ACIP

Blossomwood Elementary School

Huntsville City Schools

Mr. Jamie Burton, Principal
1321 Woodmont Ave SE
Huntsville, AL 35801-2626

TABLE OF CONTENTS

Executive Summary

Improvement Plan Stakeholder Involvement

Student Performance Diagnostic

2017-2018 ACIP Assurances

2017-2018 ACIP & Technology Goals & Objectives

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?

Blossomwood Elementary is located at 1321 Woodmont Avenue, located near Huntsville Hospital and other commercial businesses. The school is centrally located near high tech industries, including NASA. The school is situated in a neighborhood comprised of families with college educated parents. The majority of parents have college and/or advanced degrees. Two years ago, due to system rezoning, the school now serves two federally-funded housing areas as well as a growing number of students who have transferred from low-achieving schools. New and returning students, as well as parents and staff, are continuing to adjust to the school's growing diversity. This year, the faculty is more prepared than ever before to meet the diverse needs of our students.

In the past five years, Blossomwood Elementary School has experienced a great deal of change. Changes include becoming a Blue Ribbon Lighthouse School of Excellence in 2013 as well as the hiring of a new principal in 2014. Two years ago the school experienced the addition of sixth grade as well as a second housing area that increased the number of students from approximately 575 to well over 700. The school also experienced a significant increase in faculty and staff. In addition to aides and new teachers at multiple grade levels, the school now has a two assistant principals, a new PE teacher, a new art teacher, a new music teacher, a new gifted teacher and a new choral teacher. Blossomwood currently has 35 homerooms teachers (2 Pre-K & 33 General Education). There is 1 principal, 2 assistant principals, 1 library media specialist, 2 counselors, 2 PE teachers, 2 gifted teachers, and 3 SPED/collaborative teachers. Our school also shares a music, art, choir, band, and speech/language teacher with other schools. The most up-to-date demographic information for the school reflects the following: Blossomwood is a P-6 school with 712 students (40% Black, 56% White, and 4% Other, and a Free and Reduced Lunch Rate of 44%).

Unique features of Blossomwood include a large percent of parent and community volunteers, partnership with NASA and other engineering firms and a technology-rich environment.   This includes ActivBoards and projectors in all classrooms as well as all children being furnished with devices (laptops or iPads). The school also has a high-quality ETA (Entertainment Technology Academy) program.

Blossomwood's biggest challenge is closing the academic gap between students from significantly different socioeconomic backgrounds.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The school's purpose is based on our belief of academic excellence, along with opportunities for leadership and service, for all learners. The school's mission statement was updated to make it more child friendly. The mission of Blossomwood Elementary is to "maintain a culture where ALL students BLOSSOM, EXPLORE, and SUCCEED." We want all students to grow (BLOSSOM), learn (EXPLORE), and lead (SUCCEED). It is the vision of Blossomwood Elementary School "to become THE model of EQUITY and EXCELLENCE in elementary education."

Our values and beliefs include:
- Every child can learn.
- Excellence is an achievable standard.
- Students are valued individuals with different abilities and interests.
- The family/school/ community is essential to the success of student learning.
- Change is a necessary component of growth.
- Individuals are responsible and accountable for their actions.
- Embracing diversity enriches the learning environment.
- A broad- based curriculum will allow students to develop academically, socially, emotionally, and physically.
- Real-life experiences enhance learning.
- Self-discipline and respect for others are essential qualities for lifelong achievement.
- Teachers need the support of parents, students, administration, and other faculty.
- The success of the school is vital to the growth of the community.
- Expectations and consequences of behavior should be clearly stated and fairly enforced.
- Effective leadership creates vision.
- Learning is a lifelong process.

The school embodies its purpose through our mission of equity and excellence for all students. Blossomwood faculty and staff believe all children have the ability to learn at high levels. To support this belief we have multiple programs including SPARK, Reading Buddies, STRIVE, Accelerated Reader, Accelerated Math, IXL Reading, IXL Math, Intervention Tutors, and an ETA Lab. Reading Buddies is a volunteer program in which parents and community members read with students on a daily basis to promote fluency, enrich vocabulary, and build reading comprehension. STRIVE is also a community-based program where volunteers are assigned to one student for a minimum of one semester. The mentors meet with their assigned student one to three times per week. Mentors work with students on areas of need. Not only do they build academic skills, but mentors help to develop confidence levels and more. Accelerated Reader and Accelerated Math is a differentiated instructional tool implemented within the curricula aligned to the needs of learners at various levels. The math portion allows children who struggle to work on foundational skills at a slower pace as well as advancing students to move forward to more challenging skills. Students and parents can access a portion of this at home to continue practice, review scores, and observe skills that have been mastered. The reading portion provides students a motivational tool by earning points for their reading comprehension. It also provides a home connection in which parents can view books read, quizzes taken, and number of points earned. IXL math is yet another computer based online program offered to all students. With the premise of motivation in math, students work on mathematical skills in the classroom and at school and receive immediate feedback via earning points, ribbons and certificates. Teachers also receive feedback that in

turn is used in instructional planning for each student. Teachers can assign specific skills or students can select skills based on their interest. These "libraries" of skills provide the students access to on grade level, below grade level, or above grade level depending on the specific needs of the students.

Intervention Tutors are offered to provide specialized instruction to children in need of remediation. Tutors work with students on a weekly basis on specific skills dictated by prior assessment data and teacher observation. Tutors journal student mastery of skills and reflective comments are made to plan for instruction in the student's Individual Student Plan.

ETA (Entertainment Technology Academy) Lab for all students. This is an enrichment opportunity provided to all students where they learn about digital citizenship and develop basic coding skills. Hands on activities, virtual lessons, and project based designs incorporate science and math skills with a blend of engineering concepts that reflect 21st century workforce skills.

Blossomwood Elementary School values student achievement, collaboration among teachers, and parent input. Each component is essential to the success of our students. Providing rigorous and relevant curriculum and instruction affords our students the foundation to be successful and productive citizens in a 21st century workforce.

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.

Recent achievements of Blossomwood include the following: addition of the ETA Lab (Entertainment Technology Academy), one-to-one computer learning initiative, access to eBooks for students and teachers to use both inside and outside of the traditional school day, 500 Pro Series ActivBoards for every classroom that offer touch capabilities, an ActivTable that fosters collaboration among students and builds 21st century skills, and a Wii Fit addition to physical fitness program.

This summer Blossomwood's Leadership Team met for a two-day, two-night Leadership Retreat. During this time, we reviewed our school vision and mission. We also revisited our expectations and developed an updated Faculty Handbook and a plan to involve the entire faculty in various leadership roles. In addition to Grade Level Teams and Professional Learning Communities, our school has the following additional teams: Problem Solving Team, Positive Behavior Intervention Supports/Equity Team, Literacy Team, and Mathematics Team. It is through these teams that our school improvement efforts take place.

Each month the Leadership Team meets to review the work of the other teams. Formative assessments, STAR assessments, and Scantron assessments are used to monitor individual student growth in both reading and writing. Our goal is a full year's growth for every child in both reading and math. For the many students that come to us with signifiant achievement gaps, we want to acknowledge and celebrate growth. The Literacy and Math Teams, along with grade level teams, monitor these goals monthly. The Literacy and Math Teams provide suggestions to the rest of the faculty. Along with our school-wide PBIS plan, we want to increase social emotional supports for all students in the hopes of seeing a decrease in Office Discipline Referrals. The PBIS/Equity Team monitors this goal monthly and makes suggestions to the entire faculty. The Problem Solving Team also meets twice each month. This team supports teachers with students that are not responding to Tier 1 academic and/or behavior supports. The team helps these teachers come up with more intensive interventions and supports (Tier 2) to meet the needs of these students. The teacher comes back to the team each month to share progress using recommended progress monitoring tools. Students that reach an acceptable level of progress may be dismissed from the PST. For students that do not show progress, the team will suggest increased levels of intervention and support (Tier 3).

In December of 2013 Blossomwood was awarded Blue Ribbon School of Excellence Lighthouse Status. We feel that our school continues to strive for excellence in student achievement, all stakeholders play a vital role in the academic success of our students, and the school captures the essence of community support.

Additional Information

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

The foundation and theme of Blossomwood, both figuratively and literally, is built on a "Legacy of Leadership". With our new facility, we recognize the culture that preceded us and the value of leadership and learning that has been and continues to thrive here. Leadership is not about a single individual or title. Our students, our parents, our teachers, our support staff, and our administrative team are all leaders.

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.

The school Leadership Team, comprised of representatives throughout the school, was created at the beginning of the school year by the principal. Team meetings were scheduled after school hours in order to accommodate various team member schedules. All team members took an active role in evaluating survey results, selecting goals/objectives, and creating activities to meet the goals/objectives outlined in the plan.

After receiving input from various stakeholder groups, the Leadership Team finalized the strengths and weaknesses that appear in this CIP with the specific intent of improving student achievement through the use of high-impact instructional strategies. These strategies were shared and reviewed with various stakeholder groups, including parents, via PTA meetings and weekly newsletters.

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

The Leadership Team collects and analyzes data in order to accurately assess school-wide needs. Soon after test data becomes available, the team meets to analyze the data, evaluate the total school program, consider plans that will target areas of greatest need, and make recommendations to the faculty as a whole.

Parents participated in development of the improvement plan by providing school leadership with feedback. This information was then used to appropriately allocate money from PTA and other resources to facilitate the implementation of school-wide reform measures. The team is responsible for collecting, analyzing, and reporting assessment data from Scantron, DIBELS, STAR Early Literacy, and STAR Reading & Math.

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

The final Continuous Improvement Plan for 2017-2018 was shared with the school faculty during a meeting and analyzed more closely in grade level meetings. The final CIP was shared with the PTA Board during a monthly meeting and made available in the school office.

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	This data reflects significant fluctuations in our student demographics over a short period of time. Student transfers, student withdrawals, and district rezoning have made it difficult to follow trends in data. One persistent trend is the academic gap in all subject areas between our white and black students.	BES Disaggregated Data BES EOY Data

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

According to the ACT Aspire data, the percentage of students in third, fourth, fifth and sixth grade scoring at the "ACT Readiness Level" is greater than the National percentage of students in the following content areas: English, Math, Science, Reading, and Writing.
For Blossomwood Elementary School, two areas of strength include English and math. 79 percent of our students were proficient in English and 59 percent of our students were proficient in math.

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

With such a significant change in school demographics over the past two years years, it is difficult to compare data from previous years. All areas either stayed the same or decreased in proficiency from the previous year. The fact that the school experienced less decline in English, reading and writing suggests that appropriate supports and strategies are in place and potential areas for a positive trend.

Which area(s) indicate the overall highest performance?

English - ACT Readiness Level of 79%
Math - ACT Readiness Level of 59%

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

Black/African American - ACT Aspire data suggests that this subgroup shows a trend toward increasing performance in both English and Science as this group moves through the upper elementary grades.

Males - ACT Aspire data suggests that this subgroup shows a trend toward increasing performance in both Reading and Writing as this group moves through the upper elementary grades.

Between which subgroups is the achievement gap closing?

Males and Females - ACT Aspire data suggests that the achievement gap is closing as these groups move through the upper elementary grades.

Black and White - ACT Aspire data suggests that the achievement gap is closing as these groups move through the upper elementary grades.

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

ACT Aspire and STAR Assessment data reveal that students at our school are performing better in the area of math than in the area of reading. Our most current STAR data indicates that our 76% of our students are proficient in reading and 80% are proficient in math. This aligns with our Spring ACT Aspire data.

Areas in Need of Improvement

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

According to the ACT Aspire Assessment, the following are areas for continued growth:

Writing - ACT Readiness Level of 39% (3% decrease from the previous year)

Reading - ACT Readiness Level 47% (3% decrease from the previous year)

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

According to the ACT Aspire Assessment, the following areas show a negative trend in performance:

English - ACT Readiness Level of 79% (decrease of 3% from the previous year)

Math - ACT Readiness Level 59% (decrease of 6% from the previous year)

Science - ACT Readiness Level of 45% (decrease of 9% from the previous year)

Reading - ACT Readiness Level 47% (decrease of 3% from the previous year)

Which area(s) indicate the overall lowest performance?

ACT Readiness Level in the area of Writing is 39%

ACT Readiness Level in the area of Science is 45%

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

Females - ACT Aspire data suggests that this subgroup shows a trend toward decreasing performance in both Math and Science as this group moves through the upper elementary grades.

Between which subgroups is the achievement gap becoming greater?

There are no subgroups that indicate the achievement gap is becoming greater.

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

STAR data and ACT Aspire data both indicate that our students are performing more poorly in the area of reading than in the area of math.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.25
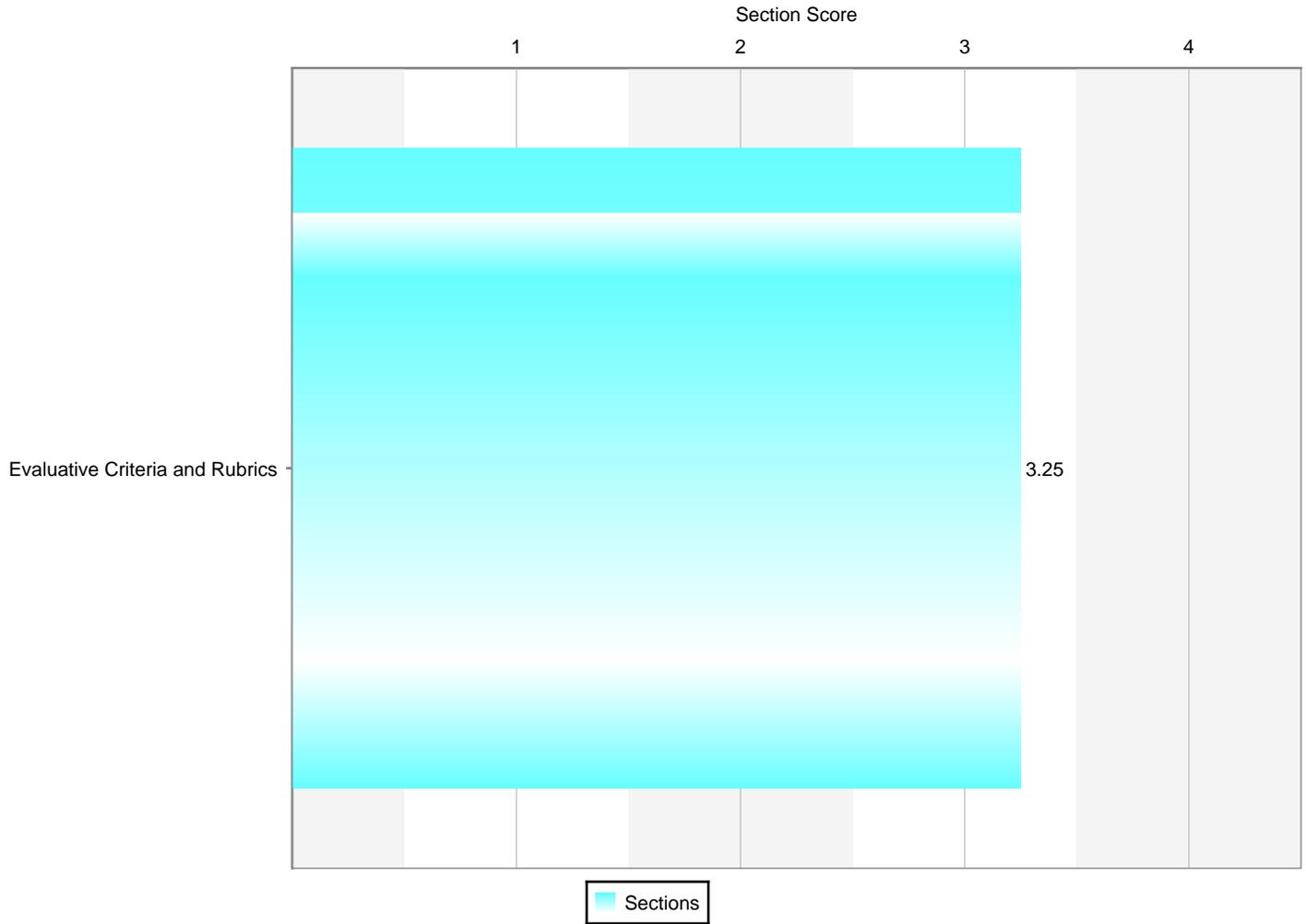
Sections

2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Blossomwood's Leadership includes the administrative team, counseling team, library media specialist, and grade level representatives. This group meets monthly to monitor our continuous improvement plan. Our school has academic improvement goals and goals school culture goals. See attachment for document with signatures.	BES Leadership Team

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	All Huntsville City Schools employees receive a copy of the Huntsville City Schools Policy Manual through the Safe Schools portal. A copy of the Huntsville City Schools Handbook is available to all employees on the district website. Each document states that policies set forth by Huntsville City schools regarding discrimination laws and expectations. See attached document with signatures of representing awareness of the documents.	ACIP Discrimination Laws & Regs

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	Principal is Jamie Burton. See attachment for address, telephone number, and signature.	Principal Signature & Info

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	No	N/A	

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	N/A	

2017-2018 ACIP & Technology Goals & Objectives

Overview

Plan Name

2017-2018 ACIP & Technology Goals & Objectives

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 the Learner Through Technology	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
2	Increase reading achievement at Blossomwood Elementary School	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
3	Increase mathematics achievement at Blossomwood Elementary School	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
4	To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2017-18	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
5	Implementation of the digital curriculum and providing each student in grades 3 through 12 with a digital device to reduce the digital divide and support twenty-first century learning.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
6	Increase English proficiency for all English learners	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: Engage and Empower the Learner Through Technology

Measurable Objective 1:

85% of All Students will demonstrate a behavior of an appropriate digital citizen in Career & Technical by 05/24/2018 as measured by digital citizenship assessments at the conclusion of digital citizenship lessons..

Strategy 1:

Digital Curriculum Usage - Provide all students with a digital device and support 21st Century learning.

Category: Other - Digital Curriculum

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive digital citizenship instruction in hopes of reducing the amount of student devices being collected due to inappropriate digital usage.	Technology	08/02/2017	05/24/2018	$0	General Fund	ETA Teacher

Goal 2: Increase reading achievement at Blossomwood Elementary School

Measurable Objective 1:

100% of All Students will increase student growth by a full year in Reading by 05/24/2018 as measured by the STAR Reading and Scantron assessments..

Strategy 1:

Using Formative Assessment to Guide Instruction - Teachers will use data from DIBELS, SCANTRON, and STAR assessments to plan for differentiated instruction to meet individual student needs.

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

Research Cited: Knight, Jim (2013). High Impact Instruction: A Framework for Great Teaching. Thousand Oaks, CA.

Fowler-Finn, Thomas (2013). Leading Instructional Rounds in Education. Cambridge, MA.

Bellanca, James (2012). How to Teach Thinking Skills Within the Common Core. Bloomington, IN.

Fisher, Douglas, Fry, Nancy & Uline, Cynthia L. (2013). Common Core English Language Arts in a PLC at Work: A Leaders Guide, Bloomington, IN

Activity - Small Group Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will develop lessons based on information from various data sources: STAR, DIBELS, and SCANTRON to provide explicit instruction to meet the students individual needs to ensure understanding and mastery of standards with support from classroom teachers and interventionists.	Direct Instruction	08/02/2017	05/24/2018	$0	No Funding Required	Principal (Jamie Burton), Assistant Principal (Leslie Zurowski) and all teachers responsible for reading/writing instruction will participate.

Goal 3: Increase mathematics achievement at Blossomwood Elementary School

Measurable Objective 1:

100% of All Students will increase student growth by a full year in Mathematics by 05/24/2018 as measured by STAR Math and Scantron assessments..

Strategy 1:

Using Formative Assessments to Guide Instruction - Teachers will use data from SCANTRON and STAR assessments to plan for differentiated instruction and meet individual student needs.

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

Research Cited: Knight, Jim (2013). High Impact Instruction: A Framework for Great Teaching. Thousand Oaks, CA.

Fowler-Finn, Thomas (2013). Leading Instructional Rounds in Education. Cambridge, MA.

Bellanca, James (2012). How to Teach Thinking Skills Within the Common Core. Bloomington, IN.

Kanold, Timothy & Lawson, Matthew R. (2012). Common Core Mathematics in a PLC at Work: A Leaders Guide, Bloomington, IN

Activity - Small Group Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will develop lessons based on information based on various data sources --- STAR, SCANTRON, and IXL to provide explicit instruction to meet the student individual needs to ensure understanding and mastery of standards with support from classroom teachers.	Professional Learning, Direct Instruction	08/02/2017	05/24/2018	$0	No Funding Required	Principal (Jamie Burton), Assistant Principal (Leslie Zurowski) and all teachers responsible for math instruction will participate.

Goal 4: To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2017-18

Measurable Objective 1:

100% of All Students will demonstrate a behavior to improve the school-to-home/home-to-school engagement for 2017-18 in Reading by 05/25/2018 as measured by completing the bi-weekly communication and the quarterly principal meetings with stakeholders..

Strategy 1:

school-to-home/home-to-school engaagement - a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event.

b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.

c. Third 9 Weeks – Afternoon/Evening Event – Student led conferences will take place with the assistance of the teachers.

d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.

Category: Develop/Implement Student and School Culture Program

Activity - Quarterly engagement meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event.
b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.
c. Third 9 Weeks – Afternoon/Evening Event – Student led conferences will take place with the assistance of the teachers.
d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders. | Community Engagement | 08/02/2017 | 05/25/2018 | $0 | No Funding Required | LEA and faculty of the school |

Goal 5: Implementation of the digital curriculum and providing each student in grades 3 through 12 with a digital device to reduce the digital divide and support twenty-first century learning.

Measurable Objective 1:

collaborate to increase the baseline computer usage rate by 5% by 05/24/2018 as measured by Two data points from the 2017 – 2018 school year. The first data point is our baseline computer usage for the month of August. The second data point is computer usage for September through the end of May. .

Strategy 1:

ELEOT - The computer usage of students in the electronic curriculum will be measured during the 2017 - 2018 school year and participation in the district wide digital curriculum will be verified by the Effective Learning Environment Observation Toll (ELEOT) which will measure and quantify active student engagement by taking a look at classroom expectations, feedback, and learning support.

Category: Develop/Implement Learning Supports

Research Cited: AdvancED / ELEOT

Activity - Enhancing student engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and principals will review the results from the ELEOT observations to collaborate and develop strategies to address how technology usage can be used to enhance student engagement.	Professional Learning	08/02/2017	05/24/2018	$0	District Funding	Teachers, administrators, coaches, specialists, and principals

Goal 6: Increase English proficiency for all English learners

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency in English by equal intervals (refer to Table 3 from page 17 of State Plan) in English Language Arts by 05/24/2018 as measured by ACCESS data.

Strategy 1:

Small Group Instruction & Differentiated Supports - Teachers of English learners will routinely communicate and collaborate with the ESOL Teacher to ensure that appropriate supports are being provided for English learners. Supports will include the use of many visuals, increased group work opportunities, and pre-teaching experiences.

Category: Develop/Implement Learning Supports

Activity - Teacher Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will work with administration to locate articles and other online resources that support best practices with English learners.	Professional Learning	08/02/2017	05/24/2018	$0	No Funding Required	ESOL teacher, general education teachers, and administration.

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
Teacher Resources	Teacher will work with administration to locate articles and other online resources that support best practices with English learners.	Professional Learning	08/02/2017	05/24/2018	$0	ESOL teacher, general education teachers, and administration.
Small Group Differentiated Instruction	Teachers will develop lessons based on information from various data sources: STAR, DIBELS, and SCANTRON to provide explicit instruction to meet the students individual needs to ensure understanding and mastery of standards with support from classroom teachers and interventionists.	Direct Instruction	08/02/2017	05/24/2018	$0	Principal (Jamie Burton), Assistant Principal (Leslie Zurowski) and all teachers responsible for reading/writing instruction will participate.
Small Group Differentiated Instruction	Teachers will develop lessons based on information based on various data sources --- STAR, SCANTRON, and IXL to provide explicit instruction to meet the student individual needs to ensure understanding and mastery of standards with support from classroom teachers.	Professional Learning, Direct Instruction	08/02/2017	05/24/2018	$0	Principal (Jamie Burton), Assistant Principal (Leslie Zurowski) and all teachers responsible for math instruction will participate.

Quarterly engagement meetings	a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event. b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders. c. Third 9 Weeks – Afternoon/Evening Event – Student led conferences will take place with the assistance of the teachers. d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.	Community Engagement	08/02/2017	05/25/2018	$0	LEA and faculty of the school
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Enhancing student engagement	Teachers and principals will review the results from the ELEOT observations to collaborate and develop strategies to address how technology usage can be used to enhance student engagement.	Professional Learning	08/02/2017	05/24/2018	$0	Teachers, administrators, coaches, specialists, and principals
				Total	$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Citizenship	Students will receive digital citizenship instruction in hopes of reducing the amount of student devices being collected due to inappropriate digital usage.	Technology	08/02/2017	05/24/2018	$0	ETA Teacher
				Total	$0	