

TES ACIP 2018-2019

Troy Elementary School

Troy City Board of Education

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Overview

Plan Name

TES ACIP 2018-2019

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	Increase student proficiency in mathematics.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$4657
2	Increase student proficiency in reading.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$4658
3	Troy City School Board of Education local schools without a grade 12 will find ways to engage parents who cannot attend traditional school functions.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0

Goal 1: Increase student proficiency in mathematics.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in problem solving in Mathematics by 05/25/2018 as measured by Scantron Performance Series, ACCESS, Global Scholar and locally developed formative assessments.

Strategy 1:

Inquiry Based Mathematics - The students will actively engage mathematical concepts through structured investigations. Math lead teachers at each grade level will develop pacing guides and assessments to ensure student mastery of CCRS. Teachers will work in PLTs to learn to utilize inquiry based mathematics practices. Building administrators will utilize the ELEOT observation tool to provide feedback on student engagement and the learning environment.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Mathematics Science and Technology Initiative (AMSTI) specialists work alongside general education teachers to plan instructional units.

AMSTI is a research based initiative of the Alabama State Department of Education.

Activity - Targeted Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to raise the level of practice with two Indicators of the Alabama Continuum of Teacher Development based on Alabama Quality Teaching Standards in working toward the fulfillment of the Professional Learning Plans. Title I Part A funds may be utilized to provide substitutes as needed to reach instructional practice goals. 1.2-Activates learners' prior knowledge, experiences, and interests and uses this information to plan content and to help individual students attain learning goals. 2.4-Develops challenging, standards-based academic goals for each learner, using knowledge of cognitive, social, and emotional development.	Professional Learning	10/12/2018	05/24/2019	\$694	Title I Part A	administrative team, instructional coaches, and teaching staff

Strategy 2:

Intervention - Teachers will target students at risk for failure with a prescribed set of instructional strategies and learning objectives. Teachers will work with these students consistently over a period of weeks monitoring student progress and changing the strategy employed or objective targeted as needed. Students not responding adequately to intervention will be referred to the specialized services of our special education department for possible identification and services.

Category: Develop/Implement College and Career Ready Standards

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Troy Elementary School Problem Solving Team will meet monthly to review students identified through universal screeners. The team will review tier 2 and tier 3 data along with teacher anecdotal information to inform instructional decisions. Title I Part A funds may be used to increase parental involvement in PST and other areas of school life.	Academic Support Program	10/12/2018	05/24/2019	\$2544	Title I Part A	Problem Solving Team members
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Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified by the Problem Solving Team as having a significant deficit in math and not responding adequately to tier 1 and tier 2 instruction will be assessed for possible placement in a tier 3 math intervention. The intervention teacher and classroom teachers will utilize a variety of research-based instructional strategies.	Academic Support Program	10/12/2018	05/24/2019	\$0	No Funding Required	Intervention Teacher, Classroom teachers

Strategy 3:

Mentoring - Instructional coaches and experienced classroom teachers selected by the administrative team will mentor novice teachers and experienced teachers who are struggling in a particular area to increase the level of instructional practice among all teachers.

Category: Develop/Implement Teacher Effectiveness Plan

Activity - Lead Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The lead teachers will plan, co-teach, and debrief with novice teachers to improve their level of practice. The lead teachers will also collaborate with more experienced teachers in these areas as needed. Release time will also be provided for teachers to observe the strategies utilized by other teachers. Title I Part A funds may be utilized for classroom supplies.	Professional Learning	10/12/2018	05/24/2019	\$1419	Title I Part A	Lead teachers, instructional coach, administrative team

Activity - Mentor Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Experienced teachers will be selected by the administrative team to work with novice teachers during their first year of teaching. These mentor teachers will answer questions the novice teacher may have and offer suggestions for planning and classroom management.	Professional Learning	10/12/2018	05/24/2019	\$0	No Funding Required	The administrative team will oversee the mentoring program for novice teachers

Goal 2: Increase student proficiency in reading.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in responding to grade level text in Reading by 05/25/2018 as measured by Scantron Performance Series, DIBELS, ACCESS, Global Scholar, and locally developed formative assessments.

Strategy 1:

Explicit Instruction - The students will work with teachers daily in small groups to address reading skills at their present level of performance. The teacher will explicitly teach the targeted skills necessary to attain the learning objective. The administrative team will utilize the ELEOT observation tool to provide feedback on student engagement and the learning environment.

Category: Develop/Implement College and Career Ready Standards

Research Cited: The instructional resources utilized are from the research based program Scott Foresman Reading Street Instruction. The program is aligned to the College and Career Readiness Standards and facilitated by two instructional coaches.

Activity - Targeted Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to raise the level of practice on two Indicators of the Alabama Continuum of Teacher Development based on the Alabama Quality Teaching Standards in working toward the fulfillment of the Professional Learning Plans. Title I Part A funds may be utilized to provide substitute teachers as needed. 1.2-Activates learners' prior knowledge, experiences, and interests and uses this information to plan content and to help individual students attain learning goals. 2.4-Develops challenging, standards-based academic goals for each learner, using knowledge of cognitive, social, and emotional development.	Professional Learning	10/12/2018	05/24/2019	\$695	Title I Part A	Administrative team, instructional coach, and teaching staff

Activity - Implementation of Step Up to Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Troy Elementary School teachers will implement the Step Up to Writing program in grades 1-6 to support the development of student writers. Ongoing professional development will be provided during this process.	Direct Instruction	10/12/2018	05/24/2019	\$0	Title I Part A	classroom teachers

Strategy 2:

Intervention - Teachers will target students at risk for failure with a prescribed set of instructional strategies and learning objectives. Teachers will work with these students consistently over a period of weeks monitoring student progress and changing the strategy employed or objective targeted as needed. Students not adequately responding to intervention will be considered for referral for specialized instruction and services through the special education team.

Category: Develop/Implement College and Career Ready Standards

Activity - Problem Solving Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Troy Elementary Problem Solving Team will meet monthly to review students identified through universal screeners. The team will review tier 2 and tier 3 data along with teacher anecdotal information to inform instructional decisions. Title I Part A funds may be used to increase parental involvement in PST and all areas of school life.	Academic Support Program	10/12/2018	05/24/2019	\$2544	Title I Part A	Problem Solving Team members

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified by the Problem Solving Team or Characteristics of Dyslexia Screening Team as having a significant deficit in reading and not responding adequately to tier 1 and tier 2 instruction will be assessed for possible placement in a tier 3 My Sidewalks or SPIRE research based direct instruction reading course taught by an intervention teacher.	Academic Support Program	10/12/2018	05/24/2019	\$0	No Funding Required	Problem Solving Team

Activity - English Language Learner Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Troy Elementary School English Language Learner Team will attend regional SAMUEL trainings and turn around that content to classroom teachers. The school counselors will oversee the development and implementation of I-ELPs to meet students' individual needs.	Academic Support Program	10/12/2018	05/24/2019	\$0	Title I Part A	EL Team

Strategy 3:

Mentoring - The instructional coach and experienced classroom teachers selected by the administrative team will mentor novice teachers and experienced teachers who are struggling in a particular area to increase the level of instructional practice among all teachers. Of particular focus will be our ARI funded instructional coach's work with early grade reading.

Category: Develop/Implement Teacher Effectiveness Plan

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional coach will plan, co-teach, and debrief with novice teachers to improve their level of practice. The instructional coach will also collaborate with more experienced teachers in these areas as needed. Title I Part A funds may be used to provide classroom supplies.	Professional Learning	10/12/2018	05/24/2019	\$1419	Title I Part A	Instructional coach

Activity - Mentor Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Experienced teachers will be selected by the administration to work with novice teachers during their first year of teaching. These mentor teachers will answer questions the novice teachers may have and offer suggestions for planning and classroom management. Teachers will also be provided release time to observe the instructional strategies of other teachers.	Professional Learning	10/12/2018	05/24/2019	\$0	No Funding Required	The administrative team will oversee the mentoring program for novice teachers.

Goal 3: Troy City School Board of Education local schools without a grade 12 will find ways to engage parents who cannot attend traditional school functions.

Measurable Objective 1:

collaborate to find ways to serve the parents who cannot attend traditional school functions by 05/24/2019 as measured by parental engagement.

Strategy 1:

Publicity - Both Troy Elementary School and Charles Henderson Middle School will utilize social media to engage parents who cannot attend traditional school functions.

Category: Other - Parent Engagement

Research Cited: Cotton, K., & Wikelund, K. R. (1989). Parent involvement in education. School Improvement Research Series, 6(3).

Activity - Social Media	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Both Troy Elementary School and Charles Henderson Middle School will utilize Facebook and Twitter to engage parents who cannot attend traditional school functions.	Parent Involvement	10/12/2018	05/24/2019	\$0	No Funding Required	Troy Elementary School Staff Charles Henderson Middle School Staff Troy City School Central Office Staff

Strategy 2:

Phone Communication - Both Troy Elementary School and Charles Henderson Middle School will utilize phone trees and phone logs to document monthly communication to parents who cannot attend traditional school functions.

Category: Other - Program Review

Research Cited: Graham-Clay, S. (2005). Communicating with parents: Strategies for teachers. School Community Journal, 15(1), 117.

Activity - Phone Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Both Troy Elementary School and Charles Henderson Middle School will conduct phone conferences via phone trees and phone logs to parents who cannot attend traditional school functions.	Parent Involvement	10/12/2018	05/24/2019	\$0	No Funding Required	Troy Elementary School Staff Charles Henderson Middle School Staff Troy City School Central Office Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Problem Solving Team	The Troy Elementary School Problem Solving Team will meet monthly to review students identified through universal screeners. The team will review tier 2 and tier 3 data along with teacher anecdotal information to inform instructional decisions. Title I Part A funds may be used to increase parental involvement in PST and other areas of school life.	Academic Support Program	10/12/2018	05/24/2019	\$2544	Problem Solving Team members
Implementation of Step Up to Writing	Troy Elementary School teachers will implement the Step Up to Writing program in grades 1-6 to support the development of student writers. Ongoing professional development will be provided during this process.	Direct Instruction	10/12/2018	05/24/2019	\$0	classroom teachers
English Language Learner Support	The Troy Elementary School English Language Learner Team will attend regional SAMUEL trainings and turn around that content to classroom teachers. The school counselors will oversee the development and implementation of I-ELPs to meet students' individual needs.	Academic Support Program	10/12/2018	05/24/2019	\$0	EL Team
Lead Teachers	The lead teachers will plan, co-teach, and debrief with novice teachers to improve their level of practice. The lead teachers will also collaborate with more experienced teachers in these areas as needed. Release time will also be provided for teachers to observe the strategies utilized by other teachers. Title I Part A funds may be utilized for classroom supplies.	Professional Learning	10/12/2018	05/24/2019	\$1419	Lead teachers, instructional coach, administrative team
Problem Solving Team	The Troy Elementary Problem Solving Team will meet monthly to review students identified through universal screeners. The team will review tier 2 and tier 3 data along with teacher anecdotal information to inform instructional decisions. Title I Part A funds may be used to increase parental involvement in PST and all areas of school life.	Academic Support Program	10/12/2018	05/24/2019	\$2544	Problem Solving Team members
Instructional Coach	The instructional coach will plan, co-teach, and debrief with novice teachers to improve their level of practice. The instructional coach will also collaborate with more experienced teachers in these areas as needed. Title I Part A funds may be used to provide classroom supplies.	Professional Learning	10/12/2018	05/24/2019	\$1419	Instructional coach

Targeted Professional Development	Teachers will collaborate to raise the level of practice with two Indicators of the Alabama Continuum of Teacher Development based on Alabama Quality Teaching Standards in working toward the fulfillment of the Professional Learning Plans. Title I Part A funds may be utilized to provide substitutes as needed to reach instructional practice goals. 1.2-Activates learners' prior knowledge, experiences, and interests and uses this information to plan content and to help individual students attain learning goals. 2.4-Develops challenging, standards-based academic goals for each learner, using knowledge of cognitive, social, and emotional development.	Professional Learning	10/12/2018	05/24/2019	\$694	administrative team, instructional coaches, and teaching staff
Targeted Professional Development	Teachers will collaborate to raise the level of practice on two Indicators of the Alabama Continuum of Teacher Development based on the Alabama Quality Teaching Standards in working toward the fulfillment of the Professional Learning Plans. Title I Part A funds may be utilized to provide substitute teachers as needed. 1.2-Activates learners' prior knowledge, experiences, and interests and uses this information to plan content and to help individual students attain learning goals. 2.4-Develops challenging, standards-based academic goals for each learner, using knowledge of cognitive, social, and emotional development.	Professional Learning	10/12/2018	05/24/2019	\$695	Administrative team, instructional coach, and teaching staff
Total					\$9315	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention	Students identified by the Problem Solving Team as having a significant deficit in math and not responding adequately to tier 1 and tier 2 instruction will be assessed for possible placement in a tier 3 math intervention. The intervention teacher and classroom teachers will utilize a variety of research-based instructional strategies.	Academic Support Program	10/12/2018	05/24/2019	\$0	Intervention Teacher, Classroom teachers
Mentor Teachers	Experienced teachers will be selected by the administration to work with novice teachers during their first year of teaching. These mentor teachers will answer questions the novice teachers may have and offer suggestions for planning and classroom management. Teachers will also be provided release time to observe the instructional strategies of other teachers.	Professional Learning	10/12/2018	05/24/2019	\$0	The administrative team will oversee the mentoring program for novice teachers.

Reading Intervention	Students identified by the Problem Solving Team or Characteristics of Dyslexia Screening Team as having a significant deficit in reading and not responding adequately to tier 1 and tier 2 instruction will be assessed for possible placement in a tier 3 My Sidewalks or SPIRE research based direct instruction reading course taught by an intervention teacher.	Academic Support Program	10/12/2018	05/24/2019	\$0	Problem Solving Team
Social Media	Both Troy Elementary School and Charles Henderson Middle School will utilize Facebook and Twitter to engage parents who cannot attend traditional school functions.	Parent Involvement	10/12/2018	05/24/2019	\$0	Troy Elementary School Staff Charles Henderson Middle School Staff Troy City School Central Office Staff
Phone Conferences	Both Troy Elementary School and Charles Henderson Middle School will conduct phone conferences via phone trees and phone logs to parents who cannot attend traditional school functions.	Parent Involvement	10/12/2018	05/24/2019	\$0	Troy Elementary School Staff Charles Henderson Middle School Staff Troy City School Central Office Staff
Mentor Teachers	Experienced teachers will be selected by the administrative team to work with novice teachers during their first year of teaching. These mentor teachers will answer questions the novice teacher may have and offer suggestions for planning and classroom management.	Professional Learning	10/12/2018	05/24/2019	\$0	The administrative team will oversee the mentoring program for novice teachers
Total					\$0	