

Myrtlewood Elementary 2016-2017

Myrtlewood Elementary School

Tuscaloosa County Schools

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TABLE OF CONTENTS

Overview	1
Goals Summary	2
Goal 1: Engage and empower all students through high quality instruction aligned with College and Career Ready Standards in all content areas.....	3
Goal 2: Prepare and support teachers and leaders to produce graduates who are College and Career Ready.....	4
Goal 3: Provide digital tools, experiences, and resources to support instruction.....	6
Goal 4: Promote student growth and parent involvement through system support services.	6
Activity Summary by Funding Source	8

Overview

Plan Name

Myrtlewood Elementary 2016-2017

Plan Description

CIP- 2016-2017

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and empower all students through high quality instruction aligned with College and Career Ready Standards in all content areas.	Objectives:3 Strategies:3 Activities:3	Academic	\$5212900
2	Prepare and support teachers and leaders to produce graduates who are College and Career Ready.	Objectives:2 Strategies:2 Activities:2	Organizational	\$980900
3	Provide digital tools, experiences, and resources to support instruction.	Objectives:1 Strategies:1 Activities:1	Organizational	\$4022218
4	Promote student growth and parent involvement through system support services.	Objectives:1 Strategies:1 Activities:1	Organizational	\$236142

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

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in their ability to read and comprehend in Reading by 05/25/2017 as measured by ACTAspire.

Strategy 1:

Instructional Strategies - Utilize a 90 minute protected reading block that consists of guided reading, read-alouds, phonics and word study skills, writing in all content areas, and increasing the volume of reading in a variety of genres. Provide direct, explicit instruction for CCRS standards 4,5,6 in reading to increase craft and structure performance utilizing the Wonders Comprehension Program. Teachers will use differentiated instruction when teaching whole group and small group lessons. IEP accommodations or PST accommodations will be followed. An additional 30 minute intervention will be added daily to provide direct, explicit, and consistent instruction to meet the individual needs of struggling readers.

Category: Develop/Implement College and Career Ready Standards

Research Cited: High Impact Instruction- Jim Knight

Activity - Craft and Structure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. First semester focus is on CCRS Standard 6 which is author's point of view and author's purpose. Professional Development for the year will focus on craft and structure standards and intervention strategies to use with students. PLC's will focus on developing formative assessments to measure students understanding of point of view and purpose. The Instructional Partner will create progress monitoring for craft and structure standards to note student mastery using Gradecam to publish data results. The results will be used to determine which students need additional tiered instruction during the 30 minute intervention. Students will use data notebooks to record their progress toward mastery of craft and structure in reading.	Direct Instruction	08/11/2016	05/25/2017	\$1737633	Title I Schoolwide	Instructional Coach, classroom teachers, and resource teachers.

Measurable Objective 2:

70% of Third, Fourth and Fifth grade students will demonstrate a proficiency in base ten and operations in base ten in Mathematics by 05/25/2017 as measured by ACTAspire.

Strategy 1:

High Impact Instruction - Implement explicit, intensive instruction through the use of small groups in every classroom for 30 minutes at least three times per week to focus on base ten and operations in base ten.

Category: Develop/Implement College and Career Ready Standards

Research Cited: High Impact Instruction- Jim Knight

Activity - Math Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use assessment data to establish flexible groups. Teachers will use manipulatives to reinforce skills previously taught. Teachers will pre-teach skills to students experiencing difficulties. Classroom assignments, quizzes, and math tests will be administered using the Aspire format in which students must explain how they arrived at their answers. Teachers and students will use manipulatives, dry-erase boards, and technology such as Reflex to build understanding of base ten and operations in base ten.	Direct Instruction	08/11/2016	05/25/2017	\$1737633	Title I Schoolwide	Instructional Coach, classroom and resource teachers.

Measurable Objective 3:

70% of Kindergarten, First and Second grade students will demonstrate a proficiency in letter naming fluency, first sound fluency, nonsense word fluency, whole words read, and oral reading fluency with accuracy in Reading by 05/25/2017 as measured by DIBELS.

Strategy 1:

Early Literacy Skills - Utilize a 90 minute protective reading block to focus on early literacy skills such as phonemic awareness, phonics, and fluency using Saxon Phonics in grades K-2. An additional 30 minutes of direct, explicit, consistent intervention will be utilized daily for intensive and strategic students as measured by the former goals of DIBELS. Additional professional development will be provided throughout the year that focuses on best practices for early literacy skills.

Category: Develop/Implement College and Career Ready Standards

Research Cited: High-Impact Instruction- Jim Knight

Activity - Literacy Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create interactive student data binders using data from DIBELS and teacher made assessments. Early literacy skills will be progress monitored weekly, bi-weekly, or monthly according to DIBELS Next. These results will be part of the interactive data wall and discussed at data meetings. PLC's for K-2 will focus on attainment of early literacy skills. Kindergarten will focus on letter naming and first sound fluency. First grade will focus on nonsense word fluency/whole words read, and then oral reading fluency. Second grade will focus on oral reading fluency with accuracy.	Professional Learning	08/11/2016	05/25/2017	\$1737634	Title I Schoolwide	Instructional Partner, classroom teachers, special education teachers

Goal 2: Prepare and support teachers and leaders to produce graduates who are College and Career Ready.

Measurable Objective 1:

Collaborate to unwrap the College and Career Standards, plan interactive activities, pull resources, use technology to engage students, provide essential questions to guide instruction, and to plan differentiated instruction to students by 05/25/2017 as measured by attendance at embedded professional development, grade level meetings, and data meetings.

Strategy 1:

Professional Development - Teachers will attend professional development training throughout the year that will focus on early literacy skills, craft and structure, base ten and operations in base ten, using higher-order questions in both instruction and assessments, developing formative assessments, and student use of technology.

Category: Develop/Implement Professional Learning and Support

Research Cited: High-Impact Instruction- Jim Knight

Activity - Teacher Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach, Library Media Specialist, and Principal will lead faculty in activities that focus on early literacy skills, craft and structure, using higher order questions in both teaching and assessing students, and student use of technology. Teachers will develop common formative assessments to measure student progress in reading and math using a variety of assessments that reflect a student's depth of knowledge, understanding, and application of concepts.	Professional Learning	08/11/2016	05/25/2017	\$979900	Title I Schoolwide	Instructional Coach, Library Media Specialist, Principal, classroom teachers and resource teachers.

Measurable Objective 2:

collaborate to develop a systemic, well-planned mentoring program for new teachers in our school by 05/25/2017 as measured by the guidelines from the Alabama Teacher Mentoring Program.

Strategy 1:

Mentor Training - -A highly qualified mentor will be assigned to our two new teachers.

-The mentor teacher will be trained by Dr. David Scott, Director of Curriculum and Instruction.

-Mentor teachers will attend professional development on mentoring teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited: The Skillful Team Leader- Elisa MacDonald

Activity - Mentoring Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-The two new teachers will meet an average of 2.5 hours during the week with their assigned mentor. -Teachers and mentors will document professional development, concerns, suggestions, and ideas from their meetings together.	Professional Learning	11/01/2016	05/26/2017	\$1000	Other	Director of Instruction, mentor teacher, new teachers, principal, instructional partner

Goal 3: Provide digital tools, experiences, and resources to support instruction.

Measurable Objective 1:

collaborate to ensure that our students have the opportunity to explore technology resources to support improving their reading, math, and writing skills by 05/25/2017 as measured by their performance on technology assessments such as Star Reading and Math, ACTAspire, and Reflex..

Strategy 1:

Data Analysis - Teachers will collect student data from technology assessments such as ACTAspire, STAR Reading and Math and Reflex; analyze results and create SMART goals. Teachers will monitor student mastery by using various benchmarks. These results will be displayed through data walls, data bulletin boards, and student data notebooks. Teachers will meet together with the Instructional Coach and Library Media Specialist to provide training for teachers in the use of various types of technology to create assessments and teaching strategies in the areas of reading, math, and writing. Students will develop SMART goals to track their learning targets in their data notebooks and share their progress toward attaining their learning targets with various stakeholders at student-led conferences.

Category: Develop/Implement Professional Learning and Support

Research Cited: High-Impact Instruction- Jim Knight

Activity - Technology Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend monthly data meetings with Instructional Coach and Principal to determine strengths and weaknesses of students by analyzing assessment results. Periodic professional development training will be offered to assist teachers in the use of technology.	Professional Learning	08/11/2016	05/25/2017	\$4022218	Title I Schoolwide	Instructional Coach, classroom and resource teachers, Library Media Specialist, and building principal

Goal 4: Promote student growth and parent involvement through system support services.

Measurable Objective 1:

collaborate to provide more opportunities for parents to be involved in helping their children with classwork and school related functions by 05/25/2017 as measured by attendance at school functions, parent conferences, student-led conferences, signing communication folders, reading logs, and telephone conferences.

Strategy 1:

Opportunities for Parent Involvement - Leadership Team will plan for student-led conferences in October and April to encourage students to share their data notebooks with their parents. Leadership Nights have been planned for each Nine Weeks to recognize students who have shown leadership in attendance, academics, and behavior. Teachers make Positive Phone Calls home weekly to recognize achievements of students in their classrooms. Parent Surveys will be sent home to determine needs of parents. A Parent Volunteer Form is sent home at the beginning of the year that outlines opportunities for parents to assist in their child's school

Myrtlewood Elementary School

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related functions. We have two teachers and two parents attending the Parent-Teacher Leadership Academy that promotes collaboration between home and school.

Category: Develop/Implement Student and School Culture Program

Research Cited: John Hopkins University- National Network of Partnership Schools

Activity - School Functions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership Nights are planned for each Nine Weeks. Weekly Positive Phone calls are made to parents by teachers. Parent Surveys are administered yearly. Teacher and student-led conferences are held as needed. A Principal's Parent Advisory Committee will meet monthly to discuss opportunities to promote parent involvement. A Parent Volunteer form is sent home to encourage parents to volunteer at school.	Parent Involvement	08/11/2016	05/25/2017	\$236142	Title I Schoolwide	Classroom teachers, support teachers, Instructional Coach, and principal.

Activity Summary by Funding Source

How is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Support	Instructional Coach, Library Media Specialist, and Principal will lead faculty in activities that focus on early literacy skills, craft and structure, using higher order questions in both teaching and assessing students, and student use of technology. Teachers will develop common formative assessments to measure student progress in reading and math using a variety of assessments that reflect a student's depth of knowledge, understanding, and application of concepts.	Professional Learning	08/11/2016	05/25/2017	\$979900	Instructional Coach, Library Media Specialist, Principal, classroom teachers and resource teachers.
School Functions	Leadership Nights are planned for each Nine Weeks. Weekly Positive Phone calls are made to parents by teachers. Parent Surveys are administered yearly. Teacher and student-led conferences are held as needed. A Principal's Parent Advisory Committee will meet monthly to discuss opportunities to promote parent involvement. A Parent Volunteer form is sent home to encourage parents to volunteer at school.	Parent Involvement	08/11/2016	05/25/2017	\$236142	Classroom teachers, support teachers, Instructional Coach, and principal.
Technology Assessments	Teachers will attend monthly data meetings with Instructional Coach and Principal to determine strengths and weaknesses of students by analyzing assessment results. Periodic professional development training will be offered to assist teachers in the use of technology.	Professional Learning	08/11/2016	05/25/2017	\$4022218	Instructional Coach, classroom and resource teachers, Library Media Specialist, and building principal
Literacy Activities	Create interactive student data binders using data from DIBELS and teacher made assessments. Early literacy skills will be progress monitored weekly, bi-weekly, or monthly according to DIBELS Next. These results will be part of the interactive data wall and discussed at data meetings. PLC's for K-2 will focus on attainment of early literacy skills. Kindergarten will focus on letter naming and first sound fluency. First grade will focus on nonsense word fluency/whole words read, and then oral reading fluency. Second grade will focus on oral reading fluency with accuracy.	Professional Learning	08/11/2016	05/25/2017	\$1737634	Instructional Partner, classroom teachers, special education teachers

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Total					\$10451160	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mentoring Activities	-The two new teachers will meet an average of 2.5 hours during the week with their assigned mentor. -Teachers and mentors will document professional development, concerns, suggestions, and ideas from their meetings together.	Professional Learning	11/01/2016	05/26/2017	\$1000	Director of Instruction, mentor teacher, new teachers, principal, instructional partner
Total					\$1000	