Alabama Technology Plan: Transform

2020

New Bethel Elementary School

Colbert County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

New Bethel Elementary is a Title I school located in a rural community in Northwest Colbert County, Alabama. Mr. Tom Windsor serves as principal. The school houses grades Pre-K through sixth. Enrollment is currently at 125 students with 61.8% of the population qualifying for free and reduced lunches. Of the 125 students 93.6% are Caucasian, 1% are black, 3% are multi-race, and 2.4% are Hispanic.

For the past several years, K-2 students have participated in the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). First grade students have scored 90% or higher in oral reading fluency for the past five years.

The 2016 ACT ASPIRE results show a 3% increase in math and an 11% decrease in reading for grades 4-6. The 2015-2016 goal was to increase math scores. New Bethel met and exceeded that goal, but had a significant drop in reading standards. This current information will be in the 2016-2017 goal for reading. On a positive note, third through sixth grade met and exceeded the National Average in Math. Math ASPIRE scores show that 55.5% were college and career ready. Reading ASPIRE scores show that 26% were college and career ready. According to the previous years Aspire results(40.6% of students were College and Career Ready) math scores improved by 11.7% in the 2015-2016 school year.   In reading, (21.5 % were College and Career Ready) scores improved by 5.5 % for the 2015-2016 school year.

New Bethel employs 17 faculty members and 1 administrator. Of the 17 faculty members, we have 1 part-time media specialist, 1 part-time counselor, 1 part-time physical education teacher, 1 part-time special education teacher, 1 part-time speech teacher, 1 part-time English Spanish Language teacher,1 Gifted Teacher, 1 part-time music teacher, 1 school nurse, 7 classroom teachers,1 para-professional, and 1 aide shared between Kindergarten and 1st grade,   and 1 instructional coach. New Bethel has 83% of it's faculty who have earned a Master's Degree or higher. However, all faculty member are highly qualified. Professional development has been conducted for math textbook training, reading textbook implementation, technology training, and Alabama Math and Science Initiative Training (AMSTI). Professional Development allows teachers to continue to further their education and knowledge.

An immense challenge for New Bethel is declining enrollment. Limited population of the rural area is a factor. Student population has decreased from 136 students from the 2015-2016 school year, to 125 students for the 2016-2017 school year. However, there has been a Pre-K program implemented with 18 students enrolled. Classrooms include 1 teacher unit per grade level.

Due to the school's rural location, class sizes remain relatively small. This enables teachers to provide more one-on-one instruction. Most of the students come from low socio-economic backgrounds. However, New Bethel has a high level of parental involvement and support. Parents read to our lower grade levels at different times throughout the year. In grades K and 1st, parent volunteers assist with small groups practicing letter naming and sight words. Our PTO is very active and they donate funding to each classroom yearly based on the Fall Festival fundraiser they orchestrate. Students and parents feel a sense of security. The staff collaborates on a daily basis about student learning and implements action plans based on current data. Collaboration begins in a monthly data meeting to establish goals and small groups for Tier II and Tier III instruction. Teachers and the instructional coach begin intervention with these students. They communicate daily during teacher planning times to check for progress.

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.

New Bethel Elementary is committed to the academic excellence of every student by providing opportunities for successful completion of high education standards, in a safe supportive environment. This mission will be accomplished through cooperative involvement of parents, teachers and community.

Vision

New Bethel Elementary exists to prepare students to apply what they have learned, problem solve, and make wise choices so that they ultimately become successful, productive citizens.

Mission

New Bethel Elementary is committed to the academic excellence of every student by providing opportunities for successful completion of high education standards, in a safe, supportive environment. This mission will be accomplished through cooperative involvement of parents, teachers and community.

Core Beliefs

New Bethel Elementary believes all students should have the ability to learn.

New Bethel Elementary believes student learning is supported by a safe and secure learning environment.

New Bethel Elementary believes supportive learning environments, along with challenging opportunities, are crucial elements to learning.

New Bethel Elementary believes individual needs of each student should be recognized and met.

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.

Students in grades 4-6 participate in the local 4-H program. 4-H empowers youth to reach their full potential, working and learning in partnership with caring adults. Students learn to work with adults in providing positive change in our society. Furthermore, this program provides opportunities for students to participate in poster contests, budgeting programs, and health related issues. New Bethel has won or placed at all 4-H contests county wide.

Students in grades 4-6 participate in a school geography and spelling bees. The winners of the classroom bees then participate in the school-wide bee. The winners of the school bees, then participate in the county-wide bees. Students from New Bethel win or place at the county-wide bees each year.

Through Title I funding New Bethel will be hosting an author/speaker once per semester for the 2016/2017 school year. These speakers encourage reading, anti-bullying, and doing your best to follow your career dreams.

For many years, parental involvement has always been an asset to the teachers and students of New Bethel Elementary. Parents are active in academic awareness, school activities, and faculty support. Our goal is to maintain this established relationship and include all new incoming parents. Our staff will, as always, welcome and embrace the families of new students.

ASPIRE math assessments in grades 3-6 resulted in strong gains. Math goals were met according to the 2015-2016 ACIP plan.

Although gains were made in 4th-6th grade reading scores from the previous year, reading is still our area of weakness. Our goal in the 2016-2017 ACIP will be reading comprehension.

Additional Information

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

New Bethel Elementary exists to prepare students to apply what they have learned, problem solve, and make wise choices so that they ultimately become successful, productive citizens.

The school celebrated it's 100th anniversary in 2015. Multiple generations have attended New Bethel. They have left a legacy of honors, awards, and stories that continue to provide traditional values. New Bethel Elementary is one of the few schools remaining in the district with this rich historical background. On August 30, a centennial tea was held at the school for the community and former students. Past educational tools, sports uniforms, awarded trophies, and other dated articles were displayed for guest to view. A celebratory reception was held in the school library. Invitations were sent to state representatives and former and current school board members. Announcements were made at local churches along with a newspaper publication in the Times Daily to notify other stakeholders. New and former community members brought old photos, memories, and dated memorabilia to share. The day was success.

Although 100 years old, New Bethel has been continuously updated and maintained. Through a state grant, a Pre K program was added to the 2015-2016 school year which houses eighteen 4 and 5 year olds along with two early childhood teachers. The classroom was updated through funding to meet state level requirements. All other NBES classrooms are equipped with several computers, Elmo's, and LCD projectors with screens. Prior to the 2012-2013 school year, the computer lab was updated with all new computers. In addition, a grant was obtained to equip the school with an iPad cart of thirty tablets which are used weekly by different classes.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The school principal determines the parents who are involved in the planning of the CIP. Parents are informed the following ways: school website, teacher website, school Facebook page, school system all-call, Remind 101 app, DOJO app, and weekly newsletter.

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

Mr. Tom Windsor- Principal

Mr. Kendrick Burns- Counselor

Mrs. Tiffany Gregory- Facilitator/Second Grade Teacher

Mrs. Heather Collum- Instructional Partner

Mrs. Marisa Wingo-Teacher

Mrs. Christy Burns- Parent

Mr. Jace Kimbrough- Parent

Mrs. Julie Daniel- Parent

Dr. Gale Satchel- Federal Programs Director

Mrs. Monica Farris- ELL Teacher

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

The final plan is available on the school website for community awareness and parent access. The ACIP team conducts a faculty meeting to discuss and approve the final plan. The team will meet monthly to discuss and amend the plan as needed. Monthly faculty meetings will be conducted to collaborate on changes needed to meet the goals.

Technology Diagnostic

Introduction

The ALSDE Technology Diagnostic is designed to facilitate the process of gathering and analyzing the technology needs which drive the Transform 2020 Technology Plan.

Data

Statement or Question: Data Sources. Select all sources of data used for planning:

Response:

- •Continuous Improvement Plan
- •Inventory & Infrastructure Report-- Fast and Easy Access to network, and Availability of Technology
- •Technology Plan Surveys (*Required)

Needs Assessment

Identify the top 1-3 areas of need associated with your technology Infrastructure (fast and easy access to network, digital content). Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

Strengths:

75% of teachers felt they have sufficient digital devices and tools to effectively integrate technology into my teaching. (Technology Transform 2020, Section C, #26)

91.66% of teachers felt they have sufficient access to online digital resources (videos/podcasts, lesson plans, games, learning activities, etc.) aligned to the online Alabama Course of Study Standards. (Technology Transform 2020, Section C, #21)

Weaknesses:

64.03% of teachers do use the Digital Devices/ Resources or Infrastructures you use. (Technology Transform 2020, Section D, #28)

8.63% of teachers do not utilize the internet as a digital device/resource of infrastructure. (Technology Transform 2020, Section D, #28)

Identify the top 1-3 areas of need associated with your technology Inventory (fast and easy access to technology). Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

Based on Inventory and Infrastructure Reports there is a need for:
- more ipads and classroom student computers
- smart boards in classrooms
- chromebook cart for a mobile computer lab
- updated computer for library

Identify the top 1-3 areas of need associated with your technology Student Learning (subject area processes and content; 21st C. skills and dispositions to ensure school, career, and life success). Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

Strengths:

100% of teachers promote, support, and model creative and innovative thinking and inventiveness using digital resources and tools. (Technology Transform 2020, Section B #1)

100% of teachers engage students in exploring real-world issues and solving authentic problems using digital tools and resources based upon the Alabama Courses of Study standards.(Technology Transform 2020, Section B #2)

Weaknesses:

25% of teachers do not plan instruction using the National Education Technology Standards (NETS-Students) to ensure their students have the knowledge, skills, and attitudes necessary for school (PK-21) and careers. (Technology Transform 2020, Section B #6)

16.67% of teachers do not plan and implement authentic/real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning. (Technology Transform 2020, Section B #5)

16.67% of teachers do not teach their students about the responsibilities of digital citizenship through global/ cultural awareness and using digital tools to communicate about/with people in other cultures. (Technology Transform 2020, Section B #16)

Identify the top 1-3 areas of need associated with your technology Professional Learning Program (Teachers, Staff, Leaders, Community). Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

Strengths:

100% of teachers are interested in learning more about planning and implementing a 1-1 (device to student ratio) initiative in their classroom. (Technology Transform 2020, Section C, #27)

100% of teachers felt that their principal supports and promotes integrating digital resources and tools in their classroom. (Technology Transform 2020, Section C, #24)

Weaknesses:
50% of teachers felt they were unable to attend a sufficient number of professional learning sessions to help me successfully integrate technology and digital resources into their classroom. (Technology Transform 2020, Section B, #23)

25% of teachers do not evaluate and reflect on current research and Professional practice to make effective use of existing and emerging digital tools and resources in support of student learning. (Technology Transform 2020, Section B, #19)

Identify the top 1-3 areas of need associated with your technology Teacher Use—Teaching (how teachers use technology to teach as well as require students to use technology to learn). Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

Strengths:
50% of teachers frequently plan and implement authentic/real-world learning experiences whereby students use contemporary tools and digital resources in creative ways to pursue their individual curiosities, and manage/assess their own learning. (Technology Transform 2020, Section B, #5)

58.33% of teachers frequently model collaboration by engaging in learning with students, colleagues, and others in online and face-to-face environments using digital devices and resources to support my students' success and innovation. (Technology Transform 2020, Section B, #10).

Weaknesses:

25% of teachers rarely/occasionally teach their students about the responsibilities of digital citizenship through global/ cultural awareness and using digital tools to communicate about/with people in other cultures. (Technology Transform 2020, Section B, #16)

41.66% of teachers rarely/occasionally model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. (Technology Transform 2020, Section B, #12)

Identify the top 1-3 areas of need associated with your technology Teacher Use—Productivity (how teachers use technology for increased productivity). Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

Strengths:
66.67% of teachers frequently demonstrate fluency in technology use and transferring that knowledge to new technologies and situations. (Technology Transform 2020, Section B, #9)

50% of teachers frequently contribute to the overall effectiveness, vitality, and self-renewal of the teaching profession, my school, and community by modeling the use of digital resources and tools. (Technology Transform 2020, Section B, #20)

Weaknesses:
41.67% of teachers rarely/occasionally provide their students with multiple and varied formative and summative assessments aligned with content and technology standards and use the resulting data to inform learning and teaching. (Technology Transform 2020, Section B, #8)

25% of teachers rarely/occasionally communicate relevant information and ideas to students, parents, and others using a variety of digital tools (website, learning management system, collaboration software, blogs, etc.). (Technology Transform 2020, Section B, #11)

Identify the top 1-3 areas of need associated with your technology School Leaders Use—Productivity (how administrators use technology for increased productivity). Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

Strengths:
100% of administrators routinely use technology tools and resources and collaborate with others to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning. (Technology Transform 2020, Admin., Section B, #14)

100% of administrators support and promote integrating digital resources and tools into learning throughout my school. (Technology Transform 2020, Admin., Section B, #24)

Weaknesses:
100% of administrators occasionally stay abreast of educational research and emerging trends regarding effective use of technology and encourage the use of new technologies that have the greatest potential to improve student learning. (Technology Transform 2020, Admin., Section B, #12)

100% of administrators never/rarely advocate on local, state and national levels for policies, programs, and funding to support the use of digital tools and online resources so that all students are prepared for school (PK-21), careers, and adulthood. (Technology Transform 2020, Admin., Section B, #4)

Identify the top 1-3 areas of need associated with other technology program areas. Identify the data sources and actual data results that led you to conclude that these are areas of strength and need.

N/A

Professional Learning

Based upon the strengths and areas of need listed above, what are your Professional Learning Topics for the upcoming year that involves using technology to improve learner and productivity and prepares students for living and working in a digital world.

Based on the survey results the following Professional Learning Topics need to be addressed. Delivery method will be onsite, face-to-face training:

- ipad training for ALL teachers

- Atriuum OPAC Training for ALL teachers

Accountability Questions

Identify one (1) or more activities that focus upon using digital tools to improve achievement of all students with special emphasis upon high need and high poverty students.

Goal 1:

Engage and Empower the Learner through Technology

Measurable Objective 1:

4% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance Where by students use contemporary tools and digital resources in creative ways and manage/assess their own learning. in Reading by 05/30/2014 as measured by Student Examples, Rubrics and Transform 2020 Survey.

Strategy1:

Contemporary Tools and Digital Resources - 1. Provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Category:

Research Cited: Transform Technology 2020 Results

Activity - Student Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create projects using a variety of technology	Technology	09/24/2013	05/30/2014	$0 - No Funding Required	Teachers, administators, school librarian and students

Narrative:

Identify one (1) or more activities that facilitate and improve the use of telecommunications networks (phone/Internet/email) among educators, students, and parents/community to improve learning.

Goal 1:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

4% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically

Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will complete a portfolio or performance demonstrate knowledge, skills, and attitudes necessary for school and careers in Reading by 05/30/2014 as measured by Student projects and rubrics.

Strategy1:

Teacher/Professional Development - provide more professional development to prepare and support teachers and leaders.

Category:

Research Cited: Transform Technology 2020 Sec B Num 6

Activity - Teacher and Leader Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and leader professional development will be provided face-to-face	Professional Learning	09/24/2013	05/30/2014	$500 - Title I School Improvement (ISI)	Principal, teacher, reading coach and outside sources

Narrative:

Identify at least three (3) activities that explain how the network, technical support staff, instructional support staff, and digital teaching and learning resources accessed through the network will be linked to the achievement of learning goals of the District.

Goal 1:

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

Measurable Objective 1:

40% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to effectively integrate technology into teaching in Reading by 05/30/2014 as measured by observations, lesson plans and student work.

Strategy1:

technology integration - 1. Collect, analyze and report data from Technology Transform Survey 2020 (Sec C Num 6)

Category:

Research Cited: Technology Transfor Survey 2020 and technology inventory

Activity - Implementation Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A wide variety of data will be utilized to determine the implementation and access of technology in the school	Technology	09/24/2013	05/30/2014	$0 - Other	County wide Technology Coordinator and school/county administration

Narrative:

2016-2017 Goals and Plans

Overview

Plan Name

2016-2017 Goals and Plans

Plan Description

2016-2017 Oct.

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	All educators and students will obtain the necessary tools to access a comprehensive viable infrastructure when and where they need it	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
2	English Language Arts/Reading Comprehension 2016-2017	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
3	New Bethel Elementary School will increase its average daily attendance by 1% as measured by the ADM 9-Month report.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$11546
4	Through Professional Development teachers will be able to implement knowledge and skills to students throughout the Reading Program	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: All educators and students will obtain the necessary tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will collaborate to learn more and be trained properly on technology advances in Career & Technical by 05/26/2017 as measured by technology survey 2016..

Strategy 1:

Tech Training - Teachers or librarian will teach students new advancements in technology using IPADS, Smart Boards, Chrome Notebooks and equipment in the computer lab.

Category: Other - Tech Training

Research Cited: Common Core Standards and Technology 2020

Activity - Typing Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During weekly computer time grades 3-6 will work on computer typing skills through lessons taught by the Librarian. Grades K-2 will also work on computer skills using the ABC YA website.	Technology	08/04/2016	05/26/2017	$0	No Funding Required	Librarian

Goal 2: English Language Arts/Reading Comprehension 2016-2017

Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in reading comprehension and fluency in Reading by 05/26/2017 as measured by ACT ASPIRE..

Strategy 1:

Tier II and Tier III Intervention - Teachers will identify specific strategies based on Global results, and teacher assessments.

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

Research Cited: Global Assessment, teacher assessment.

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

Teachers will utilize small reading groups based on student instructional levels. Small group instruction will focus on weekly skills based on the McGraw Hill Wonders Reading Program. Tier II Instruction will be used for students who are not mastering daily skills and concepts. Tier III will be utilized through the reading specialists for those students who continue to struggle with missed concepts.	Academic Support Program	08/15/2016	05/26/2017	$0	Title I Part A	Instructional Partner, Teacher.

Goal 3: New Bethel Elementary School will increase its average daily attendance by 1% as measured by the ADM 9-Month report.

Measurable Objective 1:

1% of All Students will demonstrate a behavior Increase Attendance in Practical Living by 05/26/2017 as measured by State Department ADM 9 Month Report.

Strategy 1:

Colbert Attendance and Truancy Officer - A social worker employed by the Colbert County School District will increase the awareness of the correlation of student

achievement and positive attendance patterns.

Category: Other - Attendance

Research Cited: www.attendanceworks.org

Activity - Early Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Early intervention program parents will receive calls,letters, and home visits when their child is absent. Attendance programs will be held throughout the year, to be proactive with attendance.	Other - Attendance	09/01/2016	05/26/2017	$11546	Title I Part D	Social Worker, Counselors, Principals, Attendance Secretary

Goal 4: Through Professional Development teachers will be able to implement knowledge and skills to students throughout the Reading Program

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of knowledge, skills, and attitudes in Reading that is necessary for school and future careers. in Reading by 05/26/2017 as measured by Student projects, rubrics and assessment scores..

Strategy 1:

Teacher/ Professional Development - provide more professional development to prepare and support teachers and leaders. All teachers have recently participated in

grade level Wonders textbook training. K-5 participated in AMSTI Summer training. New teachers in New Bethel School will participate in the Fall AMSTI training.

Category: Develop/Implement Professional Learning and Support

Research Cited: Transform Technology 2020 Sec B Num 6

Activity - Teacher/ Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher professional development will be provided face to face, and through monthly data meetings	Other - Professional Learning, Academic Support Program	08/15/2016	05/26/2017	$0	Title I School Improvement (ISI)	Principal, teacher, instructional partner, and outside sources

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher/ Professional Development	Teacher professional development will be provided face to face, and through monthly data meetings	Other - Professional Learning, Academic Support Program	08/15/2016	05/26/2017	$0	Principal, teacher, instructional partner, and outside sources
				Total	$0	

Title I Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Intervention Program	Early intervention program parents will receive calls,letters, and home visits when their child is absent. Attendance programs will be held throughout the year, to be proactive with attendance.	Other - Attendance	09/01/2016	05/26/2017	$11546	Social Worker, Counselors, Principals, Attendance Secretary
				Total	$11546	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reteaching	Teachers will utilize small reading groups based on student instructional levels. Small group instruction will focus on weekly skills based on the McGraw Hill Wonders Reading Program. Tier II Instruction will be used for students who are not mastering daily skills and concepts. Tier III will be utilized through the reading specialists for those students who continue to struggle with missed concepts.	Academic Support Program	08/15/2016	05/26/2017	$0	Instructional Partner, Teacher.
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Typing Club	During weekly computer time grades 3-6 will work on computer typing skills through lessons taught by the Librarian. Grades K-2 will also work on computer skills using the ABC YA website.	Technology	08/04/2016	05/26/2017	$0	Librarian
				Total	$0	