



## **ACIP**

# Matthews Elementary School

## Tuscaloosa County Schools

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# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	6
Additional Information .....	7

## **Improvement Plan Stakeholder Involvement**

Introduction.....	9
Improvement Planning Process.....	10

## **Student Performance Diagnostic**

Introduction.....	13
Student Performance Data.....	14
Evaluative Criteria and Rubrics.....	15
Areas of Notable Achievement.....	16
Areas in Need of Improvement.....	18
Report Summary.....	19

## **ACIP Assurances**

Introduction ..... 21

ACIP Assurances ..... 22

**2016-2017 MES aCIP Plan**

Overview ..... 25

Goals Summary ..... 26

- Goal 1: Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas..... 28
- Goal 2: Promote student growth and parent involvement through system support services ..... 29
- Goal 3: Prepare and support teachers and leaders to produce graduates who are College and Career Ready ..... 30
- Goal 4: Provide digital tools, experiences, and resources to support instruction ..... 30
- Goal 5: All parental/guardian and/or family members will become active participants in the educational process of the students at Matthews Elementary School..... 31
- Goal 6: Improve positive student behavior ..... 33
- Goal 7: Prepare and support teachers and leaders to produce graduates who are College and Career Ready..... 34
- Goal 8: Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas ..... 35
- Goal 9: Provide digital tools, experiences, and resources to support instruction..... 39
- Goal 10: Increase special education student performance ..... 40
- Goal 11: Increase writing proficiency among ELL students ..... 40
- Goal 12: Promote student growth and parent involvement through system support services..... 41

Activity Summary by Funding Source ..... 43

**Stakeholder Feedback Diagnostic**

Introduction ..... 51

Stakeholder Feedback Data ..... 52

Evaluative Criteria and Rubrics ..... 53

Areas of Notable Achievement..... 54

Areas in Need of Improvement..... 56

Report Summary ..... 58

**Title I Schoolwide Diagnostic**

Introduction ..... 60

Component 1: Comprehensive Needs Assessment ..... 61

Component 2: Schoolwide Reform Strategies ..... 68

Component 3: Instruction by Qualified Staff ..... 123

Component 4: Strategies to Attract Qualified Teachers ..... 124

Component 5: High Quality and Ongoing Professional Development ..... 125

Component 6: Transition Strategies ..... 126

Component 7: Teacher Participation in Making Assessment Decisions ..... 127

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards ..... 128

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources ..... 130

Component 10: Evaluation ..... 131

**Coordination of Resources - Comprehensive Budget**

Introduction ..... 134

I. State Foundation Funds: ..... 135

    Title I ..... 136

    Title II ..... 137

    Title III ..... 138

    Title IV ..... 139

Title VI..... 140

Career and Technical Education-Perkins IV..... 141

Other..... 142

Local Funds..... 143

**Strategies to Increase Parental Involvement**

Introduction..... 145

Strategies to Increase Parental Involvement..... 146

# **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?**

Matthews Elementary (MES) is located in Northport, Alabama, a small community in West Alabama. We have approximately 497 students in Kindergarten through fifth grade. MES's current ethnic makeup is as follows: 71% African-American, 23% Hispanic, and 6% white. MES is a Title I school and due to a grant received from the United States Department of Agriculture (USDA), it has 100% free lunch status for all students for the 2015-2016 academic school year. MES has approximately 54 faculty/staff members. 48% of the faculty and staff members have been at MES for at least five years. We have two administrators (one principal and one vice-principal), one counselor, one instructional coach/ARI reading specialist, one math/reading interventionist, and two part-time math/reading interventionists (retired Tuscaloosa County School System teachers paid through Title I funding), one .5 interventionist who holds Tier II and Tier III with math and reading intervention for fourth and fifth grade students. The .5 interventionist also serves as an in-school intervention teacher.

We also have a 21st Century Program (MATS Program) funded through Tuscaloosa One Place that serves approximately 75 students in Kindergarten through fifth grade. The program is offered five days a week from 3:00pm until 5:00 pm. The program offers students enrichment opportunities such as museum visits and karate practice. As a Tier II reading school, the MATS program also partners with the University of Alabama reading specialists who offer 3rd grade students reading techniques to coincide with the ALSDE ARI reading initiative.

Because of the recent growth in MES's Hispanic population, we are constantly trying to effectively communicate with all of our stakeholders. Translated voice-messages are sent to all parental stakeholders through the district-wide calling system, School Messenger. Documents are translated before they are sent home to parents. We also have ESL tutors that visit the school several times a week to assist students in language acquisition skills.



## 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.**

Tuscaloosa County School System's Beliefs, Goals, Vision, and Mission:

The Tuscaloosa County School System is committed to educate and empower all students to be college and career ready graduates, prepared to make positive contributions to our global society.

Beliefs:

- Learning must take place at home, in school, and in the community.
- All individuals should be treated with respect and dignity.
- Professional learning communities promote high expectations that lead to improved performance.
- Learning environments thrive on collaborative and cooperative relationships.
- Teaching all students to learn through a rigorous, relevant curriculum is essential.
- Stakeholder involvement enhances student achievement.

Goals:

- Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas.
- Prepare and support teachers and leaders to produce graduates who are College and Career Ready.
- Provide digital tools, experiences, and resources to support instruction.
- Promote student growth and parent involvement through system support services.

Vision:

- The children at Matthews Elementary School will strive to reach their full potential and become successful members of society.

Mission:

- Matthews Elementary School strives to develop competent lifelong learners through a variety of programs involving home, school and community.

Philosophy and Objectives:

We, the faculty of Matthews Elementary School, believe that education is a life-long process and therefore consists of all the experiences that make up the life of the individual from birth through the adult years. It is our goal to provide learning experiences that help the child develop a good self-image, and attain his or her full potential. A good self-image is a growing, trustful one, one that means, "I can do, I can take responsibility, I can make good choices" and establishes a firm foundation for democratic living. There must be a mutual acceptance of this responsibility by students, teachers, administrators, parents, and the community. We seek equal educational opportunities for every learner through a balanced curriculum that gives consideration to all areas of knowledge and to students of all abilities. To achieve this, a learner needs many and varied opportunities for meaningful experiences. Teachers accept children where they are. Our desire is to guide the child toward setting personal goals for accuracy, self-direction, and self-evaluation.

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The objectives of Matthews Elementary School are:

## ACIP

Matthews Elementary School

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- To determine the level of learners and then provide an array of flexible learning activities and techniques that will accommodate a variety of.
- To evaluate, plan, and prescribe a school program of instruction to meet our changing way of American life.
- To develop an understanding and appreciation of our American heritage so the children will realize the value of the past, the opportunities of the future, and their role in it.
- To develop awareness among the faculty and staff that humans are active, seeking organisms; therefore, stimulation must be provided for choices, responsible freedom, and self-direction through a variety of exploratory, cultural and social experiences.
- To encourage each child to think clearly, carefully, constructively, and critically; thereby extending knowledge and interests.
- To help children gain command of common knowledge and skills which are necessary in a highly technological and changing society.
- To establish wholesome human relationships.
- To seek the cooperation of parents and the community in successfully carrying out our educational tasks.
- To develop and maintain among faculty and staff an environment which fosters learning responsibility, consideration, and social conscience for all children and adults in the school.

We expect our students to be respectful, responsible, and resourceful. We communicate our expectations to parents and students often throughout the school year. We are constantly looking for ways to make our parents and community true partners in our educational journey.

## 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.**

The past three years (2014-2016) of ACT ASPIRE data show a tremendous need for growth in achievement at Matthews Elementary School (MES). Also, 100% of our teachers are highly qualified. MES became an Alabama Math Science and Technology Initiative (AMSTI) school in 2010 and we continue to send teachers to workshops each year. We strive to increase our reading and math proficiency at all grade levels. Our goal is to have all students performing at grade level proficiency by the time they reach third grade.

Included below are MES ACT ASPIRE 5th Grade reading data for the 2014-2016 school years. There was a slight increase in the 2016-5th grade ACT ASPIRE reading scores from 4%-ready in 2015 to 17%-ready in 2016. Also, these data also show an increase in the number of students scoring in the "close" category, 18%-close in 2014 to 23%-close in 2015. MES will continue to work to improve their scores.

2014-2016 5th Grade ACT ASPIRE Results:

2014--5th Grade ACT ASPIRE Data

Reading Scores:

Ready--21% (63)

Close -37% (63)

In need of support--42% (63)

2015--5th Grade ACT ASPIRE Data

Reading Scores:

Ready--4% (57)

Close--18% (57)

In need of support--78% (57)

2016--5th Grade ACT ASPIRE Data

Reading Scores:

Ready--17% (78)

Close--23% (78)

In need of support--60% (78)

## Additional Information

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

Matthews Elementary School (MES) was the recipient of the Franklin-Covey The Leader in Me (TLIM) grant award and began year one of its implementation with MES students in August of 2016. TLIM award is funded for five consecutive years. Its fundamental mission is to teach its stakeholders to become intrinsically-motivated to strive to achieve greatness in all life areas.

# 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.**

In May, 2016, the school leadership team reviewed the 2015-2016 Improvement Plan to assess the degree to which implemented strategies have been met. This information was shared with all staff and interested parents. The staff provided input on the following:

- 1.) which elements have been successfully mastered and need not be included in the next year's plan;
- 2.) the elements that have been mastered but still require continued monitoring during the 2016-2017 school year; and,
- 3.) the elements that have not been mastered and must be included in the 2016-2017 aCIP.

#### Parental Stakeholders:

A meeting was held in the May 2016 with parents to review the current plan and to take suggestions for improvement. Parents were asked to serve on the School Leadership Team and other committees. We had four meetings in September (two at 9:00 AM and two at 5:30 PM) for parents to provide input and suggestions.

#### Faculty Stakeholders:

In August, 2016, all faculty members met in its monthly data session to review disaggregated standardized assessment data. We also looked at school incident data and other local school data. The school leadership team met to discuss strategies, professional development, and budget requirements necessary to implement the plan. Teachers meet during weekly grade level meetings, bi-weekly PLCs, and monthly data meetings. Each of these different sessions offer faculty members an opportunity to analyze data and progress monitor results to target areas of weaknesses, discuss intervention strategies, and plan for common assessments.

#### Collective Stakeholder Engagement:

School improvement meetings are scheduled 4 times throughout the school year with faculty, staff, parent representatives, and community representatives to look at areas including: 1.) planning; 2.) curriculum and instruction; 3.) communication; 4.) professional development; and, 5.) school climate to offer suggestions for improvement.

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

Several stakeholders were involved in the development of the improvement plan. Faculty and staff were selected to work on various committees as well as the School Leadership Team to help review and revise the improvement plan. Faculty reviewed data for trends, strengths, and areas for improvement. Parents and students completed surveys. Parents also served on the leadership team. Parent meetings were held in the May 2016 and September 2016 to review the improvement plan and to take suggestions on revising the plan. Faculty, students, and parents completed school surveys to gather input. The leadership team, composed of teachers from each grade level, parents, and community members, met in October 2016 to review final recommendations and goals. All resources and meeting sessions are translated via interpreter working within the Tuscaloosa County School System.

**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 to stakeholders in a variety of ways. Copies are available in the office and the library. A copy is also available on our school's website. Parents and other stakeholders were provided a summary of the plan that included the following: parent involvement plan, school-home compact, and the school's goals and objective. We will inform stakeholders on the progress of the improvement plan by newsletters and PTA/parent meetings at least two times each semester. All resources and meeting sessions areas are translated via interpreter working within the Tuscaloosa County School System.



# Student Performance Diagnostic

## **Introduction**

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

### Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		2016-2017 aCIP Student Performance Data Document

## Evaluative Criteria and Rubrics

Overall Rating: 2.75

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

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

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

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

## Areas of Notable Achievement

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

#### Fall 2016 DIBELS:

- 40% of students in 1st grade scored at or above benchmark in NWF-WWR
- 55% of students in 1st grade scored at or above benchmark in NWF-Correct Letter Sounds.

#### Spring 2016 ACT Aspire:

- 12% of students scored ready in reading (current 4th grade)
- 25% of students scored ready in math (current 4th grade)
- 15% of students scored ready in reading (5th grade).
- 22% of students are ready in Math (5th grade).
  
- 17% of students are ready in Reading (current 6th grade)
- 10% of students are ready in Math (current 6th grade)

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

#### DIBELS (2015-2016):

- Kindergarten showed an increase in PSF (48%-67%) and LNF from Fall to Spring in 2015

#### ACT Aspire (2015-2016):

- 5th grade reading increased from 4% ready (2015) to 18% ready (2016)

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

- 5th grade students were 17% ready on the reading section of the 2016 ACT ASPIRE which was an increase from 12% on the ACT ASPIRE math assessment in 2015 (77 students tested).

- 3rd grade students were 25% ready on the math section of the 2016 ACT ASPIRE which was an increase from 21% in 2015 (77 students tested)

- 3rd grade students were 23% ready on the math section of the 2016 ACT ASPIRE which was an increase from 18% in 2015 (78 students tested).

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

Matthews Elementary School female students show the most potential for increasing their performance on the ACT ASPIRE assessments.

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

Overall, the achievement gap appears to be closing between our Hispanic students and African-American students.

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

There appears to be some consistency between the performance on the ACT Periodics and ACT Aspire assessments.

## Areas in Need of Improvement

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

Reading appears to be the lowest performing area for all grade levels when compared to Math and Science.

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

DIBELS NEXT:

- NWF-CLS for students in 2nd grade decreased from 56% in the Fall 2015 administration to 55% in the Spring 2016 administration.
- NWF-CLS for students in 1st grade decreased from 69% in the Fall 2015 administration to 66% in the Spring 2016 administration.

ACT Periodics/ASPIRE:

Overall math and reading in grade 3-5 and science in 5th grade

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

Reading appears to have the lowest overall performance on the 2016 ACT Aspire.

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

Based on the data reviewed, no particular subgroup showed decreasing performance. However, males are performing lower in reading and math than females according to ACT Aspire.

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

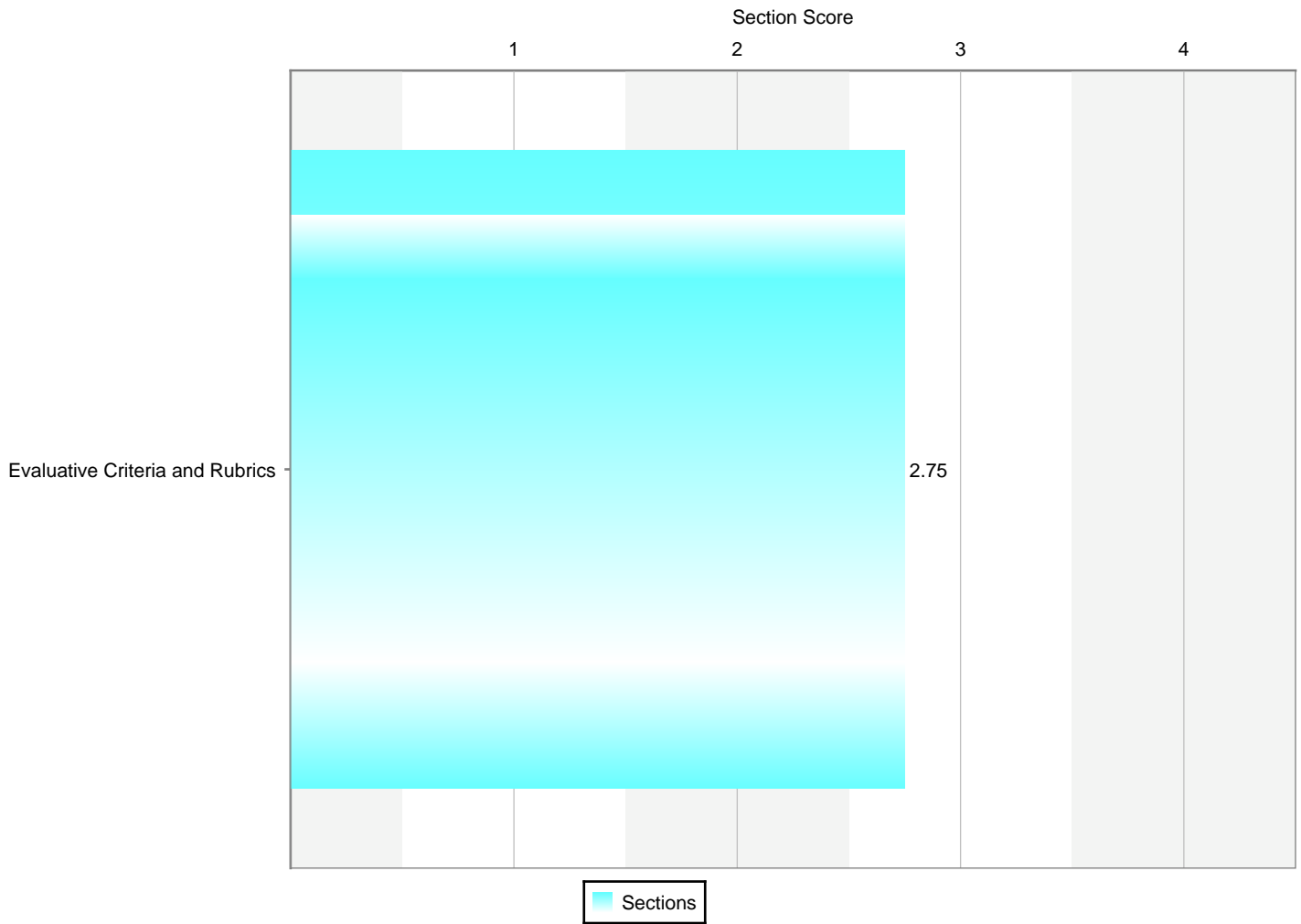
The achievement gap appears to be increasing in math between Hispanic students and African-American students according to ACT Periodics and ACT ASPIRE.

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

Scores on the ACT Periodics assessment appears to be somewhat consistent with 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	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.	2016-2017 MES School Leadership Committee

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	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.	

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	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.	2016-2017 MES Assurances Contact Information

**ACIP**

Matthews Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	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.	2016-2017 MES Parental Involvement Plan

<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	The institution has a SchoolParent 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.	2016-2017 MES School-Parent Compact 2016-2017 MES School-Home Compact translated version

# **2016-2017 MES aCIP Plan**

## **Overview**

### **Plan Name**

2016-2017 MES aCIP Plan

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$6000
2	Promote student growth and parent involvement through system support services	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$1000
3	Prepare and support teachers and leaders to produce graduates who are College and Career Ready	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$3000
4	Provide digital tools, experiences, and resources to support instruction	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$5000
5	All parental/guardian and/or family members will become active participants in the educational process of the students at Matthews Elementary School.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
6	Improve positive student behavior	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$10000
7	Prepare and support teachers and leaders to produce graduates who are College and Career Ready.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$10000
8	Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas	Objectives: 2 Strategies: 2 Activities: 8	Organizational	\$79825
9	Provide digital tools, experiences, and resources to support instruction.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$10000
10	Increase special education student performance	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
11	Increase writing proficiency among ELL students	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
12	Promote student growth and parent involvement through system support services.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$2500





## Goal 1: Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas.

### Measurable Objective 1:

A 10% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in their ability to read and comprehend information in Reading by 05/13/2016 as measured by the February administration of Periodics as well as the administration of the ACT Aspire in May of 2016..

### Strategy 1:

Research-based Instructional Practices - All teachers will use a variety of research-based instructional practices such as extended thinking strategies, summarizing, vocabulary in context, advance organizers, previewing and scaffolding, higher-order thinking questions, rigor, and TWIRL in order to aid in the development of growth mindsets within student stakeholders.

Category:

Research Cited: Leaders of Their Own Learning (2014) by Burger, Rugen, and Woodfin

Activity - Rigor and relevance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on strategic teaching components.	Professional Learning	10/12/2015	05/09/2016	\$1500	Title I Part D	Instructional Coach, Principal

Activity - Data Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will hold data training meetings to determine strengths and areas of improvement by analyzing a variety of data sources.	Professional Learning	08/13/2015	05/19/2016	\$1500	Title I Part D	All teachers, Counselor, Instructional Coach, Principal

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research-based instructional strategies will be monitored through walk throughs and instructional rounds	Other	10/12/2015	05/09/2016	\$0	No Funding Required	Instructional Coach, Principal, Leadership Team

### Measurable Objective 2:

A 10% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in all areas of math in Mathematics by 01/30/2016 as measured by their performance on the January administration of ACT Periodics.

**Strategy 1:**

Differentiated Instruction - All math teachers will provide differentiated instruction on math standards incorporating a variety of instruction, groupings, and assessment strategies.

Category:

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of differentiated instruction through walk throughs and instructional rounds	Other	10/12/2015	05/09/2016	\$1500	Title I Schoolwide	All teachers, Counselor, Instructional Coach, Principal

Activity - Data Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend data training sessions to determine strengths and areas of improvement by analyzing results of various data sources	Professional Learning	10/12/2015	05/09/2016	\$1500	Title I Schoolwide	All teachers, Counselor, Instructional Coach, Principal

## Goal 2: Promote student growth and parent involvement through system support services

**Measurable Objective 1:**

collaborate to keep the number of office referrals to 10% of our total student population by 12/18/2015 as measured by reviewing suspensions in INOW.

**Strategy 1:**

PBIS - All faculty and staff will participate in PBIS training and apply strategies in all areas of the school

Category:

Research Cited: PBIS

Activity - Caught Doing Good	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All faculty and staff will utilize PBIS strategies with all students throughout the school day in all areas of the school. Faculty and staff will give out great job slips, tickets, stickers, etc. to recognize students making good choices	Behavioral Support Program	10/12/2015	05/26/2016	\$1000	General Fund	All faculty and staff

**Strategy 2:**

Parent Involvement - Fathers will be recruited to volunteer in various capacities throughout the school (lunchroom duty, morning duty, car duty, field trips, committee

meetings, etc.)

Category:

Research Cited: Parent Involvement

Activity - Watch D.O.G.S.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Recruit Fathers to volunteer in various capacities (lunchroom duty, morning and afternoon duty, field trips, committees, etc.)	Parent Involvement	08/13/2015	05/19/2016	\$0	No Funding Required	Teachers, Principal

## Goal 3: Prepare and support teachers and leaders to produce graduates who are College and Career Ready

### Measurable Objective 1:

collaborate to complete a book study on the Leader in Me by 04/11/2016 as measured by all faculty and staff participation in Leader in Me training.

### Strategy 1:

Book Study - All faculty and staff will participate in a book study on the Leader in Me from November, 2014 through June, 2015. Faculty and staff will present chapters from the book and lead the group in activities that support the information presented. Formal training will be arranged for Summer, 2015 for training on the Seven Habits of Highly Effective People.

Category:

Activity - Book Study-Leader in Me	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All faculty and staff will participate in a Leader in Me book study from October, 2015 through April, 2016	Professional Learning	10/12/2015	04/11/2016	\$3000	Title I Schoolwide	All faculty and staff

## Goal 4: Provide digital tools, experiences, and resources to support instruction

### Measurable Objective 1:

collaborate to provide 100% of students access to technological devices by 12/18/2015 as measured by the amount of time students spend in the computer lab and the frequency of iPad use.

### Strategy 1:

Study Island/Global Scholar - Teachers will utilize digital resources (Global Scholar, STAR, Study Island, etc) to develop assessments aligned to CCRS. Students will be assess on these assessments at least once a month.

Category:

Activity - Computer Based Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take computer-based assessments on CCRS at least once a month	Technology	11/03/2014	12/19/2014	\$5000	Title I Schoolwide	Teachers, Instructional Coach, Math Interventionist, Principal

## Goal 5: All parental/guardian and/or family members will become active participants in the educational process of the students at Matthews Elementary School.

### Measurable Objective 1:

collaborate to increase parent participation at our Family Focus on Education. The percentage of parent participation in grades K, 1, and 2 was 15% in the Fall. We will look for a 10% increase in the overall parental involvement rate in our Family Focus on Education by 05/26/2016 as measured by the development of a pre and post survey measuring the amount of parental/guradian participation within each student's educational process..

### Strategy 1:

Parental/guardians and/or other family members involvement - The concept behind the strategy is to enhance student achievement and engagement as well as academic performance through intrinsic motivation. By creating activities that make parental/guardian figures as well as other family members more visible and a focal point of the students' educational process, the students will become more intrinsically motivated to learn for the sake of learning thus reaching higher levels of engagement, performance, and academic achievement.

Category:

Research Cited: Steven R. Hara & Daniel J. Burke (1998) Parent involvement: The key to improved student achievement.

Activity - W.A.T.C.H. D.O.G.S.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Watchdog Dad program enhances the amount of time fathers of students who attend Matthews Elementary School are in the building. Watchdog Dads begin the day by providing car duty service for students who are dropped off each morning. Following car duty, the Watchdog Dads enter the school and help supervise students at the start of the school day. They help deliver breakfast carts back to the cafeteria as well as monitor make students who use the restroom after breakfast.	Parent Involvement	08/13/2015	05/26/2016	\$0	No Funding Required	Laura Presley-2nd Grade Teacher Tripp Marshall-Matthews Elementary School Principal

Activity - Moms on Board (M.O.B. Squad)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Matthews Elementary School

Moms on Board is an activity in which the mothers of Matthews Elementary students assist teachers with car rider duty, "Breakfast in the Classroom", and classroom activities. After participating moms have served at least three times in assisting teachers, they are given a M.O.B Squad tee shirt identifying them as part of the "Moms on Board" team.	Parent Involvement	09/01/2015	05/26/2016	\$0	Title I Part A	Laurie Presley-1st Grade teacher (developer) Tripp Marshall (Principal)
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Activity - Family Focus on Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The "Family Focus on Education" program offers parents/guardians and/or other family members an opportunity to come to school with the students for instruction. Each teacher in grades Kindergarten through fifth will develop a presentation and offer breakout sessions for the parents/guardians and/or other family members to attend. Teachers on each grade level will be responsible for calling all parents and inviting them for this day of instruction. Matthews Elementary plans to hold approximately 12 Family Focus on Education dates including one for each grade level in the Fall and Spring semesters. As an incentive for their attendance, Matthews Elementary will provide lunch with no cost.	Parent Involvement	10/19/2015	04/29/2016	\$0	Title I Part A	School Leadership Team: (K)-Tanisha Spencer (1st)-Leeann Galloway (2nd)-Laurie Presley (3rd)-Batrina Robinson (4th)-Ashley Davidson (5th)-Judy Middlebrooks (LMC)-Nancy Carson (Counselor)-Patricia Dillman (Principal)-Tripp Marshall (IC)-Dedre Edmonson

Activity - Grandparent's Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The grandparents of Matthews Elementary School students will be invited to eat lunch with their grandchildren and attend the Fall and Spring semester Book Fair with the students while on campus. Through this activity, grandparents will spend quality time with their grandchildren in an educational setting. Moreover, this activity will give the grandparents an opportunity to walk through the Book Fair gallery with their grandchildren in hopes to understand student interest for reading books.</p>	<p>Parent Involvement</p>	<p>09/25/2015</p>	<p>04/29/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>The Leadership Team Staff: (K)-Tanisha Spencer (1st)-Lee Ann Galloway (2nd)-Laurie Presley (3rd)-Batrina Robinson (4th)-Ashley Davidson (5th)-Judy Middlebrooks (LMC)-Nancy Carson (IC)-Dedre Edmonson (Counselor)-Patricia Dillman (Principal)-Tripp Marshall</p>
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## Goal 6: Improve positive student behavior

### Measurable Objective 1:

demonstrate a behavior that leads to a school-wide 10% decrease in the student out-of-school suspension total (from 271 in 2015-2016 to 244 in 2016-2017) by 05/25/2017 as measured by comparing the total number of student out-of-school suspensions within the 2015-2016 student incident report with the total number of student out-of-school suspensions within the 2016-2017 student incident report..

### Strategy 1:

The Leader in Me Program - All Matthews Elementary School (MES) faculty members will attend three consecutive days of intensive training for implementing Stephen Covey's The Seven Habits of Highly Effective People and The Leader in Me. Upon completion of the training, MES select faculty members from each grade level to develop a "Lighthouse Committee". The Lighthouse committee will be responsible for developing leadership opportunities, curriculum, programs, and extra-curricular activities for creating intrinsic motivation throughout the entire student body thus improving student behavior.

Category: Other - Student Behavior

Research Cited: Stephen Covey's The Seven Habits of Highly Effective People and The Leader in Me.

Activity - Caring Community Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>1.) The Matthews Elementary School's Caring Community Academy (CCA) will hold school-wide assemblies in its gymnasium on a bi-monthly basis. During the CCA, students will have an opportunity to discuss The Leader in Me (7-Habits), character education, celebrate student successes, and hear from a community/University of Alabama guest speaker(s). Students will also perform skits modeling positive behavior and student rapport (ex. anti-bullying skit).</p> <p>2.) MES will begin each school day spending seven minutes discussing one of the seven habits.</p> <p>3.) Positive Behavior Instructional Support opportunities for students who are observed practicing the habits</p>	<p>Community Engagement, Academic Support Program, Behavioral Support Program, Parent Involvement</p>	<p>08/29/2016</p>	<p>05/25/2017</p>	<p>\$10000</p>	<p>Title I Part A</p>	<p>The Leader in Me program is a school-wide initiative in which all staff members are responsible.</p>
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## Goal 7: Prepare and support teachers and leaders to produce graduates who are College and Career Ready.

### Measurable Objective 1:

achieve college and career readiness collaborate to complete year one of the fully funded grant requirements for all student stakeholders for The Leader in Me by 05/24/2017 as measured by as measured by all faculty and staff participation in Leader in Me training as well as timeline for student-led activities..

### Strategy 1:

Leadership Paradigm - All faculty stakeholders will participate in a week-long intensive professional development to take place between 07/19/16-05/24/17 for learning The Seven Habits of Highly Effective People, The Leader in Me, and cultural diversity training. Selected members will form a "Light House" Team and continue professional development to assist other faculty members. Once the training has been completed, the faculty stakeholders will share this training with all student stakeholders and, in turn, develop classroom leaders.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Covey, S. R. (2014). The Leader in Me. New York City, NY: Simon and Schuster; Covey, S. R. (1989). The Seven Habits of Highly Effective People. New York City, NY: Simon and Schuster.

Activity - 7 Minutes of 7 Habits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students discuss one of The Seven Habits of Highly Effective People on a day-to-day basis.</p>	<p>Academic Support Program, Behavioral Support Program, Professional Learning</p>	<p>08/15/2016</p>	<p>05/24/2017</p>	<p>\$10000</p>	<p>Title I Schoolwide</p>	<p>School-wide responsibility</p>

Activity - Caring Community Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Caring Community Academy (CCA) is held bi-weekly and discusses the importance of character as well as The Seven Habits of Highly Effective People. The CCA also brings in a guest speaker who promotes hard-work and leadership development within our school.	Community Engagement, Academic Support Program, Behavioral Support Program, Parent Involvement	08/22/2016	05/22/2017	\$0	No Funding Required	School-wide responsibility

## Goal 8: Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas

### Measurable Objective 1:

increase student growth through a 10% increase of Third, Fourth and Fifth grade students in their ability to read and comprehend information in Reading by 05/19/2017 as measured by 2017 3rd-5th grades ACT ASPIRE Reading Results.

### (shared) Strategy 1:

Research-based instructional practices - All teachers will use a variety of research-based instructional practices such as extended thinking strategies, summarizing, vocabulary in context, advance organizers, previewing and scaffolding, and TWIRL.

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

Research Cited: Silver, H.F., Strong, R. W., & Perini, M. J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Upper Saddle River, New Jersey: Pearson Education Inc.

Activity - Strategic Teaching Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on strategic teaching and its components.	Professional Learning	10/27/2016	05/19/2017	\$60000	Title I Part A	Ms. Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Matthews Elementary School

All teachers will hold PLCs each month (two formal and two informal) to help plan lessons and common formative assessments.	Academic Support Program, Professional Learning	08/30/2016	05/24/2017	\$5850	Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)
<b>Activity - Data Sessions</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>
All teachers will hold data training meetings to determine strengths and areas of improvement by analyzing a variety of data sources.	Academic Support Program, Professional Learning	08/30/2016	05/24/2017	\$5850	Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)
<b>Activity - Monitoring</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>
Research-based instructional strategies will be monitored through walk-throughs, instructional rounds, and ELEOTS	Academic Support Program, Professional Learning	08/15/2016	05/24/2017	\$0	No Funding Required	Tripp Marshall-Principal Kim Lavender-Assistant Principal Dedre Edmonson-Instructional Coach/Reading Specialist

**Strategy 2:**

Differentiated Instruction - All math teachers will provide differentiated instruction on math standards incorporating a variety of instruction, groupings, and assessment strategies.

Category: Develop/Implement Learning Supports

Research Cited: Silver, H. F. Strong, R. W., and Perini, M. J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Upper Saddle River, New Jersey: Pearson Education Inc.

**ACIP**

Matthews Elementary School

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will hold monthly grade level PLCs (two formal and two informal) to plan lessons and for common formative assessments.	Academic Support Program, Professional Learning	08/30/2016	05/24/2017	\$3250	Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)
Activity - Data Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend data training sessions to determine strengths and areas of improvement by analyzing results of various data sources.	Academic Support Program, Professional Learning	08/30/2016	05/24/2017	\$3250	Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)
Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on strategic teaching components.	Academic Support Program, Professional Learning	10/27/2016	05/24/2017	\$325	Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)
Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**ACIP**

Matthews Elementary School

Monitor the implementation of differentiated instruction through walk-throughs, ELEOTS, and instructional rounds	Academic Support Program, Professional Learning	08/15/2016	05/24/2017	\$1300	Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)
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**Measurable Objective 2:**

achieve college and career readiness A 10% increase of Third, Fourth and Fifth grade students in all areas of Mathematics by 05/24/2017 as measured by 2017 ACT ASPIRE.

**(shared) Strategy 1:**

Research-based instructional practices - All teachers will use a variety of research-based instructional practices such as extended thinking strategies, summarizing, vocabulary in context, advance organizers, previewing and scaffolding, and TWIRL.

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

Research Cited: Silver, H.F., Strong, R. W., & Perini, M. J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Upper Saddle River, New Jersey: Pearson Education Inc.

Activity - Strategic Teaching Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on strategic teaching and its components.	Professional Learning	10/27/2016	05/19/2017	\$60000	Title I Part A	Ms. Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will hold PLCs each month (two formal and two informal) to help plan lessons and common formative assessments.	Academic Support Program, Professional Learning	08/30/2016	05/24/2017	\$5850	Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Data Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers will hold data training meetings to determine strengths and areas of improvement by analyzing a variety of data sources.	Academic Support Program, Professional Learning	08/30/2016	05/24/2017	\$5850	Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)
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Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research-based instructional strategies will be monitored through walk-throughs, instructional rounds, and ELEOTS	Academic Support Program, Professional Learning	08/15/2016	05/24/2017	\$0	No Funding Required	Tripp Marshall-Principal Kim Lavender-Assistant Principal Dedre Edmonson-Instructional Coach/Reading Specialist

## Goal 9: Provide digital tools, experiences, and resources to support instruction.

### Measurable Objective 1:

collaborate to provide 100% of student stakeholders with wireless technology devices (i.e. I pads, MacBooks, laptops, etc.) by 11/01/2016 as measured by the amount of time students spend in the computer lab and the frequency of wireless device usage..

### Strategy 1:

Digital Resources - Teachers will utilize digital resources including but not limited to the following: ACT Periodics, Mastery Connect, STAR, Study Island, Reading Egg, Math XL, Imagine Learning, and Lexia to develop assessments aligned to CCRS. Students will be assessed using these Web-based resources bi-weekly.

Category: Develop/Implement Learning Supports

Research Cited: November, A. (2010). Thousand Oaks, CA: Corwin Books.

Activity - Computer-based Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take computer-based assessments on CCRS bi-weekly.	Academic Support Program, Technology	08/22/2016	05/24/2017	\$10000	Title I Schoolwide	School-wide faculty responsibility

## Goal 10: Increase special education student performance

### Measurable Objective 1:

10% of Students with Disabilities students will increase student growth within third, fourth, and fifth grades in Reading by 05/24/2017 as measured by ACT ASPIRE Reading.

### Strategy 1:

Differentiated instruction - Strategy will be implemented through: 1.) direct teacher instruction; 2.) model; 3.) repeated practice

Category: Develop/Implement Learning Supports

Research Cited: Gregory, G. H. & Chapman, C. 2013. Differentiated instructional strategies: One size fits all. Thousand Oaks, CA: Sage Company

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers instruct the IEP goals to each student	Academic Support Program	08/15/2016	05/24/2017	\$0	No Funding Required	School-wide responsibility
Activity - Modeling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers demonstrate/solve problem while students observe.	Academic Support Program	08/15/2016	05/24/2017	\$0	No Funding Required	School-wide responsibility
Activity - Problem-based learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students practice solving problems while applying different learning styles including auditory, kinesthetic, and visual.	Academic Support Program	08/15/2016	05/24/2017	\$0	No Funding Required	School-wide responsibility

## Goal 11: Increase writing proficiency among ELL students

### Measurable Objective 1:

increase student growth 80% of ELLs in grades third, fourth, and fifth will demonstrate an increased proficiency in writing by 10/02/2017 as measured by ACCESS Assessment .

### Strategy 1:

Differentiated instruction - Teachers will differentiate writing instruction to the student's language level as described by WIDA Can Do Descriptors and his or her current ACCESS score in writing.

Category: Develop/Implement Learning Supports

Research Cited: WIDA

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize visual aids when writing	Academic Support Program	08/15/2016	05/24/2017	\$0	No Funding Required	School-wide responsibility

Activity - "Can Do" Descriptors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Can Do Descriptors to plan appropriate writing supports for their level.	Academic Support Program	08/15/2016	05/24/2017	\$0	No Funding Required	School-wide responsibility

Activity - Imagine Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the program 80 to 100 minutes a week, which will increase students' academic vocabulary.	Academic Support Program, Technology	08/15/2016	05/24/2017	\$0	No Funding Required	School-wide responsibility

Activity - Writing Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will practice the writing portion of the ACCESS assessment	Academic Support Program	08/15/2016	05/24/2017	\$0	No Funding Required	School-wide responsibility

## Goal 12: Promote student growth and parent involvement through system support services.

### Measurable Objective 1:

collaborate to increase the amount of parental/guardian and/or family involvement in the educational process of the students of Matthews Elementary School by 05/24/2017 as measured by doubling the existing number of family member participation to be tracked through PTA and student-led extracurricular sign-in sheets beginning 08/29/16 (15 total).

### Strategy 1:

Parental Involvement - Parental/guardians and/or other family members involvement - The concept behind the strategy is to enhance student achievement and engagement as well as academic performance through intrinsic motivation. By creating activities that make parental/guardian figures as well as other family members more visible and a focal point of the students' educational process, the students will become more intrinsically motivated to learn for the sake of learning thus reaching higher levels of engagement, performance, and academic achievement.

Category: Develop/Implement Student and School Culture Program

Research Cited: Henderson, A. T. & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement.

Austin, TX: Southwest Educational Development Laboratory.

Activity - W.A.T.C.H.D.O.G.S.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Watchdog Dad program enhances the amount of time fathers of students who attend Matthews Elementary School are in the building. Watchdog Dads begin the day by providing car duty service for students who are dropped off each morning. Following car duty, the Watchdog Dads enter the school and help supervise students at the start of the school day. They help deliver breakfast carts back to the cafeteria as well as monitor make students who use the restroom after breakfast.	Parent Involvement	08/15/2016	05/24/2017	\$1200	Title I Part A	Laurie Presley
Activity - MOB SQUAD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Moms on Board is an activity in which the mothers of Matthews Elementary students assist teachers with car rider duty, "Breakfast in the Classroom", and classroom activities. After participating moms have served at least three times in assisting teachers, they are given a M.O.B Squad tee shirt identifying them as part of the "Moms on Board" team.	Parent Involvement	08/15/2016	05/24/2017	\$1300	Title I Part A	Laurie Presley
Activity - Grandparent's Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The grandparents of Matthews Elementary School students will be invited to eat lunch with their grandchildren and attend the Fall and Spring semester Book Fair with the students while on campus. Through this activity, grandparents will spend quality time with their grandchildren in an educational setting. Moreover, this activity will give the grandparents an opportunity to walk through the Book Fair gallery with their grandchildren in hopes to understand student interest for reading books.	Parent Involvement	10/12/2016	11/16/2016	\$0	No Funding Required	Tripp Marshall

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grandparent's Day	The grandparents of Matthews Elementary School students will be invited to eat lunch with their grandchildren and attend the Fall and Spring semester Book Fair with the students while on campus. Through this activity, grandparents will spend quality time with their grandchildren in an educational setting. Moreover, this activity will give the grandparents an opportunity to walk through the Book Fair gallery with their grandchildren in hopes to understand student interest for reading books.	Parent Involvement	10/12/2016	11/16/2016	\$0	Tripp Marshall
Direct Instruction	Teachers instruct the IEP goals to each student	Academic Support Program	08/15/2016	05/24/2017	\$0	School-wide responsibility
Grandparent's Day	The grandparents of Matthews Elementary School students will be invited to eat lunch with their grandchildren and attend the Fall and Spring semester Book Fair with the students while on campus. Through this activity, grandparents will spend quality time with their grandchildren in an educational setting. Moreover, this activity will give the grandparents an opportunity to walk through the Book Fair gallery with their grandchildren in hopes to understand student interest for reading books.	Parent Involvement	09/25/2015	04/29/2016	\$0	The Leadership Team Staff: (K)-Tanisha Spencer (1st)-Lee Ann Galloway (2nd)-Laurie Presley (3rd)-Batrina Robinson (4th)-Ashley Davidson (5th)-Judy Middlebrooks (LMC)-Nancy Carson (IC)-Dedre Edmonson (Counselor)-Patricia Dillman (Principal)-Tripp Marshall



**ACIP**

Matthews Elementary School

Caring Community Academy	The Caring Community Academy (CCA) is held bi-weekly and discusses the importance of character as well as The Seven Habits of Highly Effective People. The CCA also brings in a guest speaker who promotes hard-work and leadership development within our school.	Community Engagement, Academic Support Program, Behavioral Support Program, Parent Involvement	08/22/2016	05/22/2017	\$0	School-wide responsibility
Graphic Organizers	Utilize visual aids when writing	Academic Support Program	08/15/2016	05/24/2017	\$0	School-wide responsibility
Watch D.O.G.S.	Recruit Fathers to volunteer in various capacities (lunchroom duty, morning and afternoon duty, field trips, committees, etc.)	Parent Involvement	08/13/2015	05/19/2016	\$0	Teachers, Principal
Imagine Learning	Students will use the program 80 to 100 minutes a week, which will increase students' academic vocabulary.	Academic Support Program, Technology	08/15/2016	05/24/2017	\$0	School-wide responsibility
Modeling	Teachers demonstrate/solve problem while students observe.	Academic Support Program	08/15/2016	05/24/2017	\$0	School-wide responsibility
Monitoring	Research-based instructional strategies will be monitored through walk throughs and instructional rounds	Other	10/12/2015	05/09/2016	\$0	Instructional Coach, Principal, Leadership Team
Problem-based learning	Students practice solving problems while applying different learning styles including auditory, kinesthetic, and visual.	Academic Support Program	08/15/2016	05/24/2017	\$0	School-wide responsibility
Writing Activity	Students will practice the writing portion of the ACCESS assessment	Academic Support Program	08/15/2016	05/24/2017	\$0	School-wide responsibility
Monitoring	Research-based instructional strategies will be monitored through walk-throughs, instructional rounds, and ELEOTS	Academic Support Program, Professional Learning	08/15/2016	05/24/2017	\$0	Tripp Marshall-Principal Kim Lavender-Assistant Principal Dedre Edmonson-Instructional Coach/Reading Specialist
"Can Do" Descriptors	Use Can Do Descriptors to plan appropriate writing supports for their level.	Academic Support Program	08/15/2016	05/24/2017	\$0	School-wide responsibility

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Matthews Elementary School

W.A.T.C.H. D.O.G.S.	The Watchdog Dad program enhances the amount of time fathers of students who attend Matthews Elementary School are in the building. Watchdog Dads begin the day by providing car duty service for students who are dropped off each morning. Following car duty, the Watchdog Dads enter the school and help supervise students at the start of the school day. They help deliver breakfast carts back to the cafeteria as well as monitor make students who use the restroom after breakfast.	Parent Involvement	08/13/2015	05/26/2016	\$0	Laura Presley-2nd Grade Teacher Tripp Marshall-Matthews Elementary School Principal
<b>Total</b>					\$0	

**Title I Part D**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Training	All teachers will hold data training meetings to determine strengths and areas of improvement by analyzing a variety of data sources.	Professional Learning	08/13/2015	05/19/2016	\$1500	All teachers, Counselor, Instructional Coach, Principal
Rigor and relevance	Teachers will receive training on strategic teaching components.	Professional Learning	10/12/2015	05/09/2016	\$1500	Instructional Coach, Principal
<b>Total</b>					\$3000	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Sessions	All teachers will hold data training meetings to determine strengths and areas of improvement by analyzing a variety of data sources.	Academic Support Program, Professional Learning	08/30/2016	05/24/2017	\$5850	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson) Instructional Coach/Reading Specialist

**ACIP**

Matthews Elementary School

Data Sessions	Teachers will attend data training sessions to determine strengths and areas of improvement by analyzing results of various data sources.	Academic Support Program, Professional Learning	08/30/2016	05/24/2017	\$3250	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)
Strategic Teaching	Teachers will receive training on strategic teaching components.	Academic Support Program, Professional Learning	10/27/2016	05/24/2017	\$325	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)
PLCs	All teachers will hold PLCs each month (two formal and two informal) to help plan lessons and common formative assessments.	Academic Support Program, Professional Learning	08/30/2016	05/24/2017	\$5850	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)
Caring Community Academy	<p>1.) The Matthews Elementary School's Caring Community Academy (CCA) will hold school-wide assemblies in its gymnasium on a bi-monthly basis. During the CCA, students will have an opportunity to discuss The Leader in Me (7-Habits), character education, celebrate student successes, and hear from a community/University of Alabama guest speaker(s). Students will also perform skits modeling positive behavior and student rapport (ex. anti-bullying skit).</p> <p>2.) MES will begin each school day spending seven minutes discussing one of the seven habits.</p> <p>3.) Positive Behavior Instructional Support opportunities for students who are observed practicing the habits</p>	Community Engagement, Academic Support Program, Behavioral Support Program, Parent Involvement	08/29/2016	05/25/2017	\$10000	The Leader in Me program is a school-wide initiative in which all staff members are responsible.

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Matthews Elementary School

Monitoring	Monitor the implementation of differentiated instruction through walk-throughs, ELEOTS, and instructional rounds	Academic Support Program, Professional Learning	08/15/2016	05/24/2017	\$1300	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)
MOB SQUAD	Moms on Board is an activity in which the mothers of Matthews Elementary students assist teachers with car rider duty, "Breakfast in the Classroom", and classroom activities. After participating moms have served at least three times in assisting teachers, they are given a M.O.B Squad tee shirt identifying them as part of the "Moms on Board" team.	Parent Involvement	08/15/2016	05/24/2017	\$1300	Laurie Presley
Strategic Teaching Training	Teachers will receive training on strategic teaching and its components.	Professional Learning	10/27/2016	05/19/2017	\$60000	Ms. Dedre Edmonson (Instructional Coach/Reading Specialist)
Moms on Board (M.O.B. Squad)	Moms on Board is an activity in which the mothers of Matthews Elementary students assist teachers with car rider duty, "Breakfast in the Classroom", and classroom activities. After participating moms have served at least three times in assisting teachers, they are given a M.O.B Squad tee shirt identifying them as part of the "Moms on Board" team.	Parent Involvement	09/01/2015	05/26/2016	\$0	Laurie Presley-1st Grade teacher (developer) Tripp Marshall (Principal)

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Family Focus on Education	The "Family Focus on Education" program offers parents/guardians and/or other family members an opportunity to come to school with the students for instruction. Each teacher in grades Kindergarten through fifth will develop a presentation and offer breakout sessions for the parents/guardians and/or other family members to attend. Teachers on each grade level will be responsible for calling all parents and inviting them for this day of instruction. Matthews Elementary plans to hold approximately 12 Family Focus on Education dates including one for each grade level in the Fall and Spring semesters. As an incentive for their attendance, Matthews Elementary will provide lunch with no cost.	Parent Involvement	10/19/2015	04/29/2016	\$0	School Leadership Team: (K)-Tanisha Spencer (1st)-Leeann Galloway (2nd)-Laurie Presley (3rd)-Batrina Robinson (4th)-Ashley Davidson (5th)-Judy Middlebrooks (LMC)-Nancy Carson (Counselor)-Patricia Dillman (Principal)-Tripp Marshall (IC)-Dedre Edmonson
W.A.T.C.H.D.O.G.S.	The Watchdog Dad program enhances the amount of time fathers of students who attend Matthews Elementary School are in the building. Watchdog Dads begin the day by providing car duty service for students who are dropped off each morning. Following car duty, the Watchdog Dads enter the school and help supervise students at the start of the school day. They help deliver breakfast carts back to the cafeteria as well as monitor make students who use the restroom after breakfast.	Parent Involvement	08/15/2016	05/24/2017	\$1200	Laurie Presley
PLCs	All teachers will hold monthly grade level PLCs (two formal and two informal) to plan lessons and for common formative assessments.	Academic Support Program, Professional Learning	08/30/2016	05/24/2017	\$3250	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)
<b>Total</b>					<b>\$92325</b>	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Computer Based Assessments	Students will take computer-based assessments on CCRS at least once a month	Technology	11/03/2014	12/19/2014	\$5000	Teachers, Instructional Coach, Math Interventionist, Principal
Book Study-Leader in Me	All faculty and staff will participate in a Leader in Me book study from October, 2015 through April, 2016	Professional Learning	10/12/2015	04/11/2016	\$3000	All faculty and staff
Monitoring	Monitor the implementation of differentiated instruction through walk throughs and instructional rounds	Other	10/12/2015	05/09/2016	\$1500	All teachers, Counselor, Instructional Coach, Principal
Computer-based Assessments	Students will take computer-based assessments on CCRS bi-weekly.	Academic Support Program, Technology	08/22/2016	05/24/2017	\$10000	School-wide faculty responsibility
7 Minutes of 7 Habits	Students discuss one of The Seven Habits of Highly Effective People on a day-to-day basis.	Academic Support Program, Behavioral Support Program, Professional Learning	08/15/2016	05/24/2017	\$10000	School-wide responsibility
Data Training	Teachers will attend data training sessions to determine strengths and areas of improvement by analyzing results of various data sources	Professional Learning	10/12/2015	05/09/2016	\$1500	All teachers, Counselor, Instructional Coach, Principal
<b>Total</b>					<b>\$31000</b>	

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Caught Doing Good	All faculty and staff will utilize PBIS strategies with all students throughout the school day in all areas of the school. Faculty and staff will give out great job slips, tickets, stickers, etc. to recognize students making good choices	Behavioral Support Program	10/12/2015	05/26/2016	\$1000	All faculty and staff
<b>Total</b>					<b>\$1000</b>	

# 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		2016-2017 MES Stakeholder Feedback Data Document

## Evaluative Criteria and Rubrics

Overall Rating: 2.5

	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	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

## Areas of Notable Achievement

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

#### Staff Surveys:

-INDICATOR 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning (4.45).

-INDICATOR 2.1: The governing body establishes policies and supports practices that ensure effective administration of the school (4.41).

#### Student Surveys:

-INDICATOR 1.1: The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success (2.91).

-INDICATOR 4.4: Students and school personnel use a range of media and information resources to support the school's educational programs (2.92).

#### Parent Surveys:

-INDICATOR 3.6: Teachers implement the school's instructional process in support of student learning (4.39).

INDICATOR 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff (4.33).

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

INDICATOR 4.4: Students and school personnel use a range of media and information resources to support the school's educational programs. For the 2016-2017 surveys, the faculty and staff members of Matthews Elementary School gave this indicator an average score of 4.41. Parental stakeholders gave this indicator an average score of 4.11. The students of Matthews Elementary School gave this indicator an average score of 2.91. These scores are consistent with the 2015-2016 surveys as showing a trend toward increasing stakeholder satisfaction or approval.

INDICATOR 5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. For the 2015-2015 surveys, the faculty and staff members of Matthews Elementary School gave this indicator an average score of 4.2. Parental stakeholders gave this indicator an average score of 4.0. The students of Matthews Elementary School gave this indicator an average score of 2.89. These scores were consistent with the 2015-2016 surveys as showing a trend toward increasing stakeholder satisfaction or approval.

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

4.4: Students and school personnel use a range of media and information resources to support the school's educational programs.

## Areas in Need of Improvement

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

#### Staff Surveys:

INDICATOR 2.3: The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively (3.23).

#### Student Surveys:

INDICATOR 5.1: The school establishes and maintains a clearly defined and comprehensive student assessment system (2.39).

#### Parent Surveys:

INDICATOR 3.10: Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses (3.67).

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

INDICATOR 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. For the 2016-2017 surveys, faculty and staff members gave this an average score of 3.52. Parental stakeholders gave this indicator an average score of 4.3. Students of Matthews Elementary School gave this indicator an average score of 2.43.

INDICATOR 4.6: The school provides support services to meet the physical, social, and emotional needs of the student population being served. For the 2016-2017 surveys, faculty and staff members gave this indicator an average score of 3.41. Parental stakeholders gave this indicator an average score of 3.96. Finally, students of Matthews Elementary School gave this indicator an average score of 2.79.

For the 2015-2016, academic school year, Matthews Elementary School trended in decreasing stakeholder satisfaction or approval levels in the indicator 3.8: The school engages families in meaningful ways in their child's education and keeps them informed of their child's learning processes.

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

Although indicator 4.6 in the 2016-2017 surveys and indicator 3.8 in the 2015-2016 school surveys are not identical, the findings indicate that stakeholders perceive the school as not being as involved with the students' personal needs including family involvement as needed. There is a strong relationship between these two indicators meaning there needs to be an increase in family involvement within the school.

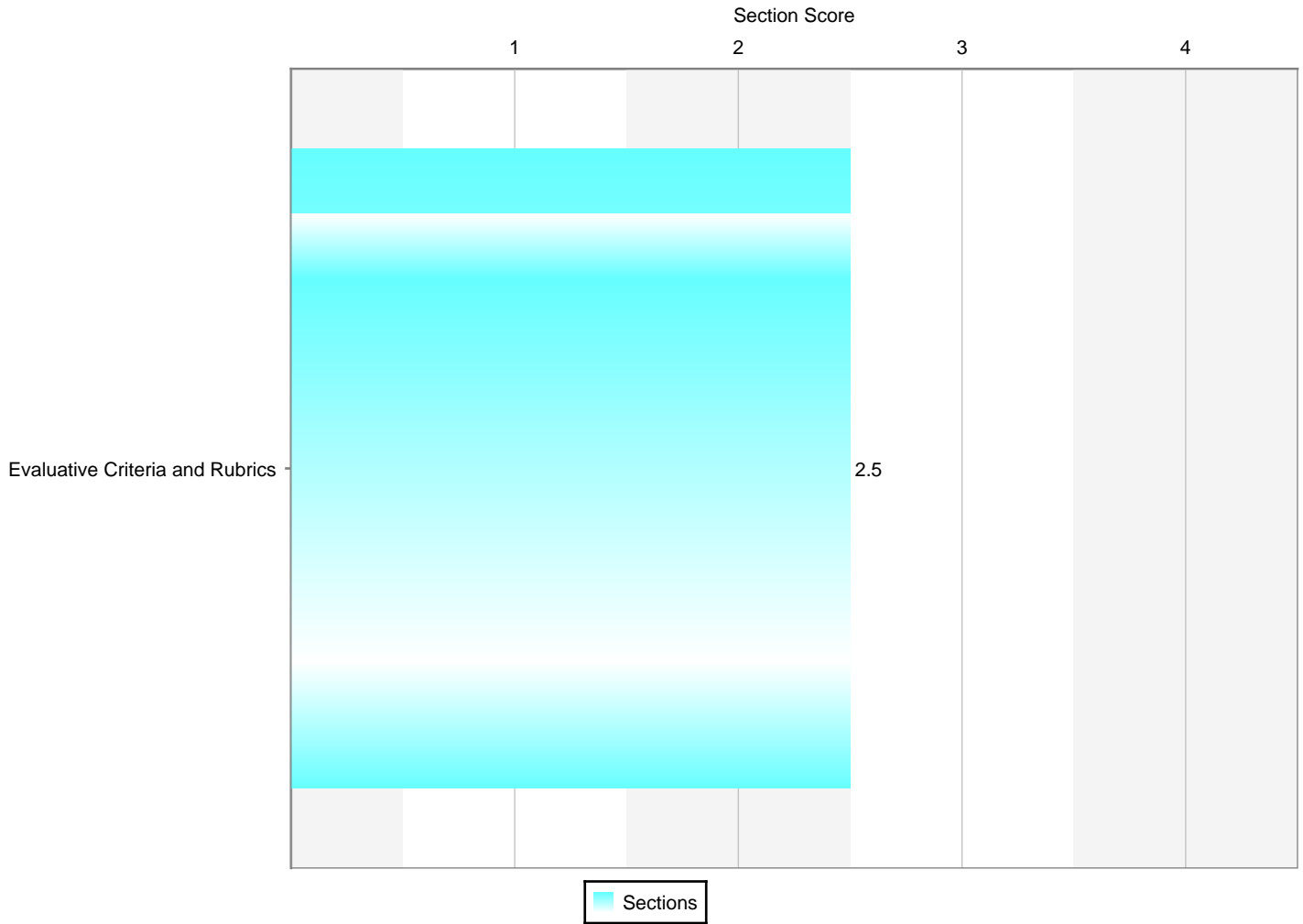
### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

INDICATOR 5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.



## 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?

In May 2016, meetings were held with parents to review the 2015-2016 improvement plan to gather suggestions for the 2016-2017 plan. The leadership team met and grade level meetings were held to assess which strategies were successful and which strategies were not. Teachers also met during weekly grade level meetings (2 formal and 2 informal), PLCs (bi-weekly), and monthly data meetings to analyze data and progress monitoring results, to target areas of weaknesses, and to discuss intervention strategies. School improvement meetings are scheduled once each semester with faculty, staff, parent representatives, community representatives to look at areas of planning, curriculum and instruction, communication, professional development, and school climate to offer suggestions for improvement. Surveys were taken by faculty and students in the Fall 2016 and by parents in the Spring 2017. Faculty and student surveys were completed online and parent surveys were completed on paper and results were analyzed.

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

#### -Faculty Survey

51% of teachers occasionally plan activities that promote individual and collaborative student reflection using digital communication tools  
44% of teachers occasionally provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use the resulting data to inform learning and teaching

#### -School Data Assessments:

##### 2015-2016 3rd Grade ACT Periodics:

##### Interim I (09/15) Reading

Exceeding--0%

Ready--0%

Close--0%

In Need of Support--96%

##### Interim I Math (09/15)

Exceeding--0%

Ready--0%

Close--0%

In Need of Support--100%

##### Interim II (02/16) Reading

Exceeding--1%

Ready--12%

Close--33%

In Need of Support--54%

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Interim II (02/16) Math

Exceeding--0%

Ready--11%

Close--42%

In Need of Support--47%

2015-2016 3rd Grade Reading ACT ASPIRE:

Ready--12%

Close--22%

In Need of Support--73%

2015-2016 3rd Grade Math ACT ASPIRE:

Ready--25%

Close--33%

In Need of Support--42%

Interim I (09/15) Reading

Exceeding--1%

Ready--6%

Close--17%

In Need of Support--76%

Interim I Math (09/15)

Exceeding--0%

Ready--0%

Close--0%

In Need of Support--100%

Interim II (02/16) Reading

Exceeding--3%

Ready--12%

Close--10%

In Need of Support--75%

Interim II (02/16) Math

Exceeding--0%

Ready--9%

Close--37%

In Need of Support--54%

2015-2016 4th Grade Reading ACT ASPIRE:

Ready--15%

Close--25%

In Need of Support--70%

2015-2016 4th Grade Math ACT ASPIRE:

Ready--22%

Close--53%

In Need of Support--25%

2015-2016 5th Grade Reading ACT ASPIRE:

Ready--17%

Close--23%

In Need of Support--60%

2015-2016 5th Grade Math ACT ASPIRE:

Ready--18%

Close--70%

In Need of Support--12%

2015-2016 5th Grade Science ACT ASPIRE:

Ready--8%

Close--16%

In Need of Support--76%

2015-2016 MES ACT Aspire 3rd Grade Math and Reading Demographics:

65% of 3rd grade girls scored below ready on the ACT ASPIRE Math Test

79% of 3rd grade girls scored below "Ready" on the ACT ASPIRE Reading Test

29% of 3rd grade girls were "In Need of Support" on the ACT ASPIRE Math Test

50% of 3rd grade girls were "In Need of Support" on the ACT ASPIRE Reading Test

85% of 3rd grade boys scored below "Ready" on the ACT ASPIRE Math Test

95% of 3rd grade boys scored below "Ready" on the ACT ASPIRE Reading Test

54% of 3rd grade boys were "In Need of Support" on the ACT ASPIRE Math Test

79% of 3rd grade boys were "In Need of Support" on the ACT ASPIRE Reading Test

67% of 3rd grade African-American students scored below "Ready" on the ACT ASPIRE Math Test

40% of 3rd grade African-American students were "In Need of Support" on the ACT ASPIRE Math Test

83% of 3rd grade African-American students scored below "Ready" on the ACT ASPIRE Reading Test

65% of 3rd grade African-American students were "In Need of Support" on the ACT ASPIRE Reading Test

90% of 3rd grade American Indian/Alaskan Native students scored below "Ready" on the ACT ASPIRE Math Test

43% of 3rd grade American Indian/Alaskan Native students were "In Need of Support" on the ACT ASPIRE Math Test

95% of 3rd grade American Indian/Alaskan Native students scored below "Ready" on the ACT ASPIRE Reading Test

62% of 3rd grade American Indian/Alaskan Native students were "In Need of Support" on the ACT ASPIRE Reading Test

95% of 3rd grade Hispanic students scored below "Ready" on the ACT ASPIRE Math Test

45% of 3rd grade Hispanic students were "In Need of Support" on the ACT ASPIRE Math Test

95% of 3rd grade Hispanic students scored below "Ready" on the ACT ASPIRE Reading Test

68% of 3rd grade Hispanic students were "In Need of Support" on the ACT ASPIRE Reading Test

2015-2016 MES ACT Aspire 4th Grade Math and Reading Demographics:

78% of 4th grade girls scored below ready on the ACT ASPIRE Math Test

78% of 4th grade girls scored below "Ready" on the ACT ASPIRE Reading Test

14% of 4th grade girls were "In Need of Support" on the ACT ASPIRE Math Test

47% of 4th grade girls were "In Need of Support" on the ACT ASPIRE Reading Test

79% of 4th grade boys scored below "Ready" on the ACT ASPIRE Math Test

92% of 4th grade boys scored below "Ready" on the ACT ASPIRE Reading Test

37% of 4th grade boys were "In Need of Support" on the ACT ASPIRE Math Test

71% of 4th grade boys were "In Need of Support" on the ACT ASPIRE Reading Test

82% of 4th grade African-American students scored below "Ready" on the ACT ASPIRE Math Test

25% of 4th grade African-American students were "In Need of Support" on the ACT ASPIRE Math Test

84% of 4th grade African-American students scored below "Ready" on the ACT ASPIRE Reading Test

57% of 4th grade African-American students were "In Need of Support" on the ACT ASPIRE Reading Test

75% of 4th grade American Indian/Alaskan Native students scored below "Ready" on the ACT ASPIRE Math Test

31% of 4th grade American Indian/Alaskan Native students were "In Need of Support" on the ACT ASPIRE Math Test

81% of 4th grade American Indian/Alaskan Native students scored below "Ready" on the ACT ASPIRE Reading Test

63% of 4th grade American Indian/Alaskan Native students were "In Need of Support" on the ACT ASPIRE Reading Test

86% of 4th grade Hispanic students scored below "Ready" on the ACT ASPIRE Math Test

36% of 4th grade Hispanic students were "In Need of Support" on the ACT ASPIRE Math Test

79% of 4th grade Hispanic students scored below "Ready" on the ACT ASPIRE Reading Test

64% of 4th grade Hispanic students were "In Need of Support" on the ACT ASPIRE Reading Test

80% of 4th grade White students scored below "Ready" on the ACT ASPIRE Math Test

20% of 4th grade White students were "In Need of Support" on the ACT ASPIRE Math Test

100% of 4th grade White students scored below "Ready" on the ACT ASPIRE Reading Test

80% of 4th grade White students were "In Need of Support" on the ACT ASPIRE Reading Test

2015-2016 MES ACT Aspire 5th Grade Math, Reading, and Science Demographics:

84% of 5th grade girls scored below "Ready" on the ACT ASPIRE Math Test

81% of 5th grade girls scored below "Ready" on the ACT ASPIRE Reading Test

29% of 5th grade girls were "In Need of Support" on the ACT ASPIRE Math Test

58% of 5th grade girls were "In Need of Support" on the ACT ASPIRE Reading Test

94% of the 5th grade girls scored below "Ready" on the ACT ASPIRE Science Test

77% of 5th grade girls were "In Need of Support" on the ACT ASPIRE Science Test

93% of 5th grade boys scored below "Ready" on the ACT ASPIRE Math Test

85% of 5th grade boys scored below "Ready" on the ACT ASPIRE Reading Test

63% of 5th grade boys were "In Need of Support" on the ACT ASPIRE Math Test

63% of 5th grade boys were "In Need of Support" on the ACT ASPIRE Reading Test

91% of the 5th grade boys scored below "Ready" on the ACT ASPIRE Science Test

78% of 5th grade boys were "In Need of Support" on the ACT ASPIRE Science Test

91% of 5th grade African-American students scored below "Ready" on the ACT ASPIRE Math Test

26% of 5th grade African-American students were "In Need of Support" on the ACT ASPIRE Math Test

89% of 5th grade African-American students scored below "Ready" on the ACT ASPIRE Reading Test

65% of 5th grade African-American students were "In Need of Support" on the ACT ASPIRE Reading Test

86% of 5th grade African-American students scored below "Ready" on the ACT ASPIRE Science Test

82% of 5th grade African-American students were "In Need of Support" on the ACT ASPIRE Science Test

93% of 5th grade American Indian/Alaskan Native students scored below "Ready" on the ACT ASPIRE Math Test

29% of 5th grade American Indian/Alaskan Native students were "In Need of Support" on the ACT ASPIRE Math Test

81% of 5th grade American Indian/Alaskan Native students scored below "Ready" on the ACT ASPIRE Reading Test

57% of 5th grade American Indian/Alaskan Native students were "In Need of Support" on the ACT ASPIRE Reading Test

86% of 5th grade American Indian/Alaskan Native students scored below "Ready" on the ACT ASPIRE Science Test

71% of 5th grade American Indian/Alaskan Native students were "In Need of Support" on the ACT ASPIRE Science Test

93% of 5th grade Hispanic students scored below "Ready" on the ACT ASPIRE Math Test

29% of 5th grade Hispanic students were "In Need of Support" on the ACT ASPIRE Math Test

81% of 5th grade Hispanic students scored below "Ready" on the ACT ASPIRE Reading Test

64% of 5th grade Hispanic students were "In Need of Support" on the ACT ASPIRE Reading Test

86% of 5th grade Hispanic students scored below "Ready" on the ACT ASPIRE Science Test

71% of 5th grade Hispanic students were "In Need of Support" on the ACT ASPIRE Science Test

67% of 5th grade White students scored below "Ready" on the ACT ASPIRE Math Test

33% of 5th grade White students were "In Need of Support" on the ACT ASPIRE Math Test

50% of 5th grade White students scored below "Ready" on the ACT ASPIRE Reading Test

33% of 5th grade White students were "In Need of Support" on the ACT ASPIRE Reading Test

86% of 5th grade White students scored below "Ready" on the ACT ASPIRE Science Test

60% of 5th grade White students were "In Need of Support" on the ACT ASPIRE Science Test

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

-Overall, students performed better in math than in reading.

-Teachers should provide students with more experiences of taking on-line assessments.

-Boys are performing below girls in reading and about the same in math.

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

-Results from the parents/guardian surveys suggest that parents/guardians feel comfortable with teachers' implementation of MES's instructional process in support of student learning.

-Results from the student surveys suggest that the students are comfortable with the range of media and information resources to support the school's educational programs provided by MES faculty members.

-Results from the teacher surveys suggest that teachers that MES leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

-Results from the Survey Monkey Comprehensive Needs Assessment completed by MES faculty members suggest that the lack of parental/community engagement is the most pressing issue at Matthews Elementary School.

-ACT Aspire (Spring 2015) suggest the following:

A large majority of all students in 3rd - 5th grades are students are in need of support in Reading. On the average, students in 3rd - 5th grades score higher in Math than in Reading.

A majority of all 3rd - 5th grade students are in need of support in Science. There is a great need for a better communication network among parents of Hispanic students.

-ACT Periodics (Fall & Winter Administration 2015-2016) suggest the following:

All students who were administered ACT Periodics performed better in Math than in Reading.

All student who were administered ACT Periodics are in need of support in Math and Reading.

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

Our goals were determined from analyzing data from our needs assessment. We set priorities based on the data.

- 1.) Improve overall student performance in reading;
- 2.) Improve overall student performance in math;
- 3.) Involve more parents in their child's education; and,
- 4.) Provide more opportunities for students to take on-line assessments.
- 5.) Adopt/create a positive reinforcement model to change the culture of the school.

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

-When analyzing and comparing the different types of data sources for the comprehensive needs assessment, we looked for trends, strengths, and areas for improvement. Our goals and/or priorities were determined based upon this process.

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

-The goals set by MES address the the need for the student population to improve reading skills. Moreover, we are addressing children who are disadvantaged by improving parent involvement opportunities. Moreover, by adopting The Leader in Me book leadership program for all school-stakeholders, all MES faculty-stakeholders will learn, practice, and model new strategies and techniques used for addressing the needs of all students by helping them to become better leaders and decision-makers.





## 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:**  
 Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas

**Measurable Objective 1:**  
 increase student growth through a 10% increase of Third, Fourth and Fifth grade students in their ability to read and comprehend information in Reading by 05/19/2017 as measured by 2017 3rd-5th grades ACT ASPIRE Reading Results.

**Strategy1:**  
 Research-based instructional practices - All teachers will use a variety of research-based instructional practices such as extended thinking strategies, summarizing, vocabulary in context, advance organizers, previewing and scaffolding, and TWIRL.  
 Category: Develop/Implement Research Based Best Practices for Continuous Improvement  
 Research Cited: Silver, H.F., Strong, R. W., & Perini, M. J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Upper Saddle River, New Jersey: Pearson Education Inc.

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based instructional strategies will be monitored through walk-throughs, instructional rounds, and ELEOTS	Academic Support Program Professional Learning	08/15/2016	05/24/2017	\$0 - No Funding Required	Tripp Marshall-Principal Kim Lavender-Assistant Principal Dedre Edmonson-Instructional Coach/Reading Specialist

Activity - Data Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold data training meetings to determine strengths and areas of improvement by analyzing a variety of data sources.	Professional Learning Academic Support Program	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson) Instructional Coach/Reading Specialist

Activity - Strategic Teaching Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on strategic teaching and its components.	Professional Learning	10/27/2016	05/19/2017	\$60000 - Title I Part A	Ms. Dedre Edmonson (Instructional Coach/Reading Specialist)

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Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold PLCs each month (two formal and two informal) to help plan lessons and common formative assessments.	Professional Learning Academic Support Program	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

**Strategy2:**

Differentiated Instruction - All math teachers will provide differentiated instruction on math standards incorporating a variety of instruction, groupings, and assessment strategies.

Category: Develop/Implement Learning Supports

Research Cited: Silver, H. F. Strong, R. W., and Perini, M. J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Upper Saddle River, New Jersey: Pearson Education Inc.

Activity - Data Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend data training sessions to determine strengths and areas of improvement by analyzing results of various data sources.	Professional Learning Academic Support Program	08/30/2016	05/24/2017	\$3250 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold monthly grade level PLCs (two formal and two informal) to plan lessons and for common formative assessments.	Academic Support Program Professional Learning	08/30/2016	05/24/2017	\$3250 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of differentiated instruction through walk-throughs, ELEOTS, and instructional rounds	Professional Learning Academic Support Program	08/15/2016	05/24/2017	\$1300 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on strategic teaching components.	Professional Learning Academic Support Program	10/27/2016	05/24/2017	\$325 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

**Measurable Objective 2:**

achieve college and career readiness A 10% increase of Third, Fourth and Fifth grade students in all areas of Mathematics by 05/24/2017 as SY 2016-2017

measured by 2017 ACT ASPIRE.

**Strategy1:**

Research-based instructional practices - All teachers will use a variety of research-based instructional practices such as extended thinking strategies, summarizing,

vocabulary in context, advance organizers, previewing and scaffolding, and TWIRL.

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

Research Cited: Silver, H.F., Strong, R. W., & Perini, M. J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Upper Saddle River, New Jersey: Pearson Education Inc.

Activity - Data Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold data training meetings to determine strengths and areas of improvement by analyzing a variety of data sources.	Professional Learning Academic Support Program	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold PLCs each month (two formal and two informal) to help plan lessons and common formative assessments.	Academic Support Program Professional Learning	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Strategic Teaching Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on strategic teaching and its components.	Professional Learning	10/27/2016	05/19/2017	\$60000 - Title I Part A	Ms. Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based instructional strategies will be monitored through walk-throughs, instructional rounds, and ELEOTS	Professional Learning Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	Tripp Marshall-Principal Kim Lavender-Assistant Principal Dedre Edmonson-Instructional Coach/Reading Specialist

**Goal 2:**

Prepare and support teachers and leaders to produce graduates who are College and Career Ready.

**Measurable Objective 1:**

achieve college and career readiness collaborate to complete year one of the fully funded grant requirements for all student stakeholders for SY 2016-2017

The Leader in Me by 05/24/2017 as measured by as measured by all faculty and staff participation in Leader in Me training as well as timeline for student-led activities..

**Strategy1:**

Leadership Paradigm - All faculty stakeholders will participate in a week-long intensive professional development to take place between 07/19/16-05/24/17 for learning The Seven Habits of Highly Effective People, The Leader in Me, and cultural diversity training. Selected members will form a "Light House" Team and continue professional development to assist other faculty members. Once the training has been completed, the faculty stakeholders will share this training with all student stakeholders and, in turn, develop classroom leaders.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Covey, S. R. (2014). The Leader in Me. New York City, NY: Simon and Schuster; Covey, S. R. (1989). The Seven Habits of Highly Effective People. New York City, NY: Simon and Schuster.

Activity - Caring Community Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Caring Community Academy (CCA) is held bi-weekly and discusses the importance of character as well as The Seven Habits of Highly Effective People. The CCA also brings in a guest speaker who promotes hard-work and leadership development within our school.	Community Engagement Parent Involvement Behavioral Support Program Academic Support Program	08/22/2016	05/22/2017	\$0 - No Funding Required	School-wide responsibility

Activity - 7 Minutes of 7 Habits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students discuss one of The Seven Habits of Highly Effective People on a day-to-day basis.	Academic Support Program Professional Learning Behavioral Support Program	08/15/2016	05/24/2017	\$10000 - Title I Schoolwide	School-wide responsibility

**Goal 3:**

Provide digital tools, experiences, and resources to support instruction.

**Measurable Objective 1:**

collaborate to provide 100% of student stakeholders with wireless technology devices (i.e. Ipads, MacBooks, laptops, etc.) by 11/01/2016 as measured by the amount of time students spend logged-in on a web-based program while using a wireless device. .

**Strategy1:**

Digital Resources - Students and teachers will utilize digital resources including but not limited to the following: ACT Periodics, Mastery Connect, Renaissance Learning, Study Island, Reading Egg, Math XL, Imagine Learning, and Lexia to develop assessments aligned to CCRS. Students will be assessed using these Web-based resources bi-weekly.

Category: Develop/Implement Learning Supports

Research Cited: November, A. (2010). Thousand Oaks, CA: Corwin Books.

Activity - Skype/Facetime	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be introduced to Skype/Facetime in order to learn from a global perspective	Academic Support Program Technology	11/01/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Web-based Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will log-in and take web-based assessments that mimic high-stake tests such as ACT Periodics/ASPIRE	Technology Academic Support Program	08/22/2016	05/24/2017	\$10000 - Title I Schoolwide	School-wide faculty responsibility

Activity - INOW-Chalkable	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
INOW-Chalkable can be used to track student academic performance, attendance, behavior, and teacher lesson plans.	Professional Learning Technology	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - School Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Status is a program that is linked to the district-wide INOW-Chalkable. School Status can be used to monitor PST components such as attendance, behavior, and academics. School Status can also be used to track Web-based on-line assessments including Mastery Connect, Math XL, and ACT Periodics.	Behavioral Support Program Technology Academic Support Program	10/03/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

#### Goal 4:

Promote student growth and parent involvement through system support services.

#### Measurable Objective 1:

collaborate to increase the amount of parental/guardian and/or family involvement in the educational process of the students of Matthews Elementary School by 05/24/2017 as measured by doubling the existing number of family member participation to be tracked through PTA and student-led extracurricular sign-in sheets beginning 08/29/16 (15 total).

#### Strategy1:

Parental Involvement - Parental/guardians and/or other family members involvement - The concept behind the strategy is to enhance student achievement and engagement as well as academic performance through intrinsic motivation. By creating activities that make parental/guardian figures as well as other family members more visible and a focal point of the students' educational process, the students will become more intrinsically motivated to learn for the sake of learning thus reaching higher levels of engagement, performance, and

academic achievement.

Category: Develop/Implement Student and School Culture Program

Research Cited: Henderson, A. T. & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory.

Activity - Grandparent's Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The grandparents of Matthews Elementary School students will be invited to eat lunch with their grandchildren and attend the Fall and Spring semester Book Fair with the students while on campus. Through this activity, grandparents will spend quality time with their grandchildren in an educational setting. Moreover, this activity will give the grandparents an opportunity to walk through the Book Fair gallery with their grandchildren in hopes to understand student interest for reading books.	Parent Involvement	10/12/2016	11/16/2016	\$0 - No Funding Required	Tripp Marshall

Activity - W.A.T.C.H.D.O.G.S.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Watchdog Dad program enhances the amount of time fathers of students who attend Matthews Elementary School are in the building. Watchdog Dads begin the day by providing car duty service for students who are dropped off each morning. Following car duty, the Watchdog Dads enter the school and help supervise students at the start of the school day. They help deliver breakfast carts back to the cafeteria as well as monitor make students who use the restroom after breakfast.	Parent Involvement	08/15/2016	05/24/2017	\$1200 - Title I Part A	Laurie Presley

Activity - MOB SQUAD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moms on Board is an activity in which the mothers of Matthews Elementary students assist teachers with car rider duty, "Breakfast in the Classroom", and classroom activities. After participating moms have served at least three times in assisting teachers, they are given a M.O.B Squad tee shirt identifying them as part of the "Moms on Board" team.	Parent Involvement	08/15/2016	05/24/2017	\$1300 - Title I Part A	Laurie Presley

#### Goal 5:

Increase special education student performance

#### Measurable Objective 1:

10% of Students with Disabilities students will increase student growth within third, fourth, and fifth grades in Reading by 05/24/2017 as measured by ACT ASPIRE Reading.

**Strategy1:**

Differentiated instruction - Strategy will be implemented through: 1.) direct teacher instruction; 2.) model; 3.) repeated practice

Category: Develop/Implement Learning Supports

Research Cited: Gregory, G. H. & Chapman, C. 2013. Differentiated instructional strategies: One size fits all. Thousand Oaks, CA: Sage Company

Activity - Problem-based learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students practice solving problems while applying different learning styles including auditory, kinesthetic, and visual.	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers demonstrate/solve problem while students observe.	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers instruct the IEP goals to each student	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

**Goal 6:**

Increase writing proficiency among ELL students

**Measurable Objective 1:**

increase student growth 80% of ELLs in grades third, fourth, and fifth will demonstrate an increased proficiency in writing by 10/02/2017 as measured by ACCESS Assessment .

**Strategy1:**

Differentiated instruction - Teachers will differentiate writing instruction to the student's language level as described by WIDA Can Do Descriptors and his or her current ACCESS score in writing.

Category: Develop/Implement Learning Supports

Research Cited: WIDA

Activity - Writing Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice the writing portion of the ACCESS assessment	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - "Can Do" Descriptors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Can Do Descriptors to plan appropriate writing supports for their level.	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Imagine Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the program 80 to 100 minutes a week, which will increase students' academic vocabulary.	Academic Support Program Technology	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize visual aids when writing	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

**Goal 7:**

2016-2017 MES Technology Goal

**Measurable Objective 1:**

increase student growth 10% increase in student technology usage by 05/24/2017 as measured by 2016 student logged-in hours via web-based assessment/intervention/communication tools and modules. .

**Strategy1:**

Digital Resources - Students will learn to log-in and complete web-based assessments during computer lab and centers time. Students will also learn how to communicate globally via web-based communication technologies. This will be measured by the total number of hours students are logged-in to Web-based programs via wireless devices.

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

Research Cited: Pitler, H., Hubbell, E. R., and Kuhn, M. (2012). Using Technology with Classroom Instruction That Works. Alexandria, VA: ASCD Publishing.

Activity - Skype/Facetime	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Skype/Facetime to communicate with students from other schools within a global educational-community.	Academic Support Program Technology	11/01/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility



Activity - Web-based Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take Web-based assessments that mimic high-stake test such as the ACT ASPIRE	Technology Academic Support Program	10/03/2016	05/24/2017	\$10000 - Title I Part C	School-wide responsibility

Activity - INOW-Chalkable	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
INOW-Chalkable allows faculty stakeholders to monitor student achievement, behavior, and instruction based on reviewing grade books, attendance logs, and student discipline.	Behavioral Support Program Technology Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - School Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Allows teachers to review student areas including, PST, Web-based assessment tracker, and student demographics	Technology Academic Support Program Behavioral Support Program	10/03/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

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

### Goal 1:

Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas

### Measurable Objective 1:

achieve college and career readiness A 10% increase of Third, Fourth and Fifth grade students in all areas of Mathematics by 05/24/2017 as measured by 2017 ACT ASPIRE.

### Strategy1:

Research-based instructional practices - All teachers will use a variety of research-based instructional practices such as extended thinking strategies, summarizing,

vocabulary in context, advance organizers, previewing and scaffolding, and TWIRL.

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

Research Cited: Silver, H.F., Strong, R. W., & Perini, M. J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Upper Saddle River, New Jersey: Pearson Education Inc.

**ACIP**

Matthews Elementary School

Activity - Strategic Teaching Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on strategic teaching and its components.	Professional Learning	10/27/2016	05/19/2017	\$60000 - Title I Part A	Ms. Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold PLCs each month (two formal and two informal) to help plan lessons and common formative assessments.	Professional Learning Academic Support Program	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Data Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold data training meetings to determine strengths and areas of improvement by analyzing a variety of data sources.	Academic Support Program Professional Learning	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based instructional strategies will be monitored through walk-throughs, instructional rounds, and ELEOTS	Professional Learning Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	Tripp Marshall-Principal Kim Lavender-Assistant Principal Dedre Edmonson-Instructional Coach/Reading Specialist

**Measurable Objective 2:**

increase student growth through a 10% increase of Third, Fourth and Fifth grade students in their ability to read and comprehend information in Reading by 05/19/2017 as measured by 2017 3rd-5th grades ACT ASPIRE Reading Results.

**Strategy1:**

Research-based instructional practices - All teachers will use a variety of research-based instructional practices such as extended thinking strategies, summarizing,

vocabulary in context, advance organizers, previewing and scaffolding, and TWIRL.

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

Research Cited: Silver, H.F., Strong, R. W., & Perini, M. J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Upper Saddle River, New Jersey: Pearson Education Inc.

Activity - Strategic Teaching Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on strategic teaching and its components.	Professional Learning	10/27/2016	05/19/2017	\$60000 - Title I Part A	Ms. Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based instructional strategies will be monitored through walk-throughs, instructional rounds, and ELEOTS	Professional Learning Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	Tripp Marshall-Principal Kim Lavender-Assistant Principal Dedre Edmonson-Instructional Coach/Reading Specialist

Activity - Data Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold data training meetings to determine strengths and areas of improvement by analyzing a variety of data sources.	Academic Support Program Professional Learning	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold PLCs each month (two formal and two informal) to help plan lessons and common formative assessments.	Professional Learning Academic Support Program	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

**Strategy2:**

Differentiated Instruction - All math teachers will provide differentiated instruction on math standards incorporating a variety of instruction, groupings, and assessment strategies.

Category: Develop/Implement Learning Supports

Research Cited: Silver, H. F. Strong, R. W., and Perini, M. J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Upper Saddle River, New Jersey: Pearson Education Inc.

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold monthly grade level PLCs (two formal and two informal) to plan lessons and for common formative assessments.	Academic Support Program Professional Learning	08/30/2016	05/24/2017	\$3250 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on strategic teaching components.	Academic Support Program Professional Learning	10/27/2016	05/24/2017	\$325 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of differentiated instruction through walk-throughs, ELEOTS, and instructional rounds	Professional Learning Academic Support Program	08/15/2016	05/24/2017	\$1300 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Data Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend data training sessions to determine strengths and areas of improvement by analyzing results of various data sources.	Academic Support Program Professional Learning	08/30/2016	05/24/2017	\$3250 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

**Goal 2:**

Prepare and support teachers and leaders to produce graduates who are College and Career Ready.

**Measurable Objective 1:**

achieve college and career readiness collaborate to complete year one of the fully funded grant requirements for all student stakeholders for The Leader in Me by 05/24/2017 as measured by as measured by all faculty and staff participation in Leader in Me training as well as timeline for student-led activities..

**Strategy1:**

Leadership Paradigm - All faculty stakeholders will participate in a week-long intensive professional development to take place between 07/19/16-05/24/17 for learning The Seven Habits of Highly Effective People, The Leader in Me, and cultural diversity training. Selected members will form a "Light House" Team and continue professional development to assist other faculty members. Once the training has been completed, the faculty stakeholders will share this training with all student stakeholders and, in turn, develop classroom leaders.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Covey, S. R. (2014). The Leader in Me. New York City, NY: Simon and Schuster; Covey, S. R. (1989). The Seven Habits of Highly Effective People. New York City, NY: Simon and Schuster.

Activity - Caring Community Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Caring Community Academy (CCA) is held bi-weekly and discusses the importance of character as well as The Seven Habits of Highly Effective People. The CCA also brings in a guest speaker who promotes hard-work and leadership development within our school.	Behavioral Support Program Community Engagement Parent Involvement Academic Support Program	08/22/2016	05/22/2017	\$0 - No Funding Required	School-wide responsibility

Activity - 7 Minutes of 7 Habits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students discuss one of The Seven Habits of Highly Effective People on a day-to-day basis.	Academic Support Program Professional Learning Behavioral Support Program	08/15/2016	05/24/2017	\$10000 - Title I Schoolwide	School-wide responsibility

**Goal 3:**

Provide digital tools, experiences, and resources to support instruction.

**Measurable Objective 1:**

collaborate to provide 100% of student stakeholders with wireless technology devices (i.e. Ipads, MacBooks, laptops, etc.) by 11/01/2016 as measured by the amount of time students spend logged-in on a web-based program while using a wireless device. .

**Strategy1:**

Digital Resources - Students and teachers will utilize digital resources including but not limited to the following: ACT Periodics, Mastery Connect, Renaissance Learning, Study Island, Reading Egg, Math XL, Imagine Learning, and Lexia to develop assessments aligned to CCRS. Students will be assessed using these Web-based resources bi-weekly.

Category: Develop/Implement Learning Supports

Research Cited: November, A. (2010). Thousand Oaks, CA: Corwin Books.

Activity - INOW-Chalkable	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
INOW-Chalkable can be used to track student academic performance, attendance, behavior, and teacher lesson plans.	Technology Professional Learning	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Skype/Facetime	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be introduced to Skype/Facetime in order to learn from a global perspective	Academic Support Program Technology	11/01/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - School Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Status is a program that is linked to the district-wide INOW-Chalkable. School Status can be used to monitor PST components such as attendance, behavior, and academics. School Status can also be used to track Web-based on-line assessments including Mastery Connect, Math XL, and ACT Periodics.	Academic Support Program Technology Behavioral Support Program	10/03/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Web-based Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will log-in and take web-based assessments that mimic high-stake tests such as ACT Periodics/ASPIRE	Technology Academic Support Program	08/22/2016	05/24/2017	\$10000 - Title I Schoolwide	School-wide faculty responsibility

**Goal 4:**

Increase special education student performance

**Measurable Objective 1:**

10% of Students with Disabilities students will increase student growth within third, fourth, and fifth grades in Reading by 05/24/2017 as measured by ACT ASPIRE Reading.

**Strategy1:**

Differentiated instruction - Strategy will be implemented through: 1.) direct teacher instruction; 2.) model; 3.) repeated practice

Category: Develop/Implement Learning Supports

Research Cited: Gregory, G. H. & Chapman, C. 2013. Differentiated instructional strategies: One size fits all. Thousand Oaks, CA: Sage Company

Activity - Problem-based learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students practice solving problems while applying different learning styles including auditory, kinesthetic, and visual.	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers instruct the IEP goals to each student	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers demonstrate/solve problem while students observe.	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

**Goal 5:**

Increase writing proficiency among ELL students

**Measurable Objective 1:**

increase student growth 80% of ELLs in grades third, fourth, and fifth will demonstrate an increased proficiency in writing by 10/02/2017 as measured by ACCESS Assessment .

**Strategy1:**

Differentiated instruction - Teachers will differentiate writing instruction to the student's language level as described by WIDA Can Do Descriptors and his or her current ACCESS score in writing.

Category: Develop/Implement Learning Supports

Research Cited: WIDA

Activity - Writing Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice the writing portion of the ACCESS assessment	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - "Can Do" Descriptors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Can Do Descriptors to plan appropriate writing supports for their level.	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize visual aids when writing	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Imagine Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the program 80 to 100 minutes a week, which will increase students' academic vocabulary.	Academic Support Program Technology	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

**Goal 6:**

2016-2017 MES Technology Goal

**Measurable Objective 1:**

increase student growth 10% increase in student technology usage by 05/24/2017 as measured by 2016 student logged-in hours via web-based assessment/intervention/communication tools and modules. .

**Strategy1:**

Digital Resources - Students will learn to log-in and complete web-based assessments during computer lab and centers time. Students will

also learn how to communicate globally via web-based communication technologies. This will be measured by the total number of hours students are logged-in to Web-based programs via wireless devices.

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

Research Cited: Pitler, H., Hubbell, E. R., and Kuhn, M. (2012). Using Technology with Classroom Instruction That Works. Alexandria, VA: ASCD Publishing.

Activity - Web-based Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take Web-based assessments that mimic high-stake test such as the ACT ASPIRE	Academic Support Program Technology	10/03/2016	05/24/2017	\$10000 - Title I Part C	School-wide responsibility

Activity - Skype/Facetime	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Skype/Facetime to communicate with students from other schools within a global educational-community.	Academic Support Program Technology	11/01/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - School Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Allows teachers to review student areas including, PST, Web-based assessment tracker, and student demographics	Academic Support Program Behavioral Support Program Technology	10/03/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - INOW-Chalkable	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
INOW-Chalkable allows faculty stakeholders to monitor student achievement, behavior, and instruction based on reviewing grade books, attendance logs, and student discipline.	Academic Support Program Technology Behavioral Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

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

#### Goal 1:

Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas

#### Measurable Objective 1:

increase student growth through a 10% increase of Third, Fourth and Fifth grade students in their ability to read and comprehend information



in Reading by 05/19/2017 as measured by 2017 3rd-5th grades ACT ASPIRE Reading Results.

**Strategy1:**

Differentiated Instruction - All math teachers will provide differentiated instruction on math standards incorporating a variety of instruction, groupings, and assessment strategies.

Category: Develop/Implement Learning Supports

Research Cited: Silver, H. F. Strong, R. W., and Perini, M. J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Upper Saddle River, New Jersey: Pearson Education Inc.

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of differentiated instruction through walk-throughs, ELEOTS, and instructional rounds	Academic Support Program Professional Learning	08/15/2016	05/24/2017	\$1300 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Data Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend data training sessions to determine strengths and areas of improvement by analyzing results of various data sources.	Academic Support Program Professional Learning	08/30/2016	05/24/2017	\$3250 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold monthly grade level PLCs (two formal and two informal) to plan lessons and for common formative assessments.	Professional Learning Academic Support Program	08/30/2016	05/24/2017	\$3250 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on strategic teaching components.	Professional Learning Academic Support Program	10/27/2016	05/24/2017	\$325 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

**Strategy2:**

Research-based instructional practices - All teachers will use a variety of research-based instructional practices such as extended thinking strategies, summarizing,

vocabulary in context, advance organizers, previewing and scaffolding, and TWIRL.

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

Research Cited: Silver, H.F., Strong, R. W., & Perini, M. J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Upper Saddle River, New Jersey: Pearson Education Inc.

Activity - Strategic Teaching Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on strategic teaching and its components.	Professional Learning	10/27/2016	05/19/2017	\$60000 - Title I Part A	Ms. Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Data Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold data training meetings to determine strengths and areas of improvement by analyzing a variety of data sources.	Academic Support Program Professional Learning	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold PLCs each month (two formal and two informal) to help plan lessons and common formative assessments.	Professional Learning Academic Support Program	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based instructional strategies will be monitored through walk-throughs, instructional rounds, and ELEOTS	Academic Support Program Professional Learning	08/15/2016	05/24/2017	\$0 - No Funding Required	Tripp Marshall-Principal Kim Lavender-Assistant Principal Dedre Edmonson-Instructional Coach/Reading Specialist

### Measurable Objective 2:

achieve college and career readiness A 10% increase of Third, Fourth and Fifth grade students in all areas of Mathematics by 05/24/2017 as measured by 2017 ACT ASPIRE.

### Strategy1:

Research-based instructional practices - All teachers will use a variety of research-based instructional practices such as extended thinking strategies, summarizing,

vocabulary in context, advance organizers, previewing and scaffolding, and TWIRL.

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

Research Cited: Silver, H.F., Strong, R. W., & Perini, M. J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Upper Saddle River, New Jersey: Pearson Education Inc.

**ACIP**

Matthews Elementary School

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based instructional strategies will be monitored through walk-throughs, instructional rounds, and ELEOTS	Professional Learning Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	Tripp Marshall-Principal Kim Lavender-Assistant Principal Dedre Edmonson-Instructional Coach/Reading Specialist

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold PLCs each month (two formal and two informal) to help plan lessons and common formative assessments.	Professional Learning Academic Support Program	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Data Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold data training meetings to determine strengths and areas of improvement by analyzing a variety of data sources.	Professional Learning Academic Support Program	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Strategic Teaching Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on strategic teaching and its components.	Professional Learning	10/27/2016	05/19/2017	\$60000 - Title I Part A	Ms. Dedre Edmonson (Instructional Coach/Reading Specialist)

**Goal 2:**

Prepare and support teachers and leaders to produce graduates who are College and Career Ready.

**Measurable Objective 1:**

achieve college and career readiness collaborate to complete year one of the fully funded grant requirements for all student stakeholders for The Leader in Me by 05/24/2017 as measured by as measured by all faculty and staff participation in Leader in Me training as well as timeline for student-led activities..

**Strategy1:**

Leadership Paradigm - All faculty stakeholders will participate in a week-long intensive professional development to take place between 07/19/16-05/24/17 for learning The Seven Habits of Highly Effective People, The Leader in Me, and cultural diversity training. Selected members will form a "Light House" Team and continue professional development to assist other faculty members. Once the training has been completed, the faculty stakeholders will share this training with all student stakeholders and, in turn, develop classroom leaders.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Covey, S. R. (2014). The Leader in Me. New York City, NY: Simon and Schuster; Covey, S. R. (1989). The Seven Habits of Highly Effective People. New York City, NY: Simon and Schuster.

Activity - Caring Community Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Caring Community Academy (CCA) is held bi-weekly and discusses the importance of character as well as The Seven Habits of Highly Effective People. The CCA also brings in a guest speaker who promotes hard-work and leadership development within our school.	Academic Support Program Community Engagement Parent Involvement Behavioral Support Program	08/22/2016	05/22/2017	\$0 - No Funding Required	School-wide responsibility

Activity - 7 Minutes of 7 Habits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students discuss one of The Seven Habits of Highly Effective People on a day-to-day basis.	Professional Learning Behavioral Support Program Academic Support Program	08/15/2016	05/24/2017	\$10000 - Title I Schoolwide	School-wide responsibility

**Goal 3:**

Provide digital tools, experiences, and resources to support instruction.

**Measurable Objective 1:**

collaborate to provide 100% of student stakeholders with wireless technology devices (i.e. Ipads, MacBooks, laptops, etc.) by 11/01/2016 as measured by the amount of time students spend logged-in on a web-based program while using a wireless device. .

**Strategy1:**

Digital Resources - Students and teachers will utilize digital resources including but not limited to the following: ACT Periodics, Mastery Connect, Renaissance Learning, Study Island, Reading Egg, Math XL, Imagine Learning, and Lexia to develop assessments aligned to CCRS. Students will be assessed using these Web-based resources bi-weekly.

Category: Develop/Implement Learning Supports

Research Cited: November, A. (2010). Thousand Oaks, CA: Corwin Books.

Activity - School Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Status is a program that is linked to the district-wide INOW-Chalkable. School Status can be used to monitor PST components such as attendance, behavior, and academics. School Status can also be used to track Web-based on-line assessments including Mastery Connect, Math XL, and ACT Periodics.	Academic Support Program Behavioral Support Program Technology	10/03/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

**ACIP**

Matthews Elementary School

Activity - Web-based Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will log-in and take web-based assessments that mimic high-stake tests such as ACT Periodics/ASPIRE	Academic Support Program Technology	08/22/2016	05/24/2017	\$10000 - Title I Schoolwide	School-wide faculty responsibility

Activity - INOW-Chalkable	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
INOW-Chalkable can be used to track student academic performance, attendance, behavior. and teacher lesson plans.	Professional Learning Technology	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Skype/Facetime	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be introduced to Skype/Facetime in order to learn from a global perspective	Technology Academic Support Program	11/01/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

**Goal 4:**

Promote student growth and parent involvement through system support services.

**Measurable Objective 1:**

collaborate to increase the amount of parental/guardian and/or family involvement in the educational process of the students of Matthews Elementary School by 05/24/2017 as measured by doubling the existing number of family member participation to be tracked through PTA and student-led extracurricular sign-in sheets beginning 08/29/16 (15 total).

**Strategy1:**

Parental Involvement - Parental/guardians and/or other family members involvement - The concept behind the strategy is to enhance student achievement and engagement as well as academic performance through intrinsic motivation. By creating activities that make parental/guardian figures as well as other family members more visible and a focal point of the students' educational process, the students will become more intrinsically motivated to learn for the sake of learning thus reaching higher levels of engagement, performance, and academic achievement.

Category: Develop/Implement Student and School Culture Program

Research Cited: Henderson, A. T. & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory.

Activity - W.A.T.C.H.D.O.G.S.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Watchdog Dad program enhances the amount of time fathers of students who attend Matthews Elementary School are in the building. Watchdog Dads begin the day by providing car duty service for students who are dropped off each morning. Following car duty, the Watchdog Dads enter the school and help supervise students at the start of the school day. They help deliver breakfast carts back to the cafeteria as well as monitor make students who use the restroom after breakfast.	Parent Involvement	08/15/2016	05/24/2017	\$1200 - Title I Part A	Laurie Presley

Activity - Grandparent's Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The grandparents of Matthews Elementary School students will be invited to eat lunch with their grandchildren and attend the Fall and Spring semester Book Fair with the students while on campus. Through this activity, grandparents will spend quality time with their grandchildren in an educational setting. Moreover, this activity will give the grandparents an opportunity to walk through the Book Fair gallery with their grandchildren in hopes to understand student interest for reading books.	Parent Involvement	10/12/2016	11/16/2016	\$0 - No Funding Required	Tripp Marshall

Activity - MOB SQUAD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moms on Board is an activity in which the mothers of Matthews Elementary students assist teachers with car rider duty, "Breakfast in the Classroom", and classroom activities. After participating moms have served at least three times in assisting teachers, they are given a M.O.B Squad tee shirt identifying them as part of the "Moms on Board" team.	Parent Involvement	08/15/2016	05/24/2017	\$1300 - Title I Part A	Laurie Presley

**Goal 5:**

Increase special education student performance

**Measurable Objective 1:**

10% of Students with Disabilities students will increase student growth within third, fourth, and fifth grades in Reading by 05/24/2017 as measured by ACT ASPIRE Reading.

**Strategy1:**

Differentiated instruction - Strategy will be implemented through: 1.) direct teacher instruction; 2.) model; 3.) repeated practice

Category: Develop/Implement Learning Supports

Research Cited: Gregory, G. H. & Chapman, C. 2013. Differentiated instructional strategies: One size fits all. Thousand Oaks, CA: Sage Company

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Matthews Elementary School

Activity - Problem-based learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students practice solving problems while applying different learning styles including auditory, kinesthetic, and visual.	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers instruct the IEP goals to each student	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers demonstrate/solve problem while students observe.	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

**Goal 6:**

Increase writing proficiency among ELL students

**Measurable Objective 1:**

increase student growth 80% of ELLs in grades third, fourth, and fifth will demonstrate an increased proficiency in writing by 10/02/2017 as measured by ACCESS Assessment .

**Strategy1:**

Differentiated instruction - Teachers will differentiate writing instruction to the student's language level as described by WIDA Can Do Descriptors and his or her current ACCESS score in writing.

Category: Develop/Implement Learning Supports

Research Cited: WIDA

Activity - Writing Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice the writing portion of the ACCESS assessment	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Imagine Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the program 80 to 100 minutes a week, which will increase students' academic vocabulary.	Academic Support Program Technology	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

**ACIP**

Matthews Elementary School

Activity - "Can Do" Descriptors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Can Do Descriptors to plan appropriate writing supports for their level.	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize visual aids when writing	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

**Goal 7:**

2016-2017 MES Technology Goal

**Measurable Objective 1:**

increase student growth 10% increase in student technology usage by 05/24/2017 as measured by 2016 student logged-in hours via web-based assessment/intervention/communication tools and modules. .

**Strategy1:**

Digital Resources - Students will learn to log-in and complete web-based assessments during computer lab and centers time. Students will also learn how to communicate globally via web-based communication technologies. This will be measured by the total number of hours students are logged-in to Web-based programs via wireless devices.

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

Research Cited: Pitler, H., Hubbell, E. R., and Kuhn, M. (2012). Using Technology with Classroom Instruction That Works. Alexandria, VA: ASCD Publishing.

Activity - Web-based Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take Web-based assessments that mimic high-stake test such as the ACT ASPIRE	Technology Academic Support Program	10/03/2016	05/24/2017	\$10000 - Title I Part C	School-wide responsibility

Activity - INOW-Chalkable	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
INOW-Chalkable allows faculty stakeholders to monitor student achievement, behavior, and instruction based on reviewing grade books, attendance logs, and student discipline.	Behavioral Support Program Technology Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility



Activity - School Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Allows teachers to review student areas including, PST, Web-based assessment tracker, and student demographics	Behavioral Support Program Technology Academic Support Program	10/03/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Skype/Facetime	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Skype/Facetime to communicate with students from other schools within a global educational-community.	Technology Academic Support Program	11/01/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

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

**Goal 1:**

Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas

**Measurable Objective 1:**

achieve college and career readiness A 10% increase of Third, Fourth and Fifth grade students in all areas of Mathematics by 05/24/2017 as measured by 2017 ACT ASPIRE.

**Strategy1:**

Research-based instructional practices - All teachers will use a variety of research-based instructional practices such as extended thinking strategies, summarizing,

vocabulary in context, advance organizers, previewing and scaffolding, and TWIRL.

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

Research Cited: Silver, H.F., Strong, R. W., & Perini, M. J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Upper Saddle River, New Jersey: Pearson Education Inc.

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based instructional strategies will be monitored through walk-throughs, instructional rounds, and ELEOTS	Academic Support Program Professional Learning	08/15/2016	05/24/2017	\$0 - No Funding Required	Tripp Marshall-Principal Kim Lavender-Assistant Principal Dedre Edmonson-Instructional Coach/Reading Specialist

**ACIP**

Matthews Elementary School

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold PLCs each month (two formal and two informal) to help plan lessons and common formative assessments.	Academic Support Program Professional Learning	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Data Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold data training meetings to determine strengths and areas of improvement by analyzing a variety of data sources.	Academic Support Program Professional Learning	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Strategic Teaching Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on strategic teaching and its components.	Professional Learning	10/27/2016	05/19/2017	\$60000 - Title I Part A	Ms. Dedre Edmonson (Instructional Coach/Reading Specialist)

**Measurable Objective 2:**

increase student growth through a 10% increase of Third, Fourth and Fifth grade students in their ability to read and comprehend information in Reading by 05/19/2017 as measured by 2017 3rd-5th grades ACT ASPIRE Reading Results.

**Strategy1:**

Research-based instructional practices - All teachers will use a variety of research-based instructional practices such as extended thinking strategies, summarizing, vocabulary in context, advance organizers, previewing and scaffolding, and TWIRL.

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

Research Cited: Silver, H.F., Strong, R. W., & Perini, M. J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Upper Saddle River, New Jersey: Pearson Education Inc.

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold PLCs each month (two formal and two informal) to help plan lessons and common formative assessments.	Academic Support Program Professional Learning	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Strategic Teaching Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on strategic teaching and its components.	Professional Learning	10/27/2016	05/19/2017	\$60000 - Title I Part A	Ms. Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Data Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold data training meetings to determine strengths and areas of improvement by analyzing a variety of data sources.	Academic Support Program Professional Learning	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based instructional strategies will be monitored through walk-throughs, instructional rounds, and ELEOTS	Professional Learning Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	Tripp Marshall-Principal Kim Lavender-Assistant Principal Dedre Edmonson-Instructional Coach/Reading Specialist

**Strategy2:**

Differentiated Instruction - All math teachers will provide differentiated instruction on math standards incorporating a variety of instruction, groupings, and assessment strategies.

Category: Develop/Implement Learning Supports

Research Cited: Silver, H. F. Strong, R. W., and Perini, M. J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Upper Saddle River, New Jersey: Pearson Education Inc.

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold monthly grade level PLCs (two formal and two informal) to plan lessons and for common formative assessments.	Professional Learning Academic Support Program	08/30/2016	05/24/2017	\$3250 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of differentiated instruction through walk-throughs, ELEOTS, and instructional rounds	Professional Learning Academic Support Program	08/15/2016	05/24/2017	\$1300 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Data Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend data training sessions to determine strengths and areas of improvement by analyzing results of various data sources.	Academic Support Program Professional Learning	08/30/2016	05/24/2017	\$3250 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on strategic teaching components.	Professional Learning Academic Support Program	10/27/2016	05/24/2017	\$325 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

**Goal 2:**

Prepare and support teachers and leaders to produce graduates who are College and Career Ready.

**Measurable Objective 1:**

achieve college and career readiness collaborate to complete year one of the fully funded grant requirements for all student stakeholders for The Leader in Me by 05/24/2017 as measured by as measured by all faculty and staff participation in Leader in Me training as well as timeline for student-led activities..

**Strategy1:**

Leadership Paradigm - All faculty stakeholders will participate in a week-long intensive professional development to take place between 07/19/16-05/24/17 for learning The Seven Habits of Highly Effective People, The Leader in Me, and cultural diversity training. Selected members will form a "Light House" Team and continue professional development to assist other faculty members. Once the training has been completed, the faculty stakeholders will share this training with all student stakeholders and, in turn, develop classroom leaders.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Covey, S. R. (2014). The Leader in Me. New York City, NY: Simon and Schuster; Covey, S. R. (1989). The Seven Habits of Highly Effective People. New York City, NY: Simon and Schuster.

Activity - 7 Minutes of 7 Habits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students discuss one of The Seven Habits of Highly Effective People on a day-to-day basis.	Behavioral Support Program Professional Learning Academic Support Program	08/15/2016	05/24/2017	\$10000 - Title I Schoolwide	School-wide responsibility

Activity - Caring Community Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Caring Community Academy (CCA) is held bi-weekly and discusses the importance of character as well as The Seven Habits of Highly Effective People. The CCA also brings in a guest speaker who promotes hard-work and leadership development within our school.	Community Engagement Behavioral Support Program Academic Support Program Parent Involvement	08/22/2016	05/22/2017	\$0 - No Funding Required	School-wide responsibility

**Goal 3:**

Increase special education student performance

**Measurable Objective 1:**

10% of Students with Disabilities students will increase student growth within third, fourth, and fifth grades in Reading by 05/24/2017 as measured by ACT ASPIRE Reading.

**Strategy1:**

Differentiated instruction - Strategy will be implemented through: 1.) direct teacher instruction; 2.) model; 3.) repeated practice

Category: Develop/Implement Learning Supports

Research Cited: Gregory, G. H. & Chapman, C. 2013. Differentiated instructional strategies: One size fits all. Thousand Oaks, CA: Sage Company

Activity - Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers demonstrate/solve problem while students observe.	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers instruct the IEP goals to each student	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Problem-based learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students practice solving problems while applying different learning styles including auditory, kinesthetic, and visual.	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

**Goal 4:**

Provide digital tools, experiences, and resources to support instruction.

**Measurable Objective 1:**

collaborate to provide 100% of student stakeholders with wireless technology devices (i.e. I pads, MacBooks, laptops, etc.) by 11/01/2016 as measured by the amount of time students spend logged-in on a web-based program while using a wireless device. .

**Strategy1:**

Digital Resources - Students and teachers will utilize digital resources including but not limited to the following: ACT Periodics, Mastery

**ACIP**

Matthews Elementary School

Connect, Renaissance Learning, Study Island, Reading Egg, Math XL, Imagine Learning, and Lexia to develop assessments aligned to CCRS. Students will be assessed using these Web-based resources bi-weekly.

Category: Develop/Implement Learning Supports

Research Cited: November, A. (2010). Thousand Oaks, CA: Corwin Books.

Activity - INOW-Chalkable	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
INOW-Chalkable can be used to track student academic performance, attendance, behavior, and teacher lesson plans.	Technology Professional Learning	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Skype/Facetime	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be introduced to Skype/Facetime in order to learn from a global perspective	Technology Academic Support Program	11/01/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - School Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Status is a program that is linked to the district-wide INOW-Chalkable. School Status can be used to monitor PST components such as attendance, behavior, and academics. School Status can also be used to track Web-based on-line assessments including Mastery Connect, Math XL, and ACT Periodics.	Behavioral Support Program Technology Academic Support Program	10/03/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Web-based Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will log-in and take web-based assessments that mimic high-stake tests such as ACT Periodics/ASPIRE	Technology Academic Support Program	08/22/2016	05/24/2017	\$10000 - Title I Schoolwide	School-wide faculty responsibility

**Goal 5:**

Increase writing proficiency among ELL students

**Measurable Objective 1:**

increase student growth 80% of ELLs in grades third, fourth, and fifth will demonstrate an increased proficiency in writing by 10/02/2017 as measured by ACCESS Assessment .

**Strategy1:**

Differentiated instruction - Teachers will differentiate writing instruction to the student's language level as described by WIDA Can Do Descriptors and his or her current ACCESS score in writing.

Category: Develop/Implement Learning Supports

Research Cited: WIDA

Activity - Imagine Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the program 80 to 100 minutes a week, which will increase students' academic vocabulary.	Technology Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Writing Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice the writing portion of the ACCESS assessment	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - "Can Do" Descriptors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Can Do Descriptors to plan appropriate writing supports for their level.	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize visual aids when writing	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

#### Goal 6:

Promote student growth and parent involvement through system support services.

#### Measurable Objective 1:

collaborate to increase the amount of parental/guardian and/or family involvement in the educational process of the students of Matthews Elementary School by 05/24/2017 as measured by doubling the existing number of family member participation to be tracked through PTA and student-led extracurricular sign-in sheets beginning 08/29/16 (15 total).

#### Strategy1:

Parental Involvement - Parental/guardians and/or other family members involvement - The concept behind the strategy is to enhance student achievement and engagement as well as academic performance through intrinsic motivation. By creating activities that make parental/guardian figures as well as other family members more visible and a focal point of the students' educational process, the students will become more intrinsically motivated to learn for the sake of learning thus reaching higher levels of engagement, performance, and academic achievement.

Category: Develop/Implement Student and School Culture Program

Research Cited: Henderson, A. T. & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory.

Activity - Grandparent's Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The grandparents of Matthews Elementary School students will be invited to eat lunch with their grandchildren and attend the Fall and Spring semester Book Fair with the students while on campus. Through this activity, grandparents will spend quality time with their grandchildren in an educational setting. Moreover, this activity will give the grandparents an opportunity to walk through the Book Fair gallery with their grandchildren in hopes to understand student interest for reading books.	Parent Involvement	10/12/2016	11/16/2016	\$0 - No Funding Required	Tripp Marshall

Activity - W.A.T.C.H.D.O.G.S.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Watchdog Dad program enhances the amount of time fathers of students who attend Matthews Elementary School are in the building. Watchdog Dads begin the day by providing car duty service for students who are dropped off each morning. Following car duty, the Watchdog Dads enter the school and help supervise students at the start of the school day. They help deliver breakfast carts back to the cafeteria as well as monitor make students who use the restroom after breakfast.	Parent Involvement	08/15/2016	05/24/2017	\$1200 - Title I Part A	Laurie Presley

Activity - MOB SQUAD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moms on Board is an activity in which the mothers of Matthews Elementary students assist teachers with car rider duty, "Breakfast in the Classroom", and classroom activities. After participating moms have served at least three times in assisting teachers, they are given a M.O.B Squad tee shirt identifying them as part of the "Moms on Board" team.	Parent Involvement	08/15/2016	05/24/2017	\$1300 - Title I Part A	Laurie Presley

**Goal 7:**

2016-2017 MES Technology Goal

**Measurable Objective 1:**

increase student growth 10% increase in student technology usage by 05/24/2017 as measured by 2016 student logged-in hours via web-based assessment/intervention/communication tools and modules. .

**Strategy1:**

Digital Resources - Students will learn to log-in and complete web-based assessments during computer lab and centers time. Students will also learn how to communicate globally via web-based communication technologies. This will be measured by the total number of hours



students are logged-in to Web-based programs via wireless devices.

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

Research Cited: Pitler, H., Hubbell, E. R., and Kuhn, M. (2012). Using Technology with Classroom Instruction That Works. Alexandria, VA: ASCD Publishing.

Activity - Skype/Facetime	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Skype/Facetime to communicate with students from other schools within a global educational-community.	Academic Support Program Technology	11/01/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - INOW-Chalkable	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
INOW-Chalkable allows faculty stakeholders to monitor student achievement, behavior, and instruction based on reviewing grade books, attendance logs, and student discipline.	Behavioral Support Program Technology Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Web-based Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take Web-based assessments that mimic high-stake test such as the ACT ASPIRE	Academic Support Program Technology	10/03/2016	05/24/2017	\$10000 - Title I Part C	School-wide responsibility

Activity - School Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Allows teachers to review student areas including, PST, Web-based assessment tracker, and student demographics	Academic Support Program Behavioral Support Program Technology	10/03/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

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

**Goal 1:**

Improve positive student behavior

**Measurable Objective 1:**

demonstrate a behavior that leads to a school-wide 10% decrease in the student out-of-school suspension total (from 271 in 2015-2016 to

244 in 2016-2017) by 05/25/2017 as measured by comparing the total number of student out-of-school suspensions within the 2015-2016 student incident report with the total number of student out-of-school suspensions within the 2016-2017 student incident report..

**Strategy1:**

The Leader in Me Program - All Matthews Elementary School (MES) faculty members will attend three consecutive days of intensive training for implementing Stephen Covey's The Seven Habits of Highly Effective People and The Leader in Me. Upon completion of the training, MES select faculty members from each grade level to develop a "Lighthouse Committee". The Lighthouse committee will be responsible for developing leadership opportunities, curriculum, programs, and extra-curricular activities for creating intrinsic motivation throughout the entire student body thus improving student behavior.

Category: Other - Student Behavior

Research Cited: Stephen Covey's The Seven Habits of Highly Effective People and The Leader in Me.

Activity - Caring Community Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1.) The Matthews Elementary School's Caring Community Academy (CCA) will hold school-wide assemblies in its gymnasium on a bi-monthly basis. During the CCA, students will have an opportunity to discuss The Leader in Me (7-Habits), character education, celebrate student successes, and hear from a community/University of Alabama guest speaker(s). Students will also perform skits modeling positive behavior and student rapport (ex. anti-bullying skit).  2.) MES will begin each school day spending seven minutes discussing one of the seven habits.  3.) Positive Behavior Instructional Support opportunities for students who are observed practicing the habits	Community Engagement Parent Involvement Behavioral Support Program Academic Support Program	08/29/2016	05/25/2017	\$10000 - Title I Part A	The Leader in Me program is a school-wide initiative in which all staff members are responsible.

**Goal 2:**

Prepare and support teachers and leaders to produce graduates who are College and Career Ready.

**Measurable Objective 1:**

achieve college and career readiness collaborate to complete year one of the fully funded grant requirements for all student stakeholders for The Leader in Me by 05/24/2017 as measured by as measured by all faculty and staff participation in Leader in Me training as well as timeline for student-led activities..

**Strategy1:**

Leadership Paradigm - All faculty stakeholders will participate in a week-long intensive professional development to take place between 07/19/16-05/24/17 for learning The Seven Habits of Highly Effective People, The Leader in Me, and cultural diversity training. Selected members will form a "Light House" Team and continue professional development to assist other faculty members. Once the training has been completed, the faculty stakeholders will share this training with all student stakeholders and, in turn, develop classroom leaders.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Covey, S. R. (2014). The Leader in Me. New York City, NY: Simon and Schuster; Covey, S. R. (1989). The Seven Habits of Highly Effective People. New York City, NY: Simon and Schuster.

Activity - Caring Community Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Caring Community Academy (CCA) is held bi-weekly and discusses the importance of character as well as The Seven Habits of Highly Effective People. The CCA also brings in a guest speaker who promotes hard-work and leadership development within our school.	Behavioral Support Program Parent Involvement Community Engagement Academic Support Program	08/22/2016	05/22/2017	\$0 - No Funding Required	School-wide responsibility

Activity - 7 Minutes of 7 Habits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students discuss one of The Seven Habits of Highly Effective People on a day-to-day basis.	Academic Support Program Behavioral Support Program Professional Learning	08/15/2016	05/24/2017	\$10000 - Title I Schoolwide	School-wide responsibility

### Goal 3:

Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas

### Measurable Objective 1:

achieve college and career readiness A 10% increase of Third, Fourth and Fifth grade students in all areas of Mathematics by 05/24/2017 as measured by 2017 ACT ASPIRE.

### Strategy1:

Research-based instructional practices - All teachers will use a variety of research-based instructional practices such as extended thinking strategies, summarizing,

vocabulary in context, advance organizers, previewing and scaffolding, and TWIRL.

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

Research Cited: Silver, H.F., Strong, R. W., & Perini, M. J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Upper Saddle River, New Jersey: Pearson Education Inc.

Activity - Strategic Teaching Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on strategic teaching and its components.	Professional Learning	10/27/2016	05/19/2017	\$60000 - Title I Part A	Ms. Dedre Edmonson (Instructional Coach/Reading Specialist)

**ACIP**

Matthews Elementary School

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based instructional strategies will be monitored through walk-throughs, instructional rounds, and ELEOTS	Professional Learning Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	Tripp Marshall-Principal Kim Lavender-Assistant Principal Dedre Edmonson-Instructional Coach/Reading Specialist

Activity - Data Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold data training meetings to determine strengths and areas of improvement by analyzing a variety of data sources.	Professional Learning Academic Support Program	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold PLCs each month (two formal and two informal) to help plan lessons and common formative assessments.	Professional Learning Academic Support Program	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

**Measurable Objective 2:**

increase student growth through a 10% increase of Third, Fourth and Fifth grade students in their ability to read and comprehend information in Reading by 05/19/2017 as measured by 2017 3rd-5th grades ACT ASPIRE Reading Results.

**Strategy1:**

Research-based instructional practices - All teachers will use a variety of research-based instructional practices such as extended thinking strategies, summarizing,

vocabulary in context, advance organizers, previewing and scaffolding, and TWIRL.

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

Research Cited: Silver, H.F., Strong, R. W., & Perini, M. J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Upper Saddle River, New Jersey: Pearson Education Inc.

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based instructional strategies will be monitored through walk-throughs, instructional rounds, and ELEOTS	Professional Learning Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	Tripp Marshall-Principal Kim Lavender-Assistant Principal Dedre Edmonson-Instructional Coach/Reading Specialist

**ACIP**

Matthews Elementary School

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold PLCs each month (two formal and two informal) to help plan lessons and common formative assessments.	Academic Support Program Professional Learning	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Strategic Teaching Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on strategic teaching and its components.	Professional Learning	10/27/2016	05/19/2017	\$60000 - Title I Part A	Ms. Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Data Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold data training meetings to determine strengths and areas of improvement by analyzing a variety of data sources.	Professional Learning Academic Support Program	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

**Strategy2:**

Differentiated Instruction - All math teachers will provide differentiated instruction on math standards incorporating a variety of instruction, groupings, and assessment strategies.

Category: Develop/Implement Learning Supports

Research Cited: Silver, H. F. Strong, R. W., and Perini, M. J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Upper Saddle River, New Jersey: Pearson Education Inc.

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on strategic teaching components.	Academic Support Program Professional Learning	10/27/2016	05/24/2017	\$325 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of differentiated instruction through walk-throughs, ELEOTS, and instructional rounds	Academic Support Program Professional Learning	08/15/2016	05/24/2017	\$1300 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

**ACIP**

Matthews Elementary School

Activity - Data Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend data training sessions to determine strengths and areas of improvement by analyzing results of various data sources.	Academic Support Program Professional Learning	08/30/2016	05/24/2017	\$3250 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold monthly grade level PLCs (two formal and two informal) to plan lessons and for common formative assessments.	Professional Learning Academic Support Program	08/30/2016	05/24/2017	\$3250 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

**Goal 4:**

Provide digital tools, experiences, and resources to support instruction.

**Measurable Objective 1:**

collaborate to provide 100% of student stakeholders with wireless technology devices (i.e. Ipads, MacBooks, laptops, etc.) by 11/01/2016 as measured by the amount of time students spend logged-in on a web-based program while using a wireless device. .

**Strategy1:**

Digital Resources - Students and teachers will utilize digital resources including but not limited to the following: ACT Periodics, Mastery Connect, Renaissance Learning, Study Island, Reading Egg, Math XL, Imagine Learning, and Lexia to develop assessments aligned to CCRS. Students will be assessed using these Web-based resources bi-weekly.

Category: Develop/Implement Learning Supports

Research Cited: November, A. (2010). Thousand Oaks, CA: Corwin Books.

Activity - Skype/Facetime	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be introduced to Skype/Facetime in order to learn from a global perspective	Academic Support Program Technology	11/01/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Web-based Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will log-in and take web-based assessments that mimic high-stake tests such as ACT Periodics/ASPIRE	Technology Academic Support Program	08/22/2016	05/24/2017	\$10000 - Title I Schoolwide	School-wide faculty responsibility

**ACIP**

Matthews Elementary School

Activity - INOW-Chalkable	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
INOW-Chalkable can be used to track student academic performance, attendance, behavior, and teacher lesson plans.	Professional Learning Technology	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - School Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Status is a program that is linked to the district-wide INOW-Chalkable. School Status can be used to monitor PST components such as attendance, behavior, and academics. School Status can also be used to track Web-based on-line assessments including Mastery Connect, Math XL, and ACT Periodics.	Academic Support Program Technology Behavioral Support Program	10/03/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

**Goal 5:**

Promote student growth and parent involvement through system support services.

**Measurable Objective 1:**

collaborate to increase the amount of parental/guardian and/or family involvement in the educational process of the students of Matthews Elementary School by 05/24/2017 as measured by doubling the existing number of family member participation to be tracked through PTA and student-led extracurricular sign-in sheets beginning 08/29/16 (15 total).

**Strategy1:**

Parental Involvement - Parental/guardians and/or other family members involvement - The concept behind the strategy is to enhance student achievement and engagement as well as academic performance through intrinsic motivation. By creating activities that make parental/guardian figures as well as other family members more visible and a focal point of the students' educational process, the students will become more intrinsically motivated to learn for the sake of learning thus reaching higher levels of engagement, performance, and academic achievement.

Category: Develop/Implement Student and School Culture Program

Research Cited: Henderson, A. T. & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory.

Activity - W.A.T.C.H.D.O.G.S.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Watchdog Dad program enhances the amount of time fathers of students who attend Matthews Elementary School are in the building. Watchdog Dads begin the day by providing car duty service for students who are dropped off each morning. Following car duty, the Watchdog Dads enter the school and help supervise students at the start of the school day. They help deliver breakfast carts back to the cafeteria as well as monitor make students who use the restroom after breakfast.	Parent Involvement	08/15/2016	05/24/2017	\$1200 - Title I Part A	Laurie Presley

Activity - MOB SQUAD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moms on Board is an activity in which the mothers of Matthews Elementary students assist teachers with car rider duty, "Breakfast in the Classroom", and classroom activities. After participating moms have served at least three times in assisting teachers, they are given a M.O.B Squad tee shirt identifying them as part of the "Moms on Board" team.	Parent Involvement	08/15/2016	05/24/2017	\$1300 - Title I Part A	Laurie Presley

Activity - Grandparent's Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The grandparents of Matthews Elementary School students will be invited to eat lunch with their grandchildren and attend the Fall and Spring semester Book Fair with the students while on campus. Through this activity, grandparents will spend quality time with their grandchildren in an educational setting. Moreover, this activity will give the grandparents an opportunity to walk through the Book Fair gallery with their grandchildren in hopes to understand student interest for reading books.	Parent Involvement	10/12/2016	11/16/2016	\$0 - No Funding Required	Tripp Marshall

**Goal 6:**

Increase special education student performance

**Measurable Objective 1:**

10% of Students with Disabilities students will increase student growth within third, fourth, and fifth grades in Reading by 05/24/2017 as measured by ACT ASPIRE Reading.

**Strategy1:**

Differentiated instruction - Strategy will be implemented through: 1.) direct teacher instruction; 2.) model; 3.) repeated practice

Category: Develop/Implement Learning Supports

Research Cited: Gregory, G. H. & Chapman, C. 2013. Differentiated instructional strategies: One size fits all. Thousand Oaks, CA: Sage Company

Activity - Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers demonstrate/solve problem while students observe.	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility



**ACIP**

Matthews Elementary School

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers instruct the IEP goals to each student	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Problem-based learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students practice solving problems while applying different learning styles including auditory, kinesthetic, and visual.	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

**Goal 7:**

Increase writing proficiency among ELL students

**Measurable Objective 1:**

increase student growth 80% of ELLs in grades third, fourth, and fifth will demonstrate an increased proficiency in writing by 10/02/2017 as measured by ACCESS Assessment .

**Strategy1:**

Differentiated instruction - Teachers will differentiate writing instruction to the student's language level as described by WIDA Can Do Descriptors and his or her current ACCESS score in writing.

Category: Develop/Implement Learning Supports

Research Cited: WIDA

Activity - Writing Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice the writing portion of the ACCESS assessment	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize visual aids when writing	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - "Can Do" Descriptors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Can Do Descriptors to plan appropriate writing supports for their level.	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

**ACIP**

Matthews Elementary School

Activity - Imagine Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the program 80 to 100 minutes a week, which will increase students' academic vocabulary.	Technology Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

**Goal 8:**

2016-2017 MES Technology Goal

**Measurable Objective 1:**

increase student growth 10% increase in student technology usage by 05/24/2017 as measured by 2016 student logged-in hours via web-based assessment/intervention/communication tools and modules. .

**Strategy1:**

Digital Resources - Students will learn to log-in and complete web-based assessments during computer lab and centers time. Students will also learn how to communicate globally via web-based communication technologies. This will be measured by the total number of hours students are logged-in to Web-based programs via wireless devices.

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

Research Cited: Pitler, H., Hubbell, E. R., and Kuhn, M. (2012). Using Technology with Classroom Instruction That Works. Alexandria, VA: ASCD Publishing.

Activity - INOW-Chalkable	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
INOW-Chalkable allows faculty stakeholders to monitor student achievement, behavior, and instruction based on reviewing grade books, attendance logs, and student discipline.	Academic Support Program Technology Behavioral Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - School Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Allows teachers to review student areas including, PST, Web-based assessment tracker, and student demographics	Academic Support Program Behavioral Support Program Technology	10/03/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Skype/Facetime	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Skype/Facetime to communicate with students from other schools within a global educational-community.	Academic Support Program Technology	11/01/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Web-based Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take Web-based assessments that mimic high-stake test such as the ACT ASPIRE	Academic Support Program Technology	10/03/2016	05/24/2017	\$10000 - Title I Part C	School-wide responsibility

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

### Goal 1:

Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas

### Measurable Objective 1:

achieve college and career readiness A 10% increase of Third, Fourth and Fifth grade students in all areas of Mathematics by 05/24/2017 as measured by 2017 ACT ASPIRE.

### Strategy1:

Research-based instructional practices - All teachers will use a variety of research-based instructional practices such as extended thinking strategies, summarizing,

vocabulary in context, advance organizers, previewing and scaffolding, and TWIRL.

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

Research Cited: Silver, H.F., Strong, R. W., & Perini, M. J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Upper Saddle River, New Jersey: Pearson Education Inc.

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based instructional strategies will be monitored through walk-throughs, instructional rounds, and ELEOTS	Professional Learning Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	Tripp Marshall-Principal Kim Lavender-Assistant Principal Dedre Edmonson-Instructional Coach/Reading Specialist

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold PLCs each month (two formal and two informal) to help plan lessons and common formative assessments.	Academic Support Program Professional Learning	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

**ACIP**

Matthews Elementary School

Activity - Strategic Teaching Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on strategic teaching and its components.	Professional Learning	10/27/2016	05/19/2017	\$60000 - Title I Part A	Ms. Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Data Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold data training meetings to determine strengths and areas of improvement by analyzing a variety of data sources.	Academic Support Program Professional Learning	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

**Measurable Objective 2:**

increase student growth through a 10% increase of Third, Fourth and Fifth grade students in their ability to read and comprehend information in Reading by 05/19/2017 as measured by 2017 3rd-5th grades ACT ASPIRE Reading Results.

**Strategy1:**

Research-based instructional practices - All teachers will use a variety of research-based instructional practices such as extended thinking strategies, summarizing, vocabulary in context, advance organizers, previewing and scaffolding, and TWIRL.

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

Research Cited: Silver, H.F., Strong, R. W., & Perini, M. J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Upper Saddle River, New Jersey: Pearson Education Inc.

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold PLCs each month (two formal and two informal) to help plan lessons and common formative assessments.	Professional Learning Academic Support Program	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Data Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold data training meetings to determine strengths and areas of improvement by analyzing a variety of data sources.	Professional Learning Academic Support Program	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

**ACIP**

Matthews Elementary School

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based instructional strategies will be monitored through walk-throughs, instructional rounds, and ELEOTS	Academic Support Program Professional Learning	08/15/2016	05/24/2017	\$0 - No Funding Required	Tripp Marshall-Principal Kim Lavender-Assistant Principal Dedre Edmonson-Instructional Coach/Reading Specialist

Activity - Strategic Teaching Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on strategic teaching and its components.	Professional Learning	10/27/2016	05/19/2017	\$60000 - Title I Part A	Ms. Dedre Edmonson (Instructional Coach/Reading Specialist)

**Strategy2:**

Differentiated Instruction - All math teachers will provide differentiated instruction on math standards incorporating a variety of instruction, groupings, and assessment strategies.

Category: Develop/Implement Learning Supports

Research Cited: Silver, H. F. Strong, R. W., and Perini, M. J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Upper Saddle River, New Jersey: Pearson Education Inc.

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on strategic teaching components.	Professional Learning Academic Support Program	10/27/2016	05/24/2017	\$325 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of differentiated instruction through walk-throughs, ELEOTS, and instructional rounds	Professional Learning Academic Support Program	08/15/2016	05/24/2017	\$1300 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold monthly grade level PLCs (two formal and two informal) to plan lessons and for common formative assessments.	Professional Learning Academic Support Program	08/30/2016	05/24/2017	\$3250 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

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Matthews Elementary School

Activity - Data Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend data training sessions to determine strengths and areas of improvement by analyzing results of various data sources.	Professional Learning Academic Support Program	08/30/2016	05/24/2017	\$3250 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

**Goal 2:**

Increase special education student performance

**Measurable Objective 1:**

10% of Students with Disabilities students will increase student growth within third, fourth, and fifth grades in Reading by 05/24/2017 as measured by ACT ASPIRE Reading.

**Strategy1:**

Differentiated instruction - Strategy will be implemented through: 1.) direct teacher instruction; 2.) model; 3.) repeated practice

Category: Develop/Implement Learning Supports

Research Cited: Gregory, G. H. & Chapman, C. 2013. Differentiated instructional strategies: One size fits all. Thousand Oaks, CA: Sage Company

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers instruct the IEP goals to each student	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Problem-based learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students practice solving problems while applying different learning styles including auditory, kinesthetic, and visual.	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers demonstrate/solve problem while students observe.	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

**Goal 3:**

Increase writing proficiency among ELL students

**Measurable Objective 1:**

increase student growth 80% of ELLs in grades third, fourth, and fifth will demonstrate an increased proficiency in writing by 10/02/2017 as

measured by ACCESS Assessment .

**Strategy1:**

Differentiated instruction - Teachers will differentiate writing instruction to the student's language level as described by WIDA Can Do Descriptors and his or her current ACCESS score in writing.

Category: Develop/Implement Learning Supports

Research Cited: WIDA

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize visual aids when writing	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Imagine Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the program 80 to 100 minutes a week, which will increase students' academic vocabulary.	Technology Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Writing Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice the writing portion of the ACCESS assessment	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - "Can Do" Descriptors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Can Do Descriptors to plan appropriate writing supports for their level.	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

**Goal 4:**

2016-2017 MES Technology Goal

**Measurable Objective 1:**

increase student growth 10% increase in student technology usage by 05/24/2017 as measured by 2016 student logged-in hours via web-based assessment/intervention/communication tools and modules. .

**Strategy1:**

Digital Resources - Students will learn to log-in and complete web-based assessments during computer lab and centers time. Students will also learn how to communicate globally via web-based communication technologies. This will be measured by the total number of hours

students are logged-in to Web-based programs via wireless devices.

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

Research Cited: Pitler, H., Hubbell, E. R., and Kuhn, M. (2012). Using Technology with Classroom Instruction That Works. Alexandria, VA: ASCD Publishing.

Activity - Web-based Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take Web-based assessments that mimic high-stake test such as the ACT ASPIRE	Technology Academic Support Program	10/03/2016	05/24/2017	\$10000 - Title I Part C	School-wide responsibility

Activity - Skype/Facetime	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Skype/Facetime to communicate with students from other schools within a global educational-community.	Academic Support Program Technology	11/01/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - School Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Allows teachers to review student areas including, PST, Web-based assessment tracker, and student demographics	Academic Support Program Technology Behavioral Support Program	10/03/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - INOW-Chalkable	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
INOW-Chalkable allows faculty stakeholders to monitor student achievement, behavior, and instruction based on reviewing grade books, attendance logs, and student discipline.	Behavioral Support Program Academic Support Program Technology	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

**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:**

Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas

**Measurable Objective 1:**

increase student growth through a 10% increase of Third, Fourth and Fifth grade students in their ability to read and comprehend information



in Reading by 05/19/2017 as measured by 2017 3rd-5th grades ACT ASPIRE Reading Results.

**Strategy1:**

Research-based instructional practices - All teachers will use a variety of research-based instructional practices such as extended thinking strategies, summarizing,

vocabulary in context, advance organizers, previewing and scaffolding, and TWIRL.

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

Research Cited: Silver, H.F., Strong, R. W., & Perini, M. J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Upper Saddle River, New Jersey: Pearson Education Inc.

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based instructional strategies will be monitored through walk-throughs, instructional rounds, and ELEOTS	Professional Learning Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	Tripp Marshall-Principal Kim Lavender-Assistant Principal Dedre Edmonson-Instructional Coach/Reading Specialist

Activity - Data Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold data training meetings to determine strengths and areas of improvement by analyzing a variety of data sources.	Academic Support Program Professional Learning	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Strategic Teaching Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on strategic teaching and its components.	Professional Learning	10/27/2016	05/19/2017	\$60000 - Title I Part A	Ms. Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold PLCs each month (two formal and two informal) to help plan lessons and common formative assessments.	Academic Support Program Professional Learning	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

**Strategy2:**

Differentiated Instruction - All math teachers will provide differentiated instruction on math standards incorporating a variety of instruction, groupings, and assessment strategies.

Category: Develop/Implement Learning Supports

Research Cited: Silver, H. F. Strong, R. W., and Perini, M. J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Upper Saddle River, New Jersey: Pearson Education Inc.

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on strategic teaching components.	Academic Support Program Professional Learning	10/27/2016	05/24/2017	\$325 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Data Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend data training sessions to determine strengths and areas of improvement by analyzing results of various data sources.	Professional Learning Academic Support Program	08/30/2016	05/24/2017	\$3250 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold monthly grade level PLCs (two formal and two informal) to plan lessons and for common formative assessments.	Professional Learning Academic Support Program	08/30/2016	05/24/2017	\$3250 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of differentiated instruction through walk-throughs, ELEOTS, and instructional rounds	Academic Support Program Professional Learning	08/15/2016	05/24/2017	\$1300 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

**Measurable Objective 2:**

achieve college and career readiness A 10% increase of Third, Fourth and Fifth grade students in all areas of Mathematics by 05/24/2017 as measured by 2017 ACT ASPIRE.

**Strategy1:**

Research-based instructional practices - All teachers will use a variety of research-based instructional practices such as extended thinking strategies, summarizing,

vocabulary in context, advance organizers, previewing and scaffolding, and TWIRL.

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

Research Cited: Silver, H.F., Strong, R. W., & Perini, M. J. (2007). The strategic teacher: Selecting the right research-based strategy for every lesson. Upper Saddle River, New Jersey: Pearson Education Inc.

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Matthews Elementary School

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based instructional strategies will be monitored through walk-throughs, instructional rounds, and ELEOTS	Professional Learning Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	Tripp Marshall-Principal Kim Lavender-Assistant Principal Dedre Edmonson-Instructional Coach/Reading Specialist

Activity - Strategic Teaching Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on strategic teaching and its components.	Professional Learning	10/27/2016	05/19/2017	\$60000 - Title I Part A	Ms. Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold PLCs each month (two formal and two informal) to help plan lessons and common formative assessments.	Academic Support Program Professional Learning	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

Activity - Data Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will hold data training meetings to determine strengths and areas of improvement by analyzing a variety of data sources.	Academic Support Program Professional Learning	08/30/2016	05/24/2017	\$5850 - Title I Part A	Tripp Marshall (Principal) Kim Lavender (Assistant Principal) Dedre Edmonson (Instructional Coach/Reading Specialist)

**Goal 2:**

Prepare and support teachers and leaders to produce graduates who are College and Career Ready.

**Measurable Objective 1:**

achieve college and career readiness collaborate to complete year one of the fully funded grant requirements for all student stakeholders for The Leader in Me by 05/24/2017 as measured by as measured by all faculty and staff participation in Leader in Me training as well as timeline for student-led activities..

**Strategy1:**

Leadership Paradigm - All faculty stakeholders will participate in a week-long intensive professional development to take place between 07/19/16-05/24/17 for learning The Seven Habits of Highly Effective People, The Leader in Me, and cultural diversity training. Selected members will form a "Light House" Team and continue professional development to assist other faculty members. Once the training has been completed, the faculty stakeholders will share this training with all student stakeholders and, in turn, develop classroom leaders.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Covey, S. R. (2014). The Leader in Me. New York City, NY: Simon and Schuster; Covey, S. R. (1989). The Seven Habits of Highly Effective People. New York City, NY: Simon and Schuster.

Activity - 7 Minutes of 7 Habits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students discuss one of The Seven Habits of Highly Effective People on a day-to-day basis.	Behavioral Support Program Professional Learning Academic Support Program	08/15/2016	05/24/2017	\$10000 - Title I Schoolwide	School-wide responsibility

Activity - Caring Community Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Caring Community Academy (CCA) is held bi-weekly and discusses the importance of character as well as The Seven Habits of Highly Effective People. The CCA also brings in a guest speaker who promotes hard-work and leadership development within our school.	Academic Support Program Behavioral Support Program Parent Involvement Community Engagement	08/22/2016	05/22/2017	\$0 - No Funding Required	School-wide responsibility

**Goal 3:**

Provide digital tools, experiences, and resources to support instruction.

**Measurable Objective 1:**

collaborate to provide 100% of student stakeholders with wireless technology devices (i.e. Ipads, MacBooks, laptops, etc.) by 11/01/2016 as measured by the amount of time students spend logged-in on a web-based program while using a wireless device. .

**Strategy1:**

Digital Resources - Students and teachers will utilize digital resources including but not limited to the following: ACT Periodics, Mastery Connect, Renaissance Learning, Study Island, Reading Egg, Math XL, Imagine Learning, and Lexia to develop assessments aligned to CCRS. Students will be assessed using these Web-based resources bi-weekly.

Category: Develop/Implement Learning Supports

Research Cited: November, A. (2010). Thousand Oaks, CA: Corwin Books.

Activity - Skype/Facetime	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be introduced to Skype/Facetime in order to learn from a global perspective	Technology Academic Support Program	11/01/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

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Matthews Elementary School

Activity - Web-based Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will log-in and take web-based assessments that mimic high-stake tests such as ACT Periodics/ASPIRE	Technology Academic Support Program	08/22/2016	05/24/2017	\$10000 - Title I Schoolwide	School-wide faculty responsibility

**Goal 4:**

Increase special education student performance

**Measurable Objective 1:**

10% of Students with Disabilities students will increase student growth within third, fourth, and fifth grades in Reading by 05/24/2017 as measured by ACT ASPIRE Reading.

**Strategy1:**

Differentiated instruction - Strategy will be implemented through: 1.) direct teacher instruction; 2.) model; 3.) repeated practice

Category: Develop/Implement Learning Supports

Research Cited: Gregory, G. H. & Chapman, C. 2013. Differentiated instructional strategies: One size fits all. Thousand Oaks, CA: Sage Company

Activity - Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers demonstrate/solve problem while students observe.	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Problem-based learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students practice solving problems while applying different learning styles including auditory, kinesthetic, and visual.	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers instruct the IEP goals to each student	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

**Goal 5:**

Increase writing proficiency among ELL students

**Measurable Objective 1:**

increase student growth 80% of ELLs in grades third, fourth, and fifth will demonstrate an increased proficiency in writing by 10/02/2017 as measured by ACCESS Assessment .

**Strategy1:**

Differentiated instruction - Teachers will differentiate writing instruction to the student's language level as described by WIDA Can Do Descriptors and his or her current ACCESS score in writing.

Category: Develop/Implement Learning Supports

Research Cited: WIDA

Activity - Writing Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice the writing portion of the ACCESS assessment	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Imagine Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the program 80 to 100 minutes a week, which will increase students' academic vocabulary.	Technology Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize visual aids when writing	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

Activity - "Can Do" Descriptors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Can Do Descriptors to plan appropriate writing supports for their level.	Academic Support Program	08/15/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

**Goal 6:**

2016-2017 MES Technology Goal

**Measurable Objective 1:**

increase student growth 10% increase in student technology usage by 05/24/2017 as measured by 2016 student logged-in hours via web-based assessment/intervention/communication tools and modules. .

**Strategy1:**

Digital Resources - Students will learn to log-in and complete web-based assessments during computer lab and centers time. Students will also learn how to communicate globally via web-based communication technologies. This will be measured by the total number of hours students are logged-in to Web-based programs via wireless devices.

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Matthews Elementary School

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

Research Cited: Pitler, H., Hubbell, E. R., and Kuhn, M. (2012). Using Technology with Classroom Instruction That Works. Alexandria, VA: ASCD Publishing.

<b>Activity - Skype/Facetime</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Students will use Skype/Facetime to communicate with students from other schools within a global educational-community.	Technology Academic Support Program	11/01/2016	05/24/2017	\$0 - No Funding Required	School-wide responsibility

<b>Activity - Web-based Assessments</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Students will take Web-based assessments that mimic high-stake test such as the ACT ASPIRE	Technology Academic Support Program	10/03/2016	05/24/2017	\$10000 - Title I Part C	School-wide responsibility

**Component 3: Instruction by Qualified Staff**

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

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

District representatives attend job fairs sponsored by colleges and universities each year. The purpose of these visits is to recruit and attract highly qualified teachers to apply for jobs in the Tuscaloosa County School System. Information about the school system is dispersed to interested candidates, and any questions they have are answered. Matthews Elementary staff and administration determine personnel needs for the coming year that will require use of Title I funds. The ALSDE has a list of highly qualified teachers searching for jobs on the Teach in Alabama web portal. This resource is used to screen potential employees and select candidates to interview for open positions. Due to NCLB principals are required to know the HQ status of prospective teachers.



## Component 4: Strategies to Attract Qualified Teachers

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

The teacher turnover rate at Matthews Elementary School saw 8/9 teachers retire or move vertically into a leadership role. MES recommended and hired an assistant principal, nine fully-funded teacher units, a .5 math and reading interventionist, three special education para professionals, a .5 ISI monitor, a head custodian, and two CNP trainees.

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

The average years of experience of key teaching personnel is five years or under. The majority of our teachers have Master's degrees. Two of our teachers have Educational Specialist degrees and one of our teachers has a doctorate.

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

All faculty members receive training in best practices either through the Alabama Reading Initiative (ARI) or through university level training such as the Alabama Reading, Science, and Technology Initiative (AMSTI). We are currently adopted a school-wide positive behavioral support initiative in which all school-stakeholders will learn, practice, and model Stephen Covey's Seven Habits of Highly Successful People. Many teachers of Matthews Elementary School have received training to become an AMSTI-certified teacher. We have purchased Web-based intervention models for programs including: 1.) Reading Egg; 2.) Study Island; 3.) Mastery Connect; and 4.) Lexia Learning. Students can be monitored in all of these programs by the system-wide application School Status. Matthews Elementary School also has student licenses for system-wide purchased Imagine Learning and Math IXL. Math XL may also be used by students while off campus. New teachers are paired with a mentor teacher or key teacher on their grade level. They also receive support from the instructional coaches math interventionists.

## 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?

- School-wide adoption of Stephen Covey's The Leader in Me leadership program.
- Monthly data training sessions to review data/progress monitor and create lesson plans and common assessments.
- The implementation of strategic teaching techniques.
- Teachers participating in horizontal and vertical instructional rounds.
- Implementing Positive Behavioral Support strategies.

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

- School-wide book study on Covey's The Leader in Me.
- 12 Family Focus on Education days (2 per grade level and 2 per semester).
- Data Training sessions.
- Positive Behavioral Support

### 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.

New or novice teachers are assigned a key, veteran, grade level teacher as a mentor. They are also supported by the school's instructional coach/reading specialist, and math and reading interventionists. They also attend district meetings for new teachers in policies, research-based instructional strategies, and parental involvement.

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

Most professional development opportunities are job-embedded. Teachers formally meet bi-weekly by grade level to plan activities. They also meet in PLCs bi-weekly to review data, as well as create lesson plans and common assessments. We are also participating in a school-wide leadership program, The Leader in Me which offers professional development on culture and leadership. This is the first year of its implementation. Grade level teachers also select professional development based on their grade level's selected indicator embedded within their Educate Alabama's Professional Development Plan.

## 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.**

Plans are developed for assisting preschool children in the transition from early childhood programs to elementary school programs. Plans include:

- 1.) Pre-registration and orientation
- 2.) Head Start is invited to visit to the school
- 3.) First days of school package and guidelines
- 4.) Summer School Program (Jumpstart) when funds are available
- 5.) Cross-Curriculum grade-level meetings
- 6.) Updated website
- 7.) Early enrollment and registration
- 8.) Tour of school during regular school days and summer
- 9.) An open house for all grades is held prior to the beginning of the new school year at which time students and parents may meet teachers and visit classrooms. In order to provide assessment information pertaining to each student, cumulative assessment tool boxes are utilized on each grade level and continue the transition with the students from kindergarten through middle school. MATS (Matthews Achieving Together Equals Success) is a continuing after-school tutorial program that helps students academically and socially, as well as with transitions of some fifth grade students from elementary school to middle school. Communication with teachers and parents is offered in the school and community through newsletter, parent involvement days, PTA, phone calls and school website.

The following steps are taken to insure a smooth transition from Matthews Elementary to Collins-Riverside Middle School:

1. The principal, assistant principal, and counselor visit the fifth grade students to discuss course scheduling and to answer questions. Registration forms are distributed and explained.
2. The band director visits with the fifth grade students to recruit members.
3. Parents and students are invited to an Open House.
4. Collins-Riverside student body includes Matthews Elementary School students and other students by planning a day for students to interact and participate in various activities together. A planned visit is made to the middle school by fifth grade students from both schools. The principals and counselors are available throughout the summer to assist families with any needs relating to the transition from elementary school to middle school.

## **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?**

The teachers at Matthews Elementary School are included in the decisions regarding the use of assessments in order to provide information on, and to improve the performance of individual students and the overall instructional program. Teachers are provided the opportunities to discuss, analyze, revise decisions regarding students' assessment, and make recommendations to the planning committee.

Opportunities for teacher input are provided through the following:

- 1.) Lesson planning and guided instruction
- 2.) Grade-level meetings and cross grade-level meetings
- 3.) Grade-level data meetings with reading coach and principal
- 4.) Principal's Leadership Team Committee
- 5.) Committee meetings
- 6.) Faculty meetings
- 7.) Extended prep time
- 8.) Professional develop meetings
- 9.) School improvement meetings
- 10.) End-of-year curriculum and instructional planning meetings
- 11.) Surveys (local and school system)
- 12.) Conferences and reporting to parents
- 13.) Budgets and planning meetings
- 14.) School Improvement meetings
- 15.) Problem Solving Team members evaluate data collected on referred student to determine if there are any indicators that would warrant more in depth testing or referral for special services

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

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

Students who experience difficulty receives intervention by their teacher. If they are not making progress after a few weeks of intervention, students are referred to the Problem Solving Team. The PST provides the teacher with additional instructional strategies. The student also receives additional support in Tier III. If the student is still performing below grade level, the PST team will refer the student to either the 504 committee or the special education department for additional evaluations.

Students working above grade level have a system of support in place. The Gifted Specialists consults with teachers to provide additional instructional strategies to challenge the students. All students in 2nd grade are screened through Child Find.

Matthews Elementary has also implemented a daily 30-45 minute flex time in which all students are leveled based on their academic ability and placed in Tier II and Tier III instructional groupings. Teachers meet in monthly data sessions, bi-weekly grade level meetings, have weekly collaboration time to review students' formative and summative assessment data and plan instruction.

### **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 are referred to the Problem Solving Team (PST), which meets monthly on two consecutive days. PST offers suggestions and support to the teacher. If the student is still performing below grade level after a minimum of eight weeks, he/she can be referred to either the 504 Committee or to special education for additional testing.

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

Teachers provide differentiated instruction in the classroom based on student's individual needs through tiered assignments, centers, and research-based programs such as Math IXL, Imagine Learning, Study Island, Reading Egg, and Mastery Connect. Tier II and Tier III instruction also provide support for struggling students. Each grade level has a daily 45 minute Flex time embedded within the schedule for leveling students based on ability. Rigor and enrichment are also incorporated during these times. We also have a reading and math interventionist working with students in need.

### **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.**

Our MATS after-school program helps students with academic and social training. Students meet five days a week to receive additional tutoring, social skills instruction, and enrichment activities. This program is also a 21st Century program and serves students in Kindergarten through fifth grade.

**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, including those identified as migrant, limited English proficient, homeless, economically disadvantages, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, Title I services, ELL services, and special education services. Matthews Elementary School has also partnered with The University of Alabama through which it offers on-campus individual and family counseling at no cost. Special groups at Matthews Elementary have many services to meet their needs. To assist ESL and migrant students, there is an ESL consultant from the Tuscaloosa County Board of Education who works with these students and provides resource materials. There are volunteers to assist students from the University of Alabama and through the Family Resource Center. A home language survey is sent home to determine the main language spoken in the home. Instructional para-educators assist teachers on all grade levels. To aid homeless students, the counselor, with help from local agencies and community groups, will assist families. The Tuscaloosa County Board of Education procedures will also be followed. Each new student receives a Home Language Survey used to determine eligibility for limited English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested to determine if a student is eligible to receive services through the English Language Learner (ELL) program. Parents are provided the opportunity to receive all updates and important school documents in English and Spanish.

Any students who are economically disadvantaged or neglected will be assisted by the counselor and guidance program. Students with low family income will be identified as economically disadvantaged and will be eligible to receive free or reduced breakfast and lunch during the school day. Such students have equal access to all programs and services available. Regular home-school communication, student support for school supplies, materials, field trip expenses, and parent involvement programs will help both the student and parent. Teachers participate in professional development on dealing with at risk students.

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

N/A

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

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

All school funds are used to support the needs of the school. The budget committee meets to determine the best use of all funds. The faculty is presented budget proposals each year to vote on. They are also given an opportunity to make suggestions on how funds should be used to support our school-wide goals. All purchases made support school-wide goals of improving student achievement.

### **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.**

21st Century, AMSTI, ARI, PST, 504, Special Education/Gifted, ESL, Title I:

- 1.) The 21st Century Program provides enrichment and remediation in reading and math for students in Kindergarten through 4th grade after-school for five days a week;
- 2.) AMSTI and ARI offers job-embedded training for teachers to implement strategic teaching and hands-on activities for students;
- 3.) PST, 504 and Special Ed/Gifted offers additional support for students working below grade level as well as those who are working above grade level and need enrichment;
- 4.) Our ESL program provides support for our Hispanic students in the form of tutors and translators; and,
- 5.) Our school-wide Title I program provides additional resources to meet the needs of all of our students by providing materials and supplies, additional staff, and more access to technology.

### **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.**

Violence prevention programs and specific focus groups are provided through our counselor, Child Abuse Prevention Services, and Adopt-ASchool partnerships. Our CNP provides a nutritional breakfast in the classroom program in which all students eat free daily for breakfast and lunch. McKinney-Vento address the needs of homeless, displaced, and other disadvantaged students and families.

## Component 10: Evaluation

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

Each year faculty and parents review the current improvement program. The leadership team meets monthly during the school year to review progress. Faculty, parents and students complete surveys. Data is analyzed monthly by teachers. Benchmark assessments are also used to determine how the school is moving toward established goals.

### 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?

In addition to annual assessments, data is collected, analyzed, and reported monthly. Teachers make adjustments to instruction based on the data. Teachers meet monthly to review data and to make adjustments to instruction based on the results. Benchmark assessments are given three times during the year to monitor progress and to revise goals if necessary.

### 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?

Students are progress monitored weekly. Students are also referred to the Problem Solving Team if they are not making progress through Tier II or Tier III interventions. Students are also referred for special evaluation if they continue to perform below grade level after receiving Tier II and Tier III interventions. Teachers also review benchmark assessments of students at least three times a year in addition to school-based assessments. These students also receive additional support from the math and reading interventionists.

### 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?

Data meetings are held once a month to review progress. The school leadership team meets four times a year to review progress and to make adjustments as needed. Benchmark assessments are given three times a year to help monitor progress.

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

Goals from previous years are kept in data collected from school-wide surveys. Also, data for each student is tracked throughout their progression through grade levels at Matthews Elementary School. Behavior and discipline is logged through I-NOW and can be reviewed from year-to-year to track patterns in behavior.

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



**ACIP**Matthews Elementary School

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Matthews Elementary School did not delete or change any existing goals. We also added a special education goal as a new component within our existing plan. However, in addition to the current goals, we added a 10% decrease in student out-of-school suspension as a local school indicator.

# Coordination of Resources - Comprehensive Budget

## **Introduction**

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

### I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	30.80	25.0	137,491,600.00
Administrator Units	2.00	34.8	159,038.00
Assistant Principal	1.00	1.0	61,171.00
Counselor	1.00	1.0	4,564,401.00
Librarian	1.00	1.0	5,270,064.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0.0	0.00
Technology	0.00	0	5,916.00
Professional Development	0.00	0	1,971.20
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	0.00
Library Enhancement	0.00	0	0.00
<b>Totals</b>			147,554,161.20

**Title I**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	2.772312E7

**Provide a brief explanation and breakdown of expenses.**

Enrollment--489  
Poverty--454 (92.77%)  
PPA--603  
PD Required--13,688.10  
PI Required--6206.82

<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.**

N/A

**Title II**

Label	Question	Value
1.	Professional Development Activites Provide the total.	1368810.0

**Provide a brief explanation and a breakdown of expenses.**

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**Title III**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title IV**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A



**Title VI**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

### Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

**Other**

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	135000.0

**Provide a brief explanation and a breakdown of expenses.**

After-school enrichment and intervention

## Local Funds

Label	Question	Value
1.	Provide the total	0.0

**Provide a brief explanation and breakdown of expenses**

N/A

# Strategies to Increase Parental Involvement

## **Introduction**

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

## Strategies to Increase Parental Involvement

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

By the middle of September, Matthews Elementary School will hold its annual meeting for all parents of participating children. Parents are notified of the meeting through the following methods:

- (1) notices sent home by students;
- (2) school intercom announcements;
- (3) our school's marquee;
- (4) postings in our main foyer;
- (5) through our school website; and,
- (6) through announcements in other languages when we have families where English is not their primary language. To assist in providing the opportunity for all parents to attend, the meeting is offered at four separate times (twice during the school day and twice in the evening).

Topics to be discussed at this year's meeting are:

- 1.) Title I participation, its services, and parents rights;
- 2.) An explanation of the school's curriculum;
- 3.) The assessments used in our school to measure students' progress;
- 4.) Our school's parent involvement policy;
- 5.) Our school's parent compact; and,
- 6.) Resources available to parents

The leadership and staff of Matthews Elementary School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting for parents of participating children will be offered in the month of September. One meeting will be held in the evening and another during the day to allow for flexibility of parents to meet. Matthews Elementary School believes in involving parents in all aspects of its Title I programs. We have two parent representatives on our school-wide advisory committee who were active participants in the development of the plan and were involved from the first meeting of the school-wide committee. In addition, all parents were given the opportunity to review the plan and offer their input before the plan was approved. For the Parental Involvement Plan, all parents were given surveys at the end of the school year seeking their input on activities, training, and materials that the school should offer to parents next school year. Each year, the school-wide plan, including the parental involvement plan, is reviewed and evaluated. Results of parent surveys are reviewed by the parent representatives and entire school-wide advisory council in determining needed changes.

### 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.

At its annual meeting of parents at the beginning of the school year, Matthews Elementary School will hold a general meeting where information will be presented about its Title I programs, the curriculum, and forms of academic assessments used to measure student progress. Parents will learn about our school's program and the following subjects taught: reading, math.

language, science, social studies, physical education, art, music, and computer science. They will also learn about how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child. We will review the Tuscaloosa County School System Student/Parent Information Guide, as well as our school's information, which includes more detailed information on these topics and a copy of the parental involvement plan. Upon conclusion of the general meeting, parents will be invited to visit their child's classrooms and meet their teachers. At this time, teachers will provide additional information on the subjects they teach and how students are individually assessed. In late April of each year, Matthews Elementary School brings in its School-wide Advisory Committee to review, evaluate, and revise our Parent Involvement Plan. There are two parents on the committee who represent all the parents of the school. During the review process, all parents are notified through notices sent home in our parent communication folders. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the library and office, and that parents have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office at the same time that the Title I plan is submitted.

Matthews Elementary will use its allocation of parent involvement funds to assist with the following:

1. keep parents informed by school newsletters, school website, flyers, publications, school messaging system;
2. parent participation in extracurricular activities such as Fall Festival, Spring Fling, Field Day, Honors/Awards Day, Girls and Boy Scout Activities, and extended day programs
3. workshops encouraging parent involvement - preparing for Kindergarten, preparing for middle school, standardized assessments, helping with homework, improve reading, writing and math skills, parenting workshops;
4. provide materials for parents that will help with parenting skills and discipline purchase materials and supplies to improve parent involvement

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

At its annual meeting of parents at the beginning of the school year, Matthews Elementary School will hold a general meeting where information will be presented about its Title I programs, the curriculum, and forms of academic assessments used to measure student progress. Parents will learn about our school's program and the following subjects taught: reading, math, language, science, social studies, physical education, art, music, and computer science. They will also learn about how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child. We will review the Tuscaloosa County School System Student/Parent Information Guide, as well as our school's information, which includes more detailed information on these topics and a copy of the parental involvement plan. Upon conclusion of the general meeting, parents will be invited to visit their child's classrooms and meet their teachers. At this time, teachers will provide additional information on the subjects they teach and how students are individually assessed. In late April of each year, Matthews Elementary School brings in its School-wide Advisory Committee to review, evaluate, and revise our Parent Involvement Plan. There are two parents on the committee who represent all the parents of the school. During the review process, all parents are notified through notices sent home in our parent communication folders. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the library and office, and that parents have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they



have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office at the same time that the Title I plan is submitted.

**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).**

Each spring, the Title I planning committee will meet to review the school-home compact for revisions. Parents and teachers serve on the committee. Teachers use the compact to document parent contact throughout the school year. Matthews Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the No Child Left Behind Act of 2001 (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

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

Matthews Elementary will provide parents access to the Continuous Improvement Plan through the school's website and will have copies available in the main office. Parents will be made aware that they can submit comments of dissatisfaction with the Continuous Improvement Plan in writing to any member of the planning team.

**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)**

Matthews Elementary will accomplish much of this through its annual parents meeting held at the beginning of the school year. At that time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Matthews Elementary will also offer an Open House immediately after the general Title I meeting with parents wherein parents will be given the opportunity to meet with their child's teachers and learn about individual class assessments and what their role will be in helping their child to succeed.

**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)**

Matthews Elementary will establish a parent center within the school to house materials in English and Spanish for parents to checkout to learn about how they can help their child to be successful. Throughout the year, parenting classes will be held on various topics including, but are not limited to, reading with your child creating a home learning environment, working as a partner with your child's teacher, and health and safety tips. We will also offer computer training for parents.

**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)**

Matthews Elementary will continue to work with its teachers through in-services, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and that parents are our partners. All staff is expected to welcome parents to the school, as appropriate, and to work with parents to facilitate meeting their needs for their children.

**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)**

Matthews Elementary will 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.

**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)**

At the present time, Matthews Elementary has 137 ELL students. Information on school meetings, parent's notices, etc. is sent to parents of these children in Spanish.

**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)**

Matthews Elementary makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. For example, parent surveys are sent out asking parents when they are available for workshops. They are scheduled several times during the school year to accommodate parents' schedules.

**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.**

Information and school reports will be sent to parents in a language that they can understand, to the extent practicable. Interpreters will be provided to assist with parent communication between parent and teacher. Home visits and phone conferences will be held with parents who are unable to visit the school.