize longitudinal data to address all students' needs and reduce any special population gaps.

Research Cited: Accelerated Reader Research Summary

<https://resources.relearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

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Glencoe Elementary School

Activity - Small Groups/ Instructional Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades k-4 will place students into instructional groups based on cumulative sources of data. Teachers will monitor students' comprehension of literary/recreational/information texts beginning in August and throughout the year through multiple assessments.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All teachers

Activity - Longitudinal Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize longitudinal data to address all students' needs and identify special population gaps. This data will be used to identify and monitor at-risk students (which include SPE, EL, gifted, free and reduced, minority, truant, behavioral, homebound, etc.), plan interventions, review existing plans and discuss best practices.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	Teachers, Instructional Partner, RTI Committee

Activity - Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will assign caring teachers with identified at-risk students to develop a plan for success. The teacher will discuss strengths and weaknesses with students and communicate with parents regularly, supply resources, adjust existing plans, provide tutoring opportunities, websites, encouragement, etc).	Direct Instruction			08/07/2014	05/31/2017	\$41317 - Title I Schoolwide	RTI Team, Title I Teacher, Teachers

**Measurable Objective 2:**

80% of All Students will demonstrate a proficiency and show continuous improvement in English Language Arts by 05/31/2017 as measured by results of STAR Reading SGP, STAR Early Literacy, DIBELS, and ACT Aspire..

**Strategy1:**

Identify and Address Student Needs - Teachers will utilize longitudinal data to address all students' needs and reduce any special population gaps.

Research Cited: Accelerated Reader Research Summary

<https://resources.relearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

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Activity - Longitudinal Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize longitudinal data to address all students' needs and identify special population gaps. This data will be used to identify and monitor at-risk students (which include SPE, EL, gifted, free and reduced, minority, truant, behavioral, homebound, etc.), plan interventions, review existing plans and discuss best practices.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	Teachers, Instructional Partner, RTI Committee

Activity - Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will assign caring teachers with identified at-risk students to develop a plan for success. The teacher will discuss strengths and weaknesses with students and communicate with parents regularly, supply resources, adjust existing plans, provide tutoring opportunities, websites, encouragement, etc).	Direct Instruction			08/07/2014	05/31/2017	\$41317 - Title I Schoolwide	RTI Team, Title I Teacher, Teachers

Activity - Small Groups/ Instructional Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades k-4 will place students into instructional groups based on cumulative sources of data. Teachers will monitor students' comprehension of literary/recreational/information texts beginning in August and throughout the year through multiple assessments.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All teachers

### Strategy2:

Strategic Teaching - All teachers will teach strategically, in all classes, daily.

Research Cited: Accelerated Reader Research Summary

<https://resources.relearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

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Activity - Reflective and Long-Range Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will correlate their lesson plans with the CCRS/COS, including the Content Literacy Standards. Teachers will align their curriculum with district pacing guides, CCRS correlations, ALEX, and Alabama Insight.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Inquiry-Based and Multi-Step Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate daily in multi-step and inquiry-based lessons (students talking/writing, presenting work to the class, using manipulatives, journaling, engaged in problem solving with real-life applications, small groups, 21st Century instructional tools).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the lesson, all teachers will use various strategies to explore or explain the lesson (technology, integrate new information, explore predictions, student response groups, teacher-student conferencing, portfolio assessment, graphic organizers).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Higher-Order Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will engage their students in higher level questioning in an effort to strengthen understanding of the content, through formative assessment, throughout each lesson (reflect on the objective throughout the lesson) and to reach Tier II and Tier III students.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

**ACIP**

Glencoe Elementary School

Activity - Teaching With a Purpose	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Teaching with a Purpose All content-area teachers will open each lesson with a student-friendly objective, or essential question, which will be revisited throughout the lesson for understanding (formative assessment). Teachers will begin each class by establishing a purpose for the lesson (make the lesson relatable to the student, build background knowledge, generate questions to investigate, or discuss essential vocabulary and themes).	Direct Instruction			08/14/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the lesson, all teachers will reflect on the content of the lesson in a manner that formatively assesses comprehension of all students (questions, group share-out, retell, summarize, journal writing, exit slips, or justify responses).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

**Measurable Objective 3:**

80% of All Students will demonstrate a proficiency to successfully enter College or Careers without requiring remedial college courses in Reading and Math in Career & Technical by 05/31/2017 as measured by High School Graduated College and Career Readiness Index.

**Strategy1:**

Increased Complexity in Reading and Writing in All Content Areas - All teachers will plan for increased complexity in reading and writing in all content areas.

Research Cited: Accelerated Reader Research Summary

<https://resources.relearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

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Activity - ELA CCRS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language arts teachers will address the 2010 ELA CCRS; Science teachers will address the CCRS Content Literacy Standards in their lessons. This goal is in line with the ELA CCRS which builds like a staircase of text complexity, so that all students are ready for the demands of college- and career-level reading no later than the end of high school.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Language Arts and Science Teachers

Activity - Authentic Reading/Writing/Speaking Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will integrate reading/writing complexity into their lessons by building knowledge through content-rich fiction and informational texts.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	Teachers, Instructional Partner

Activity - Text Evidence	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will also plan for students to increase practice in reading, writing, and speaking grounded in evidence from literature and informational text and through practice with complex texts.	Direct Instruction			08/07/2014	05/31/2017	\$965 - Other	Teachers, Instructional Partner

**Measurable Objective 4:**

80% of All Students will demonstrate a behavior and report they had effective, engaging, challenging, and empowering learning experiences both in and out of school that prepared them to be active, creative, knowledgeable, and ethical participants in our global society in English Language Arts by 05/31/2017 as measured by student surveys.

**Strategy1:**

Effective Use of Digital Media - Students will effectively and responsibly use standards-based digital media (e.g., online textbooks, interactives, games, digital cameras, information 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: Lemke, C., Coughlin, E., and Reifsneider, D. (2009). Technology in Schools: What the Research Says



**ACIP**

Glencoe Elementary School

Activity - Professional Development: Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize professional development opportunities for teachers to develop strategies that allow students to learn from fellow students through the use of various safe and appropriate collaborative applications as well as Internet-based educational social media.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Technology Coordinator, Instructional Partner

Activity - Technology Coordinators	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the technology coordinator to increase teacher technology integration effectiveness and better prepare students to be college and career ready.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Technology Coordinator, Instructional Partner

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Promote professional learning designed to help teachers move from static, text-based resources to interactive, adaptive, multimedia/digital content powered by devices that engage and challenge students to learn in a variety of ways.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Technology Coordinator, Instructional Partner

Activity - Digital Textbook Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use online digital textbook materials.	Technology			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers, Technology Coordinator

**Strategy2:**

Digital Tools - Students use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information.

Research Cited: Accelerated Reader Research Summary

<https://resources.relearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

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Activity - Dynamic Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will move from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.	Direct Instruction			08/07/2014	05/31/2017	\$1827 - Other	Instructional Partner, Technology Coordinator, All Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities will be used for teachers to develop strategies that incorporate the use of digital tools into the daily curriculum.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Instructional Partner, Technology Coordinator

Activity - Technology Coordinators	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize instructional technology coordinators at the school level to increase teacher technology integration effectiveness and better prepare students to be college- and career-ready.	Technology			08/07/2014	05/31/2017	\$0 - No Funding Required	Technology Coordinator, Teachers

**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:**

Learners Goal: Improve Student Achievement and Readiness at Glencoe Elementary.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency and show continuous improvement in Mathematics by 05/31/2017 as measured by STAR Math SGP and ACT Aspire.

**Strategy1:**

Identify and Address Student Needs - Teachers will utilize longitudinal data to address all students' needs and reduce any special population gaps.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

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Activity - Longitudinal Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize longitudinal data to address all students' needs and identify special population gaps. This data will be used to identify and monitor at-risk students (which include SPE, EL, gifted, free and reduced, minority, truant, behavioral, homebound, etc.), plan interventions, review existing plans and discuss best practices.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	Teachers, Instructional Partner, RTI Committee

Activity - Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will assign caring teachers with identified at-risk students to develop a plan for success. The teacher will discuss strengths and weaknesses with students and communicate with parents regularly, supply resources, adjust existing plans, provide tutoring opportunities, websites, encouragement, etc).	Direct Instruction			08/07/2014	05/31/2017	\$41317 - Title I Schoolwide	RTI Team, Title I Teacher, Teachers

Activity - Small Groups/ Instructional Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades k-4 will place students into instructional groups based on cumulative sources of data. Teachers will monitor students' comprehension of literary/recreational/information texts beginning in August and throughout the year through multiple assessments.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All teachers

**Strategy2:**

Strategic Teaching - All teachers will teach strategically, in all classes, daily.

Research Cited: Accelerated Reader Research Summary

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Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the lesson, all teachers will use various strategies to explore or explain the lesson (technology, integrate new information, explore predictions, student response groups, teacher-student conferencing, portfolio assessment, graphic organizers).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Teaching With a Purpose	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Teaching with a Purpose All content-area teachers will open each lesson with a student-friendly objective, or essential question, which will be revisited throughout the lesson for understanding (formative assessment). Teachers will begin each class by establishing a purpose for the lesson (make the lesson relatable to the student, build background knowledge, generate questions to investigate, or discuss essential vocabulary and themes).	Direct Instruction			08/14/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Inquiry-Based and Multi-Step Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate daily in multi-step and inquiry-based lessons (students talking/writing, presenting work to the class, using manipulatives, journaling, engaged in problem solving with real-life applications, small groups, 21st Century instructional tools).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Reflective and Long-Range Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will correlate their lesson plans with the CCRS/COS, including the Content Literacy Standards. Teachers will align their curriculum with district pacing guides, CCRS correlations, ALEX, and Alabama Insight.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Higher-Order Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will engage their students in higher level questioning in an effort to strengthen understanding of the content, through formative assessment, throughout each lesson (reflect on the objective throughout the lesson) and to reach Tier II and Tier III students.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the lesson, all teachers will reflect on the content of the lesson in a manner that formatively assesses comprehension of all students (questions, group share-out, retell, summarize, journal writing, exit slips, or justify responses).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

**Measurable Objective 2:**

80% of All Students will demonstrate a proficiency to successfully enter College or Careers without requiring remedial college courses in Reading and Math in Career & Technical by 05/31/2017 as measured by High School Graduated College and Career Readiness Index.

**Strategy1:**

Increased Complexity in Reading and Writing in All Content Areas - All teachers will plan for increased complexity in reading and writing in all content areas.

Research Cited: Accelerated Reader Research Summary

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Activity - Authentic Reading/Writing/Speaking Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will integrate reading/writing complexity into their lessons by building knowledge through content-rich fiction and informational texts.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	Teachers, Instructional Partner

Activity - ELA CCRS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language arts teachers will address the 2010 ELA CCRS; Science teachers will address the CCRS Content Literacy Standards in their lessons. This goal is in line with the ELA CCRS which builds like a staircase of text complexity, so that all students are ready for the demands of college- and career-level reading no later than the end of high school.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Language Arts and Science Teachers

Activity - Text Evidence	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will also plan for students to increase practice in reading, writing, and speaking grounded in evidence from literature and informational text and through practice with complex texts.	Direct Instruction			08/07/2014	05/31/2017	\$965 - Other	Teachers, Instructional Partner

**Measurable Objective 3:**

80% of All Students will demonstrate a behavior and report they had effective, engaging, challenging, and empowering learning experiences both in and out of school that prepared them to be active, creative, knowledgeable, and ethical participants in our global society in English Language Arts by 05/31/2017 as measured by student surveys.

**Strategy1:**

Digital Tools - Students use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information.

Research Cited: Accelerated Reader Research Summary

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Activity - Technology Coordinators	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize instructional technology coordinators at the school level to increase teacher technology integration effectiveness and better prepare students to be college- and career-ready.	Technology			08/07/2014	05/31/2017	\$0 - No Funding Required	Technology Coordinator, Teachers

Activity - Dynamic Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will move from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.	Direct Instruction			08/07/2014	05/31/2017	\$1827 - Other	Instructional Partner, Technology Coordinator, All Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities will be used for teachers to develop strategies that incorporate the use of digital tools into the daily curriculum.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Instructional Partner, Technology Coordinator

**Strategy2:**

Effective Use of Digital Media - Students will effectively and responsibly use standards-based digital media (e.g., online textbooks, interactives, games, digital cameras, information 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: Lemke, C., Coughlin, E., and Reifsneider, D. (2009). Technology in Schools: What the Research Says

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Promote professional learning designed to help teachers move from static, text-based resources to interactive, adaptive, multimedia/digital content powered by devices that engage and challenge students to learn in a variety of ways.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Technology Coordinator, Instructional Partner

Activity - Technology Coordinators	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the technology coordinator to increase teacher technology integration effectiveness and better prepare students to be college and career ready.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Technology Coordinator, Instructional Partner

Activity - Digital Textbook Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use online digital textbook materials.	Technology			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers, Technology Coordinator

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Glencoe Elementary School

Activity - Professional Development: Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize professional development opportunities for teachers to develop strategies that allow students to learn from fellow students through the use of various safe and appropriate collaborative applications as well as Internet-based educational social media.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Technology Coordinator, Instructional Partner

**Measurable Objective 4:**

80% of All Students will demonstrate a proficiency and show continuous improvement in English Language Arts by 05/31/2017 as measured by results of STAR Reading SGP, STAR Early Literacy, DIBELS, and ACT Aspire..

**Strategy1:**

Strategic Teaching - All teachers will teach strategically, in all classes, daily.

Research Cited: Accelerated Reader Research Summary

<https://resources.relearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

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Activity - Inquiry-Based and Multi-Step Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate daily in multi-step and inquiry-based lessons (students talking/writing, presenting work to the class, using manipulatives, journaling, engaged in problem solving with real-life applications, small groups, 21st Century instructional tools).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Reflective and Long-Range Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will correlate their lesson plans with the CCRS/COS, including the Content Literacy Standards. Teachers will align their curriculum with district pacing guides, CCRS correlations, ALEX, and Alabama Insight.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers



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Glencoe Elementary School

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the lesson, all teachers will use various strategies to explore or explain the lesson (technology, integrate new information, explore predictions, student response groups, teacher-student conferencing, portfolio assessment, graphic organizers).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Teaching With a Purpose	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Teaching with a Purpose All content-area teachers will open each lesson with a student-friendly objective, or essential question, which will be revisited throughout the lesson for understanding (formative assessment). Teachers will begin each class by establishing a purpose for the lesson (make the lesson relatable to the student, build background knowledge, generate questions to investigate, or discuss essential vocabulary and themes).	Direct Instruction			08/14/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Higher-Order Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will engage their students in higher level questioning in an effort to strengthen understanding of the content, through formative assessment, throughout each lesson (reflect on the objective throughout the lesson) and to reach Tier II and Tier III students.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the lesson, all teachers will reflect on the content of the lesson in a manner that formatively assesses comprehension of all students (questions, group share-out, retell, summarize, journal writing, exit slips, or justify responses).	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All Teachers

**Strategy2:**

Identify and Address Student Needs - Teachers will utilize longitudinal data to address all students' needs and reduce any special population gaps.

Research Cited: Accelerated Reader Research Summary

<https://resources.relearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

Go Math!

<http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-130124.pdf>

Reading Wonders

[http://connected.mcgraw-hill.com/media/repository/private\\_data/DOC/50000298/57/30.pdf](http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000298/57/30.pdf)

Activity - Small Groups/ Instructional Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades k-4 will place students into instructional groups based on cumulative sources of data. Teachers will monitor students' comprehension of literary/recreational/information texts beginning in August and throughout the year through multiple assessments.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	All teachers

Activity - Longitudinal Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize longitudinal data to address all students' needs and identify special population gaps. This data will be used to identify and monitor at-risk students (which include SPE, EL, gifted, free and reduced, minority, truant, behavioral, homebound, etc.), plan interventions, review existing plans and discuss best practices.	Direct Instruction			08/07/2014	05/31/2017	\$0 - No Funding Required	Teachers, Instructional Partner, RTI Committee

Activity - Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will assign caring teachers with identified at-risk students to develop a plan for success. The teacher will discuss strengths and weaknesses with students and communicate with parents regularly, supply resources, adjust existing plans, provide tutoring opportunities, websites, encouragement, etc).	Direct Instruction			08/07/2014	05/31/2017	\$41317 - Title I Schoolwide	RTI Team, Title I Teacher, Teachers

## Goal 2:

Professional Goal: Prepare and Support Teachers to Graduate College and Career Ready Students at Glencoe Elementary.

## Measurable Objective 1:

demonstrate a proficiency to use and help students use digital resources and technology tools in order to utilize quality, engaging learning experiences that best prepare PK-12 students with the skills and knowledge necessary to be successful in school, careers, and adulthood by

05/31/2017 as measured by teacher and student surveys and Instructional Rounds.

**Strategy1:**

Technology Ethics - Teachers and School Leaders model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Research Cited: Adams, W.K. (2010). Student Engagement and Learning with PhET Interactive Simulations

Ertmer, P.A., and Ottenbreit-Leftwich, A.T. (2010). Teacher technology change: How Knowledge, Confidence, Beliefs, and Culture Intersect

Activity - Ethical Use of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize venues, programs, courses, and/or webinars that address the legal and ethical uses of technology.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Media Specialist/Technology Coordinator

Activity - Technology Dangers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize digital resources to teachers 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.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Library Media Specialist/Technology Coordinator

Activity - Professional Organizations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Promote participation in local, national, and international organizations and initiatives that teach professional ethics regarding the safe use of the Internet and transformative technologies.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	School Principal, Media Specialist

**Strategy2:**

Professional Learning Climate - Educational Administrators will promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

Go Math!

<http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-130124.pdf>

Reading Wonders

[http://connected.mcgraw-hill.com/media/repository/private\\_data/DOC/50000298/57/30.pdf](http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000298/57/30.pdf)

Activity - High-Quality Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Promote, support and encourage a variety of methods and formats for providing high-quality professional development, such as online, face-to-face, and professional learning communities.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Instructional Partner, Media Specialist/Technology Coordinator

Activity - Plan 2020	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional leaders will attend Transform 2020/ASSISST technology planning sessions to support successful implementation of Plan 2020.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Instructional Partner, Media Specialist/Technology Coordinator, Principal

**Measurable Objective 2:**

collaborate to ensure that every child is taught by a well-prepared, resourced, supported, and effective teacher by 05/31/2017 as measured by Educate Alabama, Professional Development Participation, and Classroom Rounds.

**Strategy1:**

Ongoing Training and Support - Ongoing and consistent training and support will be delivered to teachers.

Research Cited: Accelerated Reader Research Summary

<https://resources.renlearnrp.com/US/Resources/AR/R-Research/Scientific%20Research%20AR.pdf>

DIBELS

<https://dibels.uoregon.edu/research/techreports/#references>

Go Math!

<http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-130124.pdf>

Reading Wonders

[http://connected.mcgraw-hill.com/media/repository/private\\_data/DOC/50000298/57/30.pdf](http://connected.mcgraw-hill.com/media/repository/private_data/DOC/50000298/57/30.pdf)

Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the strategic teaching strategies through instructional rounds. Immediate feedback will be provided to teachers.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	School Principal, Instructional Partner

**ACIP**

Glencoe Elementary School

Activity - Targeted Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The system curriculum coordinators will lead or provide targeted professional development to close identified reading achievement gaps (strategic teaching best practices, formative assessments, at-risk and SPE best practices), improve college and career student readiness, and utilize 21st Century tools and resources.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	System Curriculum Coordinators, Instructional Partner

Activity - ARI Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ARI and Instructional Partners will provide hands-on training and resources (schoolwide and in-class).	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Instructional Partner

Activity - Instructional Collaboration and Vertical/Horizontal Teams	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom teachers will meet in vertical and/or horizontal teams to share best practices, align curriculum, and better meet student individual needs.	Professional Learning			08/07/2014	05/31/2017	\$0 - No Funding Required	Instructional Partner, Classroom Teachers

**Goal 3:**

Support Systems Goal, Glencoe Elementary

**Measurable Objective 1:**

demonstrate a proficiency of all students meeting or exceeding grade level CCRS standards (and ultimately graduating) by 05/31/2017 as measured by STAR Math and Reading Standards Report.

**Strategy1:**

Guidance and Counseling - Students and parents will receive guidance and counseling regarding standards and achievement guidelines and will receive resources and information to guide their education.

Research Cited: [http://www.counseling.org/PublicPolicy/PDF/Research\\_Support\\_School\\_Counseling-ACA-CSCORE\\_02-11.pdf](http://www.counseling.org/PublicPolicy/PDF/Research_Support_School_Counseling-ACA-CSCORE_02-11.pdf)

Sink & Stroh (2003). Raising achievement test scores of early elementary school students through comprehensive school counseling programs. *Professional School Counseling*, 6(5), 350-364.

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Glencoe Elementary School

Activity - Resources and Information	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students and parents resources and information to better prepare them for the next stage of their education.	Parent Involvement			08/07/2014	05/31/2017	\$984 - Title I Schoolwide	Title I Coordinator, Guidance Counselor

Activity - Guidance and Counseling Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement Alabama's Comprehensive Guidance and Counseling plan.	Academic Support Program			08/07/2014	05/31/2017	\$0 - No Funding Required	Guidance Counselor

**Measurable Objective 2:**

collaborate to ensure that every student, teacher, and administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 05/31/2017 as measured by the technology inventory.

**Strategy1:**

Access to Web-Based Resources - Access to web-based resources will be expanded through funding and the Bring Your Own Device Initiative.

Research Cited: Lemke, C., Coughlin, E., and Reifsneider, D. (2009). Technology in Schools: What the Research Says

Bebell, D., and O'Dwyer, L.M. (2010). Educational Outcomes and Research from 1:1 Computing Settings

Activity - Bring Your Own Device	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand the Bring Your Own Device initiative by encouraging more use of student devices in the classroom.	Technology			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Technology Coordinator, Classroom Teachers

Activity - Web-Based Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use available funding for additional ICD's for students and educators from district, school, and other sources.	Technology			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Title I Coordinator, Technology Coordinator

**Measurable Objective 3:**

demonstrate a behavior that encourages all students to attend school daily and be engaged in rigorous and relevant learning by 05/31/2017 as measured by Average Daily Attendance.

**Strategy1:**

Encourage Daily Attendance - Students will be encouraged to attend school through use of positive and negative consequences.

Research Cited: Olson, Linda S., Why September Matters: Improving Student Attendance, Baltimore Education Research Consortium, July

2014

Lochmiller, Chad R., Improving Student Attendance in Indiana's Schools: Synthesis of Existing Research Related to Student Absenteeism and Effective, Research-Based Interventions,

<b>Activity - Attendance Rewards</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Implement rewards to encourage school attendance.	Other			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Guidance Counselor, Teachers

<b>Activity - Early Warning</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Utilize an early warning for student absences and a community-based support and intervention program.	Policy and Process			08/07/2014	05/31/2017	\$0 - No Funding Required	Principal, Guidance Counselor

### 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		Principal Attestation 2015-2016

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		Principal Attestation 2015-16

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

All teachers hired at Glencoe Elementary are highly qualified and meet all qualifications required by the State of Alabama Department of Education.



## Component 4: Strategies to Attract Highly Qualified Teachers

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

Turnover is limited at Glencoe Elementary with most faculty members remaining until their retirement. One teacher recently resigned and the teacher filling the leave was hired. Another teacher is currently on sick leave until March 2016. A highly-qualified and experienced teacher is filling the leave. The Physical Education teacher was moved to another school in an effort to relieve a staffing overage at Glencoe High School. A Physical Education teacher from Glencoe High School serves as the Physical Education Teacher at Glencoe Elementary.

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

Two teachers at Glencoe Elementary have two-years of teaching experience. All other faculty members have between ten and thirty years teaching experience.

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

Glencoe Elementary is a Alabama Reading Initiative Demonstration Site and consistently meets Annual Measurable Objectives. High quality teachers are attracted to Glencoe Elementary due to its reputation for high standards of instruction and student achievement.

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

Etowah County School System is fortunate to be located near Jacksonville State University and their School of Education. Etowah County School System accepts Jacksonville State University Education Students for classroom observations and Internships. Through the relationship established between the two organizations, Etowah County School System has multiple opportunities to observe and evaluate, and nurture potential teacher candidates.

### 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?

Glencoe Elementary does not have a high turnover rate.

## 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?

One area of focus of our professional development at Glencoe Elementary School will be on managing student behavior with an emphasis on students with severe behavior problems. Aligning instruction with College and Career Readiness Standards is another need and focus of professional development. AMSTI Coaches provided CCRS training in Math in August for teachers in grades K-4. Teachers were introduced to various math strategies and provided guidance on planning for instruction using Jason Zimba's Wire Diagram. Glencoe Elementary faculty received training from Dr. Robert Hudson, an expert in dealing with behavioral difficulties with students. The title of the training was "Managing Behavior and Crisis in the Classroom". Subsequent training with Dr. Hudson will occur in January. The faculty will soon embark upon a book study to address instruction meeting the needs of all students through differentiation.

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

The principal, teacher and paraprofessionals will receive job embedded professional development through grade level meetings, in class coaching, book studies and professional learning communities. Teachers will participate in four "Early-Release" days in which high-quality professional development will occur, such as previous and upcoming training with Dr. Robert Hudson. The faculty will participate in a book study led by the Instructional Partner. Parent meetings and workshops are offered periodically to encourage and inform parents of activities they can do at home to foster their child's learning.

### 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.

Novice teachers at Glencoe Elementary receive support from veteran teachers in their grade level at the school. Each new teacher receives mentoring and orientation from the Etowah County Board of Education.

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

Our teachers meet bi-weekly to reflect and plan for instruction. We use data to inform instruction and plan enrichment and intervention activities. Our teachers also receive in-class coaching and peer coaching. All professional development is focused on our schoolwide plan and goals. This year four "Early Release" days have been included in the school calendar. Teachers receive organized, planned professional development on these days.

## 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 Glencoe Elementary faculty makes every effort to coordinate instruction within grade levels. Meetings are held between sequential grade levels to identify areas of instruction that need more emphasis to support student's transition from one grade level to the next. Local preschools and day-care centers are invited to bring their four year old students for a guided tour of the school at the end of the second semester. When parents register their children for kindergarten, they are given informational packets pertaining to the school. Parents also receive a Kindergarten Readiness Packet that includes learning activities and books, as well as pamphlets addressing how early childhood development impacts student learning. Meet the Teacher Day is held the day before school begins in August. Students and parents visit their classroom and meet their new teacher. Kindergarten and all grade levels provide parents an orientation session in August at the beginning of the school year. Parents become familiar with the classroom procedures their child will follow on a daily basis. At the end of second semester, all fourth grade students are taken to Glencoe Middle School for a guided tour and an opportunity to meet the staff. These students receive a materials list and instructions for their first day of middle school in their last report card in fourth grade. Parents are provided an informational booklet that addresses how to help their child make the transition to middle school. Also, near the end of each school year, other grade levels, kindergarten through third grade, provide an opportunity for students to visit the upcoming grade level classrooms and the meet the teachers. Students that transfer to Glencoe Elementary are provided a guided tour of the school campus by the school counselor. The school counselor offers a Newcomers meeting for newly enrolled students which includes a tour of the school campus as well as orientation to school procedures.

## **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?**

Glencoe's K-4 teachers use STAR Math, STAR Reading, DIBELS (K-2), and/or STAR Reading to monitor student progress. Data meetings are held monthly to analyze data, review progress, and determine next steps. Classroom assessments are administered to determine mastery in core subjects. These assessments are used to determine if instruction can proceed or if remedial activities must be implemented. Teachers also meet in grade level meetings and in vertical meetings to analyze test data to improve instruction and ensure continuity in subject areas.

Grades Three and Four are administered the ACT Aspire in the spring of each school year. When test results are provided to the school the data is studied, dis-aggregated, and shared with all faculty members. Grade level teachers study the data together to find strengths and weaknesses in performance. These findings guide decisions made regarding how instruction should address weak areas and promote strengths.

Teacher involvement in decision-making is as follows:

The faculty collaboratively studies dis-aggregated data (results of state assessments)

Problem Solving Team (Response to Instruction) analyzes data collected on referred students to determine next steps- change/alter accommodations or refer to Special Education.

Grade level meetings are held to adjust and improve instructional methods and strategies based on data.

## **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?**

Multiple measurements are used to determine student proficiency in mastering the State's achievement standards. Students in grades two through four are assessed with STAR Reading and STAR Math at least three times yearly.. Students in Kindergarten are assessed with STAR Early Literacy. First Grade students are assessed with STAR Math, STAR Early Literacy, and/or STAR Reading. Students in Kindergarten through Second Grade are assessed with DIBELS three times yearly. Third and Fourth Grade students also are assessed with ACT ASPIRE near the end of second semester. These measures as well as individual student performance on classroom assessments provide information to indicate which students are experiencing difficulty. Students that consistently experience difficulty are referred by the classroom teacher to the school's Response to Instruction Committee for problem solving recommendations. The committee uses all available data and work samples to construct a plan of action for the individual student. The plan of action is implemented and data is collected to monitor the student's response to the recommended changes in instruction. The student's progress will determine what actions are taken at the next Response to Instruction Meeting. If the student demonstrates success or improvement, the plan will remain in place. If no changes in classroom achievement occur or worsen, the plan will be changed and/or the student may be referred for Special Education Testing.

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

Students identified by the classroom teacher as experiencing difficulty are placed in Tier II instruction in the classroom. If students in Tier II instruction continue to experience difficulty they are referred by the classroom teacher to the Response to Instruction Team and may be placed in Tier III Instruction if the Rtl team determine the student is eligible. Tier III Instruction takes place outside the classroom with a certified teacher using scientifically research based materials and takes place at least four days per week. Student progress is closely monitored and shared with the school's Response to Instruction Committee at each monthly meeting.

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

Teachers at Glencoe Elementary differentiate instruction to meet individual student needs. The type of differentiation used is determined by individual student needs as well as the content and teaching standard. Teachers may vary the content students examine within a classroom to meet the needs and types of all students. Teachers may vary the learning process using the same content for all students. At other times, teachers may vary the products students create to demonstrate their understanding of the curriculum. Differentiation of initial instruction will occur when reteaching difficult concepts. If direct instruction was used during initial instruction and student learning was low, another approach such as hands-on instruction or group learning will be used to follow-up the previous lesson. A variety of teaching strategies will be used to meet student needs during instruction.

**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.**

Extended Day Program. There are highly qualified teachers to help students with their homework from 3:00-4:00 p.m. The program is from 3:00-5:45 p.m. during the school year. Students may enroll at any time during the school year. Students in the Extended Day Program have access to the Reading Wonders, Stride Academy, and Go Math! website while using school computers. A technology club will be added this school year which will meet in the school's Computer Lab after school hours.

**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.**

All students at Glencoe Elementary, including limited English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, EL services, SPE services, At-Risk, and counseling services. Also, Glencoe Elementary uses the Department of Human Resources, the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing, and shelter. Glencoe Elementary will follow the guidelines set forth by the Etowah County Board of Education to meet the needs of any student. The following steps will be followed to ensure that Migrant, Homeless, ELs, and Neglected/Delinquent and Students with Disabilities receive the educational resources and other related support needed to be successful in school.

- \* At the time of registration, school personnel will attempt to gather all necessary information from parents/guardians that will assist the school to appropriately serve the student.
- \* The school will attempt to place the student in a classroom environment that will most effectively meet the student's needs.
- \* Counseling services will be provided by the school guidance counselor, if needed, to assist the students and/or parents with specific needs or concerns.
- \* After determining the student's needs, the school's available on-site and/or system-wide services/programs will be utilized to meet the student's educational needs, such as: Title I services; Extended Day services; free-reduced lunch services; ESL services; Special Education services; school nurse, social worker; tutoring sessions; etc.
- \* When appropriate, community service agencies will be contacted for assistance. Those agencies may include the Child Advocacy Center, the Department of Human Resources, the Salvation Army, churches, day care center, tutoring services, area law enforcement agencies, community housing programs, and health care providers.

**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.**

Not Applicable. Glencoe Elementary School is a K-4 School.

## **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 funds for FY 16 will be used to pay the salary of one instructional aide, twenty-three percent of the salary of one teacher, purchase computers, Tumblebooks Site License, Accelerated Reader subscription, Parent Involvement materials and Kindergarten Readiness materials. All of these will and do promote the achievement of the schoolwide goals.

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

Title I Funds, State Foundation Funds, Local Funds from grants and school adopters, and Funds raised by the school's Parent Teacher Organization are used to provide the educational programs at Glencoe Elementary. Local legislators provide funding from their discretionary funds. State and Local Funds provide teacher and staff salaries and some supplies through Teacher Allocation Funds. Title I Funds provide for the salaries of one Instructional Aide and Twenty-Three Percent of a Teacher salary. Title I Funds provide for software program subscriptions that enhance classroom instruction. Parent Involvement activities and supplies are provided by Title I Funds also. The school's Parent Teacher Organization promotes fund-raising activities to provide needed computers and other equipment at the school. The PTO also provides student incentives for achievement in reading. Funding provided by local grants are also used to purchase technology and learning materials for the school.

### **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.**

Glencoe Elementary is a K-4 school and does not receive funding for Head Start, adult education, vocational and technical education, job training, or housing programs. The school is provided a School Resource Officer that is shared with Glencoe Elementary, Glencoe High School, and Glencoe Middle School. The salary of the School Resource Officer is provided by the combination of funds from Etowah County Board of Education, the Etowah County Sheriff's Office and the Etowah County Commission

## Component 10: Evaluation

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

The faculty reviews data monthly in grade level data meetings. Instructional decisions are made in response to current data to determine the effectiveness of the implementation of the schoolwide program. The faculty collaborates to review annual summative evaluations and plan for needed improvements.

Parent Questionnaires are administered each year and teacher feed-back is provided through a Needs Assessment process. All data and feedback from Stakeholders are used to evaluate and implement the schoolwide program.

### 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?

All summative and formative data is reviewed by the faculty monthly in data meetings and in grade level planning meetings. Areas of weakness on the State's annual assessments are adopted as areas of focus in instruction in all grade levels.

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

The school's Response to Instruction Team meets monthly to monitor the academic progress of all at-risk students that are not served by Special Education Services. Summative data from ACT Aspire, STAR Reading, STAR Math and DIBELS are also used to monitor student progress. This data is analyzed by the entire faculty to determine strengths and weaknesses of instruction. These strengths and weaknesses guide the decision making process for improvements to instruction.

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

The faculty evaluates data monthly and annually. Student progress is compared to academic goals and group decisions are made to determine if adequate progress is being made. The Continuous Improvement Team meets to make changes as needed when or if progress is not being attained.

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

Glencoe Elementary is continuing with all the goals from the previous year. Data indicates that we have not met the level of attainment desired. Progress is being made toward achieving the goals. Teachers are more closely aligning their math instruction with CCRS by changing the order that standards are taught. Teachers are also expanding the use of small group instruction to provide more differentiated instruction that meet the needs of individuals within a classroom. A math fact practice program was purchased and is being implemented to  
SY 2015-2016



provide consistency with math fact attainment of students. More chromebooks have been purchased for individual classrooms to provide students more exposure to technology. Teachers are receiving training to manage difficult students more effectively and thus reduce disruptions and off-task behaviors.

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

Glencoe Elementary did not change any goals from our previous year's CIP.

# 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:

	<b>FTE's Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	23.26	24	1,337,365.00
Administrator Units	1.00	1	73,985.00
Assistant Principal	0.00	0	0.00
Counselor	1.00	1	54,158.00
Librarian	1.00	1	51,371.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	1,675.00
Professional Development	0.00	0	1,675.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	9,816.00
Library Enhancement	0.00	0	558.00
<b>Totals</b>			<b>1,530,603.00</b>

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**Title I**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	52504.0

**Provide a brief explanation and breakdown of expenses.**

Salaries: \$41,317

Hardware: \$7653

Software \$2550

Parent Involvement: \$984

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	ARRA Funds Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

not applicable

**Title II**

Label	Question	Value
1.	Professional Development Activites Provide the total.	1675.0

**Provide a brief explanation and a breakdown of expenses.**

Dr. Robert Hudson, "Managing Behavior and Motivation of Students in the Classroom" January 5, 2016: \$795

Faculty Book Study : \$880 (estimated costs of books and possibly an Instructional DVD)

**Title III**

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

**Provide a brief explanation and a breakdown of expenses.**

not applicable

**Title IV**

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

**Provide a brief explanation and a breakdown of expenses.**

n/a



**Title VI**

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

**Provide a brief explanation and a breakdown of expenses.**

n/a

### Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

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

Provide a brief explanation and breakdown of expenses.

n/a

**Other**

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

**Provide a brief explanation and a breakdown of expenses.**

n/a

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## Local Funds

Label	Question	Value
1.	Provide the total	5727.0

### Provide a brief explanation and breakdown of expenses

Community Development Grant: \$2000 used to purchase Chromebooks

Vulcan Materials: \$1000

-\$965 used to purchase English Grammar Workbooks for 4th Grade

Remaining \$35 will be used to purchase supplies

PTO-Parent Teacher Organization: \$2727

-\$1827 purchased nonfiction library books and e-books

-\$900 estimated costs with Accelerated Reader Celebrations each nine weeks.

# Strategies to Increase Parental Involvement

## **Introduction**

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

## Strategies to Increase Parental Involvement

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

Glencoe Elementary School holds its required annual meeting of Title I parents during the first nine week period of school. Parents are notified of the meeting through individual notices sent home by students, the school web site, and the school marquees. During the meeting, a Power Point presentation, provided by the Alabama State Department of Education, is used to guide the discussion and inform parents.

Topics that are discussed are:

- What it means to be a Title I school
- The 1% Set-Aside for parental involvement
- The LEA Title I Plan
- The LEA Parental Involvement Plan
- Explanation of a CIP
- School-Parent Compact
- Procedure to request qualification of teachers
- Notification if a teacher is not highly qualified
- Annual evaluation of the Parental Involvement Plan
- How parents can be involved
- Parents' rights, by law, to be involved in decisions made at the school and LEA level
- Introduction of Parent Leaders at school

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

Throughout the school year multiple opportunities for parents to participate in planning and to be involved in decision-making are provided at Glencoe Elementary School. These meetings occur after and during school hours in order to accommodate various parents' work schedules. The format of the meetings varies from whole group to individual sessions. The Title I Committee consists of parents as well as teachers, administrators, and other service providers. The committee works as a team to plan effective activities that provide parents and their children the opportunity to share in the learning process. A parent survey is given to all parents to obtain feedback regarding the effectiveness of Parent Involvement activities during the school year. The Advisory Committee meets annually to evaluate the effectiveness of the Schoolwide Parent Involvement Plan and make revisions to the plan based upon this evaluation. Access to the Schoolwide and LEA Title I Plans are communicated to parents at the Annual Title I Parent Meeting, Parent Teacher Organization Meetings, in the school newsletter, the school's web site and in the Parent School Compact. Parent representatives from Glencoe Elementary may serve on the Etowah County School System's Title I Advisory Committee. Decisions regarding how Title I funds are used to support the Parent Involvement Plan are made by the Title I Advisory Committee based upon needs identified in parent and teacher questionnaires and review of current achievement data. Activities tailored to current needs of parents and students are provided throughout the school year.

Parental Involvement funds are used to provide needed materials and training to help parents work with their children to improve their academic achievement and to purchase children's books which are distributed at Family Reading Nights. Math games and activities are

purchased for students and parents to play on Family Math Nights. Kindergarten Readiness packets are also purchased to provide materials to parents of newly enrolled Kindergarten students. Parents of fourth grade students receive booklets to assist them and their child in the transition to Middle School. Parenting booklets are purchased for the Parenting Library.

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

Glencoe Elementary School provides timely information to parents/guardians about programs, curriculum, assessment, and achievement expectations in a uniform format, and to the extent possible, in a language they can understand in the following ways: parent orientation meetings, Remind, school newsletter, school calendar, telephone calls, invitations, school marquees, emails, letter/memos to parents, school handbook, school website, and local media. All parents are invited to an annual Title I Parent Meeting where parents are provided detailed information describing Title I and how it is implemented at Glencoe Elementary School. Parents or teachers make appointments to discuss grades/report cards, attendance, tardies, or behavior issues. Grades 1 through 4 Parents are provided access to view and monitor their child's grades using the INOW Parent Portal. Parents receive student progress reports every nine weeks as well as a mid-nine week report. Suggestions for improving their child's education may be made any time verbally or in writing to the principal or teachers. Glencoe Elementary shall provide other reasonable support for parental involvement activities as parents may request and provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

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

Glencoe Elementary School's Title I Advisory Committee constructs a School-Parent Compact that describes the role and responsibilities of the faculty, administration, parents and students towards student achievement. The compact describes how all stakeholders will develop a partnership to help students achieve or exceed proficiency on the state's academic content standards. Included in the compact is information regarding Section 1111(h) (6) of NCLB Act detailing parent's right to know the professional qualifications of the student's classroom teachers. All stakeholders read and sign the individual compacts and they will be retained at the school. The Title I Advisory Committee reviews and updates the School Parent Compact annually.

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

Parent concerns or expressions of dissatisfaction regarding the CIP may be submitted in written form to the Etowah County Board of Education Central Office (LEA). These concerns should be mailed to the Federal Programs Director for review. Parents may expect a timely response to their concerns within ten days either in writing or by phone call.



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

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

**Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)**

Glencoe Elementary School's faculty shall communicate educational expectations to parents, explain and demonstrate school programs, and provide timely information regarding the progress of their child. During various meetings, assistance will be given to parents, as appropriate, in understanding such topics as the State's academic content standards, the State student academic achievement standards, and State and local academic assessments. Parents will be shown how to monitor a child's progress and to work with the educators to improve achievement of their children. Parents will be provided monitoring information by means of mid-nine week's progress reports, nine-week report cards, as well as the INOW Parent Portal, and computer generated STAR and Accelerated Reader reports. An explanation of the CIP, what services will be offered, and how parents have the right to be involved in their children's education will be a part of Parent Orientation at the beginning of the school year. All Parents will be invited to the school's Annual Title I Meeting. A copy of Glencoe Elementary School's Parent Involvement Plan One-Sheet, which summarizes the school's Parent Involvement Plan, will be distributed to all parents with their child's nine-week report card. The CIP which contains the Title I Plan and the School's Parent Involvement Plan is available for review in the office and on the school web-site.

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

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

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

Materials and training will be provided to facilitate parent's ability to assist their children in academic activities. Glencoe Elementary School's CIP Team works to ensure that all parent materials, conferences, meetings, etc. are aligned with our school's identified goals. Glencoe Elementary School is continuing to develop a Parent Resource Center for parents to peruse free materials for parents to learn how they can help their child academically, socially and emotionally. Family Reading Nights are held for parents and children to read books together and take Accelerated Reader tests in the school's computer lab. Participating students are provided a book of their choice to add to their home library. Family Math Nights are held for families to play games and explore mathematical concepts Grade level parent workshops will provide strategies and materials to assist students.

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

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

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

Staff members will be provided information regarding the utility of "partner building" with parents to ensure students receive maximum benefits from the relationships. Glencoe Elementary School will continue to work with its faculty and staffs through in-service training, faculty meetings and grade level meetings in understanding the importance of parental involvement. Emphasis will be placed upon building ties with parents to facilitate communication and cooperation between faculty and parents. Parental Involvement activities will include teachers in order to promote team-building between parents and teachers.

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

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

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

Glencoe Elementary values the benefits gained through partnership building activities with parents. Parents will receive a school/parent compact, be invited to Grade Level Parent Orientation, Parent Open-House, parent-teacher conferences, receive phone calls, written communications, and be invited to other planned meetings to inform parents on such topics as: the Schoolwide Title I program, reading and math strategies, good study habits and assisting with homework. Notification of these meetings will be achieved with newsletters, the school's website, parent invitations and with the three outdoor school billboards. Parents will be apprised of Glencoe Elementary School's Title I status and how their students benefit from Title I funding. Glencoe Elementary School's faculty will communicate educational expectations to parents, explain and demonstrate school programs, and provide timely information regarding the progress of their child. During these various meetings, assistance will be given to parents, as appropriate, in understanding such topics as the State's academic content standards, the State student academic achievement standards, as well as State and local academic assessments. Parents will be shown how to monitor a child's progress and how to work with educators to improve the achievement of their children. All information related to school and parent programs, meetings, and other activities will be to the extent practicable, provided to parents in a language the parents can understand. Glencoe Elementary shall provide other reasonable support for parental involvement activities as parents may request and provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Parental Involvement activities will be provided throughout the school year that will be tailored to current needs of parents and students. Parental Involvement funds will be used to provide needed materials and training to help parents work with their children to improve their academic achievement as well as provide free children's books for home libraries.

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

involvement.)

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

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

All information related to school and parent programs, meetings, and other activities will be to the extent practicable, provided to parents in a language the parents can understand. Glencoe Elementary shall provide other reasonable support for parental involvement activities as parents may request and provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

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

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

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

Glencoe Elementary School makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. Teachers and parents mutually agree to a time for parent-teacher conferences. The Title I Coordinator and classroom teachers work together to provide assistance to parents that may request individual guidance in how to provide academic support for their child at home. The school counselor and the school social worker responds to individual parent requests for behavioral and social needs of students.

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

Glencoe Elementary School provides opportunities for the full participation of parents with limited English proficiency and parents with disabilities in all school activities. Every effort is made to accommodate parents with disabilities. Glencoe Elementary is a handicapped accessible building. Parents with limited or no ability to read or write receive written reports as well as oral communication from the teacher through either conferences or phone calls to provide explanations and clarifications.