



ACIP

Dunbar-Ramer School

Montgomery 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?

Dunbar-Ramer School is a K-8 educational facility located in Ramer, Alabama with a current enrollment of 159 students. Ramer is located on the southern portion of Montgomery County and is the only school in the Montgomery Public School System that houses and elementary and middle school. Well over 90% of our students are bused to and from school. The school serves a rural community in which over 69% of our enrolled students are African-American. All students in the Montgomery Public School System receive free breakfast and lunch, thus making Dunbar-Ramer eligible for Title I Benefits.

There exists a lack of transportation opportunities that is prohibitive for our students and parents regarding engaging in after school activities. In previous years, Dunbar-Ramer has attempted to have after school tutoring to assist students who are struggling in school. Since our students are almost exclusively bus riders, they cannot stay after school or are unable to obtain transportation home. However, we currently have tutors who will pull Tier III students for intervention for Reading and Math. In 2011, Dunbar-Ramer lost its Pre-K grant due to lack of enrollment. MPS transportation cannot legally bus Pre-K students to and from school, and parents have stated that they would utilize the Pre-K program, but do not have dependable transportation.

The staff consists of 11 classroom teachers, 2 special education teachers, 1 PALS teacher, 1 PALS assistant, .5 counselor, .5 media specialist, 1 PE teacher, 1 Career Tech teacher, 1 Reading Specialist, 3 cafeteria workers, 2 custodians, 1 nurse, 1 office aide, 1 secretary/bookkeeper and 1 administrator. Dunbar-Ramer shares a speech teacher with other schools during the week and an occupational therapist twice per month.

School's Purpose

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

The Mission Statement of Dunbar-Ramer School is to "provide a safe and caring community where teachers teach and students learn at higher levels". The Mission Statement was developed in a collaborative team effort in the winter of 2013. The team consisted of certified staff, classified staff and parents. The finished statement was brought before the faculty and stakeholders. Each year the statement will be revised if needed.

Dunbar-Ramer School functions according to six beliefs:

1. Students should have the opportunity to learn in a safe, loving, stress free environment.
2. Teachers should create challenging and engaging instruction for students and adjust their teaching based on assessment data and learning styles.
3. Self-esteem is a key component in the learning process.
4. The educational process will prepare students to be responsible for a lifetime of productive citizenship.
5. Students' academic success should be measured using multiple assessment tools.
6. Students' academic and behavioral success should be recognized and celebrated.

Dunbar-Ramer meets these expectations through high quality, system provided professional development and by providing multiple opportunities for parents and community members to become and remain actively engaged in all realms of the educational process.

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.

The vision of Dunbar Ramer School is to be a place where each child experiences success each day and learns something of value from what he/she accomplishes. This will improve the quality of life for all students, faculty, and community by providing opportunities for learning and growing intellectually, physically, socially, emotionally and ethically.

Students are assessed throughout the year in a variety of ways such as state mandated ASPIRE and Global Scholar, ongoing reading assessments through Renaissance Place, DIBELS, and continuous assessment in the Pearson reading program. Dunbar Ramer utilizes Compass Learning which enables students to continuously learn via computer generated activities which measure success and determine learning trajectories.

Staff members use the data we receive to plan and adjust instruction in the classroom. The ARI Coach and administrator meet weekly with classroom teachers to analyze current student assessment data to determine how to modify individual student instruction. Previous data is stored and reviewed to monitor trends and progressions.

Dunbar Ramer has been recognized as a PBIS banner school for our efforts to use Positive Behavior Intervention Supports to reduce discipline incidents in the past school years. Dunbar-Ramer participates in the Character Education Program which promotes good manners and courtesy. Our school utilizes a half time school counselor who addresses our students' social and emotional needs.

The Dunbar Ramer PTA is a vocal and active part of our school and serves as a bridge between the school and the community. Our Title I Parent Engagement Committee meets semi-annually with the principal to discuss issues and concerns. Additionally, we host an Annual Parent Engagement Meeting (at varying times to afford more parents the opportunity to attend) whereby parents and community members are informed of the Title I process with regard to Parental Engagement and are given an overview of opportunities to volunteer and become involved in areas that best suits their strengths.

Though our school has many accomplishments and assets, we do have a few challenges that impede our growth. Many of these problems stem from the lack of transportation opportunities that our students and parents have to engage in after school activities. In previous years, Dunbar-Ramer has attempted to have after school tutoring programs to assist students who are struggling in school. Since our students are almost exclusively bus riders they cannot stay after school or are unable to obtain transportation home. In 2011, Dunbar Ramer lost its PreK grant due to lack of enrollment. MPS transportation cannot legally bus Pre-K students to and from school, and parents have stated that they would utilize the Pre-K program, but they do not have dependable transportation. Since this time, we have employed two part-time tutors, one for Math and one for Reading in K-5 and added the Read 180 Program in grades 6-8 to address deficiencies in all grades. We would also like to see an increase in parental engagement for events such as PTA and various classroom activities. Our Parent Engagement Advisory Committee has attempted several different ideas -changing times of parent meetings, increasing the amount of information sent home, utilizing phone trees, instituting Parent Room Sponsors and fully utilizing our web site as a means of communication for events and activities happening at Dunbar-Ramer School.

The school is continually seeking to expose its students to the world outside of the South Montgomery community. Each year our 8th grade students visit feeder schools for the ensuing school year. Annually our school charters a bus to Birmingham to visit the Sixteenth Street

Baptist Church and the McWane Center. The 4-H Club participates in several trips including, but not limited to the George Washington Carver Museum located on the campus of Tuskegee University. Several of our students were chosen to participate in Mission Possible activities that included a week long trip to New York City where the students visited many businesses and executives. Our 8th grade students visited the Montgomery County Commission and participated in a monthly commission meeting. They also met several of our county leaders who explained their roles and duties in the service of the community. Our 6th graders visited Auburn University to explore the various programs offered by the school's Agriculture program. Our 4th and 5th grade visited a working farm in the area to learn about modern farming techniques. Our PTA sponsored a trip for K-5th grade to attend a Montgomery Biscuits game. We also attended numerous MPS sponsored events that provided outside opportunities for learning for our 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.

We will continue to increase the opportunities for our students to visit outside institutions and programs. We will enlist assistance from the community and its leadership to reduce any financial barriers that would impede us from these opportunities in the future. We will endeavor to improve communication with the school's stakeholders to insure that we are meeting the needs of the community while providing a quality learning experience for all of our students.

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.

Dunbar-Ramer School selected parents, teachers, students, community leaders, paraprofessionals, and administrators to support the development of our school improvement plan. The process of selecting committee members includes consideration of parents and personnel that already serve on committees within the school. We attempt to include as many parents as possible by not doubling up parents on our committees. We strive to always have at least one parent from the primary, intermediate and middle school grades. The school had three community forums to discuss our school improvement plan. The school plans to keep the stakeholders involved through the use of school newsletters and PTA meetings.

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

Dunbar-Ramer School selected one parent, three teachers, two students, one community leader, one paraprofessional, and one administrator to support the development of our school improvement plan. The parent was the liaison between the school and other parents. The teachers worked together to analyze and make suggestions for the improvement plan. The community leader acted as the liaison between the school and the school board. The paraprofessional was the liaison between the committee and other teachers and students of special needs. The administrator acted as the overseer of the improvement planning process and the liaison between all representatives of the school.

Technology Committee Members

Dr. James Owens, Principal

Tracey Betts, Technology Media Specialist

Tomeka James, Middle School Representative

Jordan Sikes, Intermediate School Representative

Molli MacLean, Primary School Representative

Lillian Williams, Student Representative

Christopher Sanders, Student Representative

Selena Coley, PTA Vice-President and Parent Representative

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

The final improvement plan will be communicated to all stakeholders during three different community forums. Stakeholders will receive information on the progress of our plan three times during the school year at PTA meetings. The committee plans to keep stakeholders involved through the use of newsletters.

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	Label Assurance Response Comment Attachment 1. Did you complete the Student Performance Data document offline and upload below? Yes. Dunbar Ramer's Data Team, under the guidance of the principal, Dr. Owens, created a PowerPoint that was later converted into a PDF detailing information about student performance.	Performance Data 2017

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

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

Areas of Notable Achievement

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

Though the English scores in grades 3-8 for the 2016-2017 academic year were pretty good, expected level of performance was not achieved.

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

The students' performance in English showed a positive trend in the most recent administration.

Which area(s) indicate the overall highest performance?

The area that indicates the overall highest performance is English in all grades.

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

Female students in all grades 3-5 showed a trend toward increasing performance.

Between which subgroups is the achievement gap closing?

Due to limited subgroups, we will compare genders.

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

The gender achievement gap in English grade is consistent with findings from other data sources that were used to determine student performance.

Areas in Need of Improvement

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

Math and reading scores are below the expected levels of performance. Most students scored in close with a few in ready. 7th and 8th grade reading and math are below the expected levels of performance.

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

In the area of math, ready and close showed a negative trend in performance based on the ACT/Aspire. 7th and 8th grade reading and math showed a negative trend in performance. Science and writing scores showed a negative trend in performance according to the 201-2017 ACT/Aspire.

Which area(s) indicate the overall lowest performance?

Writing showed the lowest overall performance.

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

Middle school math, science and writing showed a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

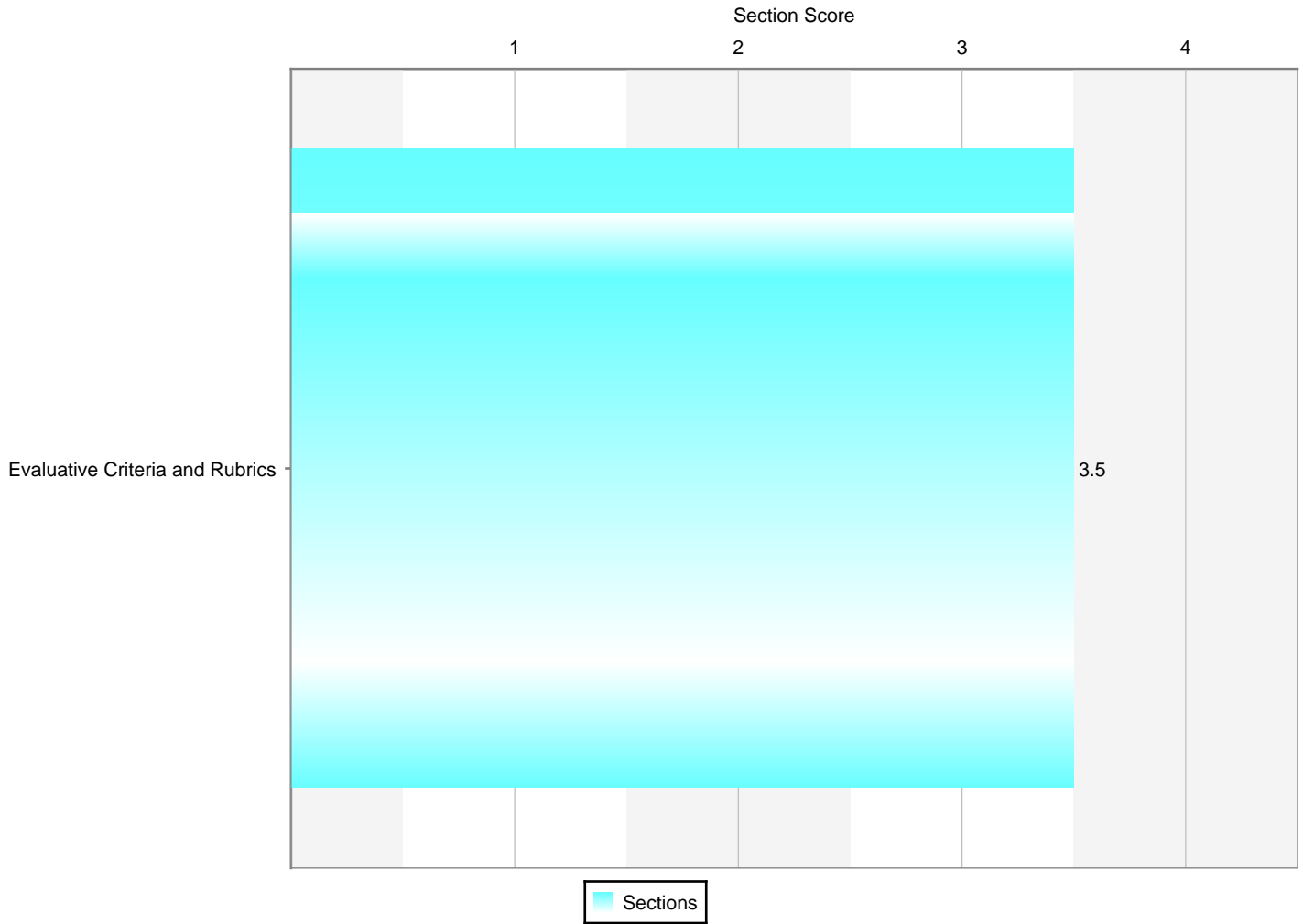
The achievement gap between elementary and middle school is becoming greater. The achievement gap between elementary and middle school math is becoming greater.

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

The achievement gap in math is consistent with findings from other data sources.

Report Summary

Scores By Section



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	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, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate.	

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	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.	

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. Yes Dr. James Owens Principal 56 Naftel Ramer Road Ramer, AL 36069 34-562-3250	

ACIP

Dunbar-Ramer School

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	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically	

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.	Yes	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	

Plan for ACIP 2017-2018

Overview

Plan Name

Plan for ACIP 2017-2018

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Goal 1: We will significantly improve internal and external stakeholder satisfaction and perception by focusing on the delivery of high quality service.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Goal 2: We will educate students by using strong instructional practices that engage them in tasks that strengthen their literacy and mathematical reasoning and ability.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0
3	Goal 3: We will support every child, every day through increased learning supports to meet their academic and social-emotional needs, ensuring they are ready to learn and be successful in school.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Goal 1: We will significantly improve internal and external stakeholder satisfaction and perception by focusing on the delivery of high quality service.

Measurable Objective 1:

demonstrate a proficiency to improve internal and external stakeholder satisfaction by 05/31/2018 as measured by completing annual stakeholder surveys.

Strategy 1:

Stakeholder Engagement - The strategy will improve internal and external stakeholder satisfaction as measured by annual surveys. Dunbar-Ramer will host numerous Parental Engagement activities and provide multiple opportunities for parents and community members to become involved with the school. Principal will host monthly business partner engagement meetings. The school will host monthly forums in varied locations to inform the community and partners about the status and activities of the school by May 31, 2018.

Category: Implement Community Based Support and Intervention System

Activity - Stakeholder Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly business partner meetings, monthly community forums, PTA meetings, Parent Engagment meetings twice per year.	Career Preparation/Orientation, Tutoring, Academic Support Program, Behavioral Support Program, Community Engagement, Parent Involvement	08/10/2017	05/31/2018	\$0	No Funding Required	Principal, Parent Liaison

Goal 2: Goal 2: We will educate students by using strong instructional practices that engage them in tasks that strengthen their literacy and mathematical reasoning and ability.

Measurable Objective 1:

demonstrate a proficiency by a 10% increase in 5th grade math by 05/31/2018 as measured by SCANTRON Performance Series State Assessment..

Strategy 1:

Mathematics - Teachers will focus on high-quality questioning and problems to engage students in meaningful work and discussion and deliberately check for understanding as a priority in planning and instruction.

Category: Other - Common Core Math Shifts

Activity - Mathematics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scripting Questions in Lesson Plan Increase Common Planning Time TASK-oriented classroom Checking for Understanding Exit Tickets Professional Development on CCRS Instructional Shifts	Academic Support Program	08/10/2017	05/31/2018	\$0	No Funding Required	Teachers, Principal

Measurable Objective 2:

demonstrate a proficiency in the area of 3rd grade Reading by 05/31/2018 as measured by 10% increase in 3rd grade .

Strategy 1:

Literacy - Focus on questioning and discussion using Text-Dependent Questions as a priority in planning and instruction.

Category: Other - Questioning and Discussion

Activity - Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scripting Questions in Lesson Plans Common Planning Time TASK-oriented classroom Checking for Understanding Using Exit Tickets Professional Development on CCRS Instructional Shifts	Academic Support Program	08/10/2017	05/31/2018	\$0	No Funding Required	Teachers and Administrator

Goal 3: Goal 3: We will support every child, every day through increased learning supports to meet their academic and social-emotional needs, ensuring they are ready to learn and be successful in school.

Measurable Objective 1:

collaborate to support all students academically, socially and emotionally to ensure their greatest opportunities for success in school by 05/31/2018 as measured by PBIS program, Character Education Program, Tuskegee University Program, large and small group sessions with counselor.

Strategy 1:

Academic, Social, Emotional Needs - Students will participate in the PBIS program, Character Education Program, engage in large, small, and one-on-one sessions with school counselor in order to address academic, social and emotional needs and growth.

Category: Implement Guidance and Counseling Plan

Activity - PBIS, Character Education, Counseling Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will earn rewards for positive behavior choices and be eligible for celebrations quarterly, have daily instruction through morning announcements on building character, receive instruction by counselor regarding academic, social and emotional strategies.	Academic Support Program, Behavioral Support Program	08/10/2017	05/31/2018	\$0	No Funding Required	Teachers, Counselor, Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading	Scripting Questions in Lesson Plans Common Planning Time TASK-oriented classroom Checking for Understanding Using Exit Tickets Professional Development on CCRS Instructional Shifts	Academic Support Program	08/10/2017	05/31/2018	\$0	Teachers and Administrator
PBIS, Character Education, Counseling Activities	Students will earn rewards for positive behavior choices and be eligible for celebrations quarterly, have daily instruction through morning announcements on building character, receive instruction by counselor regarding academic, social and emotional strategies.	Academic Support Program, Behavioral Support Program	08/10/2017	05/31/2018	\$0	Teachers, Counselor, Principal
Mathematics	Scripting Questions in Lesson Plan Increase Common Planning Time TASK-oriented classroom Checking for Understanding Exit Tickets Professional Development on CCRS Instructional Shifts	Academic Support Program	08/10/2017	05/31/2018	\$0	Teachers, Principal
Stakeholder Engagement	Monthly business partner meetings, monthly community forums, PTA meetings, Parent Engagement meetings twice per year.	Career Preparation/Orientation, Tutoring, Academic Support Program, Behavioral Support Program, Community Engagement, Parent Involvement	08/10/2017	05/31/2018	\$0	Principal, Parent Liaison
Total					\$0	

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		

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?

Indicator 3.1 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.

Indicator 3.2 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.

Indicator 3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.

Indicator 3.9 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

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.

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

The areas that show a trend toward increasing stakeholder satisfaction are:

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

Indicator 5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.

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

There are no additional stakeholder feedback sources to be utilized for comparison.

Areas in Need of Improvement

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

In previous years, the areas that indicate the overall lowest level of satisfaction were:

Standard 2 Governance and Leadership

Standard 3 Teaching and Assessing for Learning

For the 2017-2018, scores in all areas ranged from 4.92 - 5.5.

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

There were no areas of decreasing stakeholder satisfaction or approval.

What are the implications for these stakeholder perceptions?

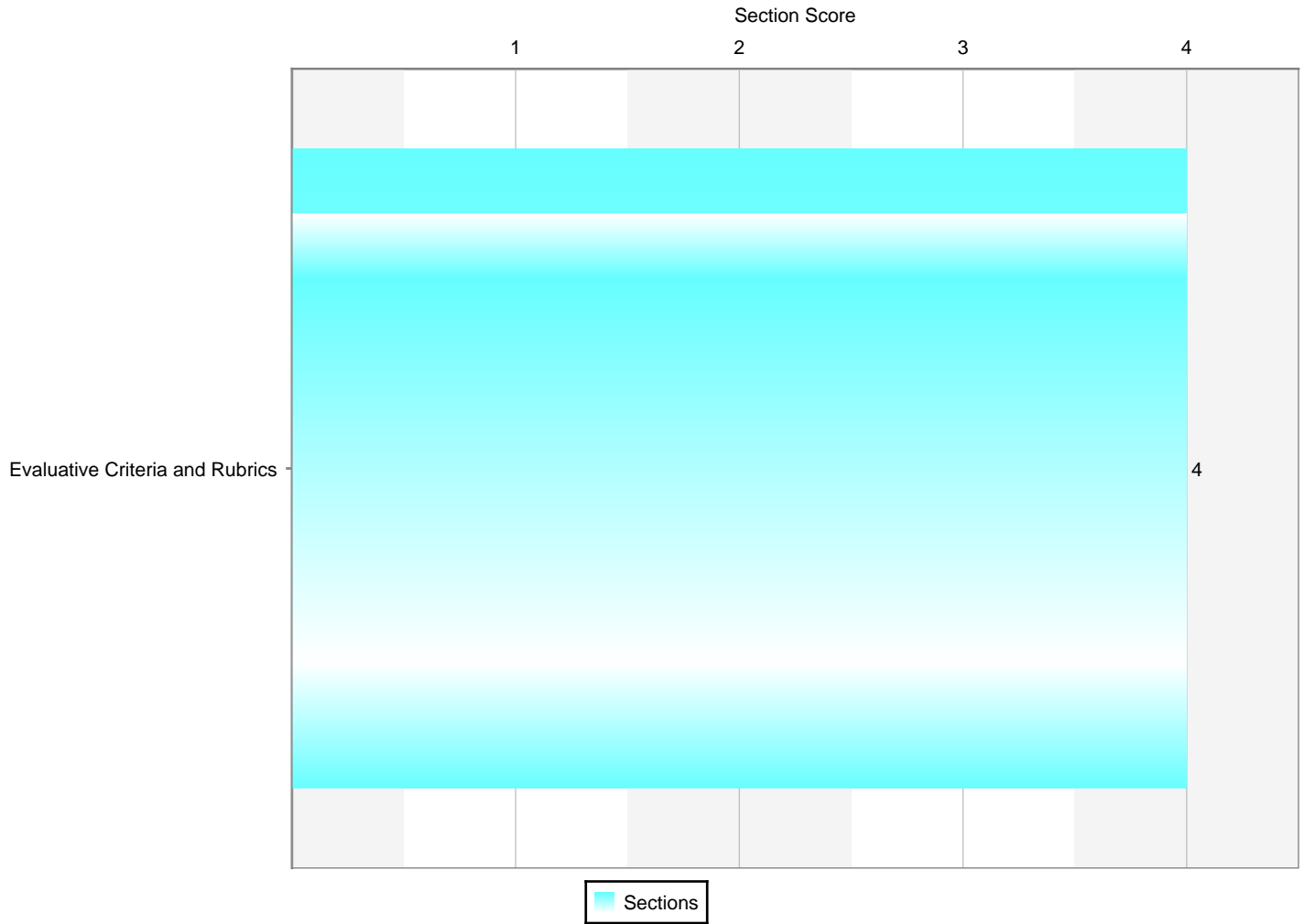
The stakeholders seem to be content with the day to day operation of the school. They are generally happy with what is going on and are actively involved.

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

There are no additional resources.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted by looking at the state's assessment results

What were the results of the comprehensive needs assessment?

90% of the students who took the English portion, 49% of the students who took the Reading portion and 65% of the students who took the Math portion of the ACT Aspire are on target to meet the ACT's College and Career Readiness Benchmarks when they graduate high school. If we revisit last year's goal, a 4% increase of all students would demonstrate a proficiency in Reading and Math. For the 2014-2015 school year, 56% of the students who took the reading portion and 58% of the students who took the math portion of the ACT Aspire were on target to meet the ACT's College and Career Readiness Benchmarks when they graduate high school. If we revisit 2013-2014 school year goals for reading and math last year, 75% of all students would demonstrate a proficiency in reading and 55% of all students would demonstrate a proficiency in math. For the school year beginning 2014-2015 were on target in math, and were making strides to increase our proficiency in reading. However, for the school year beginning 2015-2016, test results showed a decline in Reading and an increase in math but in the area of close.

What conclusions were drawn from the results?

New goals for reading proficiency and math proficiency will be written for the entire school.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

New goals for reading proficiency and math proficiency will be written for the entire school.

How are the school goals connected to priority needs and the needs assessment?

Based upon the results, the leadership team determined that a new, reasonable, and achievable goal will be used as a baseline to show improvement.

How do the goals portray a clear and detailed analysis of multiple types of data?

The school goals, priority needs, and needs assessment are directly connected because all of these are connected to student achievement
SY 2017-2018

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

The goals address the needs of the whole school population with special attention to all children including children with disabilities and children from migrant families.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

Goal 3- All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to Ensure that every student, teacher, and administrator has 24/7 access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation. by 05/19/2017 as measured by 75% of teachers will have sufficient digital devices and tools to effectively integrate technology into the classroom..

Strategy1:

24/7 Internet Access - Work to provide funding for an ICD for every student and educator by using appropriate funding and collaborate with Technology Committee members and faculty to purchase necessary technology equipment.

Category:

Research Cited: SETDA, The Broadband Imperative, p.2

Activity - Technology Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Once funding has been approved and released, members of the Technology Committee, faculty and staff, along with community members will collaborate and decide the necessary technology equipment to purchase.	Technology	08/13/2015	05/19/2017	\$0 - No Funding Required	Technology Coordinator Technology Committee Members Community Members

Measurable Objective 2:

collaborate to Develop and implement a financial support strategy for the maintenance of existing systems, replacement of out-of-date systems, and broadband access both internally and externally. by 05/18/2018 as measured by Transform2020 Inventory.

Strategy1:

Monitor Technolgy Purchases - Monitor that districts spend state technology instructional funds only for technology purchases and high-quality professional learning per the Inventory Report

Category:

Research Cited: National Education Technology Plan (NET Plan): Transforming American Education, Learning Powered by Technology. (2012) Retrieved from <http://www.ed.gov/technology/netp-2010>

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Activity - Monitor and Purchase Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Financial Records and Transform2020 Technology Plan show at least 20% of the operating budget for: - technical personnel Purchase Chromebooks with state allocation - maintenance - upgrades for both fixed and mobile devices - bandwidth and wireless connectivity	Technology	08/13/2015	05/18/2018	\$1212 - State Funds	Technology Coordinator/Staff

Measurable Objective 3:

demonstrate a behavior Develop procedures and implement security policies that meet but do not exceed the intention of the online safety regulations (Child Internet Protection Act) to ensure safe and reasonable, quick access to online digital content. by 05/31/2016 as measured by Internet security tools provide reasonable online security..

Strategy1:

Digital Citizenship - Dunbar - Ramer School will provide documents that include an emphasis on safety, appropriate use, and legal liability of school leaders concerning student and faculty use of technology and resources.

Category:

Research Cited: Lesson plans and verification sheet

Activity - Cyberbullying and Internet Safety Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten through eighth grade students will receive instruction on Cyberbullying and Internet Safety Use	Technology	08/13/2015	05/31/2016	\$0 - No Funding Required	Technology Coordinator and Classroom Teacher

Measurable Objective 4:

collaborate to 100% develop and implement a financial support strategy for the maintenance of existing systems, replacement of out-of-date systems by 05/06/2019 as measured by technology inventory.

Strategy1:

Purchases - Dunbar Ramer School will use the technology allocation to purchase new computers and computer management software.

Category: Other - Technology

Research Cited: School Inventory

Activity - Purchases	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dunbar Ramer School will use the technology allocation to purchase new computers and computer management software.	Technology	08/03/2016	05/06/2019	\$3549 - State Funds	Technology Budget Committee

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

Goal 3- All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

demonstrate a behavior Develop procedures and implement security policies that meet but do not exceed the intention of the online safety regulations (Child Internet Protection Act) to ensure safe and reasonable, quick access to online digital content. by 05/31/2016 as measured by Internet security tools provide reasonable online security..

Strategy1:

Digital Citizenship - Dunbar - Ramer School will provide documents that include an emphasis on safety, appropriate use, and legal liability of school leaders concerning student and faculty use of technology and resources.

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Research Cited: Lesson plans and verification sheet

Activity - Cyberbullying and Internet Safety Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten through eighth grade students will receive instruction on Cyberbullying and Internet Safety Use	Technology	08/13/2015	05/31/2016	\$0 - No Funding Required	Technology Coordinator and Classroom Teacher

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

Increase reading proficiency for all students in grades K through 8 at Dunbar Ramer School

Measurable Objective 1:

A 4% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading comprehension, the use of literary elements and devices, and the comprehension of informational text in Reading by 05/31/2016 as measured by Global Scholar, Compass Learning, and ACT Aspire.

Strategy1:

Focus on reading comprehension - Teachers will use a variety of instructional and comprehension strategies centered around strategic teaching and the state's motto for RTI with all students.

Category:

Research Cited: ARI Reading Initiative Best Practices

Activity - Teachers will use graphic organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will explicitly teach the thought process when completing graphic organizers. The graphic organizers will be used generate and answer questions that support comprehension, activate prior knowledge, teach story structure, and summarize the text.	Direct Instruction	08/13/2015	05/31/2016	\$0 - No Funding Required	Literacy Coach, Teachers

Activity - Use assessment data to determine student needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Use assessment data to determine group and individual needs. Activities will be assigned to students on an individual basis. Students will use Compass Learning, ThinkCentral, RenPlace, Global Scholar, and Read 180 as well as a few other assessments to determine needs. Teachers will also conduct informal testing to determine if reteaching is necessary.	Other	08/13/2015	05/31/2016	\$0 - No Funding Required	Principal, Literacy Coach, and Teachers

Strategy2:

Employ the use of the eight CCRS standards to focus on the use of literary elements and devices - Teachers will explicitly teach the meanings of and the usage of literary elements and devices during whole group and small group instruction. A variety of different genres of books will be used to teach literary elements. The students will use the AR program, the school library, and the classroom library to access a variety of genres. Teachers will use student data from multiple data sources such as Compass Learning, RenPlace, Read 180, Global Scholar, and other resources to determine individual student needs.

Category:

Research Cited: ARI Reading Initiative Best Practices

Activity - Use a variety of genres of books to teach literary elements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the school library, the classroom library, and the AR program to access a variety of genres.	Direct Instruction	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers and Literacy Coach

Strategy3:

Focus on informational text comprehension - Teachers will present students with informational text reading passages daily during reading instruction, math instruction, and in science or social studies instruction. Teachers will incorporate comprehension scaffolding techniques by incorporating questioning techniques, modeling thinking aloud while reading, and using graphic organizers to organize thoughts.

Category:

Research Cited: Educational journals as well as NAEP resources indicate that this is a best practice.

Activity - Explicit comprehension strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate comprehension strategies that provide scaffolding to help students organize their thoughts while reading.	Direct Instruction	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers and Literacy Coach

Goal 2:

Increase math proficiency for all students in grades K through 8 at Dunbar Ramer School

Measurable Objective 1:

A 4% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all mathematical standards in Mathematics by 05/31/2016 as measured by the ACT Aspire.

Strategy1:

Provide students with hands-on math instruction - Teachers will implement explicit, intensive instruction in every math class with hands on practice and technology usage during whole group and small group instruction when applicable.

Category:

Research Cited: Educational journals indicate that when students are given time to manipulate objects, they are able to make connections when reasoning abstractly.

Activity - Use math manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction each day that focuses on student engagement during math with the use of manipulatives.	Other	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers, Literacy Coach, Math Department Head

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Activity - Utilize technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction during whole group and small group using computers, Ipad, and the SmartBoard to enhance student learning and productivity on a daily basis.	Technology	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers and Technology Resource Staff

Strategy2:

Use longitudinal data - This data will be used to address the weakest math standards as indicated by the results of the ARMT and ACT Aspire.

Category:

Research Cited: Educational journals indicate that looking at longitudinal data may help to better address weaknesses.

Activity - Identify weak standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review Global Scholar and ACT Aspire data and Beginning-of-the-Year tests to determine weaknesses. Weaknesses will be addressed by identifying ways to accommodate students in building weak skills. Teachers will use benchmark tests to adjust instruction as identified by weak standards.	Other	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers and Literacy Coach

Activity - Utilize technology in math instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate technology resources into lesson plans and provide time for practice and remediation on Compass Learning and ThinkCentral weekly.	Technology	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers, Literacy Coach, Math Department Head

Strategy3:

Grade level meetings for math instruction - The instructional coach will conduct grade level meetings where standard based assessments and other tests data are shared and discussed.

Category:

Research Cited: Educational journals indicate that this type of collaboration leads to a deeper alignment of student learning across grades and leads to a deeper knowledge of expected levels of student mastery within grade levels.

Activity - Identify at-risk students for intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The literacy coach along with the teachers will plan intervention for at-risk students and make recommendations for tutoring during class. The literacy coach and the teachers will discuss test data from benchmarks in monthly meetings, and will share strategies that are successful. Students will use Compass Learning, ThinkCentral, and RenPlace for tutoring.	Tutoring	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers and Literacy Coach

Goal 3:

Increase science proficiency for students in grades 5 and 7 at Dunbar Ramer School

Measurable Objective 1:

A 4% increase of Fifth and Seventh grade students will demonstrate a proficiency in all science standards in Science by 05/31/2016 as measured by the ACT Aspire .

Strategy1:

Increase student practice and engagement - Teachers will use instructional strategies such as the use of graphic organizers and reading comprehension strategies to enhance students' engagement.

Category:

Research Cited: Educational journals indicate that the use of instructional strategies assist students with comprehension especially in the reading of informational text.

Activity - Identify and build vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lessons and activities that expose students to appropriate vocabulary. Teachers will reteach concepts learned and will provide intervention through the use of leveled readers and Compass Learning and Learn360.	Direct Instruction	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers

Strategy2:

Hands-On Activities - Teachers will develop classrooms activities and introduce virtual labs that expose students to science standards.

Category:

Research Cited: Educational journals indicate that students are able to make connections with abstract concepts when provided models.

Activity - Use activities that enhance students' understanding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
More hands-on activities and the use of virtual labs will be used to help with students' understanding of concepts	Direct Instruction	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers and Literacy Coach

Goal 4:

All students at Dunbar Ramer School will become proficient writers

Measurable Objective 1:

A 4% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the various modes in Writing by 05/31/2016 as measured by ACT Aspire.

Strategy1:

Use Four Square Writing - Four-square writing is a method of teaching basic writing skills that is applicable across grade levels and curriculum areas. It can be applied for the narrative, descriptive, expository and persuasive forms of writing. With the use of a graphic organizer, four square writing is a way for students to organize their thoughts into sentences, paragraphs,

and so on.

Category:

Research Cited: Bureau of Education and Research

Activity - Use graphic organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will explicitly teach the four square writing method through the use of a graphic organizer. The visual organizer will help the students to conceptualize, understand, and structure a piece of writing successfully.	Direct Instruction	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers and Literacy coach

Strategy2:

Daily Prompts - Students will utilize daily writing prompts to help them develop into better writers.

Category:

Research Cited: Think Literacy

Activity - Use the writing process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use the writing process to teach writing across the curriculum. This will promote consistency which will help students build confidence and skill as writers. The writing process involves generating ideas, developing and organizing the ideas, and revising and editing them. When students follow and cycle through these steps in the writing process, they become effective writers.	Direct Instruction	08/13/2015	05/31/2016	\$100 - Title I School Improvement (ISI)	Teachers and Literacy Coach

Goal 5:

All teachers will collaborate and address student learning and performance

Measurable Objective 1:

collaborate to discuss ways to enhance teacher performance to increase student behavior and learning by 05/29/2015 as measured by grade level meetings, student assessments, and disciplinary write ups.

Strategy1:

Collaborative Planning - Teachers will meet and discuss student performance and behavior and will discuss ways that seem to be successful in addressing poor behavior, poor student performance, and teacher burnout. Research suggests that schools and teachers benefit when teachers work together.

Category:

Research Cited: American Educational Research Journal

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Activity - Monthly Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet monthly to discuss student data and other classroom issues relating to teacher and student performance	Professional Learning	08/13/2015	05/31/2016	\$500 - Title I School Improvement (ISI)	Literacy Coach and Teachers

Strategy2:

Lunch & Learn PD/Chat & Chew Sessions, Edviation, PD 360 - The school administration will schedule quarterly professional learning communities where teachers participate in professional development and the opportunity to discuss questions and concerns as it relates to the classroom.

Category:

Research Cited: American Educational Research Journal

Activity - Teacher Training and Concerns Session	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administration will conduct informal in school learning communities where teachers learn and exchange new ideas, answer questions, and express concerns.	Professional Learning	08/11/2014	05/29/2015	\$1500 - Title I School Improvement (ISI)	Principal, Counselor, Instructional Coach, Title I Resource Person

Goal 6:

All students at Dunbar Ramer School will become productive citizens.

Measurable Objective 1:

demonstrate a behavior that produces favorable consequences in the classroom, in the hallway, in the lunchroom, with teachers, and with peers by 05/26/2017 as measured by a 2 % reduction in the number of office referrals which was 29 for the 2015-2016 school year to 23 for the 2016-2017 school year.

Strategy1:

Grade Specific Sessions - The counselor will conduct sessions targeting specific grade levels that address expected model behavior and good character traits. The students will go to the auditorium weekly for the sessions or the counselor will visit the classrooms weekly.

Category: Implement Guidance and Counseling Plan

Research Cited: American Educational Research Journal

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will conduct weekly grade specific sessions with the students in the auditorium discussing model behavior traits and alternatives that address conflicts that students may face.	Behavioral Support Program	08/23/2016	05/26/2017	\$500 - Title I School Improvement (ISI)	Counselor, Principal

Goal 7:

All students at Dunbar Ramer School will be given more opportunities that lend their technology classroom experience toward an interactive student-centered approach.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in operating smart technology to include the use of the smartboard and clickers in Career & Technical by 05/31/2016 as measured by the Explore Test, classroom activities, and computer based projects.

Strategy1:

Student-Centered Technology Instruction - The students will be given more opportunities that integrate technology into classroom assignments that focus on student use versus teacher use.

Category:

Research Cited: Educational Technology Research and Development

Activity - Student Centered Smartboard Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will take a hands-on approach to technology as it relates to classroom instruction. Teachers will begin to incorporate activities that allow students to become familiar with operating and manipulating the smartboard for the classroom. Students will use the smartboards during whole group and also during small group as a center activity.	Technology	08/13/2015	05/31/2016	\$5000 - Title I School Improvement (ISI)	Teachers, Technology Coordinator

Activity - Student Centered Clicker Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give students opportunities to use clickers in the classroom as a way to interact with classroom lessons.	Technology	08/13/2015	05/31/2016	\$5000 - Title I School Improvement (ISI)	Teachers, Technology Coordinator

Goal 8:

Goal 1- Engage and Empower the Learner Through Technology

Measurable Objective 1:

demonstrate a behavior 100% of Students understand human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom by 06/30/2017 as measured by • Successful completion of Digital Citizenship online module • Implementation of Courses of Study-Lesson Plans.

Strategy1:

Digital Citizenship - Students will be taught the importance of Digital Citizenship to promote the teaching of the legal and ethical uses of technology.

Category:

Research Cited: NETS-S 5, CCRS Literacy Standards; Plan 2020 p. 14, 54

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend classes in the computer lab and participate in lessons on how to legally and ethically use technology throughout the year.	Technology	08/13/2015	05/19/2017	\$0 - No Funding Required	Technology Coordinator Classroom Teachers

Measurable Objective 2:

collaborate to 70% of students use critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively using appropriate digital tools and resources by 05/18/2018 as measured by student portfolios and classroom/student observations.

Strategy1:

Professional Development - Provide professional development opportunities for teachers to develop strategies that incorporate the use of digital tools into the daily curriculum.

Category:

Research Cited: (NETS-S 3, CCRS Literacy Standards; Plan2020 p. 14, 54)

Activity - Professional Development on Digital Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train 6-8 grade teachers on intergrating Chromebooks for instruction on educational projects dealing with technology.	Professional Learning	08/13/2015	05/18/2018	\$0 - No Funding Required	Technology Coordinator

Measurable Objective 3:

collaborate to 50% of students use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information by 05/31/2016 as measured by Student portfolios and classroom/student observations..

Strategy1:

Professional Development - Provide professional development opportunities for teachers to develop strategies that incorporate the use of digital tools into the daily curriculum.

Category:

Research Cited: (NETS-S 3, CCRS Literacy Standards; Plan2020 p. 14, 54)

Activity - Professional Development on Digital Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train 6-8 grade teachers on intergrating Chromebooks for instruction on educational projects dealing with technology.	Professional Learning	08/13/2015	05/18/2018	\$0 - No Funding Required	Technology Coordinator

Measurable Objective 4:

collaborate to 75% of students use critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively using appropriate digital tools and resources by 05/06/2019 as

measured by student portfolios and classroom / student observations.

Strategy1:

Technology Professional Development - Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate critical thinking, research, and problem-solving skills using technology.

Category: Other - Technology

Research Cited: NETS-S 4, CCRS Literacy Standards; Plan2020 p. 14, 26, 54

Activity - Professional Development on Digital Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train 5-8 grade teachers on integrating Chromebooks for instruction on educational projects dealing with technology.	Technology	08/03/2016	05/06/2019	\$0 - No Funding Required	Technology Coordinator

Goal 9:

Goal 2- Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students

Measurable Objective 1:

collaborate to Teachers exhibit knowledge, skills, and work processes that are representative of an innovative professional. by 05/31/2016 as measured by Principals report teachers using Classroom/Student Observation Tools and EducateAlabama Report..

Strategy1:

Gear Up & Kuder Navigation - Dunbar Ramer School will provide professional development opportunities for teachers to learn from other teachers through the use of various safe and appropriate collaborative applications as well as Internet-based educational social media.

Category:

Research Cited: NETS•Teacher 1d, 3a-3d, 4d, 5a-5d; AQTS-3-D-1, 3-D-2; Plan 2020, p. 23, 29-30, 58-59, 100

Activity - Teacher Training on Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train 3-8 grade teachers on how to use the Stride Academy program. This program is designed to improve Math and Reading skills.	Professional Learning	08/13/2015	05/31/2016	\$0 - No Funding Required	Technology Coordinator, Stride Academy Representative, and other Administrators

Measurable Objective 2:

collaborate to 100% of teachers will exhibit knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society by 05/06/2019 as measured by Principals report teachers using Classroom/Student Observation Tools .

Strategy1:

Chromebook Training - Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using

technology.

Category: Other - Technology

Research Cited: NETS•Teacher 1d, 3a-3d, 4d, 5a-5d; AQTS-3-D-1, 3-D-2; Plan 2020, p. 23, 29-30, 58-59, 100

Activity - Chromebook Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train 5-8 grade teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.	Technology	08/03/2016	05/06/2019	\$0 - No Funding Required	Technology Coordinator

Measurable Objective 3:

complete a portfolio or performance Teachers use technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation by 05/19/2017 as measured by 75% of the final student products/ performance that demonstrates mastery of State Course of Study standards..

Strategy1:

Edmodo - Teachers will use Edmodo to facilitate real-life experiences that will advance student learning, creativity, and innovation while in a secure online classroom.

Category:

Research Cited: Adapted from NETS•Teachers 1a-1d; ALQTS-3-D-1, 3-D-2, 3-D-3, 3-D-4; Plan 2020, p. 26, 29-30, 58-59, 78-80

Activity - Edmodo Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Professional Learning for Edmodo to help teachers move from text-based resources to effective, interactive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.	Professional Learning	08/13/2015	05/31/2016	\$0 - No Funding Required	District Technology Coordinator School Technology Coordinator Classroom Teacher

Measurable Objective 4:

demonstrate a behavior understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. by 05/18/2018 as measured by 70% of teachers routinely teaching and modeling by the School Handbook-Technology Usage Policies.

Strategy1:

Appropriate Use of Digital Information - Provide digital resources to teachers that explain the legal and ethical uses of technology including the dangers of cyberbullying, the cost of copyright piracy and plagiarism, and how to protect one's privacy.

Category:

Research Cited: NETS•Teachers 4a-4d; ALQTS-5-E-2, 5-E-4; Plan 2020 p. 23, 29, 58-59, 100

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Activity - Teacher Training on Technology / Internet Use Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Professional Learning to help teachers explain the legal and ethical uses of technology including the dangers of cyberbullying, the cost of copyright piracy and plagiarism, and how to protect one's privacy in the classroom.	Professional Learning	08/13/2015	05/18/2018	\$0 - No Funding Required	District Technology Coordinator Local School Technology Coordinator

Goal 10:

Goal 3- All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

demonstrate a behavior Develop procedures and implement security policies that meet but do not exceed the intention of the online safety regulations (Child Internet Protection Act) to ensure safe and reasonable, quick access to online digital content. by 05/31/2016 as measured by Internet security tools provide reasonable online security..

Strategy1:

Digital Citizenship - Dunbar - Ramer School will provide documents that include an emphasis on safety, appropriate use, and legal liability of school leaders concerning student and faculty use of technology and resources.

Category:

Research Cited: Lesson plans and verification sheet

Activity - Cyberbullying and Internet Safety Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten through eighth grade students will receive instruction on Cyberbullying and Internet Safety Use	Technology	08/13/2015	05/31/2016	\$0 - No Funding Required	Technology Coordinator and Classroom Teacher

Measurable Objective 2:

collaborate to 100% develop and implement a financial support strategy for the maintenance of existing systems, replacement of out-of-date systems by 05/06/2019 as measured by technology inventory.

Strategy1:

Purchases - Dunbar Ramer School will use the technology allocation to purchase new computers and computer management software.

Category: Other - Technology

Research Cited: School Inventory

Activity - Purchases	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dunbar Ramer School will use the technology allocation to purchase new computers and computer management software.	Technology	08/03/2016	05/06/2019	\$3549 - State Funds	Technology Budget Committee

Measurable Objective 3:

collaborate to Ensure that every student, teacher, and administrator has 24/7 access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation. by 05/19/2017 as measured by 75% of teachers will have sufficient digital devices and tools to effectively integrate technology into the classroom..

Strategy1:

24/7 Internet Access - Work to provide funding for an ICD for every student and educator by using appropriate funding and collaborate with Technology Committee members and faculty to purchase necessary technology equipment.

Category:

Research Cited: SETDA, The Broadband Imperative, p.2

Activity - Technology Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Once funding has been approved and released, members of the Technology Committee, faculty and staff, along with community members will collaborate and decide the necessary technology equipment to purchase.	Technology	08/13/2015	05/19/2017	\$0 - No Funding Required	Technology Coordinator Technology Committee Members Community Members

Measurable Objective 4:

collaborate to Develop and implement a financial support strategy for the maintenance of existing systems, replacement of out-of-date systems, and broadband access both internally and externally. by 05/18/2018 as measured by Transform2020 Inventory.

Strategy1:

Monitor Technolgy Purchases - Monitor that districts spend state technology instructional funds only for technology purchases and high-quality professional learning per the Inventory Report

Category:

Research Cited: National Education Technology Plan (NET Plan): Transforming American Education, Learning Powered by Technology. (2012) Retrieved from <http://www.ed.gov/technology/netp-2010>

Activity - Monitor and Purchase Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Financial Records and Transform2020 Technology Plan show at least 20% of the operating budget for: - technical personnel Purchase Chromebooks with state allocation - maintenance - upgrades for both fixed and mobile devices - bandwidth and wireless connectivity	Technology	08/13/2015	05/18/2018	\$1212 - State Funds	Technology Coordinator/Staff

Goal 11:

Continuous Improvement Process

Measurable Objective 1:

demonstrate a behavior to address all of the audit concerns that were written in our 30-60-90 Day Plan by 05/31/2016 as measured by

completing the action steps in the plan.

Strategy1:

Instruction - Audit Concern: Although formative assessment is used, it is not clear how the results are used to impact day to day instruction, Specific time for intervention should be planned in order to protect regular instructional time, Activities lacked rigor in the classroom, Resources beyond the textbook were not really available in some classrooms, There was no evidence to indicate that a collaborative teaching model was being utilized, Observations reflected that lectures and discussions were the most evident form of instruction, Most instruction was whole group.

Category:

Research Cited: ALSDE State Audit Team

Activity - Utilize Standards and Projects Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will seek additional support through Edivation and in-service opportunities with MPS Educational Specialists. We will also utilize state educational websites and other resources.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Principal and MPS System Specialists

Activity - Develop a PD Coaching Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dunbar Ramer will employ a PD coaching cycle that will address the concerns related to assessment and utilization of formative data. We will seek additional support from MPS system specialists.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Principal and MPS System Specialists

Activity - Schedule Daily Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scheduling in middle school will integrate daily interventions. Primary and intermediate teachers will incorporate intervention into their regular scheduling. Formative data sources will be used to develop placement of students. Periodic data meetings will assess and rearrange student intervention needs throughout the school year	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Principal

Activity - Plan Rigorous Classroom Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers will attend various strategic teaching PDs provided by MPS System Specialists. The school will develop a calendar of strategic teaching strategies for the staff to use for instruction.	Behavioral Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Principal, Teachers, MPS System Specialists

Strategy2:

Continuous Improvement Process - Audit Concern: The CIP does not provide clear focus support for special ed. Students, Interviews indicated there was no clear roles identified for the CIP team, Although multiple sources of data were collected, there is no clear process for assessing school goals.

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Category:

Research Cited: ALSDE Audit Concern

Activity - Develop Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will develop a goal to the A-CIP that will provide support to our special ed. population based on formative data.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Faculty and Staff

Activity - Assess School Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The IL will conduct regular data meetings with the staff to review formative assessment data from GS and Compass Learning). Tier II and Tier III strategies will be developed at data meetings. Due to the unique configuration of our school, it will be difficult to develop common planning time during school hours. At least two of the four regular faculty meetings will be utilized for data meetings.	Policy and Process	08/13/2015	05/31/2016	\$0 - No Funding Required	Leadership Team

Activity - Identify CIP Team Roles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will provide the CIP team with clearly defined roles. The principal will develop and adhere to a calendar of data meetings. Documentation of meetings/agendas will be provided in the evidence box of the A-CIP.	Policy and Process	08/13/2015	05/31/2016	\$0 - No Funding Required	Leadership Team

Goal 12:

In an effort to prepare our students to be college and career ready, we will engage and support the K-8 curriculum by providing instruction that aligns with college and career ready standards.

Measurable Objective 1:

A 4% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows that they have mastered the standards in Reading by 05/31/2016 as measured by Global Scholar, Compass Learning, ACT Aspire.

Strategy1:

Informational Text Comprehension - Teachers will present students with informational text reading passages daily during reading instruction, math instruction, and in science and social studies instruction. Teachers will incorporate comprehension scaffolding techniques by incorporation questioning techniques, model thinking aloud while reading, and using graphic organizers to organize thoughts.

Category:

Research Cited: Educational journals as well as NAEP resources indicate that this is a best practice.

Activity - Explicit Comprehension Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate comprehension strategies that provide scaffolding to help students organize their thoughts while reading.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers and Literacy Coach

Strategy2:

Reading Comprehension - Teachers will use strategic teaching and instructional strategies to help students develop comprehension skills.

Category:

Research Cited: ARI Reading Initiative Best Practices

Activity - Use assessment data to determine student needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use assessment data to determine group and individual needs. Activities will be assigned to students on an individual basis. Students will use Compass Learning, Think Central, Global Scholar, and Read 180 to assist students on their path to learning. Teachers will also conduct informal testing to determine if re-teaching is necessary.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Literacy Coach, Teachers

Strategy3:

Implement Research-Based Practices for Continuous Improvement - This year Dunbar Ramer will focus on improving student learning by stressing essential terminology that will be used as an instrument to gain understanding and communicate ideas. Students will be given binders with high frequency words and testing terminology that will be used to build their academic vocabulary to help boost their learning and language communication for success on end of the year assessments and steps toward college and career readiness. Students will define the words on a daily basis and will use the words in the classroom and in school wide conversations.

Category:

Research Cited: Academia.edu

Activity - Vocabulary Teaching and Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will take a few minutes daily to give the students an opportunity to define the words in the vocabulary binder. The teacher will review the definitions and will give students an opportunity to share their connections with the words.	Academic Support Program	09/01/2015	05/31/2016	\$0 - No Funding Required	Principal, Teachers

Strategy4:

Implement College and Career Ready Standards - Teachers will prepare lessons using college and career ready standards and resources.

Category:

Research Cited: Alabama State Department of Education

Activity - Increase Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase classroom rigor by providing extensive and strategic learning opportunities that challenge students to critically think and problem solve beyond simple recall and reproduction of content standards.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers, Literacy Coach

Activity - Vocabulary Learning and Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dunbar Ramer will focus on high frequency words and essential testing terminology. Students will be given grade specific words that they will have an opportunity to use daily in classroom and in school wide conversations. Students will be more prepared to problem solve because they will be better prepared to reason, verbally express, and resolve their own thinking. Teachers will also model appropriate dialogue.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers, Literacy Coach, and Principal

Activity - Provide intervention for at-risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given time weekly to visit the computer lab to work on academic goals using Compass Learning. Teachers will also provide additional support to those students who have been identified as at-risk.	Academic Support Program	08/13/2015	05/31/2016	\$0 - District Funding	District, Teachers, Technology Coordinator, Literacy Coach, Principal

Measurable Objective 2:

A 4% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows that they have mastered the standards in Mathematics by 05/31/2016 as measured by Global Scholar, Compass Learning, and ACT Aspire.

Strategy1:

Utilize technology in math instruction - Teachers will incorporate technology resources into lesson plans and provide time for practice and remediation on Compass Learning and Think Central weekly.

Category:

Research Cited:

Activity - Computer Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given weekly time in the computer lab as well as time on the computer and smart board in the classroom to practice skills.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers, Literacy Coach

Strategy2:

Implement College and Career Ready Standards - Teachers will prepare lessons using college and career ready standards and resources.

Category:

Research Cited: Alabama State Department of Education

Activity - Increase Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase classroom rigor by providing extensive and strategic learning opportunities that challenge students to critically think and problem solve beyond simple recall and reproduction of content standards.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers, Literacy Coach

Activity - Vocabulary Learning and Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dunbar Ramer will focus on high frequency words and essential testing terminology. Students will be given grade specific words that they will have an opportunity to use daily in classroom and in school wide conversations. Students will be more prepared to problem solve because they will be better prepared to reason, verbally express, and resolve their own thinking. Teachers will also model appropriate dialogue.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers, Literacy Coach, and Principal

Activity - Provide intervention for at-risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given time weekly to visit the computer lab to work on academic goals using Compass Learning. Teachers will also provide additional support to those students who have been identified as at-risk.	Academic Support Program	08/13/2015	05/31/2016	\$0 - District Funding	District, Teachers, Technology Coordinator, Literacy Coach, Principal

Strategy3:

Hands-On Math Instruction - Teachers will implement explicit, intensive instruction in every math class with hands on practice and technology usage during whole group and small group instruction when applicable.

Category:

Research Cited: Educational journals indicate that when students are give time to manipulate objects, they are able to make connections when reasoning abstractly.

Activity - Use Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction each day that focuses on student engagement during math with the use of manipulatives provided at the beginning of the year.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers, Literacy Coach

Measurable Objective 3:

A 4% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows that they have

mastered the standards in Writing by 05/31/2016 as measured by District Writing Assessments.

Strategy1:

Implement College and Career Ready Standards - Teachers will prepare lessons using college and career ready standards and resources.

Category:

Research Cited: Alabama State Department of Education

Activity - Increase Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase classroom rigor by providing extensive and strategic learning opportunities that challenge students to critically think and problem solve beyond simple recall and reproduction of content standards.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers, Literacy Coach

Activity - Vocabulary Learning and Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dunbar Ramer will focus on high frequency words and essential testing terminology. Students will be given grade specific words that they will have an opportunity to use daily in classroom and in school wide conversations. Students will be more prepared to problem solve because they will be better prepared to reason, verbally express, and resolve their own thinking. Teachers will also model appropriate dialogue.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers, Literacy Coach, and Principal

Activity - Provide intervention for at-risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given time weekly to visit the computer lab to work on academic goals using Compass Learning. Teachers will also provide additional support to those students who have been identified as at-risk.	Academic Support Program	08/13/2015	05/31/2016	\$0 - District Funding	District, Teachers, Technology Coordinator, Literacy Coach, Principal

Strategy2:

Use Four Square Writing - Four square writing is a method of teaching basic writing skills that are applicable across grade levels and curriculum areas. It can also be applied to the four modes of writing.

Category:

Research Cited: Bureau of Education and Research

Activity - Use Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will explicitly teach the four square writing method through the use of a graphic organizer. The visual organizer will help students to conceptualize, understand, and structure a piece of writing successfully.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers and Literacy

Strategy3:

Daily Writing Prompts - Students will be given an opportunity to write about topics daily. When students engage in opportunities for continuous writing, their writing skills are enhanced.

Category:

Research Cited: Think Literacy

Activity - Use the Writing Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use the writing process to teach writing across the curriculum. This will promote consistency which will help students build confidence and skill as writers. The writing process involves generating ideas, developing and organizing the ideas, and revising and editing them. When students follow and cycle through these steps in the writing process, they become effective writers.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers and Literacy Coach

Goal 13:

Dunbar Ramer will identify barriers to teaching and learning that are unique to its K-8 community and will align support systems to address these barriers.

Measurable Objective 1:

demonstrate a behavior that ensures that the school has a climate that is conducive to learning with a culture of high expectations by 05/31/2016 as measured by ACT Aspire, School Discipline Referrals, Attendance Reports, and RTI data.

Strategy1:

Positive Behavior Intervention Supports - Dunbar Ramer School 's PBIS team will meet monthly where the team will discuss school wide behavior issues and develop strategies to address problem behaviors. The team will implement a school wide system where students are rewarded for positive behavior. Each classroom teacher will also develop a rewards and incentives system by which students are rewarded for displaying positive behavior.

Category:

Research Cited: pbis.org

Activity - Gotcha Tickets Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given gotcha tickets for displaying positive behavior that they can use to participate in the end of the nine weeks celebration.	Behavioral Support Program	10/01/2015	05/31/2016	\$0 - No Funding Required	PBIS Team

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Activity - Individual Classroom Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each classroom teacher has developed a classroom incentives system by which students are rewarded for displaying positive behavior. Teachers may reward students with homework passes, stickers, snacks, supplies, and etc.	Behavioral Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers

Strategy2:

Response to Instruction (RTI) - Students who have been identified as Tier II and Tier III will be given more intensive instruction and strategies that will help support their path toward college and career readiness. Teachers will provide small group instruction, one on one instruction, modeling, and other strategies for at-risk students.

Category:

Research Cited: pbis.org

Activity - RTI Data Folders/Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop RTI folders and will provide data on interventions provided to students who have been identified as Tier II or Tier III. RTI data will be collected and reviewed weekly.	Behavioral Support Program Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	RTI Team, Principal, Teachers

Measurable Objective 2:

demonstrate a behavior that ensures that the healthy development of all students will improve student performance by 05/31/2016 as measured by Attendance Records and School Nurse Health Records.

Strategy1:

Health Screenings - The School Nurse will conduct regular health screenings to ensure that health issues/concerns are not barriers to student performance.

Category:

Research Cited: cdc.gov

Activity - Conduct Regular Screenings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The nurse conducts vision, hearing, and scoliosis screenings as well as gender specific sessions to discuss personal and social care issues with students.	Academic Support Program Behavioral Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	School Nurse

Goal 14:

Dunbar Ramer will improve the use of Title I funds to increase stakeholder involvement and satisfaction.

Measurable Objective 1:

collaborate to use data to determine the best possible activities that will improve the climate and culture of Dunbar Ramer by 05/31/2016 as

measured by Teacher Morale, Student Morale, Discipline Records, and Attendance Records.

Strategy1:

Community/Stakeholder Involvement - Community leaders and stakeholders will be invited to partnership with Dunbar Ramer providing time, funds, and other resources in an effort to improve the climate and culture of the school.

Category:

Research Cited: nea.org

Activity - Opportunities for Stakeholder Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community leaders and stakeholders will be given an opportunity to share their time and or resources with the students at Dunbar Ramer.	Parent Involvement Community Engagement Extra Curricular	08/13/2015	05/31/2016	\$0 - No Funding Required	Principal, Counselor, Teachers, Secretaries

Measurable Objective 2:

demonstrate a behavior that ensures that teachers are highly trained and effective in the classroom by 05/31/2016 as measured by student data, teacher observations, discipline office referrals.

Strategy1:

Professional Development - Teachers will be given ample opportunities to participate in CCRS training, Read 180, PBIS, RIGOR, and differentiated instruction professional development to help teachers to be more effective in the classroom.

Category:

Research Cited: edutopia.org

Activity - PD Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every teacher will be given an opportunity to participate in some form of professional development to help improve educator success.	Professional Learning	08/13/2015	05/31/2016	\$0 - Title I School Improvement (ISI)	District, Principal, Teachers

Goal 15:

Goal 1 All students will be college and career ready upon graduation.

Measurable Objective 1:

achieve college and career readiness increase the number of students scoring proficient by 2% by 05/26/2017 as measured by student performance on classroom assessments, global scholar and ACT aspire.

Strategy1:

Strategic Teaching - Teachers will engage students with standards based lessons using purposeful strategies before during and after

reading text and will use literacy strategies during math lessons as well.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 5 Highly Effective Teaching Practices- Edutopia

Solution tree

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of graphic organizers and formative assessment strategies weekly. T charts, webs, concept maps, portfolio, 3-2-1, one minute essays, exit slips, quick writes, jigsaw, word sorts, quizzes, think pair share...	Academic Support Program Professional Learning	08/22/2016	05/25/2017	\$200 - Title I Part A	Principal. Rtl Coordinator,

Measurable Objective 2:

achieve college and career readiness with a 2% increase in reading and math in grades 3-8 by 06/02/2017 as measured by performance on classroom assessments, benchmark tests, and ACT Aspire..

Strategy1:

Strategic Teaching - Teachers will engage students with standards based lessons using purposeful strategies before during and after reading text and will use literacy strategies during math lessons as well.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 5 Highly Effective Teaching Practices- Edutopia

Solution tree

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of graphic organizers and formative assessment strategies weekly. T charts, webs, concept maps, portfolio, 3-2-1, one minute essays, exit slips, quick writes, jigsaw, word sorts, quizzes, think pair share...	Academic Support Program Professional Learning	08/22/2016	05/25/2017	\$200 - Title I Part A	Principal. Rtl Coordinator,

Goal 16:

Goal 2 - all professionals will be resource supported and effective.

Measurable Objective 1:

collaborate to provide professional learning opportunities for teachers by 10/28/2016 as measured by teachers observations using the ELEOT tool and analyzing teacher lesson plans bi weekly.

Strategy1:

TP 1, 3, 5 Professional Development - Teachers will engage in a book study on the book "What Great Teachers Do Differently" by Todd Whitaker. Each 2 weeks, teachers will discuss various chapters and participate in reflections after each session in an effort to improve student learning.

Category: Develop/Implement Professional Learning and Support

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Research Cited: Todd Whitaker

Publisher: Larchmont, N.Y. : Eye on Education, 2012.

Activity - 90* Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every two weeks, teachers will engage in professional learning through a book study and have reflections after each section.	Academic Support Program Professional Learning	08/31/2016	01/27/2017	\$200 - Title I Part A	Principal, Teachers

Goal 17:

Goal 3 - Every student has access to support systems that maximize opportunities for academic life and success.

Measurable Objective 1:

achieve college and career readiness by providing intensive intervention and progress monitoring of students who are in need of support or close by 05/25/2017 as measured by grades in INOW, student work samples, progress reports and report cards. .

Strategy1:

TP 1, 6 Problem Solving Team - The problem solving team will host data meetings monthly around students work, grades and progress.

Category: Develop/Implement Learning Supports

Research Cited: Rti Action Network

Activity - 30 Training on Compass	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained on Compass Learning	Professional Learning	09/01/2016	10/21/2016	\$100 - Title I Part A	Principal. STAFF, Central Office

Activity - Compass Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive intervention via compass learning at least once per week on non mastered standards.	Academic Support Program	09/30/2016	03/24/2017	\$0 - No Funding Required	Principal, Teachers

Activity - 30 Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in monthly data meetings to analyze assessment results, attendance reports, and other academic and behavior data,	Professional Learning Behavioral Support Program Academic Support Program	08/25/2016	05/25/2017	\$200 - Title I Part A	Principal, Rtl Coordinator

Goal 18:

Goal 4 - to engage parents and the community in efforts to ensure academic achievement.

Measurable Objective 1:

collaborate to increase parental involvement by 5 parents by 05/25/2017 as measured by participation in school based events, PTA, open house, Title I meetings, etc. .

Strategy1:

TP - 1, 8 GEAR UP - GEAR UP coordinators will provide parental involvement activities every month and maintain agendas and sign in sheets for each event.

Category: Implement Community Based Support and Intervention System

Research Cited: The GEAR UP program has been recognized nationally as one of the most promising pathways to increasing the number of students who are prepared to enter and achieve success in their education and training beyond high school," said Gov. Robert Bentley. "This grant will help build a solid foundation for our children and will set them up to succeed by being better prepared for post-secondary education and to join the workforce.

Activity - 60 GEARUP Week	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During GEAR UP week, students will participate in numerous activities involving parents and community.	Academic Support Program Behavioral Support Program	10/28/2016	02/24/2017	\$0 - No Funding Required	GEAR UP Coordinator, Principal, STaff

Goal 19:

All students at Dunbar-Ramer School will become productive citizens.

Measurable Objective 1:

2% of All Students will demonstrate a behavior that produces favorable consequences in the classroom, in the hallway, in the lunchroom, with teachers and with peers by May, 2018 as measured by a 2% reduction in the number of office referrals which was 24 for the 16-17 school year to 23 for 17-18. in Mathematics by 05/25/2018 as measured by Counselor, Principal.

Strategy1:

Grade Specific Sessions - The counselor will conduct large group, small group and individual specific sessions detailing model behavior traits such as time management, conflict resolution, anger management, etc.; a 4H program will be instituted, Tuskegee University representative will continue to meet with Sixth Grade students to improve self-esteem and college and career preparedness, PBIS program will be implement throughout the school, Character Traits will be addressed each morning through morning announcements.

Category: Implement Guidance and Counseling Plan

Research Cited: American Educational Research Journal

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Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will conduct large, small and individual sessions in order to address model behavior and coping skills to address conflict resolution, anger management, time management, respect, responsibility, etc.	Behavioral Support Program	09/01/2017	05/25/2018	\$50000 - Title I School Improvement (ISI)	Counselor, Principal

Goal 20:

All students at Dunbar-Ramer School will demonstrate appropriate behaviors.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a behavior that is positive due to the implementation of a comprehensive learning support system that provides behavior programs, services, and interventions for all students in Mathematics by 05/24/2018 as measured by reducing the number of office referrals.

Strategy1:

Learner Supports for Improved Behavior - All Dunbar-Ramer School employees will implement a system of learning supports by focusing on areas (i.e. - student and family interventions, classroom-based enrichment and family engagement) to provide prevention and intervention for students. Teachers will utilize Learning Support Services (PBIS, RtI, Behavior Intervention Center, School Counselor, Behavior Analysts, School Social Workers, District Resource Officers, Behavior Interventionists, CARES Program, HMF, and external Community Partners) to reduce the number of office referrals and improve overall behavior of all students.

Category: Implement Community Based Support and Intervention System

Research Cited: Authors H. Adelman and L. Taylor wrote in a research book entitled, Rebuilding for Learning, the poignant statistics that support the strategy; School leaders acknowledge that the amount of student suspensions and retention underscore the degree to which behavior problems are placing students at greater risk of dropping out. The latest data show that almost 10 percent of public school students in kindergarten through grade 12 had been retained (i.e., repeated a grade since starting school), while 11 percent had been suspended and 2 percent had been expelled (i.e., permanently removed from school with no services." (NCES, 2007).

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be trained on how to create a classroom and organization management system using PBIS and Class Dojo. The committee will meet monthly to address classroom management for repeated behavior students and develop strategies to address inappropriate behaviors, provide incentives, and promote collaboration among teachers to address behavior prior to office referrals.	Community Engagement Behavioral Support Program	09/11/2017	05/24/2018	\$0 - No Funding Required	PBIS Committee, Teachers, Counselor, Principal

ACIP

Dunbar-Ramer School

Activity - RtI/PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PST team will meet monthly to discuss students who demonstrate inappropriate behavior. The team will develop RtI plan to support desired behavior of students. The PST will provide corrective strategies and utilize Learning Support models to ensure the appropriate behavior is demonstrated for all students.	Behavioral Support Program Academic Support Program	09/11/2017	05/24/2018	\$0 - No Funding Required	PST Team

Goal 21:

Dunbar-Ramer School will demonstrate appropriate behavior by reducing the number of office referrals.

Measurable Objective 1:

collaborate to implement a comprehensive system of Learning Supports through utilization of Positive Behavior Intervention Supports (PBIS). by 05/24/2018 as measured by the number of office referrals in INOW.

Strategy1:

Learning Supports/Continuum of Interventions - All Dunbar-Ramer School employees will implement a system of learning supports by focusing on areas (i.e., student and family interventions, classroom-based enrichment, and family engagement) to provide prevention and intervention for some students. Teachers will utilize Learning Support Services (PBIS, RtI, Behavior Intervention Center, School Counselor, Behavior Analysts, School Social Workers, District Resource Officers, Behavior Interventionists, CARES Program, HMF, and external Community Partners) to reduce the number of office referrals and improve overall behavior of all students.

Category: Develop/Implement Student and School Culture Program

Research Cited: Authors H. Aldeman and L. Taylor wrote in a research book entitled, Rebuilding for Learning, the poignant statistic that support the strategy. School leaders acknowledge that the amount of student suspensions and retention underscore the degree to which behavior problems are placing students at greater risk of dropping out. The latest data show that almost 10 percent of public school students in kindergarten through grade 12 had been retained (i.e. repeated a grade since starting school), while 11 percent had been suspended and 2 percent had been expelled (i.e., permanently removed from school with no services. (NCES 2007).

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be trained on how to create a classroom and organization management system using PBIS and Class Dojo. The committee will meet monthly to address classroom management for repeated behavior students and develop strategies to address inappropriate behaviors, provide incentives, and promote collaboration among teachers to address behavior prior to office referrals.	Behavioral Support Program Community Engagement	08/10/2017	05/24/2018	\$0 - No Funding Required	PBIS Committee, Teachers, Counselor, Administrator

ACIP

Dunbar-Ramer School

Activity - RtI/PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PST team will meet monthly to discuss students who demonstrate inappropriate behavior. The team will develop RtI plans to support desired behavior of students. The PST will provide corrective strategies and utilize Learning Support models to ensure the appropriate behavior is demonstrated for all students.	Academic Support Program Behavioral Support Program	09/11/2017	05/24/2018	\$0 - No Funding Required	PST Team

Goal 22:

Dunbar Ramer will demonstrate appropriate behavior by reducing the number of office referrals.

Measurable Objective 1:

collaborate to implement a comprehensive system of Learning Supports through the utilization of PBIS to reduce the total number of office referrals by 2%, as measured by a decrease from the 2016-17 baseline of 23 total office referrals. by 05/28/2018 as measured by the number of office referrals.

Strategy1:

Learning Supports/ Continuum of Interventions - All Dunbar Ramer School employees will implement system of learning supports by focusing on areas (i.e. - student and family interventions, classroom-based enrichment, and family engagement) to provide prevention and intervention for some students. Teachers will utilize Learning Support Services (PBIS, RtI, Behavior Intervention Center, School Counselor, Behavior Analysts, School Social Workers, District Resource Officers, Behavior Interventionists, CARES Program, HMF1, and external Community Partners) to reduce the overall number of office referrals and improve overall behavior of all students.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will engage in training sessions on how to create a classroom and organization management system using PBIS and the implementation of the school wide discipline plan. The committee will meet monthly to address classroom management for students that repeatedly disobey school rules and develop strategies to address inappropriate behaviors, provide incentives, and promote collaboration among teachers to address behaviors prior to an office referrals	Community Engagement Academic Support Program Professional Learning Behavioral Support Program	09/01/2017	05/24/2018	\$0 - No Funding Required	Teachers and administrator

Goal 23:

Dunbar Ramer will demonstrate appropriate behavior by reducing the total number of office referrals.

Measurable Objective 1:

collaborate to implement a comprehensive system of Learning Supports through utilization of Positive Behavior Interventions Supports to reduce the total number of office referrals by 2% by 05/24/2018 as measured by a decrease from baseline data of 23 office referrals during 2016-17.

Strategy1:

Learning Supports/ Continuum of Interventions - All school employees will implement the school –wide discipline plan and a system of learning supports by focusing on the following areas: student and family interventions, classroom-based enrichment, mentoring, and family engagement to provide prevention and intervention for all students. Teachers will utilize Learning Support Services (PBIS, Leader in Me, Rtl, Behavior Intervention Center, School Counselor, Behavior Analysts, School Social Workers, District Resource Officers, Behavior Interventionists, CARES Program, HMF, and External Community Partners) to reduce the number of office referrals and improve overall behavior of all students

Category: Develop/Implement Learning Supports

Research Cited:

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will engage in training sessions on how to create a classroom and organization management system using PBIS and the implementation of the school wide discipline plan. The committee will meet monthly to address classroom management for students that repeatedly disobey school rules and develop strategies to address inappropriate behaviors, provide incentives, and promote collaboration among teachers to address behaviors prior to an office referral.	Professional Learning Behavioral Support Program Academic Support Program	09/01/2017	05/24/2018	\$0 - No Funding Required	teachers and principal

English Language Proficiency Goal (Should address identified weaknesses and gaps):

Goal 1:

Increase reading proficiency for all students in grades K through 8 at Dunbar Ramer School

Measurable Objective 1:

A 4% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading comprehension, the use of literary elements and devices, and the comprehension of informational text in Reading by 05/31/2016 as measured by Global Scholar, Compass Learning, and ACT Aspire.

Strategy1:

Focus on informational text comprehension - Teachers will present students with informational text reading passages daily during reading instruction, math instruction, and in science or social studies instruction. Teachers will incorporate comprehension scaffolding techniques by incorporating questioning techniques, modeling thinking aloud while reading, and using graphic organizers to organize thoughts.

Category:

Research Cited: Educational journals as well as NAEP resources indicate that this is a best practice.

Activity - Explicit comprehension strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate comprehension strategies that provide scaffolding to help students organize their thoughts while reading.	Direct Instruction	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers and Literacy Coach

Strategy2:

Focus on reading comprehension - Teachers will use a variety of instructional and comprehension strategies centered around strategic teaching and the state's motto for RTI with all students.

Category:

Research Cited: ARI Reading Initiative Best Practices

Activity - Use assessment data to determine student needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Use assessment data to determine group and individual needs. Activities will be assigned to students on an individual basis. Students will use Compass Learning, ThinkCentral, RenPlace, Globar Scholar, and Read 180 as well as a few other assessments to determine needs. Teachers will also conduct informal testing to determine if reteaching is necessary.	Other	08/13/2015	05/31/2016	\$0 - No Funding Required	Principal, Literacy Coach, and Teachers

Activity - Teachers will use graphic organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will explicitly teach the thought process when completing graphic organizers. The graphic organizers will be used generate and answer questions that support comprehension, activate prior knowledge, teach story structure, and summarize the text.	Direct Instruction	08/13/2015	05/31/2016	\$0 - No Funding Required	Literacy Coach, Teachers

Strategy3:

Employ the use of the eight CCRS standards to focus on the use of literary elements and devices - Teachers will explicitly teach the meanings of and the usage of literary elements and devices during whole group and small group instruction. A variety of different genres of books will be used to teach literary elements. The students will use the AR program, the school library, and the classroom library to access a variety of genres. Teachers will use student data from multiple data sources such as Compass Learning, RenPlace, Read 180, Global Scholar, and other resources to determine individual student needs.

Category:

Research Cited: ARI Reading Initiative Best Practices

Activity - Use a variety of genres of books to teach literary elements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the school library, the classroom library, and the AR program to access a variety of genres.	Direct Instruction	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers and Literacy Coach

Goal 2:

All students at Dunbar Ramer School will become proficient writers

Measurable Objective 1:

A 4% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the various modes in Writing by 05/31/2016 as measured by ACT Aspire.

Strategy1:

Use Four Square Writing - Four-square writing is a method of teaching basic writing skills that is applicable across grade levels and curriculum areas. It can be applied for the narrative, descriptive, expository and persuasive forms of writing. With the use of a graphic organizer, four square writing is a way for students to organize their thoughts into sentences, paragraphs, and so on.

Category:

Research Cited: Bureau of Education and Research

Activity - Use graphic organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will explicitly teach the four square writing method through the use of a graphic organizer. The visual organizer will help the students to conceptualize, understand, and structure a piece of writing successfully.	Direct Instruction	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers and Literacy coach

Strategy2:

Daily Prompts - Students will utilize daily writing prompts to help them develop into better writers.

Category:

Research Cited: Think Literacy

Activity - Use the writing process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use the writing process to teach writing across the curriculum. This will promote consistency which will help students build confidence and skill as writers. The writing process involves generating ideas, developing and organizing the ideas, and revising and editing them. When students follow and cycle through these steps in the writing process, they become effective writers.	Direct Instruction	08/13/2015	05/31/2016	\$100 - Title I School Improvement (ISI)	Teachers and Literacy Coach

Goal 3:

All teachers will collaborate and address student learning and performance

Measurable Objective 1:

collaborate to discuss ways to enhance teacher performance to increase student behavior and learning by 05/29/2015 as measured by grade level meetings, student assessments, and disciplinary write ups.

Strategy1:

Collaborative Planning - Teachers will meet and discuss student performance and behavior and will discuss ways that seem to be successful in addressing poor behavior, poor student performance, and teacher burnout. Research suggests that schools and teachers benefit when teachers work together.

Category:

Research Cited: American Educational Research Journal

Activity - Monthly Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet monthly to discuss student data and other classroom issues relating to teacher and student performance	Professional Learning	08/13/2015	05/31/2016	\$500 - Title I School Improvement (ISI)	Literacy Coach and Teachers

Strategy2:

Lunch & Learn PD/Chat & Chew Sessions, Edviation, PD 360 - The school administration will schedule quarterly professional learning communities where teachers participate in professional development and the opportunity to discuss questions and concerns as it relates to the classroom.

Category:

Research Cited: American Educational Research Journal

Activity - Teacher Training and Concerns Session	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administration will conduct informal in school learning communities where teachers learn and exchange new ideas, answer questions, and express concerns.	Professional Learning	08/11/2014	05/29/2015	\$1500 - Title I School Improvement (ISI)	Principal, Counselor, Instructional Coach, Title I Resource Person

Goal 4:

Goal 1- Engage and Empower the Learner Through Technology

Measurable Objective 1:

collaborate to 70% of students use critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively using appropriate digital tools and resources by 05/18/2018 as measured by student portfolios and classroom/student observations.

Strategy1:

Professional Development - Provide professional development opportunities for teachers to develop strategies that incorporate the use of digital tools into the daily curriculum.

Category:

Research Cited: (NETS-S 3, CCRS Literacy Standards; Plan2020 p. 14, 54)

Activity - Professional Development on Digital Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train 6-8 grade teachers on intergrating Chromebooks for instruction on educational projects dealing with technology.	Professional Learning	08/13/2015	05/18/2018	\$0 - No Funding Required	Technology Coordinator

Measurable Objective 2:

collaborate to 50% of students use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information by 05/31/2016 as measured by Student portfolios and classroom/student observations..

Strategy1:

Professional Development - Provide professional development opportunities for teachers to develop strategies that incorporate the use of digital tools into the daily curriculum.

Category:

Research Cited: (NETS-S 3, CCRS Literacy Standards; Plan2020 p. 14, 54)

Activity - Professional Development on Digital Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train 6-8 grade teachers on intergrating Chromebooks for instruction on educational projects dealing with technology.	Professional Learning	08/13/2015	05/18/2018	\$0 - No Funding Required	Technology Coordinator

Measurable Objective 3:

collaborate to 75% of students use critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively using appropriate digital tools and resources by 05/06/2019 as measured by student portfolios and classroom / student observations.

Strategy1:

Technology Professional Development - Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate critical thinking, research, and problem-solving skills using technology.

Category: Other - Technology

Research Cited: NETS-S 4, CCRS Literacy Standards; Plan2020 p. 14, 26, 54

Activity - Professional Development on Digital Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train 5-8 grade teachers on integrating Chromebooks for instruction on educational projects dealing with technology.	Technology	08/03/2016	05/06/2019	\$0 - No Funding Required	Technology Coordinator

Measurable Objective 4:

demonstrate a behavior 100% of Students understand human, cultural, societal issues, and personal responsibilities related to technology,

and practice legal and ethical behavior in and out of the classroom by 06/30/2017 as measured by • Successful completion of Digital Citizenship online module • Implementation of Courses of Study-Lesson Plans.

Strategy1:

Digital Citizenship - Students will be taught the importance of Digital Citizenship to promote the teaching of the legal and ethical uses of technology.

Category:

Research Cited: NETS-S 5, CCRS Literacy Standards; Plan 2020 p. 14, 54

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend classes in the computer lab and participate in lessons on how to legally and ethically use technology throughout the year.	Technology	08/13/2015	05/19/2017	\$0 - No Funding Required	Technology Coordinator Classroom Teachers

Goal 5:

Goal 2- Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students

Measurable Objective 1:

demonstrate a behavior understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. by 05/18/2018 as measured by 70% of teachers routinely teaching and modeling by the School Handbook-Technology Usage Policies.

Strategy1:

Appropriate Use of Digital Information - Provide digital resources to teachers that explain the legal and ethical uses of technology including the dangers of cyberbullying, the cost of copyright piracy and plagiarism, and how to protect one's privacy.

Category:

Research Cited: NETS•Teachers 4a-4d; ALQTS-5-E-2, 5-E-4; Plan 2020 p. 23, 29, 58-59, 100

Activity - Teacher Training on Technology / Internet Use Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Professional Learning to help teachers explain the legal and ethical uses of technology including the dangers of cyberbullying, the cost of copyright piracy and plagiarism, and how to protect one's privacy in the classroom.	Professional Learning	08/13/2015	05/18/2018	\$0 - No Funding Required	District Technology Coordinator Local School Technology Coordinator

Measurable Objective 2:

complete a portfolio or performance Teachers use technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation by 05/19/2017 as measured by 75% of the final student products/ performance that demonstrates mastery of State Course of Study standards..

Strategy1:

Edmodo - Teachers will use Edmodo to facilitate real-life experiences that will advance student learning, creativity, and innovation while in a secure online classroom.

Category:

Research Cited: Adapted from NETS•Teachers 1a-1d; ALQTS-3-D-1, 3-D-2, 3-D-3, 3-D-4; Plan 2020, p. 26, 29-30, 58-59, 78-80

Activity - Edmodo Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Professional Learning for Edmodo to help teachers move from text-based resources to effective, interactive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.	Professional Learning	08/13/2015	05/31/2016	\$0 - No Funding Required	District Technology Coordinator School Technology Coordinator Classroom Teacher

Measurable Objective 3:

collaborate to Teachers exhibit knowledge, skills, and work processes that are representative of an innovative professional. by 05/31/2016 as measured by Principals report teachers using Classroom/Student Observation Tools and EducateAlabama Report..

Strategy1:

Gear Up & Kuder Navigation - Dunbar Ramer School will provide professional development opportunities for teachers to learn from other teachers through the use of various safe and appropriate collaborative applications as well as Internet-based educational social media.

Category:

Research Cited: NETS•Teacher 1d, 3a-3d, 4d, 5a-5d; AQTS-3-D-1, 3-D-2; Plan 2020, p. 23, 29-30, 58-59, 100

Activity - Teacher Training on Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train 3-8 grade teachers on how to use the Stride Academy program. This program is designed to improve Math and Reading skills.	Professional Learning	08/13/2015	05/31/2016	\$0 - No Funding Required	Technology Coordinator, Stride Academy Representative, and other Administrators

Measurable Objective 4:

collaborate to 100% of teachers will exhibit knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society by 05/06/2019 as measured by Principals report teachers using Classroom/Student Observation Tools .

Strategy1:

Chromebook Training - Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

Category: Other - Technology

Research Cited: NETS•Teacher 1d, 3a-3d, 4d, 5a-5d; AQTS-3-D-1, 3-D-2; Plan 2020, p. 23, 29-30, 58-59, 100

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Dunbar-Ramer School

Activity - Chromebook Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train 5-8 grade teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.	Technology	08/03/2016	05/06/2019	\$0 - No Funding Required	Technology Coordinator

Goal 6:

Continuous Improvement Process

Measurable Objective 1:

demonstrate a behavior to address all of the audit concerns that were written in our 30-60-90 Day Plan by 05/31/2016 as measured by completing the action steps in the plan.

Strategy1:

Continuous Improvement Process - Audit Concern: The CIP does not provide clear focus support for special ed. Students, Interviews indicated there was no clear roles identified for the CIP team, Although multiple sources of data were collected, there is no clear process for assessing school goals.

Category:

Research Cited: ALSDE Audit Concern

Activity - Identify CIP Team Roles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will provide the CIP team with clearly defined roles. The principal will develop and adhere to a calendar of data meetings. Documentation of meetings/agendas will be provided in the evidence box of the A-CIP.	Policy and Process	08/13/2015	05/31/2016	\$0 - No Funding Required	Leadership Team

Activity - Assess School Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The IL will conduct regular data meetings with the staff to review formative assessment data from GS and Compass Learning). Tier II and Tier III strategies will be developed at data meetings. Due to the unique configuration of our school, it will be difficult to develop common planning time during school hours. At least two of the four regular faculty meetings will be utilized for data meetings.	Policy and Process	08/13/2015	05/31/2016	\$0 - No Funding Required	Leadership Team

Activity - Develop Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will develop a goal to the A-CIP that will provide support to our special ed. population based on formative data.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Faculty and Staff

Strategy2:

Instruction - Audit Concern: Although formative assessment is used, it is not clear how the results are used to impact day to day instruction, Specific time for intervention should be planned in order to protect regular instructional time, Activities lacked rigor in the classroom, Resources beyond the textbook were not really available in some classrooms, There was no evidence to indicate that a collaborative teaching model was being utilized, Observations reflected that lectures and discussions were the most evident form of instruction, Most instruction was whole group.

Category:

Research Cited: ALSDE State Audit Team

Activity - Schedule Daily Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scheduling in middle school will integrate daily interventions. Primary and intermediate teachers will incorporate intervention into their regular scheduling. Formative data sources will be used to develop placement of students. Periodic data meetings will assess and rearrange student intervention needs throughout the school year	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Principal

Activity - Develop a PD Coaching Cycle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dunbar Ramer will employ a PD coaching cycle that will address the concerns related to assessment and utilization of formative data. We will seek additional support from MPS system specialists.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Principal and MPS System Specialists

Activity - Plan Rigorous Classroom Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers will attend various strategic teaching PDs provided by MPS System Specialists. The school will develop a calendar of strategic teaching strategies for the staff to use for instruction.	Behavioral Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Principal, Teachers, MPS System Specialists

Activity - Utilize Standards and Projects Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will seek additional support through Edviation and in-service opportunities with MPS Educational Specialists. We will also utilize state educational websites and other resources.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Principal and MPS System Specialists

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

Not applicable as we have no ELL students this year.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

Only highly qualified teachers who meet the criteria are selected as Montgomery Public Schools employees. Potential employees are screened and selected before being placed at a school. Teachers are placed at schools that appear to be a great fit for both the teacher and the school.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

What is the school's teacher turnover rate for this school year?

5% Our 4/5 basic social teacher transferred, our reading specialist transferred, our third grade teacher resigned, one special education teacher resigned, PALS teacher transferred.

What is the experience level of key teaching and learning personnel?

The average is approximately 12 years. We have first year teachers and teachers with 20 or more years.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

None at this time.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

Professional development and training is driven by the needs of assessment data and system wide initiatives.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

All staff are encourage to seek and actively engage in professional development both inside the system and outside the system.

Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

New teachers are assigned mentors.

Describe how all professional development is "sustained and ongoing."

Professional development is provided both in house and through our system and continually address the needs of students and staff.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Goal 1:

All teachers will collaborate and address student learning and performance

Measurable Objective 1:

collaborate to discuss ways to enhance teacher performance to increase student behavior and learning by 05/29/2015 as measured by grade level meetings, student assessments, and disciplinary write ups.

Strategy1:

Collaborative Planning - Teachers will meet and discuss student performance and behavior and will discuss ways that seem to be successful in addressing poor behavior, poor student performance, and teacher burnout. Research suggests that schools and teachers benefit when teachers work together.

Category:

Research Cited: American Educational Research Journal

Activity - Monthly Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet monthly to discuss student data and other classroom issues relating to teacher and student performance	Professional Learning	08/13/2015	05/31/2016	\$500 - Title I School Improvement (ISI)	Literacy Coach and Teachers

Strategy2:

Lunch & Learn PD/Chat & Chew Sessions, Edviation, PD 360 - The school administration will schedule quarterly professional learning communities where teachers participate in professional development and the opportunity to discuss questions and concerns as it relates to the classroom.

Category:

Research Cited: American Educational Research Journal

Activity - Teacher Training and Concerns Session	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administration will conduct informal in school learning communities where teachers learn and exchange new ideas, answer questions, and express concerns.	Professional Learning	08/11/2014	05/29/2015	\$1500 - Title I School Improvement (ISI)	Principal, Counselor, Instructional Coach, Title I Resource Person

Goal 2:

All students at Dunbar Ramer School will become productive citizens.

Measurable Objective 1:

demonstrate a behavior that produces favorable consequences in the classroom, in the hallway, in the lunchroom, with teachers, and with peers by 05/26/2017 as measured by a 2 % reduction in the number of office referrals which was 29 for the 2015-2016 school year to 23 for the 2016-2017 school year.

Strategy1:

Grade Specific Sessions - The counselor will conduct sessions targeting specific grade levels that address expected model behavior and good character traits. The students will go to the auditorium weekly for the sessions or the counselor will visit the classrooms weekly.

Category: Implement Guidance and Counseling Plan

Research Cited: American Educational Research Journal

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will conduct weekly grade specific sessions with the students in the auditorium discussing model behavior traits and alternatives that address conflicts that students may face.	Behavioral Support Program	08/23/2016	05/26/2017	\$500 - Title I School Improvement (ISI)	Counselor, Principal

Goal 3:

All students at Dunbar Ramer School will be given more opportunities that lend their technology classroom experience toward an interactive student-centered approach.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in operating smart technology to include the use of the smartboard and clickers in Career & Technical by 05/31/2016 as measured by the Explore Test, classroom activities, and computer based projects.

Strategy1:

Student-Centered Technology Instruction - The students will be given more opportunities that integrate technology into classroom assignments that focus on student use versus teacher use.

Category:

Research Cited: Educational Technology Research and Development

ACIP

Dunbar-Ramer School

Activity - Student Centered Clicker Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give students opportunities to use clickers in the classroom as a way to interact with classroom lessons.	Technology	08/13/2015	05/31/2016	\$5000 - Title I School Improvement (ISI)	Teachers, Technology Coordinator

Activity - Student Centered Smartboard Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will take a hands-on approach to technology as it relates to classroom instruction. Teachers will begin to incorporate activities that allow students to become familiar with operating and manipulating the smartboard for the classroom. Students will use the smartboards during whole group and also during small group as a center activity.	Technology	08/13/2015	05/31/2016	\$5000 - Title I School Improvement (ISI)	Teachers, Technology Coordinator

Goal 4:

Goal 1- Engage and Empower the Learner Through Technology

Measurable Objective 1:

collaborate to 70% of students use critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively using appropriate digital tools and resources by 05/18/2018 as measured by student portfolios and classroom/student observations.

Strategy1:

Professional Development - Provide professional development opportunities for teachers to develop strategies that incorporate the use of digital tools into the daily curriculum.

Category:

Research Cited: (NETS-S 3, CCRS Literacy Standards; Plan2020 p. 14, 54)

Activity - Professional Development on Digital Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train 6-8 grade teachers on intergrating Chromebooks for instruction on educational projects dealing with technology.	Professional Learning	08/13/2015	05/18/2018	\$0 - No Funding Required	Technology Coordinator

Measurable Objective 2:

demonstrate a behavior 100% of Students understand human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom by 06/30/2017 as measured by • Successful completion of Digital Citizenship online module • Implementation of Courses of Study-Lesson Plans.

Strategy1:

Digital Citizenship - Students will be taught the importance of Digital Citizenship to promote the teaching of the legal and ethical uses of technology.

Category:

Research Cited: NETS-S 5, CCRS Literacy Standards; Plan 2020 p. 14, 54

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend classes in the computer lab and participate in lessons on how to legally and ethically use technology throughout the year.	Technology	08/13/2015	05/19/2017	\$0 - No Funding Required	Technology Coordinator Classroom Teachers

Measurable Objective 3:

collaborate to 75% of students use critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively using appropriate digital tools and resources by 05/06/2019 as measured by student portfolios and classroom / student observations.

Strategy1:

Technology Professional Development - Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate critical thinking, research, and problem-solving skills using technology.

Category: Other - Technology

Research Cited: NETS-S 4, CCRS Literacy Standards; Plan2020 p. 14, 26, 54

Activity - Professional Development on Digital Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train 5-8 grade teachers on integrating Chromebooks for instruction on educational projects dealing with technology.	Technology	08/03/2016	05/06/2019	\$0 - No Funding Required	Technology Coordinator

Measurable Objective 4:

collaborate to 50% of students use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information by 05/31/2016 as measured by Student portfolios and classroom/student observations..

Strategy1:

Professional Development - Provide professional development opportunities for teachers to develop strategies that incorporate the use of digital tools into the daily curriculum.

Category:

Research Cited: (NETS-S 3, CCRS Literacy Standards; Plan2020 p. 14, 54)

Activity - Professional Development on Digital Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train 6-8 grade teachers on intergrating Chromebooks for instruction on educational projects dealing with technology.	Professional Learning	08/13/2015	05/18/2018	\$0 - No Funding Required	Technology Coordinator

Goal 5:

Goal 2- Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students

Measurable Objective 1:

collaborate to Teachers exhibit knowledge, skills, and work processes that are representative of an innovative professional. by 05/31/2016 as measured by Principals report teachers using Classroom/Student Observation Tools and EducateAlabama Report..

Strategy1:

Gear Up & Kuder Navigation - Dunbar Ramer School will provide professional development opportunities for teachers to learn from other teachers through the use of various safe and appropriate collaborative applications as well as Internet-based educational social media.

Category:

Research Cited: NETS•Teacher 1d, 3a-3d, 4d, 5a-5d; AQTs-3-D-1, 3-D-2; Plan 2020, p. 23, 29-30, 58-59, 100

Activity - Teacher Training on Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train 3-8 grade teachers on how to use the Stride Academy program. This program is designed to improve Math and Reading skills.	Professional Learning	08/13/2015	05/31/2016	\$0 - No Funding Required	Technology Coordinator, Stride Academy Representative, and other Administrators

Measurable Objective 2:

complete a portfolio or performance Teachers use technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation by 05/19/2017 as measured by 75% of the final student products/ performance that demonstrates mastery of State Course of Study standards..

Strategy1:

Edmodo - Teachers will use Edmodo to facilitate real-life experiences that will advance student learning, creativity, and innovation while in a secure online classroom.

Category:

Research Cited: Adapted from NETS•Teachers 1a-1d; ALQTS-3-D-1, 3-D-2, 3-D-3, 3-D-4; Plan 2020, p. 26, 29-30, 58-59, 78-80

Activity - Edmodo Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Professional Learning for Edmodo to help teachers move from text-based resources to effective, interactive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.	Professional Learning	08/13/2015	05/31/2016	\$0 - No Funding Required	District Technology Coordinator School Technology Coordinator Classroom Teacher

Measurable Objective 3:

collaborate to 100% of teachers will exhibit knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society by 05/06/2019 as measured by Principals report teachers using Classroom/Student Observation Tools .

Strategy1:

Chromebook Training - Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

Category: Other - Technology

Research Cited: NETS•Teacher 1d, 3a-3d, 4d, 5a-5d; AQTS-3-D-1, 3-D-2; Plan 2020, p. 23, 29-30, 58-59, 100

Activity - Chromebook Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train 5-8 grade teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.	Technology	08/03/2016	05/06/2019	\$0 - No Funding Required	Technology Coordinator

Measurable Objective 4:

demonstrate a behavior understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. by 05/18/2018 as measured by 70% of teachers routinely teaching and modeling by the School Handbook-Technology Usage Policies.

Strategy1:

Appropriate Use of Digital Information - Provide digital resources to teachers that explain the legal and ethical uses of technology including the dangers of cyberbullying, the cost of copyright piracy and plagiarism, and how to protect one's privacy.

Category:

Research Cited: NETS•Teachers 4a-4d; ALQTS-5-E-2, 5-E-4; Plan 2020 p. 23, 29, 58-59, 100

Activity - Teacher Training on Technology / Internet Use Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Professional Learning to help teachers explain the legal and ethical uses of technology including the dangers of cyberbullying, the cost of copyright piracy and plagiarism, and how to protect one's privacy in the classroom.	Professional Learning	08/13/2015	05/18/2018	\$0 - No Funding Required	District Technology Coordinator Local School Technology Coordinator

Goal 6:

In an effort to prepare our students to be college and career ready, we will engage and support the K-8 curriculum by providing instruction that aligns with college and career ready standards.

Measurable Objective 1:

A 4% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows that they have mastered the standards in Mathematics by 05/31/2016 as measured by Global Scholar, Compass Learning, and ACT Aspire.

Strategy1:

Utilize technology in math instruction - Teachers will incorporate technology resources into lesson plans and provide time for practice and remediation on Compass Learning and Think Central weekly.

Category:

Research Cited:

Activity - Computer Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given weekly time in the computer lab as well as time on the computer and smart board in the classroom to practice skills.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers, Literacy Coach

Strategy2:

Implement College and Career Ready Standards - Teachers will prepare lessons using college and career ready standards and resources.

Category:

Research Cited: Alabama State Department of Education

Activity - Increase Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase classroom rigor by providing extensive and strategic learning opportunities that challenge students to critically think and problem solve beyond simple recall and reproduction of content standards.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers, Literacy Coach

Activity - Provide intervention for at-risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given time weekly to visit the computer lab to work on academic goals using Compass Learning. Teachers will also provide additional support to those students who have been identified as at-risk.	Academic Support Program	08/13/2015	05/31/2016	\$0 - District Funding	District, Teachers, Technology Coordinator, Literacy Coach, Principal

Activity - Vocabulary Learning and Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dunbar Ramer will focus on high frequency words and essential testing terminology. Students will be given grade specific words that they will have an opportunity to use daily in classroom and in school wide conversations. Students will be more prepared to problem solve because they will be better prepared to reason, verbally express, and resolve their own thinking. Teachers will also model appropriate dialogue.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers, Literacy Coach, and Principal

Strategy3:

Hands-On Math Instruction - Teachers will implement explicit, intensive instruction in every math class with hands on practice and technology

usage during whole group and small group instruction when applicable.

Category:

Research Cited: Educational journals indicate that when students are give time to manipulate objects, they are able to make connections when reasoning abstractly.

Activity - Use Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction each day that focuses on student engagement during math with the use of manipulatives provided at the beginning of the year.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers, Literacy Coach

Measurable Objective 2:

A 4% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows that they have mastered the standards in Writing by 05/31/2016 as measured by District Writing Assessments.

Strategy1:

Implement College and Career Ready Standards - Teachers will prepare lessons using college and career ready standards and resources.

Category:

Research Cited: Alabama State Department of Education

Activity - Increase Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase classroom rigor by providing extensive and strategic learning opportunities that challenge students to critically think and problem solve beyond simple recall and reproduction of content standards.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers, Literacy Coach

Activity - Vocabulary Learning and Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dunbar Ramer will focus on high frequency words and essential testing terminology. Students will be given grade specific words that they will have an opportunity to use daily in classroom and in school wide conversations. Students will be more prepared to problem solve because they will be better prepared to reason, verbally express, and resolve their own thinking. Teachers will also model appropriate dialogue.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers, Literacy Coach, and Principal

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Dunbar-Ramer School

Activity - Provide intervention for at-risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given time weekly to visit the computer lab to work on academic goals using Compass Learning. Teachers will also provide additional support to those students who have been identified as at-risk.	Academic Support Program	08/13/2015	05/31/2016	\$0 - District Funding	District, Teachers, Technology Coordinator, Literacy Coach, Principal

Strategy2:

Use Four Square Writing - Four square writing is a method of teaching basic writing skills that are applicable across grade levels and curriculum areas. It can also be applied to the four modes of writing.

Category:

Research Cited: Bureau of Education and Research

Activity - Use Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will explicitly teach the four square writing method through the use of a graphic organizer. The visual organizer will help students to conceptualize, understand, and structure a piece of writing successfully.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers and Literacy

Strategy3:

Daily Writing Prompts - Students will be given an opportunity to write about topics daily. When students engage in opportunities for continuous writing, their writing skills are enhanced.

Category:

Research Cited: Think Literacy

Activity - Use the Writing Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use the writing process to teach writing across the curriculum. This will promote consistency which will help students build confidence and skill as writers. The writing process involves generating ideas, developing and organizing the ideas, and revising and editing them. When students follow and cycle through these steps in the writing process, they become effective writers.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers and Literacy Coach

Measurable Objective 3:

A 4% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows that they have mastered the standards in Reading by 05/31/2016 as measured by Global Scholar, Compass Learning, ACT Aspire.

Strategy1:

Reading Comprehension - Teachers will use strategic teaching and instructional strategies to help students develop comprehension skills.

Category:

SY 2017-2018

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Research Cited: ARI Reading Initiative Best Practices

Activity - Use assessment data to determine student needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use assessment data to determine group and individual needs. Activities will be assigned to students on an individual basis. Students will use Compass Learning, Think Central, Global Scholar, and Read 180 to assist students on their path to learning. Teachers will also conduct informal testing to determine if re-teaching is necessary.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Literacy Coach, Teachers

Strategy2:

Informational Text Comprehension - Teachers will present students with informational text reading passages daily during reading instruction, math instruction, and in science and social studies instruction. Teachers will incorporate comprehension scaffolding techniques by incorporation questioning techniques, model thinking aloud while reading, and using graphic organizers to organize thoughts.

Category:

Research Cited: Educational journals as well as NAEP resources indicate that this is a best practice.

Activity - Explicit Comprehension Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate comprehension strategies that provide scaffolding to help students organize their thoughts while reading.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers and Literacy Coach

Strategy3:

Implement College and Career Ready Standards - Teachers will prepare lessons using college and career ready standards and resources.

Category:

Research Cited: Alabama State Department of Education

Activity - Vocabulary Learning and Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dunbar Ramer will focus on high frequency words and essential testing terminology. Students will be given grade specific words that they will have an opportunity to use daily in classroom and in school wide conversations. Students will be more prepared to problem solve because they will be better prepared to reason, verbally express, and resolve their own thinking. Teachers will also model appropriate dialogue.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers, Literacy Coach, and Principal

Activity - Increase Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase classroom rigor by providing extensive and strategic learning opportunities that challenge students to critically think and problem solve beyond simple recall and reproduction of content standards.	Academic Support Program	08/13/2015	05/31/2016	\$0 - No Funding Required	Teachers, Literacy Coach

Activity - Provide intervention for at-risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given time weekly to visit the computer lab to work on academic goals using Compass Learning. Teachers will also provide additional support to those students who have been identified as at-risk.	Academic Support Program	08/13/2015	05/31/2016	\$0 - District Funding	District, Teachers, Technology Coordinator, Literacy Coach, Principal

Strategy4:

Implement Research-Based Practices for Continuous Improvement - This year Dunbar Ramer will focus on improving student learning by stressing essential terminology that will be used as an instrument to gain understanding and communicate ideas. Students will be given binders with high frequency words and testing terminology that will be used to build their academic vocabulary to help boost their learning and language communication for success on end of the year assessments and steps toward college and career readiness. Students will define the words on a daily basis and will use the words in the classroom and in school wide conversations.

Category:

Research Cited: Academia.edu

Activity - Vocabulary Teaching and Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will take a few minutes daily to give the students an opportunity to define the words in the vocabulary binder. The teacher will review the definitions and will give students an opportunity to share their connections with the words.	Academic Support Program	09/01/2015	05/31/2016	\$0 - No Funding Required	Principal, Teachers

Goal 7:

Goal 1 All students will be college and career ready upon graduation.

Measurable Objective 1:

achieve college and career readiness with a 2% increase in reading and math in grades 3-8 by 06/02/2017 as measured by performance on classroom assessments, benchmark tests, and ACT Aspire..

Strategy1:

Strategic Teaching - Teachers will engage students with standards based lessons using purposeful strategies before during and after reading text and will use literacy strategies during math lessons as well.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 5 Highly Effective Teaching Practices- Edutopia

Solution tree

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of graphic organizers and formative assessment strategies weekly. T charts, webs, concept maps, portfolio, 3-2-1, one minute essays, exit slips, quick writes, jigsaw, word sorts, quizzes, think pair share...	Academic Support Program Professional Learning	08/22/2016	05/25/2017	\$200 - Title I Part A	Principal, Rtl Coordinator,

Measurable Objective 2:

achieve college and career readiness increase the number of students scoring proficient by 2% by 05/26/2017 as measured by student performance on classroom assessments, global scholar and ACT aspire.

Strategy1:

Strategic Teaching - Teachers will engage students with standards based lessons using purposeful strategies before during and after reading text and will use literacy strategies during math lessons as well.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 5 Highly Effective Teaching Practices- Edutopia

Solution tree

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of graphic organizers and formative assessment strategies weekly. T charts, webs, concept maps, portfolio, 3-2-1, one minute essays, exit slips, quick writes, jigsaw, word sorts, quizzes, think pair share...	Professional Learning Academic Support Program	08/22/2016	05/25/2017	\$200 - Title I Part A	Principal, Rtl Coordinator,

Goal 8:

Goal 3 - Every student has access to support systems that maximize opportunities for academic life and success.

Measurable Objective 1:

achieve college and career readiness by providing intensive intervention and progress monitoring of students who are in need of support or close by 05/25/2017 as measured by grades in INOW, student work samples, progress reports and report cards. .

Strategy1:

TP 1, 6 Problem Solving Team - The problem solving team will host data meetings monthly around students work, grades and progress.

Category: Develop/Implement Learning Supports

Research Cited: Rti Action Network

Activity - Compass Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive intervention via compass learning at least once per week on non mastered standards.	Academic Support Program	09/30/2016	03/24/2017	\$0 - No Funding Required	Principal, Teachers

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Dunbar-Ramer School

Activity - 30 Training on Compass	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained on Compass Learning	Professional Learning	09/01/2016	10/21/2016	\$100 - Title I Part A	Principal. STAFF, Central Office

Activity - 30 Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in monthly data meetings to analyze assessment results, attendance reports, and other academic and behavior data,	Academic Support Program Professional Learning Behavioral Support Program	08/25/2016	05/25/2017	\$200 - Title I Part A	Principal, Rtl Coordinator

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

Teachers are somewhat given some autonomy in choosing available programs, instructional strategies, and academic paths for students based on their assessment of students' progress and the use of statewide academic assessments.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students are given benchmark tests at the beginning, at the middle, and at the end of the school year. This helps to identify students who are in need of support, and this also helps teachers to choose instructional paths for students.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students are assessed at the beginning of the year. If students are experiencing difficulty, instructional paths are determined to help students with mastering state standards. Students are provided additional assistance through the use of research based system wide academic programs that are designed to help students with mastering state standards.

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Teachers use a variety of methods to deliver instruction. Students may read text, they may listen to text on an audio tape, or may complete projects for a particular topic. This ensures that the needs of all students are being addressed. Also, whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.

Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

The most academically needy students are given home access to research based computer programs like touch math. These students are also offered school and in home tutoring by a highly qualified teacher.

Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced

homemakers, and individuals with limited English proficiency.

The school provides any and every resource available to students in migrant groups to remove barriers that would impede academic growth. All students are given fair and equal opportunity to learn.

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

Resources such as Compass Learning, Global Scholar, Think Central are available for everyday use. Teachers have the liberty of using these resources as classroom supplements or assessments. School wide use of these resources are implemented quarterly for data purposes to improve student achievement.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

All students enrolled in Montgomery Public Schools receive breakfast and lunch at no cost. The system is participating in a state and federal program called the Community Eligible Provision of the Healthy, Hunger-Free Kids Act. The program allows school districts in Alabama with a 40 percent or higher poverty ratio to participate in the program. "Studies have shown that children who receive proper nutrition perform better in school," said MPS Superintendent Margaret Allen. "Many of our families live below the poverty line. Even those that don't may skip meals to save money. This will ensure learning won't suffer because a student is hungry at school."

Dunbar Ramer also participates in the Montgomery County Sheriff's GREAT violence prevention program. Grade level counseling is also provided to address the expected model behavior and good character traits.

Component 10: Evaluation (Sec.1114(b)(3)):

How does the school evaluate the implementation of the schoolwide program?

Evaluation is determined by the school district.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Goals are met if the results meet or exceed the standards as determined by the State's annual assessments and other indicators of academic achievement

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

The literacy coach/reading specialist and leadership team meets with the faculty and staff to analyze the results of school wide programs used to increase student achievement.

What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The literacy coach/reading specialist and leadership team meet with the faculty quarterly to schedule benchmarks to ensure continuous improvement of students.

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.	19.0

Provide the number of classroom teachers.

16.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	703198.32

Total

703,198.32

Administrator Units

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

Provide the number of administrators.

19.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	96000.0

Total

96,000.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.0

Provide the number of Assistant Principals.

0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Total

0.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	0.1

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	60000.0

Total

60,000.00

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.	54000.0

Total

54,000.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	1.0

Provide the number of Career and Technical Education Administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	44088.0

Total

44,088.00

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

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.	0.0

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

0.0

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

Total

0.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	0.0

Total

0.00

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.	0.0

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	0.0

Total

0.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	0.0

Total

0.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	60144.78

Provide a brief explanation and breakdown of expenses.

Personnel: \$29,491

Professional Development: \$8,000

Parental Involvement: \$994.78

Materials & Supplies: \$4,417

Audio/Visual Equipment: \$4,834

Equipment Maintenance: \$5,940

Extended Day: \$6,467

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

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	6070.0

Provide a brief explanation and breakdown of expenses.

Library Enhancement 58.36

Professional Development 1473.45

Technology 4018.69

Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

1. Meetings will be held at varying times to enable parents more opportunities to attend.
2. Parent Involvement committee meetings will be held twice yearly and one two meeting will be held yearly for all parents.
3. Funds for Title I are being used to facilitate and enhance the parent involvement center.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Flyers are sent home, sign is posted on road marquee, website announcements are made.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

Compacts are reviewed and approved by Parental Involvement Committee, sent home to be signed and maintained in each homeroom.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

There are opportunities in oral, written and electronic communication to express ideas and concerns regarding CIP.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

Opportunities and events are held throughout the year for parents to participate and engage to foster parental involvement.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Parents are invited and encouraged to volunteer and serve in many capacities.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

Many events are held throughout the year and the school offers a parent resource center.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

Flyers are sent home, notices are posted on the school sign outside, announcements are made via website.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Parents are encouraged to volunteer at the school in any fashion that suits their strengths.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Translation materials are made available as necessary.