

Plan for ACIP

Vincent Elementary School
Shelby County Board of Education

Dr. Tonya Borden-Hudson, Principal
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Vincent, AL 35178

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Overview

Plan Name

Plan for ACIP

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 | 2018-2019 VES Culture Goal | Objectives: 1 Strategies: 1 Activities: 3 | Organizational | \$2289 |
| 2 | 2018-2019 Reading Improvement | Objectives: 1 Strategies: 1 Activities: 3 | Academic | \$143612 |
| 3 | 2018-2019 Math Improvement | Objectives: 1 Strategies: 1 Activities: 4 | Academic | \$70525 |

Goal 1: 2018-2019 VES Culture Goal

Measurable Objective 1:

collaborate to ensure teachers feel comfortable sharing thoughts and opinions regarding school issues and to ensure effective communication of school issues with parents by 05/15/2019 as measured by the results of the 2018-2019 culture survey and the 2018-2019 Title I parent survey.

Strategy 1:

Teacher Feedback - Administrators will provide multiple opportunities in a variety of ways for teachers to provide feedback and opinions regarding school issues throughout the 2018-2019 school year.

Category: Develop/Implement Student and School Culture Program

Research Cited: Research: 8 Aspects of a Positive School Climate & Culture

| Activity - Professional Learning Communities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|---------------------------------------|
| Teachers will be given multiple opportunities to share the thoughts and opinions of their grade level/department and school-wide issues with the principal in PLC meetings. | Professional Learning | 09/26/2018 | 05/15/2019 | \$0 | No Funding Required | Administration and certified teachers |
| Activity - Action Teams | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will be placed on action teams and will be given multiple opportunities to express ideas and share opinions regarding school issues. | Professional Learning | 09/26/2018 | 05/15/2019 | \$0 | No Funding Required | Administration and teachers |
| Activity - Home-School Communication | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The school will effectively communicate with parents by providing flyers for events, student planners, and parent/student handbooks to ensure parents are informed of school events and issues. | Parent Involvement | 09/26/2018 | 05/15/2019 | \$2289 | Title I Schoolwide | Administration and teachers |

Goal 2: 2018-2019 Reading Improvement

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency overall in Reading by 05/15/2019 as measured by Elem/Middle-Scantron Performance Series .

Strategy 1:

Reading Improvement - Teachers will implement effective research-based reading strategies/activities by participating in professional learning and identifying and using the most effective resources and materials to meet the individual needs of students in their classroom.

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

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Research Cited: 2017-2018 Reading Scantron Data

| Activity - Activity 1-Instructional Strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|------------|------------|-------------------|--------------------|---|
| Teachers will use a variety of texts, instructional strategies, and the integration of technology to improve comprehension, vocabulary, and fluency skills. A computer lab aide will be hired to assist teachers and students with technology skills. | Direct Instruction, Technology | 09/26/2018 | 05/15/2019 | \$51634 | Title I Schoolwide | K-5 teachers and the technology aide |
| Activity - Activity 2-Differentiation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will provide differentiated instruction, plan purposeful and engaging lessons, and attend ongoing professional development. A Reading Interventionist will focus on differentiation for students that need more scaffolding. A Pre-K program will be provided to assist in the transition to Kindergarten. At-risk students will be provided after-school tutoring twice a week. | Class Size Reduction, Tutoring, Direct Instruction, Professional Learning | 09/26/2018 | 05/15/2019 | \$87043 | Title I Schoolwide | K-5 Classroom and Pre-K Teachers, Interventionists, and Substitutes for professional learning |
| Activity - Activity 3-Writing | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will develop lessons that include open-ended responses in order to improve student writing. Materials will be provided to enhance writing skills. | Direct Instruction | 09/26/2018 | 05/15/2019 | \$4935 | Title I Schoolwide | Teachers |

Goal 3: 2018-2019 Math Improvement

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency overall in Mathematics by 05/15/2019 as measured by Scantron Performance Series .

Strategy 1:

Research Based Math Instruction - Teachers will implement effective, research based math strategies/activities by participating in professional learning and identifying and using the most effective resources to meet the individual needs of students in their classroom.

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

| Activity - Number Talks | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
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| Teachers will engage students in Number Talks that will lead to a deeper understanding of Place Value and Number Sense with support from the Math Coach. | Academic Support Program, Class Size Reduction, Direct Instruction | 09/26/2018 | 05/15/2019 | \$54771 | Title I Schoolwide | K-5 Teachers and Math Coach |
| Activity - Counting Collections | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will engage students weekly in Counting Collection Activities that will help them gain a foundation for Place Value. | Academic Support Program, Direct Instruction | 09/26/2018 | 05/15/2019 | \$0 | No Funding Required | K-2 Teachers |
| Activity - Targeted Facts: Addition, Subtraction, Multiplication | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will identify targeted facts based on student needs and grade level expectations in order to develop mathematical fluency and automaticity. Teachers will participate in professional development regarding appropriate math strategies. | Academic Support Program, Professional Learning | 09/26/2018 | 05/15/2019 | \$5318 | Title I Schoolwide | K-5 Teachers |
| Activity - Place Value and Base Ten | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will use Investigations and County Curriculum to reinforce and build an understanding of Place Value and Base Ten using manipulatives, resources, and technology. | Academic Support Program, Technology | 09/26/2018 | 05/15/2019 | \$10436 | Title I Schoolwide | K-5 Teacher |

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 |
|-----------------------------------|---|--|------------|------------|-------------------|---------------------------------------|
| Professional Learning Communities | Teachers will be given multiple opportunities to share the thoughts and opinions of their grade level/department and school-wide issues with the principal in PLC meetings. | Professional Learning | 09/26/2018 | 05/15/2019 | \$0 | Administration and certified teachers |
| Action Teams | Teachers will be placed on action teams and will be given multiple opportunities to express ideas and share opinions regarding school issues. | Professional Learning | 09/26/2018 | 05/15/2019 | \$0 | Administration and teachers |
| Counting Collections | Teachers will engage students weekly in Counting Collection Activities that will help them gain a foundation for Place Value. | Academic Support Program, Direct Instruction | 09/26/2018 | 05/15/2019 | \$0 | K-2 Teachers |
| Total | | | | | \$0 | |

Title I Schoolwide

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------------|---|---|------------|------------|-------------------|---|
| Place Value and Base Ten | Teachers will use Investigations and County Curriculum to reinforce and build an understanding of Place Value and Base Ten using manipulatives, resources, and technology. | Academic Support Program, Technology | 09/26/2018 | 05/15/2019 | \$10436 | K-5 Teacher |
| Activity 2-Differentiation | Teachers will provide differentiated instruction, plan purposeful and engaging lessons, and attend ongoing professional development. A Reading Interventionist will focus on differentiation for students that need more scaffolding. A Pre-K program will be provided to assist in the transition to Kindergarten. At-risk students will be provided after-school tutoring twice a week. | Class Size Reduction, Tutoring, Direct Instruction, Professional Learning | 09/26/2018 | 05/15/2019 | \$87043 | K-5 Classroom and Pre-K Teachers, Interventionists, and Substitutes for professional learning |

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| Number Talks | Teachers will engage students in Number Talks that will lead to a deeper understanding of Place Value and Number Sense with support from the Math Coach. | Academic Support Program, Class Size Reduction, Direct Instruction | 09/26/2018 | 05/15/2019 | \$54771 | K-5 Teachers and Math Coach |
| Home-School Communication | The school will effectively communicate with parents by providing flyers for events, student planners, and parent/student handbooks to ensure parents are informed of school events and issues. | Parent Involvement | 09/26/2018 | 05/15/2019 | \$2289 | Administration and teachers |
| Activity 3-Writing | Teachers will develop lessons that include open-ended responses in order to improve student writing. Materials will be provided to enhance writing skills. | Direct Instruction | 09/26/2018 | 05/15/2019 | \$4935 | Teachers |
| Activity 1-Instructional Strategies | Teachers will use a variety of texts, instructional strategies, and the integration of technology to improve comprehension, vocabulary, and fluency skills. A computer lab aide will be hired to assist teachers and students with technology skills. | Direct Instruction, Technology | 09/26/2018 | 05/15/2019 | \$51634 | K-5 teachers and the technology aide |
| Targeted Facts: Addition, Subtraction, Multiplication | Teachers will identify targeted facts based on student needs and grade level expectations in order to develop mathematical fluency and automaticity. Teachers will participate in professional development regarding appropriate math strategies. | Academic Support Program, Professional Learning | 09/26/2018 | 05/15/2019 | \$5318 | K-5 Teachers |
| Total | | | | | \$216426 | |