ACIP

Verner Elementary School

Tuscaloosa City Board of Education

Mrs. ELIZABETH F CURTIS, Principal
2701 Northridge Road
Tuscaloosa, AL 35406

TABLE OF CONTENTS

Executive Summary

Improvement Plan Stakeholder Involvement

Student Performance Diagnostic

ACIP Assurances

2018-19 VERNER ELEMENTARY ACIP PLAN AND GOALS

Stakeholder Feedback Diagnostic

Coordination of Resources - Comprehensive Budget

Executive Summary

Introduction

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

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

Description of the School

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

Verner Elementary is in a suburban community in the city of Tuscaloosa, Al. Although the school is located north of the Black Warrior River, a portion of our school zone extends south of the river through the west end of Tuscaloosa City. Verner serves 555 students in pre kindergarten through 5th grade as part of the Tuscaloosa City School System.

The faculty includes 2 National Board Certified teachers and 100 percent of the teachers meet or exceed Highly Qualified Status. We have 36 classroom teachers, one counselor, 1 part time art teacher and 1 part time music teacher, 1 physical education teacher with 2 instructional aides for p.e., one librarian (with 1 library instructional aide,) 3 special education resource teachers and 3 SPE instructional aides,1 Instructional Coach, 1 1/5 gifted teacher unit, 1 principal and 1 half time Assistant Principal. The support staff includes 2 custodians,1 LPN nurse, 1 secretary/bookkeeper/receptionist. The Child Nutrition Program has 1 manager and 2 workers/assistants. The PTA employs a computer lab teacher.

We experience a relatively low student transiency rate as we had only 5 new students since the second day of school, August 8, 2018. We have withdrawn 1 student in that period.

Student Demographics:

Enrollment has been steadily maintained each year as the school zone is landlocked with no place for new housing within the

zone	2018-19
Total enrollment	531
Free and reduced lunch	83
Special education	25
Special Education (speech services only)	61
Gifted	110
Black	118
White	394
OTHER	29
ESL	7 students took the WIDA ACCESS assessment(spring, 2018)
STUDENT ATTENDANCE (average)	95.7%

Unique features and challenges:

1. Very diverse school community with a wide range of achievement levels and socio-economic levels; Ensure Tier 2 and Tier 3 implementation for all students in who require an RTI plan;

2. A unique feature is the contiguous community to the school - these students are able to walk to school. 35% of our students live more than 2 miles from school and are eligible to ride a bus (although only about 160 students do use this service.)

The area of our school that is south of the river is defined as "School Zone Choice" which means that the students in this area can choose whether or not to attend Verner and travel by bus or attend Central Elementary, which is within a mile of their homes. 129 of the 136 students in the choice zone choose to come to Verner.

3. Unique feature - faculty is non-transient. The average number of teachers who have left Verner in the last 10 years is 2 per year and 95% of those have left for retirement.

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.

We believe:

- Students' learning needs should be the primary focus of all decisions impacting the work of the school.

- Students learn best when they are actively engaged in the learning process.

- Students need to apply their learning in meaningful contexts.

- Student learning is the chief priority for the school.

- All students can learn.

Misson Statement:

The goal of Verner Elementary School is to encourage lifelong learning. Through active and engaging lessons and cooperation among students, parents, faculty and staff, all Verner students can, and will, learn in a safe, nurturing environment.

Description of Implementation:

The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

All staff members participate in a continuous program of professional learning. Teachers participate in collaborative learning communities to improve instruction and student learning. The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

The structure of the school reflects our commitment to the success of every child evidenced by the fact that every member of a child's team knows the individual child's needs and strengths.

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.

The school provides and coordinates learning support services (such as special education services, ELL services, etc.) to meet the unique learning needs of students. Professional and support staff continuously collect, analyze, and apply learning from a range of data sources,including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.

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.

1. Continued emphasis on quality and quantity of reading; Students at Verner checked out and took AR tests on over 90,000 books in the 2017-18 school year. Students are recognized each nine weeks for meeting their individual reading goals, academic growth, exceptional effort in reading and math, character traits, and attendance.These recognitions are supported by the Adopt A School partners.

2. Continued focus on academic excellence as evidenced by striving to improve standardized test scores, focus on using progress monitoring data from assessments to plan instruction and to address the individual needs of the students, and ongoing professional development focused on Common Core Implementation.   Faculty members use weekly grade level meetings and monthly data meetings to analyze data and plan instruction accordingly. Individual interventions are addressed in monthly RTI meetings.

3. Parental and community involvement is extraordinary. There are parent volunteers working in several parts of the school program including library, teacher assistance, teacher appreciation, reception desk, field trips, technology, and beautification. The PTA membership averages 400 paid members with an average of 400 attending PTA meetings. The PTA also has 100% faculty membership. The PTA fundraising efforts center on the "VIP" investment program that gives them about $38,000 for their operating budget each year. The PTA funds a full time computer lab teacher who teaches keyboarding and word processing classes to all students. Verner has 4 Adopt a School business partners that primarily focus on student recognition and teacher appreciation.

5. Recycling/Garden Initiative- Verner students participate in the Schoolyard Roots garden project. . A student-managed schoolwide recycling effort encourages recycling of paper, cans, plastics, and electronics throughout the year. Other opportunities for service education/projects are offered each month including a canned food drive, a sock drive, a coat collection.as well as numerous opportunities for student leadership.

6. Verner hosts a number of after-school activities including Chess club, art lessons, book clubs, piano lessons, karate lessons, and a strong after-school program that includes homework help.

6. Verner and the other Tuscaloosa City Schools provide an online digital library for students (MyOn.)

7. Improved safety measures to ensure safety for all students, staff, and parents while at Verner; implementation of the
ALICE model;

SCHOOLS' AREAS OF IMPROVEMENT FOR THE NEXT 3 YEARS:

1. TECHNOLOGY; using it to enhance instruction; one to one initiative for students and teachers;

2. literacy instructional strategies

3. Maintain and enhance safety guidelines for the school; continue implementation of Raptor visitor management system, Tier 1, 2, and 3 Volunteer Policy, and other programs related to safety such as the ALICE model;

4. A consistent, well planned writing program that begins in Kindergarten and continues through 5th grade, following the Common Core writing Standards.

5. Literacy goal - increase the number of students achieving proficiency in reading and ensuring that all students are reading on grade level by end of third grade.

6. Reducing the achievement gap in reading and math between black students and white students and between special education students and all students

Additional Information

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

 Communication with stakeholders is a high priority for Verner Elementary. Teachers maintain their web page links with current assignments and pertinent information. The principal sends home a monthly newsletter and calendar, also posted on her web page.

Teachers use online communication means including emails, Class DoJo, Remind 101.

The school and system use School Cast for system and school information. The Marquis/Reader Board at the front of the school is an electronic message board.

- We are continuing implementation of an effective RTI (Response to Intervention) model, coupled with a good PBS (Positive Behavior Supports) model. This will involve continuing teacher training, RTI team meetings, PBS Leadership team meetings. We strive to identify and monitor individual students at risk, use problem solving and data based decision making to provide research based interventions, and adjust the intensity of interventions based on the student's response. Our PBS model is consistent with the RTI principles. The Advocate Program matches at risk 4th and 5th grade students with an adult, other than their current teacher, who maintains an ongoing communication and support system for the student. Big Brothers/Big Sisters and the University of Alabama Coping Power program provide support services in the emotional development of select students.

- Verner enjoys a close, working relationship with the University of Alabama, hosting many clinical students and teacher interns. America Reads Volunteers tutor at risk students, The school also has 4 active, involved Adopt a School partners.

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 Leadership Team is made up of representatives from all grade levels as well as the principal, assistant principal, counselor, librarian, and parent and community representatives. The selected members are responsible for any decision-making regarding the school improvement plan and distributing any information needed to their constituency groups. Input from parents and community members is actively sought in order to ensure that student needs are identified and that all available community resources are being utilized. Committee representatives were selected because of their dedication and interest in the success of our students and school. Meetings were held in the summer of 2018 and twice a month, or more as needed, during the school year.

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

All teachers were provided with assessment data and school data collected from the 2017-18 school year and will be provided with baseline assessment data from beginning of year 201 8.   The areas of strengths and needs were identified. Under the leadership of the Central Office School Improvement specialist to Verner, the plans of action to address each need were included in the school improvement plan. The initial 2018-19 plan will be revisited, reviewed, and monitored with progress notes and data updates as needed as the new school year progresses.Grade level input is collected in weekly and monthly data meetings.
A leadership team meets regularly to develop and implement the plan. A parent representative serves on the ACIP leadership team.

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 2018-19 ACIP plan will be posted on the school web site, copied and disseminated to all certified staff. Teachers should refer to the plan every nine weeks to make notes as to progress. This information is shared in data meetings and used by the Leadership Team in providing progress statements to the plan. The Leadership team at Verner provides parent information through: PTA meetings, parent conferences,monthly school newsletters announcing school events and other current information, weekly teacher newsletters and web page updates, text messages and social media when appropriate and secure, emails, telephone calls, student academic progress reports,blogs,school/teacher web pages, and parental information workshops.The actual plan is also located in the library and the main office.
Language needs will be addressed as stated in ELP's.
The school improvement plan will be reviewed and monitored throughout the school year. Changes can be made as data changes; this is a August to May process. Faculty committees will be responsible for maintaining documentation of data sources. Implementation of the Improvement Plan Stakeholder Involvement plan will be reviewed periodically at faculty/grade level meetings. These meetings will be held to review data included in the plan to determine an increase in academic achievement and other indicators of success.

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		dibels results 2018 19 DIBELS DATA 2017 18 SCAN TRON PROCIENCY RESULTS 2017 18 SAN TRON GROWTH DATA 2017 18

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	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 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 these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

STAR READING REPORT - average growth in 2017-18 in reading = 1.3

STAR Math report - average growth in 2017-18 math = 1.4

Spring, 2018 Scantron results:

All students: 82% (3rd) Reading

All students: 87% (3rd,) 78% (4th,) and 81% (5th) in math

DIBELS NEXT - all grades met 80% proficiency goal of benchmark (k=nonsense word fluency and 1st, 2,,3rd -oral reading proficiency) at end of 2017-18year;

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

Dibels Oral Reading proficiency Fall, 2019 administration:

     Nonsense words Correct Letter Sounds and NWF whole words read) are highest areas in both 1st and 2nd as they were in 2018; The second and third grades are beginning the year at about the same % core/benchmarked as they did last year.

Which area(s) indicate the overall highest performance?

Beginning year data

Math - Scan Tron Performance series

Dibels - ORAL READING FLUENCY (2nd)

SCANTRON PERFORMANCE SERIES MAY, 2018 - Math consistently higher in all subgroups/all grades;

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

SPE in 3rd 4th and 5th grade math; white students and all students in math; 2017-18 3rd graders in reading

Between which subgroups is the achievement gap closing?

NONE

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

all 2017-18 data sources support the conclusion that the gap between subgroups (black, spe, and white) is incrementally decreasing;

Oral Reading Fluency - using DIBELS Next (goals) increases throughout the school year;

Unit Assessments support the other data

Areas in Need of Improvement

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

SPE reading in 3rd and 4th; Black subgroup in math 3rd and 4th; Kindergarten - beginning of year letter naming 39% proficient and first sounds (39%) proficient;

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

SCAN TRON PERFORMANCE SERIES- BOY TO EOY- SPE READING IN 3rd and 4th

Which area(s) indicate the overall lowest performance?

SCAN TRON PERFORMANCE - MAY, 2018:
spe subgroup in reading;
black subgroup in math

Dibels - letter naming and first sound fluency IN KINDERGARTEN/MAY, 2018

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

spe subgroup in reading; black subgroup in math

Between which subgroups is the achievement gap becoming greater?

spe subgroup in reading; black subgroup in math

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

all data sources indicate same

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.75
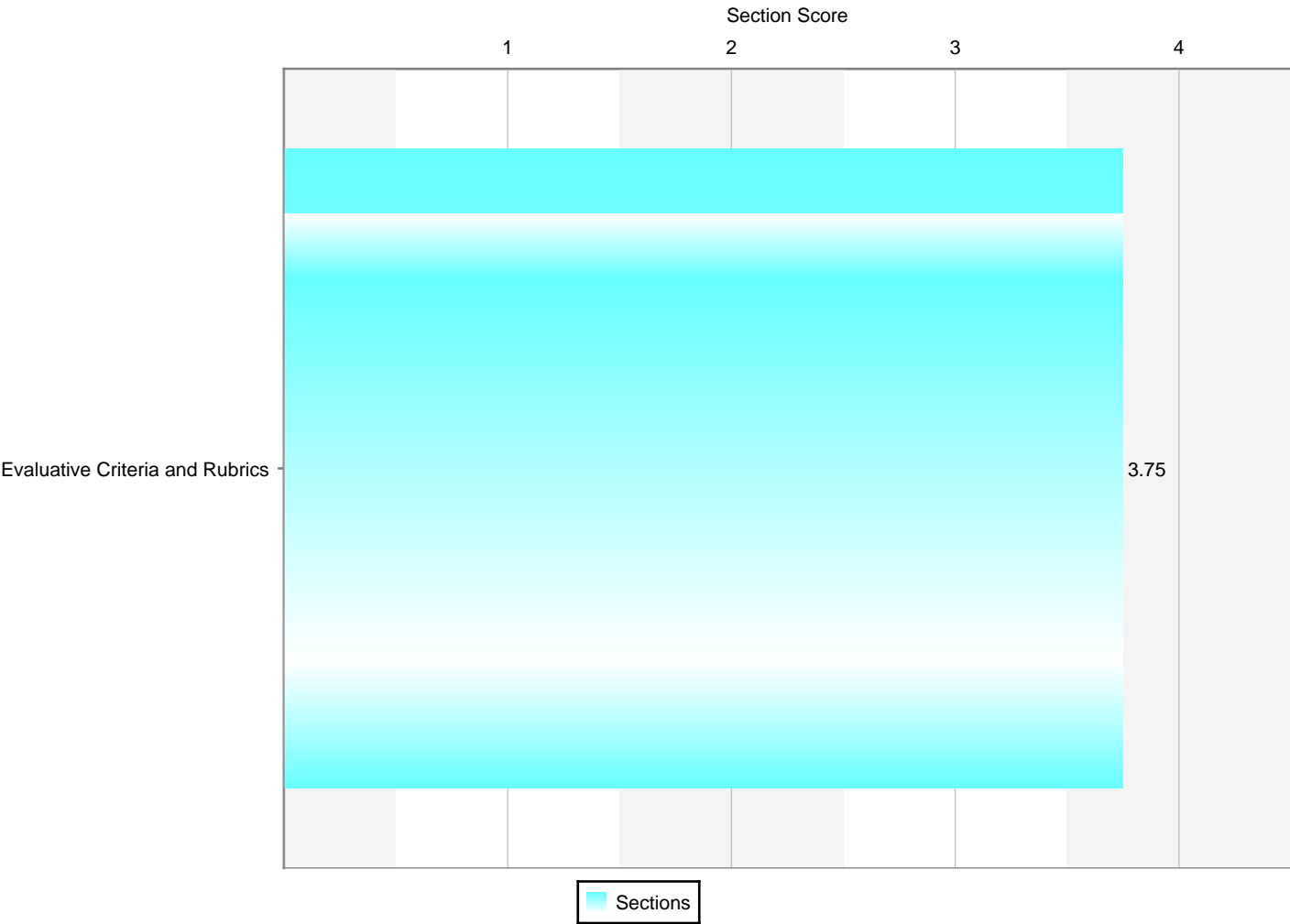
Sections

ACIP Assurances

Introduction

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

ACIP Assurances

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

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		acip non discrimination responsible party

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.	Yes		

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	NOT APPLICABLE/NOT A TITLE 1 SCHOOL	

2018-19 VERNER ELEMENTARY ACIP PLAN AND GOALS

Overview

Plan Name

2018-19 VERNER ELEMENTARY ACIP PLAN AND GOALS

Plan Description

School improvement plan for Verner Elementary for school year 2018-19

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	The percentage of students meeting the annual reading growth target in grades 3-5 will increase from 67% (May, 2018) to 77% (May, 2019) as measured by the Scantron Performance Series.	Objectives: 2 Strategies: 10 Activities: 15	Organizational	$16250
2	The percentage of students meeting the annual math growth target in grades 3-5 will increase from 62% (May, 2018) to 72% (May, 2019) as measured by the Scantron Performance Series.	Objectives: 2 Strategies: 8 Activities: 9	Organizational	$5300
3	Verner Elementary will align support services for all students to enhance the learning environment and individual student successesMaintain or exceed a 95% attendance rate and decrease office referrals by 10% from 118 to 107as measured by COGNOS by May 23	Objectives: 2 Strategies: 4 Activities: 5	Organizational	$700
4	Students will demonstrate reading proficiency by benchmarking on Dibels Next assessment in Dec., 2018 with a minimum of 7% increase in number of students benchmarking in grades K-3	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$0

Goal 1: The percentage of students meeting the annual reading growth target in grades 3-5 will increase from 67% (May, 2018) to 77% (May, 2019) as measured by the Scantron Performance Series.

Measurable Objective 1:

increase student growth by 5 % .increase student growth by 5% from 67% to 72% by 12/20/2018 as measured by scan tron performance series .

Strategy 1:

professional development - All teachers will participate in training in the effective use of research based programs and strategies to ensure successful implementation of the literacy framework based on assessment analysis. Teachers' professional development will focus on implementing effective instructional strategies that include differentiation, close reading, formative

assessments, higher level questioning, and learning targets to guide their

planning and instruction and to establish an effective literacy framework.

The professional learning community will participate in peer walk throughs,

peer observations, and monthly sharing and learning sessions

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

Activity - monitor the implementation of literacy strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
monitoring teaching and learning will focus on: 1.Close Reading - an investigation of a short piece of text, with multiple readings done over multiple instructional lessons 2. Utilize quality questioning and response techniques 3. Monitor individual progress of students with formative assessments 4. Using learning targets 5. differentiation and scaffolding – planning for a range of grouping experiences, materials, and methods for receiving information and demonstrating mastery.Walk throughs and observations, lesson plan monitoring, and program fidelity checks will assist in providing guidance in implementation of effective literacy instructional strategies	Academic Support Program	08/03/2018	05/17/2019	$1000	Title II Part A	administration, central office specialists, instructional coach

Activity - positive literacy culture and programs to support literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

--Reading activities that motivate, chart, and reward students --Use Reading Renaissance for reading level, amount of reading, and comprehension management	Academic Support Program	08/03/2018	05/17/2019	$3000	Annual Giving Fund	librarian, teachers, administration, instructional coach, technology team

Strategy 2:

CLOSE READING - Close Reading - Instructional strategies that enable students to interact and engage with complex text will be used daily in reading instruction.

Close reading is thoughtful, critical analysis of a text that focuses on significant details or

patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc.

It is a key requirement of the Common Core State Standards and directs the reader's attention to the text itself.

Close read-worthy texts include enough complex ideas worthy of exploring and discussing tosustain one or more days of instruction. Close reading is a multi-day

commitment to a text;students should read a text that offers rich enough vocabulary,ideas, and information to read, examine, and discuss over those days.

Category: Develop/Implement Learning Supports

Research Cited: GREAT SCHOOLS PARTNERSHIPS (2014)

Activity - CITING EVIDENCE/ANNOTATING TEXTS/HIGHLIGHTING EVIDENCE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using short passages and excerpts; Diving right into the text with limited pre-reading activities; Focusing on the text itself; Preteaching vocabulary; Rereading deliberately; Reading with a pencil or highlighter; Noticing things that are confusing; Discussing the text with others; Think-Pair Share or Turn and Talk frequently; Small groups and whole class; Responding to text-dependent questions;	Academic Support Program	08/13/2018	05/17/2019	$0	No Funding Required	CLASSROOM TEACHERS, PRINCIPALS, CURRICULUM SPECIALISTS, INSTRUCTIONAL COACH

Strategy 3:

QUALITY QUESTIONING AND RESPONSE STRATEGIES - utilize quality questioning and response techniques - Incorporate questioning into classroom

teaching/learning practices; questions based on Level 3/4 DOK questions

Category: Develop/Implement Learning Supports

Activity - LESSON PLANNING TO INCLUDE LEVEL 3 AND 4 DOK QUESTIONS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Questions should be planned and written in a lesson plan to ensure higher level questioning noting: "How many are lower cognitive questions? Higher cognitive questions? Is the percentage appropriate for the age and ability level of your students?" Anticipate possible student responses, especially partially correct or incorrect ones. How will you probe for further information or redirect? In classroom observations and walk throughs, particular attention should be given to the types of questions and student responses. Teachers should note wait-times for each question. Also note if you provide longer wait-times to certain students. Or examine your feedback. Are you specific and focused on the students' responses?	Academic Support Program	08/13/2018	05/17/2019	$0	No Funding Required	TEACHERS, INSTRUCTIONAL COACH, PRINCIPALS, CURRICULUM SPECIALISTS

Strategy 4:

ENGAGING STUDENTS THROUGH SPEAKING, LISTENING, WRITING, INVESTIGATING, READING - Teachers use the CCSS to focus and organize instruction, posting and reviewing

standards daily. All students participate in the overall reading program that adheres to CCSS by using research based instructional strategies, multiple assessments to

monitor progress, small group instruction, and multiple resources that match their needs and interests.

Category: Develop/Implement Learning Supports

Activity - ENGAGE STUDENTS THROUGH LITERACY AREAS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This process of modeling, guided practice and independent practice will be included in lessons as teachers create models and routines for deliberate and intentional dialogue that builds bridges to the students' reading and writing. Using a number of engaging, effective strategies to get students to think about, write about, read about, and talk about the content they teach takes them to the ultimate goal of literacy instruction- build a student's comprehension, writing skills,and overall skills in communication. Exit slips and other means of informal formative assessment will be used daily in every classroom as one means to measure engagement and mastery.Students also are allowed multiple opportunities to discover information on their own.	Academic Support Program	08/13/2018	05/17/2019	$1050	Title II Part A	TEACHERS AND ADMINISTRATION;

Activity - LEARNING TARGETS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| A Learning Target is a statement of intended learning for students based on the standards. A Learning Target specifies and unpacks the objective and spells out what students will be able to do during and after the lesson or lesson series. Learning Targets are in student friendly language and are specific to the lesson for the day, or span of days, and directly connected to assessment. A learning target also includes performance criteria or a demonstration of learning. Teachers post and present a learning target (may be "I Can" statement for each curriculum area/subject daily. Daily informal assessments (i.e. exit slips) should be used to measure instructional effectiveness and skill mastery. Teachers' professional development will focus on student engaged assessment as a foundation for building a culture of engagement and achievement. The PLC meets monthly for a book study on LEADERS OF THEIR OWN LEARNING. All teachers will participate in training in the effective use of research based programs and strategies to ensure successful implementation of the literacy framework | Academic Support Program | 08/13/2018 | 05/17/2019 | $1000 | State Funds | INSTRUCTIONAL COACH, TEACHERS, PRINCIPALS, CURRICULUM SPECIALISTS |

Strategy 5:

Monitor individual progress of students with formative assessments - - To monitor individual progress of students, teachers administer and chart (weekly or as

applicable) the formative and screening assessment scores of individual children who are identified as needs support, close, not benchmarked. . Results are shared at

weekly grade level meetings and meetings with student advocate teams.

Teachers will use some form of daily informal assessment (i.e. exit slips) in each class to gauge mastery.

4 QUESTIONS_____

Category: Develop/Implement Learning Supports

Activity - DATA COLLECTION AND INTERPRETATION GUIDE INSTRUCTION	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers administer and interpret data from Global Scholar/ScanTran benchmark assessments, Dibels Next, Reading Street unit assessments, and basal benchmark and unit assessments. Results and charted and analyzed at data meetings. Appropriate and rigorous targeted instruction will be used based on individual student needs and strengths	Academic Support Program	08/13/2018	05/17/2019	$1200	State Funds	TEACHERS, INSTRUCTIONAL COACH, PRINCIPALS, CURRICULUM SPECIALISTS

Strategy 6:

Reading activities that motivate, chart, and reward students. - Appropriate motivational and recognition activities are planned to encourage nonfiction and fiction

reading on appropriate level. Maintain records of amount of reading.

Category: Develop/Implement Learning Supports

Activity - Activity - Increased focus in all classrooms on amount of reading and quality of reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
• Use READING RENAISSANCE PROGRAM to guide appropriate reading level and amount of reading for individual students. • Focus on nonfiction/informational reading but ensuring a variety of reading in all genres • Increased focus in all classrooms on charting and recognizing students for meeting their individual AR reading goals every nine weeks; Support teachers with curriculum and resource needs to help students meet their reading goals. • students in each grade provided appropriate motivational and recognition activities for meeting non-fiction reading goals; The librarian and other instructional leadership staff will provide suggestions for student presentations, projects, and interpretations of nonfiction reading. Students will be assigned specific genres for each nine weeks.	Academic Support Program	08/13/2018	05/17/2019	$5000	Annual Giving Fund	PTA, READING RENAISSANCE COMMITTEE, TEACHERS, INSTRUCTIONAL COACH, PRINCIPALS

Activity - MyON ONLINE READING PROGRAM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
myON is a personalized literacy environment that incorporates:a literacy learning platform, enhanced digital reading content daily news articles written for students, the Lexile Framework for Reading,literacy tools, and embedded metrics to monitor activity and growth Every student has an account for the myON program. Learners select books from the entire online library, choose from a recommended list of titles curated just for them or read from book sets created by their teachers to support instructional goals. The program generates individualized, interest-based recommendations within all learners' target Lexile ranges to engage them with just-right texts. Flexible reading scaffolds—audio narration to model fluency, highlighted text and embedded dictionaries—allow learners to develop academic-specific vocabulary in context	Academic Support Program	08/27/2018	05/24/2019	$0	No Funding Required	INSTRUCTIONAL COACH, ADMINISTRATION, LIBRARIANS, TECHNOLOGY TEAM, TEACHERS

Strategy 7:

implementation of individual English Language Learners' plans - Continue to seek information sources regarding the successful instruction of ELL students and design

and implement an intervention/Instructional plan for each student.

Category: Develop/Implement Learning Supports

Activity - Framework for all ESL teachers to follow a clear path of teaching with a strong pathway to instructional delivery that ensures consistent practice in all ESL classrooms.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| A clear focus of English language development in ESL classrooms provides insurance that ELLs at all levels receive explicit English language development instructional content in its own right. All ELLs have ample opportunity to acquire and practice speaking, listening, reading and writing in the English language. | Academic Support Program | 08/09/2018 | 05/23/2019 | $0 | No Funding Required | Teachers, administration, ELL committee, ELL specialists |

Activity - ELL professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL teachers should receive strong and continuous professional development in English Language Development through workshops and general meetings. Monthly follow -up sessions on classroom practices will facilitate collaborations in building learning teams. •	Academic Support Program	08/09/2018	05/23/2019	$0	No Funding Required	ELL teachers, ELL committee; ELL curriculum specialists

Strategy 8:

Integration of the Arts - Collaborative planning and curriculum mapping focusing on opportunities to integrate the arts and data analysis of student performance to

identify where students have the greatest challenges and target standards for Arts Integration

Category: Develop/Implement Learning Supports

Activity - Providing a school-wide understanding that arts learning experiences provide context and connections for reading and math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will continue to provide students many opportunities to participate in classroom, grade level, and district arts programs and activities. . Teachers will include fine arts into their yearly curriculum maps. Selected student artwork will be displayed in the halls and entered into art competitions. We will continue to provide students the opportunities to attend fine arts performances through assemblies and field trips and give every student the opportunity to perform. We will continue to purchase art supplies for both music and art specialists. Continue to create and develop cross-curricular and arts-integrated lessons.	Academic Support Program	08/09/2018	05/14/2019	$0	No Funding Required	arts teachers; curriculum specialists; leadership team

Measurable Objective 2:

demonstrate a proficiency   on Dibels Next BENCHMARK ASSESSMENTS   by 05/17/2019 as measured by DIBELS END OF YEAR ASSESSMENT in grades K-3 (by Dec., 2018, K will meet a benchmark of 65% on beginning sound; 1st will meet a goal of 75% in NWF; 2nd will meet goal of 68% on ORF; 3rd will meet goal of 80% in ORF) .

Strategy 1:

Differentiated instruction - Identify those individual students who need intensive support and the ones who need strategic support in reading; Provide differentiated

instruction based on weekly progress monitoring;

Category: Develop/Implement Learning Supports

Activity - reading activities that moivate, chart, and reward student growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Appropriate motivational and recognition activities are planned to encourage nonfiction and fiction reading on appropriate level. Maintain records of amount of reading and have students track their own oral reading fluency and sight word mastery.	Academic Support Program	08/13/2018	05/17/2019	$1000	Annual Giving Fund	Teachers, librarian, administration, PTA

Activity - reading program is supported by ongoing assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students participate in the overall reading program by using research based instructional strategies, multiple assessments to monitor progress, small group instruction, and multiple resources that match their needs and interests. Students who need additional foundational skills can participate in My Sidewalks or Spire in addition to the core resource, Reading Street. One teacher is designated as an Intervention teacher to serve small groups in 1st and 2nd grades; Fluid schedule for Tier 2 and Tier 3 small groups	Academic Support Program	08/09/2018	05/17/2019	$0	No Funding Required	Teachers, Instructional Coach, Administration, curriculum specialists

Strategy 2:

Supplemental reading resources - MyON is a personalized literacy environment that incorporates a literacy learning platform, enhanced digital reading content daily news articles written for students, using the Lexile Framework for Reading, literacy tools, and embedded metrics to monitor activity and growth

Category: Develop/Implement Learning Supports

Activity - use of research based basal program supported by online reading programs and supplemental resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have opportunity to apply their reading fluency learnings using paid resources such as MyOn, Tumblebooks, and Starfall that support the basal reading program and monitor activity and growth.	Academic Support Program	08/09/2018	05/17/2019	$3000	Annual Giving Fund	teachers, librarian, administration, PTA, curriculum specialists, technology committee

Goal 2: The percentage of students meeting the annual math growth target in grades 3-5 will increase from 62% (May, 2018) to 72% (May, 2019) as measured by the Scantron Performance Series.

Measurable Objective 1:

demonstrate a proficiency with an increase in the % of students meeting their math growth target by 5% from 62% to 67% by 12/20/2018 as measured by scantron performance series .

Strategy 1:

Professional development sessions - Professional development sessions provide opportunity and guidance in administering formative and summative assessments

and analyzing data and using data to plan instruction.

Category: Develop/Implement Learning Supports

Activity - Data Collection and Interpetation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers administer and interpret data from ScanTron universal screener, DIBELS (K-3,) STAR Reading and STAR Math, basal Benchmark assessments and basal benchmark and unit assessments. Professional development sessions provide opportunity and guidance in administering assessments and analyzing data and using data to plan instruction	Academic Support Program	08/20/2018	05/17/2019	$0	No Funding Required	Teachers, principals, instructional coach, district math specialists

Strategy 2:

Differentiated instruction - All students will participate in the overall school instructional program that adheres to the common core state standards. Teachers use

research based instructional strategies and multiple assessments to monitor progress toward goals, small group (including Tier 1,2,3) instruction, and multiple

resources that match their needs and interests. Teacher use the cc standards to focus and organize instruction, administer multiple assessments to direct the

advancement or reteaching of specific standards.

Category: Develop/Implement Learning Supports

Activity - Small Group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student achievement begins with universal screening and periodic checkpoints using universal screener progress monitoring tools for all students. All learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education and special education teachers, and specialists. As progress is closely monitored through the data review process; educational decisions about the intensity and duration of interventions are based on individual student response to instruction	Academic Support Program	08/13/2018	05/17/2019	$0	No Funding Required	teachers, instructional coach, principals, district specialists

Strategy 3:

Collaborative Teaching - - Learners receiving support services under IDEA, Section 504, RTI or who have needs considered at risk for academic or behavioral deficits

receive instruction in the general education inclusive environment. Co-teaching and collaborative teaching are utilized for the delivery of instruction, with specialized

instruction provided by the general education and special education teacher in the general education classroom whenever possible, following the guidelines of the IEP if

applicable

Category: Develop/Implement Learning Supports

Activity - Implementation of Co-Teaching strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regular education and special education teachers will participate in collaboration at least once a week to plan for the collaborative instruction services for IDEA students. The special education teacher will provide Tier 3 instruction in the regular classroom in a small group setting, following the plan of the teacher and designated standard and IEP goal.	Academic Support Program	08/20/2018	05/17/2019	$0	No Funding Required	Regular ed and spe teachers; administrators; district spe and curriculum specialists, instructional coach

Strategy 4:

Conceptual Mathematics - Students participate in conceptual mathematics instruction daily using Math Investigations units as their basal program. Teachers provide whole and small group instruction daily for every student, ensuring that math discourse and number talks, when applicable, are part of their planned instruction. Other resources are used as needed to ensure common core standard mastery

Category: Develop/Implement Learning Supports

Research Cited: common core state standards

Activity - Common math vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common core standard based math vocabulary is used by students across all grade levels. Vocabulary should be posted in room and noted in lesson plans. When applicable, teachers plan for and implement number talks daily in whole group, small group, and center times. To help students build mental reasoning and computational strategies as well as allow them to share their thinking, number talks are reflected in lesson plans and daily instruction	Academic Support Program	08/13/2018	05/17/2019	$0	No Funding Required	teachers, principals, instructional coach, district math curriculum specialists

Strategy 5:

Grade Level and school-wide collaboration and planning - Grade Level and school wide collaboration and Planning - Grade levels will meet in grade level and school wide teams weekly, and as needed, to analyze ongoing progress monitoring data, plan math lessons and strategies, ensure fidelity to core program and ensure common core standard mastery. Plans should include 1) differentiated small group instruction; 2) targeted learning centers; 3) placement in tier 1,2,3 Large group faculty meetings and grade level weekly meetings may also follow a schedule: Week 1 - instruction planning Week 2- data meeting Week 3 - professional development Week 4 - collaborative planning (system/local)

Monthly data meetings are held by grade level as well as monthly rti meetings.

Category: Develop/Implement Learning Supports

Activity - Use common core standards to plan instruction and frequent formative assessments monitor student learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Lesson plans are built on common core standards as teachers use the math standards to focus and organize instruction and document mastery of standards. The Investigations basal will be used a pacing guide and supplemented with additional resource and technology to ensure that every grade level standard is mastered. Frequent, multiple formative assessments determine next steps of instruction monitor progress towards learning targets, small group content and organization, and reteaching or advancement of standard mastery. | Academic Support Program | 08/13/2018 | 05/17/2019 | $0 | No Funding Required | Instructional coach, principals, leadership team, RTI team, teachers |

Strategy 6:

implementation of individual English Language Learners' plans - - Continue to seek information sources regarding the successful instruction of ELL students and design

and implement an intervention/Instructional plan for each student.

Category: Develop/Implement Learning Supports

Activity - Framework for all ESL teachers to follow a clear path of teaching with a strong pathway to instructional delivery that ensures consistent practice in all ESL classrooms.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A clear focus of English language development in ESL classrooms provides insurance that ELLs at all levels receive explicit English language development instructional content in its own right. All ELLs have ample opportunity to acquire and practice speaking, listening, reading and writing in the English language.	Academic Support Program	08/09/2018	05/23/2019	$0	No Funding Required	Teachers, ELL committee, ELL curriculum specialists

Activity - ELL professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL teachers should receive strong and continuous professional development in English Language Development through workshops and general meetings. Monthly follow -up sessions on classroom practices will facilitate collaborations in building learning teams.	Academic Support Program, Professional Learning	08/20/2018	05/13/2019	$0	No Funding Required	ELL teachers, Leadership team, Instructional coach, ELL curriculum specialists

Strategy 7:

Integration of the Arts - Collaborative planning and curriculum mapping focusing on opportunities to integrate the arts and data analysis of student performance to

identify where students have the greatest challenges and target standards for Arts Integration

Category: Develop/Implement Learning Supports

Activity - Providing a school-wide understanding that arts learning experiences provide context and connections for reading and math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

We will continue to provide students many opportunities to participate in classroom, grade level, and district arts programs and activities. . Teachers will include fine arts into their yearly curriculum maps. Selected student artwork will be displayed in the halls and entered into art competitions. We will continue to provide students the opportunities to attend fine arts performances through assemblies and field trips and give every student the opportunity to perform. We will continue to purchase art supplies for both music and art specialists. Continue to create and develop cross-curricular and arts-integrated lessons.	Academic Support Program	08/13/2018	05/17/2019	$0	No Funding Required	Teachers,Arts teachers, Leadership team

Measurable Objective 2:

demonstrate a proficiency All Students will demonstrate a proficiency in which they effectively and responsibly use standards based digital media to learn and communicate by 05/16/2019 as measured by student and teacher use of technology.

Strategy 1:

Regular, teacher guided and monitored use of technology integrated with instruction - All students will have multiple opportunities to use one to one devices

(chromebooks, tablets, laptops)and classroom computer stations on a regular basis as well as attend a weekly computer lab session for keyboarding skill training.

Student skills should include how to navigate, enter information, communication, sharing documents and take assessments on devices

Category: Develop/Implement Learning Supports

Activity - Continue ongoing research and curriculum integration of new and developing educational technology resources that support all curricular areas.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
• Provide continuing professional development for improved utilization of technological equipment, software, and online resources and implement the strategies and timelines as outlined in the TCS Technology Plan. • Continue the acquisition of mobile computer carts for grades 3-5 • Provide student chromebooks for primary use in K-2 by purchasing a minimum of 4 for each classroom for use in centers •	Technology, Academic Support Program	08/09/2018	05/23/2019	$5300	State Funds	teachers, technology committee, faculty technology leaders

Goal 3: Verner Elementary will align support services for all students to enhance the learning environment and individual student successesMaintain or exceed a 95% attendance rate and decrease office referrals by 10% from 118 to 107as measured by COGNOS by May 23

Measurable Objective 1:

collaborate to Implement a planned, consistent attendance monitoring system in accordance with TCS policies.   by 05/17/2019 as measured by monthly and annual attendance rate for all grades.

Strategy 1:

Implementation of planned, consistent attendance monitoring system in accordance with TCS policies. - Teachers will implement TCS attendance policies using

strategies that motivate students and hold parents accountable for attendance

Category: Develop/Implement Student and School Culture Program

Activity - Implementation of TCS attendance policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will communicate the attendance policies and procedures, provide immediate response to student absences, send warning letters to parents, reward students and classes for perfect attendance and no tardies on a regular basis and at the end of 9 weeks	Behavioral Support Program	08/08/2018	05/23/2019	$200	Annual Giving Fund	teachers, office staff, attendance supervisor (c.o. level,) attendance committee

Measurable Objective 2:

demonstrate a behavior   that all students will adhere to the TCS Code of Conduct   by 05/23/2019 as measured by a 10% reduction in office referrals.

Strategy 1:

Positive Behavior Plan implemented and monitored - Teachers and leadership team will implement all components of the schools Positive Behavior Plan in all

instructional and non-instructional settings. The plan should be monitored monthly by the Leadership using monthly discipline data.

Category: Develop/Implement Student and School Culture Program

Activity - Positive Behavior Intervention System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leadership Team will meet monthly to review discipline records and percentage of referrals and create and share plans for specific teachers, grades, schedules, and students. Strategies include teaching and modeling expectations, consistency in expectation for all school areas (3R's,) contacting parents immediately for negative behavior and, when appropriate, for positive behavior, and reinforcing good behavior with tangible rewards and "publicity."	Behavioral Support Program	08/08/2018	05/23/2019	$0	No Funding Required	teachers, pbis committee, administration

Activity - rewards and motivation to reinforce positive behaviors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students may receive tangible rewards for positive behaviors. The Token tower, lunch with a friend, computer time are examples of reinforcement.	Behavioral Support Program	08/08/2018	05/23/2019	$500	Annual Giving Fund	Teachers, Administration, PBIS committee

Strategy 2:

Student Advocate Program - Establish a structure to ensure that each student identified as at risk or with a high number of behavioral concerns be assigned an adult

advocate (apart from classroom teacher) to support the student's educational experience.

Category: Develop/Implement Learning Supports

Activity - Weekly communication between adult advocate and student	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advocates will talk weekly with their assigned student (s) to discuss areas of academic and behavior strengths and needs. They will also attend special events such as lunch with your advocate and receptions for advocate group as well as using a journal for student and advocate to keep an open dialogue going. The school counselor will meet with small groups and classes to address students' emotional and social concerns and needs.	Behavioral Support Program	09/24/2018	05/17/2019	$0	No Funding Required	select teachers chosen to be student advocates; counselor; administration; instructional coach

Strategy 3:

Parent/teacher communication - Develop and maintain consistent, documented communication between teachers and parents about student academic and behavior

progress, home expectations, and special events.

Category: Develop/Implement Learning Supports

Activity - Parent/teacher communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will communicate with parents in a regular, consistent system using the means that parent prefers (Weebly, Remind, Class DoJo, Canvas, notes, text, email, call, etc.) as needed to keep parents informed of student needs, strengths, behavior, grades, etc	Academic Support Program, Parent Involvement, Behavioral Support Program	08/08/2018	05/23/2019	$0	No Funding Required	all teachers, administration, counselor

Goal 4: Students will demonstrate reading proficiency by benchmarking on Dibels Next assessment in Dec., 2018 with a minimum of 7% increase in number of students benchmarking in grades K-3

Measurable Objective 1:

demonstrate a proficiency in reading fluency (K=65% beginning sounds; 1st=75% nonsense word fluency; 2nd=85% oral reading fluency; 3rd = 80% oral reading fluency) by 12/20/2018 as measured by Dibels Next assessment.

Strategy 1:

Engaging students through speaking, writing, investigating, and listening -   - Teachers use the CCSS to focus and organize instruction, posting and reviewing standards daily. All students participate in the overall reading program that adheres to CCSS by using research based instructional strategies, multiple assessments to monitor progress, small group instruction, and multiple resources that match their needs and interests.

Category: Develop/Implement Learning Supports

Activity - Engage students through literacy areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This process of modeling, guided practice and independent practice will be included in lessons as teachers create models and routines for deliberate and intentional dialogue that builds bridges to the students' reading and writing. Using a number of engaging, effective strategies to get students to think about, write about, read about, and talk about the content they teach takes them to the ultimate goal of literacy instruction- build a student's comprehension, writing skills, and overall skills in communication. Exit slips and other means of informal formative assessment will be used daily in every classroom as one means to measure engagement and mastery. Students also are allowed multiple opportunities to discover information on their own	Academic Support Program	08/09/2018	05/16/2019	$0	No Funding Required	teachers, administration, instructional coach

Activity - book study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers' professional development will focus on student engaged assessment as a foundation for building a culture of engagement and achievement. The PLC meets monthly for a book study on LEADERS OF THEIR OWN LEARNING. All teachers will participate in training in the effective use of research based programs and strategies to ensure successful implementation of the literacy framework	Academic Support Program, Professional Learning	09/10/2018	05/06/2019	$0	No Funding Required	instructional coach, teachers, administration

Activity - monitor instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instructional strategies through walk through, formal observations, and program fidelity checks.Students will also monitor their own goal attainment.	Academic Support Program	08/09/2018	05/16/2019	$0	No Funding Required	administration, teachers, curriculum specialists

Activity - Reading activities that motivate, chart, and reward students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Use READING RENAISSANCE PROGRAM to guide appropriate reading level and amount of reading for individual students. • Focus on nonfiction/informational reading but ensuring a variety of reading in all genres • Increased focus in all classrooms on charting and recognizing students for meeting their individual AR reading goals every nine weeks; Support teachers with curriculum and resource needs to help students meet their reading goals. • students in each grade provided appropriate motivational and recognition activities for meeting non-fiction reading goals; The librarian and other instructional leadership staff will provide suggestions for student presentations, projects, and interpretations of nonfiction reading. Students will be assigned specific genres for each nine weeks. Students participate in goal setting and monitoring progress toward Dibels Next goals.	Academic Support Program	09/04/2018	05/06/2019	$0	No Funding Required	students, teachers, administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Annual Giving Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
rewards and motivation to reinforce positive behaviors	Students may receive tangible rewards for positive behaviors. The Token tower, lunch with a friend, computer time are examples of reinforcement.	Behavioral Support Program	08/08/2018	05/23/2019	$500	Teachers, Administration, PBIS committee
Activity - Increased focus in all classrooms on amount of reading and quality of reading	• Use READING RENAISSANCE PROGRAM to guide appropriate reading level and amount of reading for individual students. • Focus on nonfiction/informational reading but ensuring a variety of reading in all genres • Increased focus in all classrooms on charting and recognizing students for meeting their individual AR reading goals every nine weeks; Support teachers with curriculum and resource needs to help students meet their reading goals. • students in each grade provided appropriate motivational and recognition activities for meeting non-fiction reading goals; The librarian and other instructional leadership staff will provide suggestions for student presentations, projects, and interpretations of nonfiction reading. Students will be assigned specific genres for each nine weeks.	Academic Support Program	08/13/2018	05/17/2019	$5000	PTA, READING RENAISSANCE COMMITTEE, TEACHERS, INSTRUCTIONAL COACH, PRINCIPALS
use of research based basal program supported by online reading programs and supplemental resources	Students have opportunity to apply their reading fluency learnings using paid resources such as MyOn, Tumblebooks, and Starfall that support the basal reading program and monitor activity and growth.	Academic Support Program	08/09/2018	05/17/2019	$3000	teachers, librarian, administration, PTA, curriculum specialists, technology committee

reading activities that moivate, chart, and reward student growth	Appropriate motivational and recognition activities are planned to encourage nonfiction and fiction reading on appropriate level. Maintain records of amount of reading and have students track their own oral reading fluency and sight word mastery.	Academic Support Program	08/13/2018	05/17/2019	$1000	Teachers, librarian, administration, PTA
positive literacy culture and programs to support literacy	--Reading activities that motivate, chart, and reward students --Use Reading Renaissance for reading level, amount of reading, and comprehension management	Academic Support Program	08/03/2018	05/17/2019	$3000	librarian, teachers, administration, instructional coach, technology team
Implementation of TCS attendance policy	Teachers and staff will communicate the attendance policies and procedures, provide immediate response to student absences, send warning letters to parents, reward students and classes for perfect attendance and no tardies on a regular basis and at the end of 9 weeks	Behavioral Support Program	08/08/2018	05/23/2019	$200	teachers, office staff, attendance supervisor (c.o. level,) attendance committee
				Total	$12700	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Framework for all ESL teachers to follow a clear path of teaching with a strong pathway to instructional delivery that ensures consistent practice in all ESL classrooms.	A clear focus of English language development in ESL classrooms provides insurance that ELLs at all levels receive explicit English language development instructional content in its own right. All ELLs have ample opportunity to acquire and practice speaking, listening, reading and writing in the English language.	Academic Support Program	08/09/2018	05/23/2019	$0	Teachers, ELL committee, ELL curriculum specialists
ELL professional development	ELL teachers should receive strong and continuous professional development in English Language Development through workshops and general meetings. Monthly follow -up sessions on classroom practices will facilitate collaborations in building learning teams.	Academic Support Program, Professional Learning	08/20/2018	05/13/2019	$0	ELL teachers, Leadership team, Instructional coach, ELL curriculum specialists

MyON ONLINE READING PROGRAM	myON is a personalized literacy environment that incorporates:a literacy learning platform, enhanced digital reading content daily news articles written for students, the Lexile Framework for Reading,literacy tools, and embedded metrics to monitor activity and growth Every student has an account for the myON program. Learners select books from the entire online library, choose from a recommended list of titles curated just for them or read from book sets created by their teachers to support instructional goals. The program generates individualized, interest-based recommendations within all learners' target Lexile ranges to engage them with just-right texts. Flexible reading scaffolds—audio narration to model fluency, highlighted text and embedded dictionaries—allow learners to develop academic- specific vocabulary in context	Academic Support Program	08/27/2018	05/24/2019	$0	INSTRUCTIONAL COACH, ADMINISTRATION, LIBRARIANS, TECHNOLOGY TEAM, TEACHERS
Common math vocabulary	Common core standard based math vocabulary is used by students across all grade levels. Vocabulary should be posted in room and noted in lesson plans. When applicable, teachers plan for and implement number talks daily in whole group, small group, and center times. To help students build mental reasoning and computational strategies as well as allow them to share their thinking, number talks are reflected in lesson plans and daily instruction	Academic Support Program	08/13/2018	05/17/2019	$0	teachers, principals, instructional coach, district math curriculum specialists
Small Group instruction	Student achievement begins with universal screening and periodic checkpoints using universal screener progress monitoring tools for all students. All learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education and special education teachers, and specialists. As progress is closely monitored through the data review process; educational decisions about the intensity and duration of interventions are based on individual student response to instruction	Academic Support Program	08/13/2018	05/17/2019	$0	teachers, instructional coach, principals, district specialists

reading program is supported by ongoing assessments	All students participate in the overall reading program by using research based instructional strategies, multiple assessments to monitor progress, small group instruction, and multiple resources that match their needs and interests. Students who need additional foundational skills can participate in My Sidewalks or Spire in addition to the core resource, Reading Street. One teacher is designated as an Intervention teacher to serve small groups in 1st and 2nd grades; Fluid schedule for Tier 2 and Tier 3 small groups	Academic Support Program	08/09/2018	05/17/2019	$0	Teachers, Instructional Coach, Administration, curriculum specialists
Engage students through literacy areas	This process of modeling, guided practice and independent practice will be included in lessons as teachers create models and routines for deliberate and intentional dialogue that builds bridges to the students' reading and writing. Using a number of engaging, effective strategies to get students to think about, write about, read about, and talk about the content they teach takes them to the ultimate goal of literacy instruction- build a student's comprehension, writing skills, and overall skills in communication. Exit slips and other means of informal formative assessment will be used daily in every classroom as one means to measure engagement and mastery. Students also are allowed multiple opportunities to discover information on their own	Academic Support Program	08/09/2018	05/16/2019	$0	teachers, administration, instructional coach
monitor instruction	Monitor the implementation of the instructional strategies through walk through, formal observations, and program fidelity checks.Students will also monitor their own goal attainment.	Academic Support Program	08/09/2018	05/16/2019	$0	administration, teachers, curriculum specialists
Positive Behavior Intervention System	The Leadership Team will meet monthly to review discipline records and percentage of referrals and create and share plans for specific teachers, grades, schedules, and students. Strategies include teaching and modeling expectations, consistency in expectation for all school areas (3R's,) contacting parents immediately for negative behavior and, when appropriate, for positive behavior, and reinforcing good behavior with tangible rewards and "publicity."	Behavioral Support Program	08/08/2018	05/23/2019	$0	teachers, pbis committee, administration

Weekly communication between adult advocate and student	Advocates will talk weekly with their assigned student (s) to discuss areas of academic and behavior strengths and needs. They will also attend special events such as lunch with your advocate and receptions for advocate group as well as using a journal for student and advocate to keep an open dialogue going. The school counselor will meet with small groups and classes to address students' emotional and social concerns and needs.	Behavioral Support Program	09/24/2018	05/17/2019	$0	select teachers chosen to be student advocates; counselor; administration; instructional coach
Framework for all ESL teachers to follow a clear path of teaching with a strong pathway to instructional delivery that ensures consistent practice in all ESL classrooms.	A clear focus of English language development in ESL classrooms provides insurance that ELLs at all levels receive explicit English language development instructional content in its own right. All ELLs have ample opportunity to acquire and practice speaking, listening, reading and writing in the English language.	Academic Support Program	08/09/2018	05/23/2019	$0	Teachers, administration, ELL committee, ELL specialists
Implementation of Co-Teaching strategies	Regular education and special education teachers will participate in collaboration at least once a week to plan for the collaborative instruction services for IDEA students. The special education teacher will provide Tier 3 instruction in the regular classroom in a small group setting, following the plan of the teacher and designated standard and IEP goal.	Academic Support Program	08/20/2018	05/17/2019	$0	Regular ed and spe teachers; administrators; district spe and curriculum specialists, instructional coach
CITING EVIDENCE/ANNOTATING TEXTS/HIGHLIGHTING EVIDENCE	Using short passages and excerpts; Diving right into the text with limited pre-reading activities; Focusing on the text itself; Preteaching vocabulary; Rereading deliberately; Reading with a pencil or highlighter; Noticing things that are confusing; Discussing the text with others; Think-Pair Share or Turn and Talk frequently; Small groups and whole class; Responding to text-dependent questions;	Academic Support Program	08/13/2018	05/17/2019	$0	CLASSROOM TEACHERS, PRINCIPALS, CURRICULUM SPECIALISTS, INSTRUCTIONAL COACH

book study	Teachers' professional development will focus on student engaged assessment as a foundation for building a culture of engagement and achievement. The PLC meets monthly for a book study on LEADERS OF THEIR OWN LEARNING. All teachers will participate in training in the effective use of research based programs and strategies to ensure successful implementation of the literacy framework	Academic Support Program, Professional Learning	09/10/2018	05/06/2019	$0	instructional coach, teachers, administration
Parent/teacher communication	Teachers will communicate with parents in a regular, consistent system using the means that parent prefers (Weebly, Remind, Class DoJo, Canvas, notes, text, email, call, etc.) as needed to keep parents informed of student needs, strengths, behavior, grades, etc	Academic Support Program, Parent Involvement, Behavioral Support Program	08/08/2018	05/23/2019	$0	all teachers, administration, counselor
ELL professional development	ELL teachers should receive strong and continuous professional development in English Language Development through workshops and general meetings. Monthly follow -up sessions on classroom practices will facilitate collaborations in building learning teams. •	Academic Support Program	08/09/2018	05/23/2019	$0	ELL teachers, ELL committee; ELL curriculum specialists
Data Collection and Interpetation	Teachers administer and interpret data from ScanTron universal screener, DIBELS (K-3,) STAR Reading and STAR Math, basal Benchmark assessments and basal benchmark and unit assessments. Professional development sessions provide opportunity and guidance in administering assessments and analyzing data and using data to plan instruction	Academic Support Program	08/20/2018	05/17/2019	$0	Teachers, principals, instructional coach, district math specialists

Reading activities that motivate, chart, and reward students	Use READING RENAISSANCE PROGRAM to guide appropriate reading level and amount of reading for individual students. • Focus on nonfiction/informational reading but ensuring a variety of reading in all genres • Increased focus in all classrooms on charting and recognizing students for meeting their individual AR reading goals every nine weeks; Support teachers with curriculum and resource needs to help students meet their reading goals. • students in each grade provided appropriate motivational and recognition activities for meeting non-fiction reading goals; The librarian and other instructional leadership staff will provide suggestions for student presentations, projects, and interpretations of nonfiction reading. Students will be assigned specific genres for each nine weeks. Students participate in goal setting and monitoring progress toward Dibels Next goals.	Academic Support Program	09/04/2018	05/06/2019	$0	students, teachers, administration
LESSON PLANNING TO INCLUDE LEVEL 3 AND 4 DOK QUESTIONS	Questions should be planned and written in a lesson plan to ensure higher level questioning noting: "How many are lower cognitive questions? Higher cognitive questions? Is the percentage appropriate for the age and ability level of your students?" Anticipate possible student responses, especially partially correct or incorrect ones. How will you probe for further information or redirect? In classroom observations and walk throughs, particular attention should be given to the types of questions and student responses. Teachers should note wait-times for each question. Also note if you provide longer wait-times to certain students. Or examine your feedback. Are you specific and focused on the students' responses?	Academic Support Program	08/13/2018	05/17/2019	$0	TEACHERS, INSTRUCTIONAL COACH, PRINCIPALS, CURRICULUM SPECIALISTS

Providing a school-wide understanding that arts learning experiences provide context and connections for reading and math	We will continue to provide students many opportunities to participate in classroom, grade level, and district arts programs and activities. . Teachers will include fine arts into their yearly curriculum maps. Selected student artwork will be displayed in the halls and entered into art competitions. We will continue to provide students the opportunities to attend fine arts performances through assemblies and field trips and give every student the opportunity to perform. We will continue to purchase art supplies for both music and art specialists. Continue to create and develop cross-curricular and arts-integrated lessons.	Academic Support Program	08/13/2018	05/17/2019	$0	Teachers,Arts teachers, Leadership team
Use common core standards to plan instruction and frequent formative assessments monitor student learning	Lesson plans are built on common core standards as teachers use the math standards to focus and organize instruction and document mastery of standards. The Investigations basal will be used a pacing guide and supplemented with additional resource and technology to ensure that every grade level standard is mastered. Frequent, multiple formative assessments determine next steps of instruction monitor progress towards learning targets, small group content and organization, and reteaching or advancement of standard mastery.	Academic Support Program	08/13/2018	05/17/2019	$0	Instructional coach, principals, leadership team, RTI team, teachers
Providing a school-wide understanding that arts learning experiences provide context and connections for reading and math	We will continue to provide students many opportunities to participate in classroom, grade level, and district arts programs and activities. . Teachers will include fine arts into their yearly curriculum maps. Selected student artwork will be displayed in the halls and entered into art competitions. We will continue to provide students the opportunities to attend fine arts performances through assemblies and field trips and give every student the opportunity to perform. We will continue to purchase art supplies for both music and art specialists. Continue to create and develop cross-curricular and arts-integrated lessons.	Academic Support Program	08/09/2018	05/14/2019	$0	arts teachers; curriculum specialists; leadership team
				Total	$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
monitor the implementation of literacy strategies	monitoring teaching and learning will focus on: 1.Close Reading - an investigation of a short piece of text, with multiple readings done over multiple instructional lessons 2. Utilize quality questioning and response techniques 3. Monitor individual progress of students with formative assessments 4. Using learning targets 5. differentiation and scaffolding – planning for a range of grouping experiences, materials, and methods for receiving information and demonstrating mastery.Walk throughs and observations, lesson plan monitoring, and program fidelity checks will assist in providing guidance in implementation of effective literacy instructional strategies	Academic Support Program	08/03/2018	05/17/2019	$1000	administration, central office specialists, instructional coach
ENGAGE STUDENTS THROUGH LITERACY AREAS	This process of modeling, guided practice and independent practice will be included in lessons as teachers create models and routines for deliberate and intentional dialogue that builds bridges to the students' reading and writing. Using a number of engaging, effective strategies to get students to think about, write about, read about, and talk about the content they teach takes them to the ultimate goal of literacy instruction- build a student's comprehension, writing skills,and overall skills in communication. Exit slips and other means of informal formative assessment will be used daily in every classroom as one means to measure engagement and mastery.Students also are allowed multiple opportunities to discover information on their own.	Academic Support Program	08/13/2018	05/17/2019	$1050	TEACHERS AND ADMINISTRATION;
				Total	$2050	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Continue ongoing research and curriculum integration of new and developing educational technology resources that support all curricular areas.	• Provide continuing professional development for improved utilization of technological equipment, software, and online resources and implement the strategies and timelines as outlined in the TCS Technology Plan. • Continue the acquisition of mobile computer carts for grades 3-5 • Provide student chromebooks for primary use in K-2 by purchasing a minimum of 4 for each classroom for use in centers •	Technology, Academic Support Program	08/09/2018	05/23/2019	$5300	teachers, technology committee, faculty technology leaders
DATA COLLECTION AND INTERPRETATION GUIDE INSTRUCTION	Teachers administer and interpret data from Global Scholar/ScanTran benchmark assessments, Dibels Next, Reading Street unit assessments, and basal benchmark and unit assessments. Results and charted and analyzed at data meetings. Appropriate and rigorous targeted instruction will be used based on individual student needs and strengths	Academic Support Program	08/13/2018	05/17/2019	$1200	TEACHERS, INSTRUCTIONAL COACH, PRINCIPALS, CURRICULUM SPECIALISTS
LEARNING TARGETS	A Learning Target is a statement of intended learning for students based on the standards. A Learning Target specifies and unpacks the objective and spells out what students will be able to do during and after the lesson or lesson series. Learning Targets are in student friendly language and are specific to the lesson for the day, or span of days, and directly connected to assessment. A learning target also includes performance criteria or a demonstration of learning. Teachers post and present a learning target (may be "I Can" statement for each curriculum area/subject daily. Daily informal assessments (i.e. exit slips) should be used to measure instructional effectiveness and skill mastery. Teachers' professional development will focus on student engaged assessment as a foundation for building a culture of engagement and achievement. The PLC meets monthly for a book study on LEADERS OF THEIR OWN LEARNING. All teachers will participate in training in the effective use of research based programs and strategies to ensure successful implementation of the literacy framework	Academic Support Program	08/13/2018	05/17/2019	$1000	INSTRUCTIONAL COACH, TEACHERS, PRINCIPALS, CURRICULUM SPECIALISTS
				Total	$7500	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		parent survey 2018 leadership survey

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

	Statement or Question	**Response**	**Rating**
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

 Data document offline and upload below?

Yes parent survey 2018 staff survey 2017 school leadership surv

Parent Survey - Indicator 4.3 The s chool maintains facilities, services,and equipment to provide a safe, clean, and healthy environment for all students and staff.

Indicator 4.1 Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.

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

Staff Survey -   Section 1 - Purpose and Direction; "Purpose is clearly focused on student..."

"School has a continuous improvement process..."

Section 2 - Governance and Leadership - "Leaders hold staff accountable..."

"Leaders provide opportunities for stakeholders to be involved..."

Section 3 - Teaching and Assessing - "School personnel engage families..."

Section 5 - Using Results - "School uses data..."

K12 school leadership survey

95% or over agree or strongly agree - "School and teachers set high expectations for students;"

" Families are informed about school sponsored activities..."

"School encourages families to volunteer."

"School is safe."

"The principal uses critical thinking and problem solving..."

"The principal plans effectively for school improvements."

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

Stakeholder involvement; Safe schools; Using assessment data;

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

Informal surveys and questionnaires indicate an increase in stakeholder satisfaction, especially in areas of involvement, participatory decision making, safe school, and effective use of student assessment results; School leadership survey indicates high level of involvement

Areas in Need of Improvement

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

Parent survey 2018

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.

Indicator 1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

Indicator 3.12 The school provides and coordinates learning support services to meet the unique needs of students.

Staff -   Section 4 - Resources and Support systems - "School provides high quality student support systems.."

"School provides opportunities for students to participate in activities that interest them.."

K-12 Insight Leadership survey -80% agree or strongly agree: "Teachers show students how lessons relate to life outside of school."

75% agree or strongly agree: "School uses family input to improve instruction."

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

Support systems; Continuous professional learning based on student learning;

What are the implications for these stakeholder perceptions?

Need to provide additional learning activities that are motivating and individualized; Professional development based on local school needs; Continue strong communication between parents and staff;

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

School leadership effectiveness survey (responses from parents and staff in Spring, 2018)

Highest % response

(89% strongly agree;) - "Principal collects, analyzes, and interprets data."

(80% strongly agree)   "Families are informed.."

(81% strongly agree)   Families are encouraged to attend school sponsored events.

Lowest % response - (52% strongly agrees) "Students are challenged by their schoolwork;

(49% strongly agree)   "Teachers show students how lessons relate for life outside of school."

Annual PD surveys to teachers indicate need for school focused professional development plans based on local school needs;

Annual PBIS survey showed need to share discipline reports with teachers - based on type of infraction and grade;

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

4

Sections
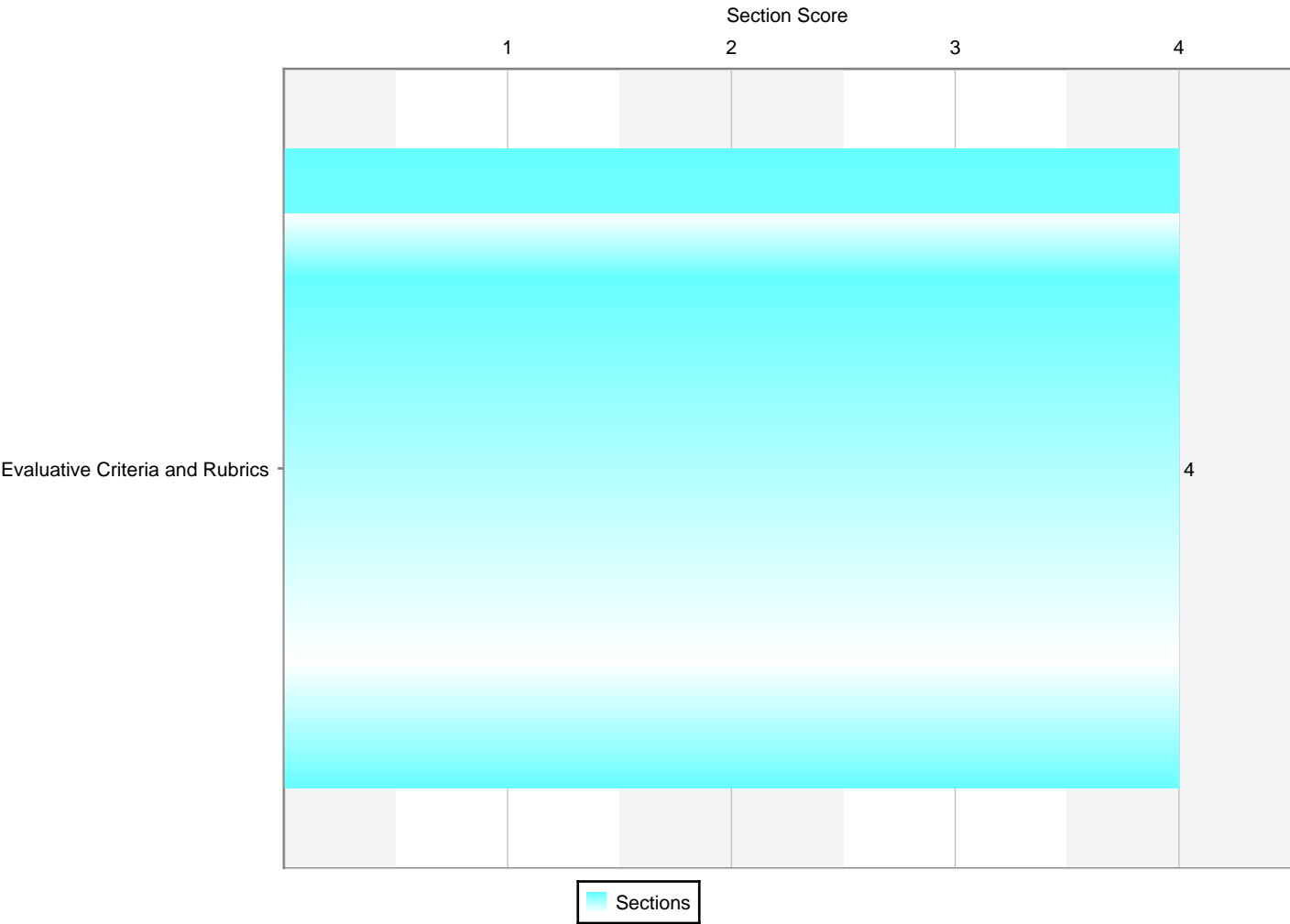
Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	32.82

Provide the number of classroom teachers.

32.82

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2414972.0

Total   2,414,972.00

Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	121940.0

Total   121,940.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.5

Provide the number of Assistant Principals.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	45282.0

Total   45,282.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.0

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	76062.0

Total   76,062.00

Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	74626.0

Total   74,626.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total   0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total   0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	10896.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	10896.0

Total 10,896.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	3269.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3269.0

Total   3,269.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0.0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total   0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	19470.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	19470.0

Total   19,470.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	3492.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	3492.0

Total   3,492.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

n/a

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	1000.0

Provide a brief explanation and a breakdown of expenses.

local school budget request for title 2 funding includes stipends, substitutes, materials and supplies

Title III

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

n/a

Title V

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

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

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

Provide a brief explanation and breakdown of expenses.

n/a

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

n/a

Local Funds

Label	Question	Value
1.	Provide the total	5000.0

Provide a brief explanation and breakdown of expenses.

PTA pays for student awards and recognition for reading and math achievement;

PTA pays Renaissance for Accelerated Reader program