ACIP

Farley Elementary School

Huntsville City Schools

Mrs. Dawn Ashley
2900 Green Cove Road
Huntsville, AL 35803

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Executive Summary

Introduction

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

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

Description of the School

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

Farley Elementary School is located on South Memorial Parkway. We are the furthest elementary school in the Huntsville City Schools District. Our address is 2900 Green Cove Road. The demographics of our community are unique. There are houses in the area listed for as much a $400,000.00 while there are also areas where the home income is less than $20,000. Our children are transported to school primarily by their parents. We also have one community bus that transports several of our community children. The final group of students are bused into our school from the North end of town. These students are transfers based upon the No Child Left Behind Act. Farley accepts anywhere from 6-12 M to M transfers each year. In the past three years there has not been much change here at Farley. Our enrollment dropped several years ago as there was a rezoning of English Village which is a neighborhood in this area. Farley has 251 Caucasian students, 50 Blacks, 28 Asians, 4 American Indian/Alaskan Native, 27 Hispanic and 1 Multi Racial students. Our total enrollment at Farley Elementary School is 361. We have several students (50%) that qualify for free and/or reduced lunch status. However, this year, Farley is participating in the Community Eligibility Program which allows our total population to eat free lunch and breakfast daily. Along with these students we have one Community Action Headstart class that is housed in our building. Although this class is not directly tied to Huntsville City Schools, here at Farley every effort is made to incorporate this class into the normal routines of the day. We share our activities such as pictures, Fall Festival and PTA programs with the Headstart class. Our faculty is comprised of 18 classroom teachers ranging from Pre-Kindergarten to Fifth Grade. We also have a full time Guidance Counselor and a part-time Music and Art teacher that we share with other schools. We also have a Gifted teacher, Speech Pathologist, Physical Education, Collaborative teacher and an ELL specialist. There is one Secretary and one Clerical Assistant, one Computer Lab Technician, one full- time school nurse and one school Librarian. One Child Nutrition Program Manager with three full time workers in the lunchroom. We have three Instructional Assistants who are housed in our Collaborative classrooms and Physical Education Department. There is also a full-time day custodian and two-night custodians. Farley Elementary is fully supported by the surrounding community.

We are fortunate to have companies such as Dollar General, Home Depot, Chick-Fil-A, Hardees and Sam's make contributions to our school that include but are not limited to financial donations, school supplies, robotics tables, etc. Also, several churches in the greater Huntsville Community provide volunteer readers, mentors and items used during Fall festival and other events. These churches include Farley Community Church, Aldersgate Church, Center Grove United Methodist Church, First Missionary Baptist Church and Weatherly Baptist Church. Farley Community Church also partners with The Manna House and they provide fun packs for our students who are less fortunate on a weekly basis. These fun packs are delivered on Thursday and provide nutrition for students who might not have adequate nourishment throughout the weekend. The final unique activity in our school is a Boys & Girls Club connected to our school building. Farley is one of the few schools to have a club attached to their school. This allows us to collaborate with the club and gives our students the opportunity to get extra help, work in the computer lab and practice with the Math and Robotics teams. In addition, the club's director and the school collaborate in writing several grants that give us technological equipment and supplies. We communicate weekly about curriculum, events and important issues or concerns. Our goal is to have leaders in the fields of Science, Technology, Engineering and Math visit our school to share with the students' opportunities in these fields of study. To support this initiative, our Boys and Girls Club has received a $15,000 STEM grant to establish an after-school STEM lab. We here at Farley feel very fortunate to have a club and have pledged to collaborate in all endeavors.

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.

Our mission at Farley Elementary School is to provide the highest quality of education in a secure, positive, and challenging environment for all students. This is accomplished by an established effort between staff, school, parents, and the community. The faculty and staff met to establish belief statements for all stakeholders. These statements are: Farley Elementary School's mission is to academically and socially prepare our students for their future endeavors. The teachers will ensure that the students are capable of problem solving, critical thinking, communicating effectively and collaborating with others. S.O.A.R. expectations will prepare students to become productive and culturally responsive citizens. Students will be empowered to embrace challenge, find happiness and demonstrate pride through their achievements. The Community should have the expectation that the school is producing responsible and productive citizens for its viability. The community assists in this endeavor by providing financial support, volunteering, serving as role models, and providing input in the educational process of the students we serve.

At Farley, we work to include all stakeholders in the educational process. We solicit corporate sponsorships which give us the resources to purchase and renew programs valuable to our student learning. These programs include but are not limited to Accelerated Reader, DIBELS Next, STAR Early Literacy, STAR Reading, STAR Math, Scholastic News, etc. Farley PTA is also committed to sharing resources earned through Fall Festival and other fundraisers with our school. Our expectations for students is summed up in the following quote shared with our parents and students consistently. "Together We S.O.A.R. (Show Respect, Organized and Ready, Arrive on Time, Respond Responsibly)".

Students are encouraged to work diligently with our Digital 1:1 Initiative. Teachers are given Professional Development to ensure their knowledge base is expanded and that they can stay connected with best practices. The principal is the instructional leader in the school building. As that leader, I share with our stakeholders' progress with our students academically and socially. Our students are also encouraged to participate in programs that strengthen their academic skills. Examples are IXL, ScootPad, Kahn Academy, FrontRowEd, Imagine Learning, iReady, SuccessMaker, Green Power Car. In addition, we have three competitive Robotics teams and two competitive Math teams. The Math Team placed 3rd at the Randolph tournament. Also, the 5th grade team placed 3rd, one 4th grade student placed 1st in the 5th grade individuals and one 5th grade student placed 3rd in the 6th grade individuals in Huntsville City Schools' Intramural Tournament. Teacher's belief that each one of our students when motivated will reach his/her maximum potential where learning is concerned. Goals of achievement are set for each of our students and progress is discussed to some level with all stakeholders.

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.

Our goal here at Farley is that each student works to his/her maximum potential on a daily basis. We set high standards for our teachers as well as our students. In an effort to improve our school, two Math teams and three Robotics teams were developed. These teams consist of 3rd, 4th and 5th grade students. Our students competed in tournaments at Randolph School and University of Alabama at Huntsville. We are also excited for the upcoming year as our Gifted teacher continues Robotics with our second and third graders. We are also pleased to have parent volunteers working with our students on the two afternoons that practices are held.

When looking at our ACT Aspire tests from 2017, our students (ready and exceeding) scored 22% proficient in writing. We are implementing a school-wide writing plan to support student achievement in this area. As well as ensuring that our teachers are differentiating instruction based on the writing skills. Our school system shares these numbers, and our fourth grade teachers have already begun working with the students who are identified as low achievers.

We also administer STAR Testing several times per year. These results are shared during Data meetings where teachers establish programs that help improve student learning. We have set as a school goal 85% proficient in Reading and Math school-wide. We are also working to improve as competitive teams in Math and Robotics. Our students, teachers and parents are working to create an atmosphere of learning that is positive, while adding the element of competitiveness that has been missing. One area that we as a Farley family are working to improve is our Special Education group of students. Teachers monitor student progress through a program called STAR Enterprise. This assessment shares information concerning student progress but also has a component that gives administrators a snapshot of progress or lack thereof being made in the classroom. Our system looks for a Student Growth Percentile rank of 50% to 65%. This information is shared with teachers to improve teaching and learning. In the next three years, our plan is that our students are able to compete on the national level academically. We want to move towards 100% in Reading and Math and sustain that growth consistently. We also want to work diligently as we utilize Common Core standards as these lessons are more rigorous.

The 2017 ACT Aspire Math proficiency for 3rd grade was 78%, for 4th grade was 67%, and 5th grade was 55%. Our areas of improvement include our ACT Aspire scores in the areas of Reading, Math and Writing. According to our 2017 STAR Spring Screening, our students scored 71% proficient in Math and 58% proficient in Reading. Our Writing proficiency decrease this year as well and we have revamped our writing plan to include genre overviews and potential prompts to support teachers when writing to specific genres.

Additional Information

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

For the 2017-2018 school year, we currently have 63 fifth grade students taking the sixth grade Digits Math curriculum (which is an increase of 28 students from last year) and 38 fourth grade students taking the fifth grade Envision Math curriculum (which is an increase of 13 students from last year). This advancement will put these students on a path to take Algebra I, a ninth-grade course, in the eighth grade.

Farley Elementary School was awarded the Huntsville City Schools' PBIS (Positive Behavior Intervention Support) elementary school of the year. Our students are expected to Show Respect for themselves, their teachers and their peers. Our nurturing teachers will ensure that the learning environment is future-focused, equitable and culturally responsive.   Students are expected to be Organized and Ready to learn. Parents are expected to support our school by making sure that our students Arrive on Time. Our students are expected to Respond Responsibly in a collaborative and restorative learning environment that fosters academic growth and 21st Century Literacies.

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 ACIP School Improvement Team consists of the school leadership team. The school leadership team includes the grade level chairs from each grade, the Collaborative Teacher, Librarian, Counselor and Principal. Also included on the School Improvement Team is a parent representative, a community representative, a member of the school support staff, and the chair of the technology committee. At the initial meeting, the committee established a meeting timeline that consisted of meeting dates, times, and places.

The Improvement Committee:

Towana Smith, Principal
Amy Harbour, Pre-K Chair
Lore Russell, Kindergarten Chair
Dazzirine Ishman, First Grade Chair
Dawn Brown, Second Grade Chair
Maha Arafat, Third Grade Chair
Mary Potter, Fourth/Fifth Grade Chair
Chris White, Counselor
Molly Johnson, Math Lead
LaShawn Banks, Special Education Chair
Steven Filoromo, Librarian/Electives Chair
Gail Meyers, Systems Technician/Support Staff Representative
Yassiry Rivera, Unit Director of Farley Boys & Girls Club/Community Representative
Mary Ann Brothers, Parent Representative/PTA President

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

Stakeholder representation on the committee consisted of the following:

Our PTA President, Mary Ann Brothers who is also a parent of two students that attend Farley represents our parental stakeholders, the Unit Director of the Farley Boys & Girls Club represents community interests, a member of our support staff represents our staff stakeholders, and there is one teacher from each grade level, one teacher from Special Education, one teacher from elective classes, and one teacher from the technology committee to represent the faculty.

These committee members assisted in the collection and analysis of data, establishing academic and organizational goals, and assisting in communicating the Improvement Plan to our broad base of stakeholders.

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

The final improvement plan was communicated in a variety of ways. The plan was posted on the school website. A copy of the plan was made available in the office for review by stakeholders upon request. The plan was sent to parents via email on SchoolCast. The Principal communicated the plan to parents at a PTA meeting.

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	The attached 2017 ACT Aspire document illustrates the percentages of students scoring in the range of exceeding, ready, close and in need of support in the following areas: Reading, Writing and Science. We are continuing to monitor these areas to increase student proficiency. Our areas of strength are Math and English.	Farley ACT Aspire 2017

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

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

Areas of Notable Achievement

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

The 2017 ACT Aspire Math proficiency for 3rd grade was 78%, for 4th grade was 67%, and 5th grade was 55%. Our areas of improvement include our ACT Aspire scores in the areas of Reading, Math and Writing. According to our 2017 STAR Spring Screening, our students scored 71% proficient in Math and 58% proficient in Reading. Our Writing proficiency decrease this year as well and we have revamped our writing plan to include genre overviews and potential prompts to support teachers when writing to specific genres.
The teachers at Farley Elementary School are working to ensure that all students are academically proficient.

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

 In regards to the 2016-2017 ACT Aspire results, the students were able to make positive gains in English with 80% scoring proficient.

Which area(s) indicate the overall highest performance?

80% of the students at Farley Elementary School scored proficient on the ACT Aspire State Assessment in May of 2017 in English.

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

The Girl subgroup in grades 4th and 5th have a higher proficiency rate in every sub-test on the 2017 ACT Aspire.

Between which subgroups is the achievement gap closing?

According to the data from the ACT Aspire, the achievement gap is closing between the Boy/Girl subgroup in 4th Grade in the areas of Writing and Math. The achievement gap is closing between the Boy/Girl subgroup in 3rd Grade Math, Reading, and Writing. Additionally, the achievement gap is closing between the Boy/Girl subgroup in 5th Grade Math and Reading.

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

The achievement data of our Third Grade students is consistently higher across all data sources.

Areas in Need of Improvement

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

According to the data from the 2017 ACT Aspire, all subject levels of performance are below expectation.

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

A negative trend in performance is shown in Math, Reading, and Writing according to the 2017 ACT Aspire.

Which area(s) indicate the overall lowest performance?

According to the ACT Aspire Writing Subtest, our students performed at approximately 22% proficiency in Writing.

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

A negative trend in performance was determined on the 2017 Spring ACT Aspire Assessment in Writing. There was a decrease in performance in Writing from 32% in 2016 to 22% in 2017.

Between which subgroups is the achievement gap becoming greater?

The 2017 ACT Aspire Science subgroup showed a 23% gap between Boys and Girls. The higher proficiency was obtained by the male students.

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

The Boy subgroup is out performing the Girl subgroup in 3rd grade.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 3.5
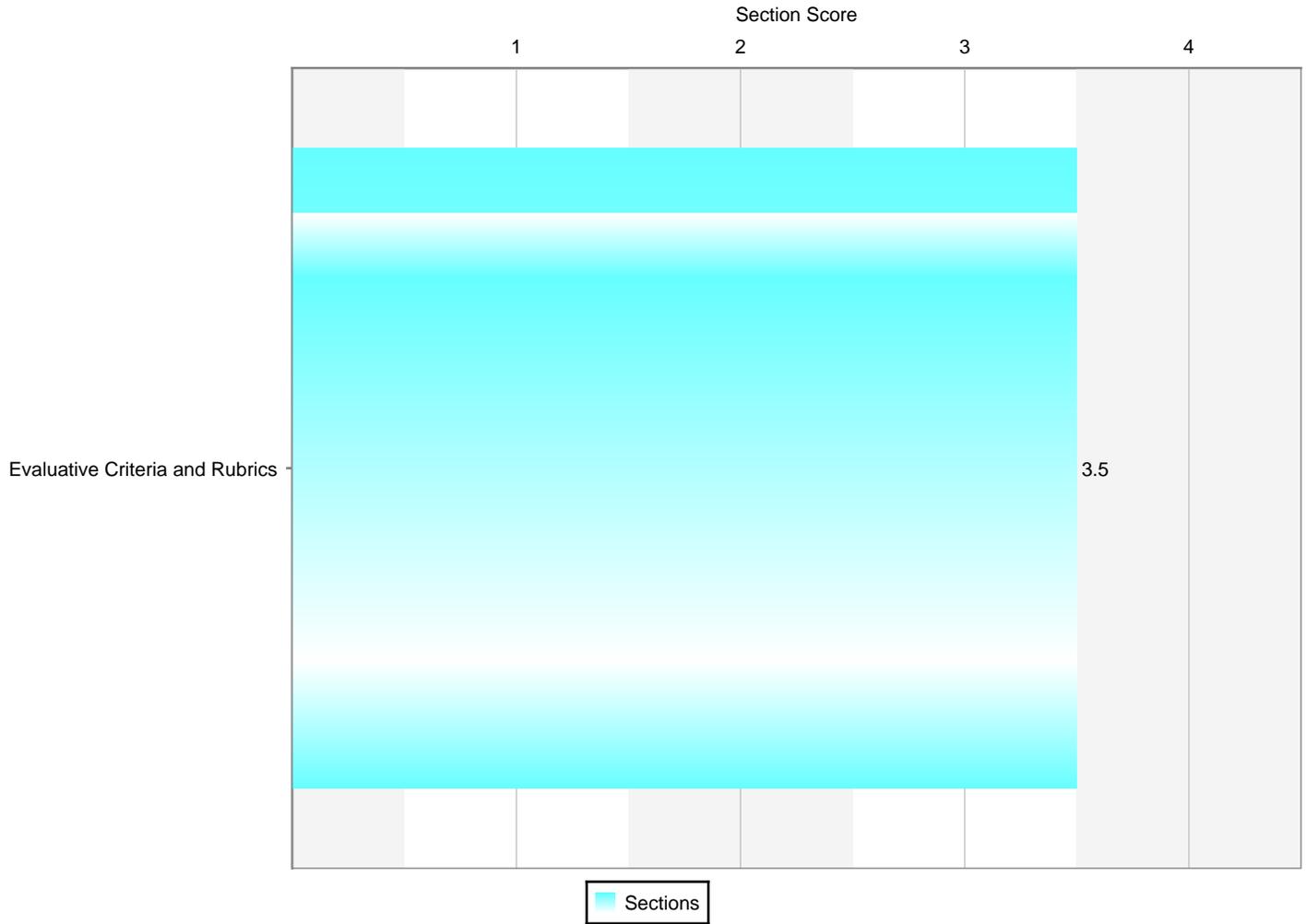
Sections

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	My Signature on the Farley ACIP indicates that I have reviewed and provided input on the 2017-2018 Farley Elementary School ACIP: Maha Arafat - Grade 3 - Reading LaShawn Banks - SPE (Collaborative) Mary Ann Brothers - PTA Dawn Brown - Grade 2 Colette Carnes - Grade 5 - ELA/Writing Steven Filoromo - Librarian Amy Harbour - Pre-Kindergarten Mattie Hill - GATE Specialist Dazzirine Ishman - Grade 1 Molly Johnson - Grade 5 - 6th Grade Digits Gail Meyers - Systems Technician Mary Potter - Grade 4 - Science Lore Russell - Kindergarten Towana Smith - Principal Chris White - Counselor	Farley ACIP Signatures

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Farley Elementary School complies with federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U. S. Department of Education.	Farley ACIP Signatures

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	The Compliance Director for Huntsville City Schools is listed below: Ms. Shirley Wellington 200 White Street Huntsville, Alabama 35801 (256) 428-6836 shirley.wellington@hsv-k12.org The Huntsville Education Association School Representative is listed below: Ms. Mattie Hill 2900 Green Cove Road Huntsville, Alabama 35803 (256) 428-7160 mattie.hill@hsv-k12.org	

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	Farley Elementary School is not a Title I School; therefore, we do not have a written Parent Involvement Plan.	

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	Farley Elementary School is not a Title I school; therefore, a School-Parent Compact is not applicable.	

2017_2018 ACIP and Technology Goals

Overview

Plan Name

2017_2018 ACIP and Technology Goals

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	Farley teachers will participate in local and global learning communities to explore creative applications of technology to improve student learning.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
2	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
3	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
4	All students will demonstrate an increase in Reading proficiency.	Objectives: 4 Strategies: 2 Activities: 3	Academic	$0
5	All students will demonstrate an increase in Math proficiency.	Objectives: 4 Strategies: 2 Activities: 3	Academic	$700
6	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	Organizational	$0
7	100% of English Learners will increase their English proficiency by equal intervals.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
8	Students will be able to interpret, gather, explain, transfer, and identify information from models to support scientific findings/facts.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: Farley teachers will participate in local and global learning communities to explore creative applications of technology to improve student learning.

Measurable Objective 1:

collaborate to achieve a clear understanding of how applications and technology can improve the community as a whole while improving learning possibilities. by 05/25/2018 as measured by student and teacher surveys as well as, administrative observations.

Strategy 1:

Applications and Technology - All teachers will create an Edmodo page for their class in order to keep parents informed of student progress, instruction, and other classroom activities.

Category:

Research Cited: Wilder, S. (2013). Effects of parental involvement on academic achievement: a meta-synthesis

Activity - Pearson Realize Platform Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train K - 5 grade teachers on how to use the Pearson Realize platform in their classroom in order to deliver classroom instruction using the digital curriculum.	Technology	08/01/2017	05/18/2018	$0	No Funding Required	Principal and Teachers

Status	Progress Notes	Created On	Created By
Completed	All teachers have established an Edmodo account for their classrooms.	October 14, 2013	Rayford Lightner

Activity - Parental Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Host a parental workshop that gives parents an overview on how to operate Edmodo and access the new Pearson Realize platform.	Parent Involvement	10/02/2017	05/18/2018	$0	No Funding Required	Principal, Teachers, and Counselor

Goal 2: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to develop procedures and implement a program to ensure students are responsible digital citizens. by 05/18/2018 as measured by Transform 2020 Plan survey results for teachers and students..

Strategy 1:

Student Engagement Through Technology - All teachers will utilize technology to teach, remediate, and enrich students' engagement in instruction by requiring students to access technology to create, problem-solve, research and think critically.

Category:

Research Cited: Edwards, Mark A. (2013). The Six Key Drivers of Student Engagement from the book Every Child, Every Day: A Digital Conversion Model for Student Achievement.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train and expose teachers to Web 2.0 tools and other technology-based programs that engage students.	Professional Learning	08/01/2017	05/18/2018	$0	No Funding Required	Principal, Classroom Teachers, and System Tech

Goal 3: Engage and Empower the Learner Through Technology

Measurable Objective 1:

75% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior that students will effectively and responsibly use standards-based digital media to learn and communicate real-world applications of concepts processes individually and collaborativeley. in Mathematics by 05/18/2018 as measured by Classroom and student observations.

Strategy 1:

Professional Development - Provide professional development opportunities for teachers to develop strategies that allow students to learn from fellow students through the use of various safe and appropriate collaborative applications as well as Internet-based educational social media.

Category:

Activity - Teacher Training on Web 2.0 Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers on various web 2.0 tools that enhances student engagement.	Professional Learning	08/01/2017	05/18/2018	$0	No Funding Required	Principal, Classroom Teachers, and System Tech

Goal 4: All students will demonstrate an increase in Reading proficiency.

Measurable Objective 1:

A 10% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency at or above benchmark in Reading by 05/24/2018 as measured by standardized test issued by the State Department of Education..

(shared) Strategy 1:

Improve Reading Comprehension For All Students - All teachers will utilize the Close Reading Strategy during whole group and small group reading instruction.

Category:

Research Cited: ASCD, 2014 Rigor in the Classroom

Activity - Close Reading Strategy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will utilize close reading strategies during whole group and small group instruction.	Academic Support Program	08/02/2017	05/24/2018	$0	No Funding Required	Classroom teachers

Activity - Goal Setting with STAR Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will establish goals for each student in STAR Reading and will progress monitor student progress monthly.	Academic Support Program	08/02/2017	05/24/2018	$0	District Funding	Teachers and Principal

Measurable Objective 2:

A 10% increase of First and Second grade students will demonstrate a proficiency at or above benchmark in Reading by 05/24/2018 as measured by the Spring STAR Reading Assessment.

(shared) Strategy 1:

Improve Reading Comprehension For All Students - All teachers will utilize the Close Reading Strategy during whole group and small group reading instruction.

Category:

Research Cited: ASCD, 2014 Rigor in the Classroom

Activity - Close Reading Strategy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will utilize close reading strategies during whole group and small group instruction.	Academic Support Program	08/02/2017	05/24/2018	$0	No Funding Required	Classroom teachers

Activity - Goal Setting with STAR Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will establish goals for each student in STAR Reading and will progress monitor student progress monthly.	Academic Support Program	08/02/2017	05/24/2018	$0	District Funding	Teachers and Principal

Measurable Objective 3:

A 10% increase of Pre-K and Kindergarten grade students will demonstrate a proficiency at or above benchmark in Reading by 05/24/2018 as measured by the Spring STAR Early Literacy Assessment.

Strategy 1:

Pre-Reading Skills - All teachers will model, demonstrate, utilize, and engage students in letter recognition, beginning and ending sounds, and decoding during whole

group and small group instruction. Teachers will use OWLs or DIBELS to progress monitor students throughout the year.

Category:

Research Cited: Kosanovich, Marcia L. (2005). Kindergarten and First Grade Student Center Activities. Florida Center for Reading Research.

Schickedanz. J. (2003). Engaging preschool-ers in code

learning. In Literacy and young children, eds. D.

Barone & L. Morrow, 121–39. Newark, DE: International

Reading Association.

Activity - Interactive Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize a variety of computer-based instruction programs as well as direct teacher instruction that focus on modeling pre-reading skills.	Direct Instruction	08/04/2016	05/26/2017	$0	No Funding Required	Pre-K and Kindergarten Teachers

Measurable Objective 4:

A 5% increase of English Learners students will demonstrate a proficiency at or above benchmark in Reading by 05/24/2018 as measured by the State Department of Education Assessment and/or Spring STAR Assessments and/or ACCESS Assessment.

(shared) Strategy 1:

Improve Reading Comprehension For All Students - All teachers will utilize the Close Reading Strategy during whole group and small group reading instruction.

Category:

Research Cited: ASCD, 2014 Rigor in the Classroom

Activity - Close Reading Strategy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers will utilize close reading strategies during whole group and small group instruction.	Academic Support Program	08/02/2017	05/24/2018	$0	No Funding Required	Classroom teachers

Activity - Goal Setting with STAR Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will establish goals for each student in STAR Reading and will progress monitor student progress monthly.	Academic Support Program	08/02/2017	05/24/2018	$0	District Funding	Teachers and Principal

Goal 5: All students will demonstrate an increase in Math proficiency.

Measurable Objective 1:

A 10% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency at or above benchmark in Mathematics by 05/24/2018 as measured by the State Department of Education Assessment.

(shared) Strategy 1:

Computer-Based Instruction - Teachers will use a variety of computer programs that will enable them to prescribe lessons based on each student's specific deficiencies and that are aligned to grade level standards.

Category:

Research Cited: Cheung, Alan C.K. (2013). The Effectiveness of Educational Technology Applications for Enhancing Mathematics Achievement in K-12 Classrooms: A meta-analysis.

Activity - ScootPad and Successmaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An adaptive and personalized learning platform for Grades K-5 covering Common Core Standards.	Technology	08/02/2017	05/24/2018	$200	District Funding	Teachers

Activity - IXL and Successmaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A comprehensive K-12 practice site providing unlimited practice in math concepts and skills.	Technology	08/02/2017	05/24/2018	$500	District Funding	Teachers

Measurable Objective 2:

A 10% increase of First and Second grade students will demonstrate a proficiency at or above benchmark in Mathematics by 05/26/2017 as measured by STAR Spring Math Assessment.

(shared) Strategy 1:

Computer-Based Instruction - Teachers will use a variety of computer programs that will enable them to prescribe lessons based on each student's specific deficiencies and that are aligned to grade level standards.

Category:

Research Cited: Cheung, Alan C.K. (2013). The Effectiveness of Educational Technology Applications for Enhancing Mathematics Achievement in K-12 Classrooms: A meta-analysis.

Activity - ScootPad and Successmaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An adaptive and personalized learning platform for Grades K-5 covering Common Core Standards.	Technology	08/02/2017	05/24/2018	$200	District Funding	Teachers

Activity - IXL and Successmaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A comprehensive K-12 practice site providing unlimited practice in math concepts and skills.	Technology	08/02/2017	05/24/2018	$500	District Funding	Teachers

Measurable Objective 3:

A 10% increase of Pre-K and Kindergarten grade students will demonstrate a proficiency at or above benchmark in Mathematics by 05/26/2017 as measured by STAR Early Literacy Spring Assessment.

Strategy 1:

Beginning Math Skills - All teachers will model, demonstrate, utilize, and engage students in number recognition, one-to-one correspondence, comparing numbers, ordering whole numbers, and basic addition and subtraction. Teachers will use OWLs or STAR Early Literacy.

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

Research Cited: National Research Council. (2009). Mathematics learning in early childhood: Paths toward excellence and equity. Committee on Early Childhood Mathematics. C.T. Cross, T.A. Woods, and H. Schweingruber (Eds.). Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

Activity - Interactive Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize a variety of computer-based instruction programs as well as direct teacher instruction that focus on modeling beginning math skills.	Direct Instruction	08/04/2016	05/26/2017	$0	No Funding Required	Pre-K and Kindergarten Teachers

Measurable Objective 4:

A 5% increase of English Learners students will demonstrate a proficiency at or above benchmark in Mathematics by 05/26/2017 as measured by ACT Apire and/or Spring STAR Assessments and/or ACCESS Assessment.

(shared) Strategy 1:

Computer-Based Instruction - Teachers will use a variety of computer programs that will enable them to prescribe lessons based on each student's specific deficiencies and that are aligned to grade level standards.

Category:

Research Cited: Cheung, Alan C.K. (2013). The Effectiveness of Educational Technology Applications for Enhancing Mathematics Achievement in K-12 Classrooms: A meta-analysis.

Activity - ScootPad and Successmaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An adaptive and personalized learning platform for Grades K-5 covering Common Core Standards.	Technology	08/02/2017	05/24/2018	$200	District Funding	Teachers

Activity - IXL and Successmaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A comprehensive K-12 practice site providing unlimited practice in math concepts and skills.	Technology	08/02/2017	05/24/2018	$500	District Funding	Teachers

Goal 6: 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:

demonstrate a behavior to improve the school-to-home/home-to-school engagement for 2017-18 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 - 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 school year will be the following:

1. Each school principal will provide a bi-weekly newsletter/communication to stakeholders (staff, students, parents, and others who have a vested interest in the school).

a. Information disseminated to all stakeholders will use a method and format(s) that is coherent and appropriate to specific stakeholder groups.

2. Principals will meet with stakeholders quarterly (once each nine weeks) to improve school-to-home/home-to-school engagement.

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.

• These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.

Category: Develop/Implement Student and School Culture Program

Research Cited: The process used to engage stakeholders in the development of the institution's parent engagement or student engagement/involvement plan involved allowing principals and stakeholders to review the indicators and offer input. Parents were contacted via surveys regarding specific stakeholder topics: preparation and access to advanced (AP, Honors) classes, M2M transfers, AdvancEd accreditation climate issues, and the effectiveness of school communication. These responses were reviewed and used to develop the school-to-home/home-to-school engagement plan. Additionally, parent participation was solicited on a system level for an advisory committee of curriculum and instruction.

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. • These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.	Community Engagement	08/02/2017	05/25/2018	$0	No Funding Required	LEA and faculty of the school

Goal 7: 100% of English Learners will increase their English proficiency by equal intervals.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency of 1 point each ELL year in Reading by 05/24/2018 as measured by ACCESS for ELL 2.0.

Strategy 1:

Imagine Learning - Teachers will utilize Imagine Learning to differentiation instruction for their ELL students in an effort to master College and Career Readiness Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Imagine Learning is a research based first language supported and data driven program used to support College and Career Readiness standards.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize Imagine Learning in a small group setting to support standards aligned with College and Career Readiness.	Academic Support Program	08/02/2017	05/24/2018	$0	No Funding Required	Classroom Teachers

Goal 8: Students will be able to interpret, gather, explain, transfer, and identify information from models to support scientific findings/facts.

Measurable Objective 1:

80% of All Students will increase student growth by utilizing AMSTI kits in Science by 05/24/2018 as measured by increased proficiency on the SCANTRON and the State Department of Education Assessment.

Strategy 1:

Whole Group Instruction - Science teachers will utilize AMSTI kits to support classroom instruction and to obtain mastery of College and Career Readiness Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI is research-based and incorporates best practices for math and science teaching. The initiative provides three basic services: professional development, equipment and materials, and on-site support.

Activity - Whole Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AMSTI kits will be utilized in the classroom to support student achievement in Science. Also, students will engage in hands-on activities to support instruction.	Academic Support Program	08/02/2017	05/24/2018	$0	No Funding Required	Science Teachers

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
Interactive Instruction	Teachers will utilize a variety of computer-based instruction programs as well as direct teacher instruction that focus on modeling beginning math skills.	Direct Instruction	08/04/2016	05/26/2017	$0	Pre-K and Kindergarten Teachers
Parental Workshops	Host a parental workshop that gives parents an overview on how to operate Edmodo and access the new Pearson Realize platform.	Parent Involvement	10/02/2017	05/18/2018	$0	Principal, Teachers, and Counselor
Professional Development	Train and expose teachers to Web 2.0 tools and other technology-based programs that engage students.	Professional Learning	08/01/2017	05/18/2018	$0	Principal, Classroom Teachers, and System Tech
Whole Group Instruction	AMSTI kits will be utilized in the classroom to support student achievement in Science. Also, students will engage in hands-on activities to support instruction.	Academic Support Program	08/02/2017	05/24/2018	$0	Science Teachers
Teacher Training on Web 2.0 Tools	Train teachers on various web 2.0 tools that enhances student engagement.	Professional Learning	08/01/2017	05/18/2018	$0	Principal, Classroom Teachers, and System Tech
Small Group Instruction	Students will utilize Imagine Learning in a small group setting to support standards aligned with College and Career Readiness.	Academic Support Program	08/02/2017	05/24/2018	$0	Classroom Teachers
Pearson Realize Platform Training	Train K - 5 grade teachers on how to use the Pearson Realize platform in their classroom in order to deliver classroom instruction using the digital curriculum.	Technology	08/01/2017	05/18/2018	$0	Principal and Teachers

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. • These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.	Community Engagement	08/02/2017	05/25/2018	$0	LEA and faculty of the school
Close Reading Strategy	All classroom teachers will utilize close reading strategies during whole group and small group instruction.	Academic Support Program	08/02/2017	05/24/2018	$0	Classroom teachers
Interactive Instruction	Teachers will utilize a variety of computer-based instruction programs as well as direct teacher instruction that focus on modeling pre-reading skills.	Direct Instruction	08/04/2016	05/26/2017	$0	Pre-K and Kindergarten Teachers
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ScootPad and Successmaker	An adaptive and personalized learning platform for Grades K-5 covering Common Core Standards.	Technology	08/02/2017	05/24/2018	$200	Teachers
Goal Setting with STAR Progress Monitoring	Teachers will establish goals for each student in STAR Reading and will progress monitor student progress monthly.	Academic Support Program	08/02/2017	05/24/2018	$0	Teachers and Principal
IXL and Successmaker	A comprehensive K-12 practice site providing unlimited practice in math concepts and skills.	Technology	08/02/2017	05/24/2018	$500	Teachers
				Total	$700	