

Maury County (600) Public District - FY 2016 - E. A. Cox Middle School (600-0033) Public School - School Plan - Rev 0

Plan Items ()

G 1) District-Level: Mathematics - School-Level: Mathematics

Description:

District-Level: By 2015-16, maintain or improve percentile rank in terms of the number of students scoring proficient/advanced for the four gap subgroups in math.

School-Level: School-Level: Achievement Targets for Math 2015 - The Math achievement percentage that is proficient and advanced is 28.8 for grades 3-8th. Our target is to increase that level of advanced and proficient.

Performance Measure:

District-Level: The percentage of students, in the aggregate and in each subgroup (students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency), who are at or above the proficient level in mathematics on the State's assessment (ESEA Section 1111(h)(1)(C)(i)).

School-Level: School-Level: This will be determined by the percentage of all students, including all subgroups, who are at or above the proficient level in mathematics on the State's assessment - TCAP.

S 1.1) District-Level: Collaborative Teams - School-Level: Data Collection & Analysis

Description:

District-Level: Use a team approach to collect and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, conduct action research projects, drive decisions about practice and commit to results regularly throughout the year.

School-Level: Collect and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, conduct action research projects, drive decisions about practice and commit to results regularly throughout the year

AS 1.1.1) Data Teams: Focusing on Math Standards Data

Description:

The district will support teachers and administrators in the implementation of data teams to improve overall effectiveness of teaching and identifying individual needs of students. The teachers will meet each week to improve the overall effectiveness of teaching and to identify individual needs of students. Data teams will analyze data, track student progress and plan for interventions and enrichment. Continued training will support teachers in year 2 of data team implementation. Use of online training webinars from the Leadership and Learning Center will enhance the training process. Review of previously purchased books will be incorporated into the data team training. Additional monitoring of SMART goal and SIP tracking will be added in year 2 of implementation. Data Boards will be maintained by data curators on each grade level. A school-wide celebration board will be posted on the 300 hallway to communicate results to all stakeholders.

Benchmark Indicator:

Sign-in sheets, agendas, and meeting notes will document the data team meetings. The effectiveness of the meetings will be observed through the excel data spreadsheets and SMART goals.

Person Responsible:

Tim Webb, Kei Pace, Missy Todd, Doug Sharp

Estimated Completion Date:

4/15/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	3 Ring Binders for Data Teams	\$300.00
	Title I-A	Office Supplies	\$200.00
Total			\$500.00

Component	Item Name
School-wide Plan	Timely Assistance
	Professional Development
	Use of Assessments for Improving Performance

AS 1.1.2) Data Teams: Focusing on Math Skills Data

Description:

The district will support teachers and administrators in the implementation of data teams to improve overall effectiveness of teaching and identifying individual needs of students. The teachers at EA Cox will use the data from the District's Universal Screener to analyze student learning patterns and identify gaps. This information will determine interventions during RTI time and support within the classroom.

Benchmark Indicator:

The Final Universal Screener will be used to determine the success.

Person Responsible:

Tim Webb, Missy Todd

Estimated Completion Date:

5/19/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Data Posters from Maury County Teacher Center	\$400.00

Component	Item Name
School-wide Plan	Timely Assistance
	Use of Assessments for Improving Performance

S 1.2) District-Level: State Content Standards Alignment - **School-Level: State Content Standards Alignment**

Description:

District-Level: Align scientifically-based curriculum and instructional methods with the State's challenging academic content standards.

School-Level: Align scientifically-based curriculum and instructional methods with the State's challenging academic content standards and District's pacing guides.

AS 1.2.1) Common Core Standards Pacing and Alignment: Students Prepared for Learning

Description:

Student School Supplies: The teachers at E.A. Cox will have access to a variety of school supplies that they may furnish for their students. These materials will be kept in the Title I closet. Teachers will be able to file a request form and have the items delivered. Educational Assistants will manage the supplies and keep the paperwork updated. The goal is to have all students prepared with their basic supplies each day. Having school supplies readily available will better equip them for learning each day. Additional supplies will be offered through the Cougar Emporium where students are able to purchase their own supplies in order to be prepared for class. Survey indicated the items that teachers would like to have accessible for their students. Pencils and Paper are in greatest need.

Benchmark Indicator:

The Teacher surveys in February 2015 and the request form files(2014-2015) will serve as the indicator which need to be purchased and how they used.

Person Responsible:

Tim Webb, Missy Todd, Kei Pace

Estimated Completion Date:

5/5/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	School Supply Closet- School Speciality	\$1,500.00

Component	Item Name
School-wide Plan	School-wide Reform Strategies

AS 1.2.2) Common Core Standards Pacing and Alignment: Using Common Benchmark Assessments to Target Differentiation

Description:

The district will support the creation of common formative assessments that will align to Tennessee Ready, benchmark assessments, and summative assessments. E.A. Cox teachers will dedicate time to create and disburse common formative assessments. They will use these common formative assessments to target their teaching strategies and plan their lessons. These assessments will be used to create SMART goals which drives their differentiation in each class. Teachers will keep a log of their SMART goals and their success rates for their Power Standards. Administrators will keep log of the success rate of the SMART goals in order to differentiate their support of teachers.

Benchmark Indicator:

SMART goal logs, SMART goal boards, Celebration Boards

Person Responsible:

Tim Webb, Kei Pace, Missy Todd, Doug Sharp

Estimated Completion Date:

4/22/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Office Supplies	\$400.00
	Title I-A	Stipends for July - Create CFA and videos	\$1,000.00
	Title I-A	Substitutes to Create Aesessments	\$500.00
Total			\$1,900.00

Component	Item Name
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School-wide Plan Use of Assessments for Improving Performance

AS 1.2.3) Common Core Standards Pacing and Alignment: Title I Math Teacher Supporting Teachers and Students Achievement

Description:

A Title I Math Teacher will serve identified students each day. Some students receiving intervention will be based on the Universal Screener that the District chooses. During 5th Grade planning time, the Title I teacher will meet with these teachers 2 out of the 5 days each week to collaborate lesson structure, test data, and student management. The Title I Math Teacher will consult the SMART goal boards and grade level excel spreadsheets to monitor student achievement each week.

Benchmark Indicator:

Title I Math Teacher will keep records for all students served by Title I. Notes from each 5th grade planning session will be kept. Action plans for each teacher will be created and monitored by administration, teacher, Title I Facilitator, and Title I Math teacher.

Person Responsible:

Tim Webb, Amy Helms, Kei Pace, Missy Todd, Doug Sharp

Estimated Completion Date:

5/5/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Materials and Supplies	\$500.00
	Title I-A	Math Title I Teacher with benefits	\$58,350.00
Total			\$58,850.00

Component	Item Name
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School-wide Plan School-wide Reform Strategies

AS 1.2.4) Common Core Standards Pacing and Alignment: Using Visual Strategies in Math

Description:

Use of Anchor Charts & Whiteboards and Markers: Through the training with aha!, and SREB, the importance of visual representation is a common strategy present. The use of whiteboards and dry erase markers helps the communication of these visual representations between the student and the

teacher. Teachers in Math classes will use these to inspire students to take a risk on difficult content. Teachers will use the whiteboards to encourage group work among their peers. These will be inventoried and distributed to each Math teacher. Additional markers may be requested by individual teachers.

Benchmark Indicator:

Teacher surveys at the end of the year will indicate the effectiveness of the purchase. Teachers will be able to bring the anchor charts as artifacts of teaching strategies to weekly data team meetings. The sharing of these anchor charts will be documented in the minutes each week. If lesson plans are required, then these would serve as indicators.

Person Responsible:

Tim Webb, Amy Helms, Kei Pace, Missy Todd, Doug Sharp

Estimated Completion Date:

5/12/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Large Chart Paper	\$500.00
	Title I-A	Markers	\$500.00
Total			\$1,000.00

Component	Item Name
School-wide Plan	School-wide Reform Strategies
	Timely Assistance

AS 1.2.5) Common Core Standards Pacing and Alignment: Hands-On Learning

Description:

The use of manipulatives is incorporated in the MDC lessons and other Math tasks. The MDC lessons have been supported by the SREB/ MDC training. These manipulatives will be in the library to be checked out by each Math teacher. The requested manipulatives will be submitted by the Math teachers.

Benchmark Indicator:

These manipulatives will be inventoried through the library. The library check-out system will be able to create usage reports at the end of the year. Use of the manipulatives will be monitored by the Title I Math teacher for 5th grade.

Person Responsible:

Tim Webb, Amy Helms, Missy Todd, Kei Pace

Estimated Completion Date:

3/25/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Manipulatives for MDC Lessons	\$400.00
	Title I-A	Marylin Burns Fraction Kits	\$400.00

Title I-A	Sheet Protectors	\$200.00
Title I-A	Storage Containers for Manipulatives	\$400.00
Total		\$1,400.00

AS 1.2.6) Common Core Standards Pacing and Alignment: Embedded Contents in Math

Description:

Additional planning time will be designated for grade level department to plan for differentiated instruction. This will include the planning of how to embed other contents within Math. Additionally at E.A. Cox Middle School exploratory teachers will extend standard mastery by integrating Math lessons to reinforce skills and academic standards. Planning time each nine weeks will help support their integration of subject matter. The exploratory teachers will use time in their data teams to examine what each grade level has for their SMART goals. The use of mentor texts will begin in 5th grade with the guidance of the Title I Math teacher. This support will gradually increase to other grade levels. These mentor texts will serve as resources that enhance the depth of learning. They will serve as an anchor to the content and help bridge information to other subject matter. These books will serve as a key component in 5th grade as the Title I Math teacher works with the team to develop specific lessons to reach all learners.

Benchmark Indicator:

SMART goals being submitted and goals met. Pacing Guides will be kept on file in the Data Room and used in team meetings. The Pacing Guides will be used by the Title I math teacher in each meeting with 5th Grade. The Teachers will keep track of which standards are mastered and use that information in their next planning session.

Person Responsible:

Tim Webb, Title I Kei Pace, Missy Todd, Doug Sharp, Kei Pace

Estimated Completion Date:

4/14/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Mentor Texts	\$1,000.00
	Title I-A	Substitutes	\$1,500.00
Total			\$2,500.00

Component	Item Name
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School-wide Plan School-wide Reform Strategies

S 1.3) District-Level: Professional Development to improve student achievement - **School-Level: Prof Develop- Improve Student Performance**

Description:

District-Level: Provide systemic, systematic, ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance.

School-Level: Provide systemic, systematic, ongoing, high quality professional development

at E.A. Cox for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance.

AS 1.3.1) Ongoing Professional Development: Daily Implementation of Technology

Description:

Teachers will receive professional development on purchased technology devices and how to integrate in their own classrooms. Teachers will bring technology strategies to share during data teams. These conversations will be documented in the weekly data team minutes.

Benchmark Indicator:

Sign-in sheets and evaluations will serve as documentation of the training.

Person Responsible:

Tim Webb, Kei Pace, Missy Todd, Doug Sharp

Estimated Completion Date:

4/21/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Technology purchase will include training	\$0.00

Component	Item Name
School-wide Plan	Professional Development

AS 1.3.2) Data Teams Year Two of Implementation

Description:

Teachers will receive professional development in the Data Team Process researched by Douglas Reeves. A book study will guide teachers through the data team process. Weekly meetings will support the application and advancement of student learning. The use of archived webinars will be utilized for continued support. Rubrics for the different aspects of the process will provide team reflection and guide each team to a higher level of implementation. Teachers new to E.A. Cox will attend additional training sessions on the Data Team Process since this is the second year of implementation. This support will be directly used to bridge the year gap for these identified teachers. Administrators may select other teachers in need of additional training to attend these session, too.

Benchmark Indicator:

Sign-In Sheets and feedback form evaluation will help determine the effectiveness of the year-long training. Rubrics will be kept on file.

Person Responsible:

Tim Webb, Kei Pace, Missy Todd, Doug Sharp

Estimated Completion Date:

3/24/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Data Team Books have already been purchased	\$0.00

Component	Item Name
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School-wide Plan Professional Development

AS 1.3.3) Ongoing Professional Development: Using Reading Strategies in All Content Areas

Description:

The district will provide ongoing professional development in the areas of CCSS, Data Teams, Common Formative Assessments, PARCC, and TEAM Rubric. The teachers at E.A. Cox will participate in trainings that introduce reading strategies for all levels of learners. Data Teams will provide teachers a time to share the strategies that are being used and levels of implementation.

Benchmark Indicator:

Evaluation Sheets Minutes from Data Teams will highlight the level of implementation.

Person Responsible:

Tim Webb, Kei Pace, Missy Todd, Doug Sharp, Brenda Hammond, Jan Hanvy

Estimated Completion Date:

3/24/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Training from a research based vendor	\$11,800.00

Component	Item Name
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School-wide Plan Professional Development

AS 1.3.4) Ongoing Professional Development: Using Common Formative Assessments

Description:

The district will provide ongoing professional development in the areas of CCSS, Data Teams, Common Formative Assessments, PARCC, and TEAM Rubric. The teachers at E.A. Cox will be guided through the process of unpacking the power standards. This work will lead them to the creation of Common Formative Assessments. The training will be enhanced by online webinars that have been archived through the Leadership and Learning Center.

Benchmark Indicator:

Smart Goals logs, SignIn Sheets for Saturday Planning Days

Person Responsible:

Tim Webb, Kei Pace, Doug Sharp, Missy Todd

Estimated Completion Date:

3/18/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Materials and Supplies	\$100.00

Component	Item Name
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School-wide Plan Professional Development

§ 1.4) District-Level: Systems of Intervention and Special Education - School-Level: Systems of Intervention and Special Education

Description:

District-Level: Develop and align systems of intervention and special education with scientifically-based research curriculum, instruction and assessment and with the state's academic content standards.

School-Level: Develop and align systems of intervention and special education with scientifically-based research curriculum, instruction and assessment and with the state's academic content standards.

AS 1.4.1) Common Core Standards Pacing and Alignment: Response to Intervention

Description:

E.A. Cox will implement RTI in Grades 5-8 by following the guidelines from the District handbook. Using the Universal Screener information will be the first step in knowing who to serve and what area of learning to target. During the dedicated RTI blocks, each grade level will focus on the targeted skill. Students will be provided focused instruction and guidance in order to bridge their learning gaps in both Reading and Math. Each subject area will be given 30 minutes during the one hour block of time. Students that have not been identified as having a gap will received enrichment in these areas to strengthen further increased benchment levels. Parents will be notified each time a student enters a new class.

Benchmark Indicator:

SMART goal logs, tutoring logs, assessment data, and parent surveys will be gathered to serve as an indicator of effectiveness.

Person Responsible:

Tim Webb, Doug Sharp, Missy Todd, Kei Pace, Jan Hanvy, Scott Gaines

Estimated Completion Date:

5/6/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Educational Assistant	\$11,398.33
	Title I-A	Intervention Materials	\$6,260.00
	Title I-A	Math Visual Aids and Manipulatives	\$1,000.00
	Title I-A	Moby Max	\$600.00
Total			\$19,258.33

Component	Item Name
School-wide Plan	School-wide Reform Strategies
	Timely Assistance

AS 1.4.2) Common Core Standards Pacing and Alignment: After-School Classes

Description:

Extended Contracts will be offered to teachers. This opportunity is offered to students to meet the needs of the most at risk students during the school year. Students will have the chance to meet in small groups with a teacher guiding them through skills to reduce the learning gaps. Parents will be notified of the opportunity. Students will be guided through a set structure of learning. Classes may be structured as tutoring opportunities or Math/ Technology Clubs. This choice will be based on the interest levels and needs of students.

Benchmark Indicator:

Those accepting an extended contract will keep attendance logs, assessment data, and lesson plans. These will serve as the indicators of effectiveness. .

Person Responsible:

Tim Webb, Missy Todd, Kei Pace

Estimated Completion Date:

4/22/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Algebra Readiness Support Materials for 7th & 8th	\$900.00
	Title I-A	Extended Contracts (3 teachers)	\$6,126.00
	Title I-A	Support Materials for 5th and 6th	\$900.00
Total			\$7,926.00

Component	Item Name
School-wide Plan	School-wide Reform Strategies
	Timely Assistance

S 1.5) District-Level: Parent Education Involvement - **School-Level: Parent Education Involvement**

Description:

District-Level: Provide workshops, material and other training opportunities using a variety of delivery systems to support parents in helping their children learn mathematics.

School-Level: Provide workshops, material and other training opportunities using a variety of delivery systems to support parents in helping their children learn mathematics.

AS 1.5.1) Parent Involvement: Supporting Parents (Math)

Description:

Informational workshops will be scheduled to inform parents of the importance of math assistance at home. An emphasis will be placed, also, on using technology at home to advance math skills. Parents will be able to check the school's website for links that will support their student at home. Videos of lessons being taught will be one resource that is available. Parents will still receive a weekly red communication folder in order to keep them informed of their child's progress. Additionally flyers and newsletters will be included in the communication folder to better inform parents of math expectations at school. E.A. Cox's Title I Math teacher will schedule workshops for the parents to attend. These workshops will support learning at home.

Benchmark Indicator:

Sign-in sheets, copies of parent communication, and event report will be kept on file in the Data room.

Copies of the newsletters will be kept on file, too.

Person Responsible:

Tim Webb, Missy Todd, Kei Pace

Estimated Completion Date:

3/4/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Flyers	\$500.00
	Title I-A	Food	\$250.00
	Title I-A	Parent Orientation and Math Workshop Materials	\$250.00
	Title I-A	Red Communication Folders	\$1,000.00
Total			\$2,000.00

Component	Item Name
School-wide Plan	Increase Parental Involvement

S 1.6) District-Level: Technology That Impacts Teaching & Learning - **School-Level: Technology That Impacts Teaching & Learning**

Description:

District-Level: Use technology to impact the quality, content and structure of teaching and learning in a school that is focused on results. Increase the amount of technology in our schools by allowing students to bring their own devices to schools and embed technology in our instructional strategies.

School-Level: Use technology to impact the quality, content and structure of teaching and learning in a school that is focused on results. Increase the amount of technology in our schools by allowing students and to bring their own devices to schools and embed technology in our instructional strategies.

AS 1.6.1) Common Core Standards Pacing and Alignment: Technology in the Classroom

Description:

Technology will be used to increase student engagement and achievement in Math. The use of document cameras, interactive wireless bars, and voting systems will enhance the quality and depth of instruction. The use of Chromebooks in the classroom will provide a seamless integration of lessons with technology. A subscription to Moby Max, a web-based educational program, will provide practice of identified areas of need to enhance classroom instruction. Technology will be used to provide videos to absent students. The videos may be accessed through the school's website. Students absent can reference these videos to support their make-up work at home.

Benchmark Indicator:

The monitoring of lesson plans will ensure the appropriate level of integration of technology in all classrooms. Walkthroughs by the administrators will provide monitoring as well. Assessments through MobyMax will serve as an indicator of student progress in the area of Math.

Person Responsible:

Tim Webb, Doug Sharp, Missy Todd

Estimated Completion Date:

3/25/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	PowerStrips	\$200.00
	Title I-A	Replacement Parts	\$300.00
	Title I-A	Wireless Interactive Bars	\$8,500.00
	Title I-A	Wireless Mouse/ Wireless Clickers	\$1,000.00
Total			\$10,000.00

Component	Item Name
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School-wide Plan School-wide Reform Strategies

S 1.7) District-Level: Address district or school achievement issues

Description:

District-Level: Address the Annual Measurable Objectives and specific gaps in achievement among subgroups causing the district to be identified as District in Need of Improvement/Subgroup Improvement or school to miss Annual Measurable Objectives or be identified as Priority or Focus.

G 2) District-Level: Reading/Language Arts - **School-Level: Reading/Language Arts**

Description:

District-Level: By 2015-16, maintain or improve percentile rank in terms of the number of students scoring proficient/advanced for the four gap subgroups in Reading/Language Arts.

School-Level: School-Level: Achievement Targets for Reading/Language Arts : The RLA accountability achievement percentile for all students in 2014-2015 is 31.3. Our goal is to increase that percentage of students proficient and advanced.

Performance Measure:

District-Level: The percentage of students, in the aggregate and for each subgroup (students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency), who are at or above the proficient level in reading/language arts on the State's assessment (ESEA Section 1111(h)(1)(C)(i)).

School-Level: School-Level: This will be determined by the percentage of all students, including all subgroups, who are at or above the proficient level in Reading/Language Arts on the State's assessment - TCAP.

S 2.1) District-Level: State Content Standards Alignment - **School-Level: State Content Standards Alignment**

Description:

District-Level: Align scientifically-based curriculum and instructional methods with the State's challenging academic content standards.

School-Level: Align scientifically-based curriculum and instructional methods with the State's challenging academic content standards.

AS 2.1.1) Common Core Standards Pacing and Alignment: Everyone Teaches Reading

Description:

5th graders will have a minimum of 73 minutes and a maximum of 120 minutes of ELA per day. Grades 6-8 will have minimum of 73 minutes and a maximum of 90 minutes of ELA per day. In addition to the prescribed Reading times, reading strategies will be taught in all content areas. These strategies will be embedded within the context of other topics and standards. The use of relevant topics will help maximize the use of comprehension strategies and decoding strategies. The Title I Reading Teacher will meet with students to improve their skill and standard gaps in Reading. These students will be selected from the Data Team Process and by the Universal Screener. The student progress will be properly documented on a weekly basis. Parents will be informed at least twice each nine weeks by e-mail, phone, or conference. These meetings will be documented in the form of a log.

Benchmark Indicator:

The use of the devoted time will be monitored by the review of lesson plans, formative and summative assessments, and teacher schedules.

Person Responsible:

Tim Webb, Missy Todd, Doug Sharpe, Kei Pace

Estimated Completion Date:

5/6/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Resources for Skills and Strategies	\$800.00
	Title I-A	Title I Reading Teacher	\$58,350.00
Total			\$59,150.00

Component	Item Name
School-wide Plan	School-wide Reform Strategies
	Instruction by Highly Qualified Staff

AS 2.1.2) Common Core Standards Pacing and Alignment: Exploratory Teachers Teaching Reading

Description:

The district will provide opportunities for teachers to continue pacing and aligning CCSS to present curriculum, assessments and resources. At E.A. Cox Middle School exploratory teachers will extend standard mastery by integrating ELA lessons to reinforce skills and academic standards. Planning time each nine weeks will help support their integration of subject matter. The use of Data Teams with the Exploratory teachers will help them be specific with their reading support in their own classes.

Benchmark Indicator:

The monitoring of lesson plans should indicate whether or not the ELA standards from all grades are evident within their own content. Teacher evaluations will reflect what level of integration is being observed in these classrooms. Data team meeting notes will serve as documentation of what standards to integrate.

Person Responsible:

Tim Webb

Estimated Completion Date:

2/19/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Notebooks and Pencils for Music Class	\$600.00
	Title I-A	Substitutes for Planning:Exploratory Teachers	\$1,000.00
Total			\$1,600.00

Component	Item Name
School-wide Plan	School-wide Reform Strategies
	Professional Development
	Coordination of Programs

AS 2.1.3) Common Core Standards Pacing and Alignment: Independent Reading of Science Standards

Description:

Additional books for the library will be purchased that maximize the independent reading of each grade levels science standards. These high interest books will be selected in order to maximize check-outs. The books will be a variety of fiction and nonfiction within the Science standards. The books will be inventoried by these Science standards in order for teachers to request them while teaching certain units of study. These books will be displayed, so that all students may be aware of the new titles. As the collections increase, they may also be displayed during certain units of study for different grade levels.

Benchmark Indicator:

Check-out records from Follett will be monitored.

Person Responsible:

Tim Webb, Kei Pace, Deb Simmons

Estimated Completion Date:

12/18/2015

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Library Books	\$2,000.00

Component	Item Name
School-wide Plan	School-wide Reform Strategies
	Coordination of Programs

AS 2.1.4) Common Core Standards Pacing and Alignment: Students Prepared for Learning

Description:

Student School Supplies: The teachers at E.A. Cox will have access to a variety of school supplies that they may furnish for their students. These materials will be kept in the Title I closet. Teachers will be able to file a request form and have the items delivered. Educational Assistants will manage the supplies and keep the paperwork updated. The goal is to have all students prepared with their basic

supplies each day. Having school supplies readily available will better equip them for learning each day. Survey indicated the items that teachers would like to have accessible for their students. Pencils and Paper are in greatest need.

Benchmark Indicator:

The Teacher surveys in February 2015 and the request form files(2014-2015) will serve as the indicator which need to be purchased and how they used.

Person Responsible:

Tim Webb, Kei Pace

Estimated Completion Date:

5/5/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	School Supply Closet- School Speciality	\$1,500.00

AS 2.1.5) Common Core Standards Pacing and Alignment: Reading in All Subject Areas

Description:

Additional planning time will be designated for grade level department to plan for differentiated instruction. This will include the planning of how to embed other contents within ELA. Additionally at E.A. Cox Middle School exploratory teachers will extend standard mastery by integrating ELA lessons to reinforce skills and academic standards. Planning time each nine weeks will help support their integration of subject matter. The exploratory teachers will use time in their data teams to examine what each grade level has for their SMART goals. The use of mentor texts will begin in 5th grade with the guidance of the Title I Reading teacher. This support will gradually increase to other grade levels. These mentor texts will serve as resources that enhance the depth of learning. They will serve as an anchor to the content and help bridge information to other subject matter. These books will serve as a key component in 5th grade as the Title I Reading teacher works with the team to develop specific lessons to reach all learners. TCAP Coach workbooks will be utilized during the year as a form of testing preparation and for skill review. These books will be given to each grade level.

Benchmark Indicator:

SMART goals being submitted and goals met. Pacing Guides will be kept on file in the Data Room and used in team meetings. The Pacing Guides will be used by the Title I Reading teacher in each meeting with 5th Grade. The Teachers will keep track of which standards are mastered and use that information in their next planning session.

Person Responsible:

Tim Webb, Missy Todd, Doug Sharp, Kei Pace

Estimated Completion Date:

4/14/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Mentor Texts	\$1,000.00
	Title I-A	Science Vocabulary Workbooks	\$1,500.00
	Title I-A	Substitutes	\$500.00

Title I-A TCAP Coach Workbooks are already purchased.

\$0.00

Total \$3,000.00

Component	Item Name
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School-wide Plan	School-wide Reform Strategies
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AS 2.1.6) Common Core Standards Pacing and Alignment: Using Common Benchmark Assessments to Target Differentiation

Description:

The district will support the creation of common formative assessments that will align to Tennessee Ready, benchmark assessments, and summative assessments. E.A. Cox teachers will dedicate time to create and disburse common formative assessments. They will use these common formative assessments to target their teaching strategies and plan their lessons. These assessments will be used to create SMART goals which drives their differentiation in each class. Teachers will keep a log of their SMART goals and their success rates for their Power Standards. Administrators will keep log of the success rate of the SMART goals in order to differentiate their support of teachers.

Benchmark Indicator:

SMART goal logs, SMART goal boards, Celebration Boards

Person Responsible:

Tim Webb, Amy Helms,, Kei Pace, Missy Todd, Doug Sharp

Estimated Completion Date:

4/22/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Office Supplies	\$500.00
	Title I-A	Stipends for July - Create CFA and videos	\$1,000.00
	Title I-A	Substitutes to Create Aseessments	\$1,000.00
Total			\$2,500.00

Component	Item Name
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School-wide Plan	Use of Assessments for Improving Performance
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S 2.2) District-Level: Collaborative Teams - **School-Level: Data Collection & Analysis**

Description:

District-Level: Use a team approach to collect and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, conduct action research projects, drive decisions about practice and commit to results regularly throughout the year.

School-Level: Collect and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, conduct action research projects, drive decisions about practice and commit to results regularly throughout the year.

AS 2.2.1) Data Teams: Focusing on ELA Standard Data

Description:

The district will support teachers and administrators in the implementation of data teams to improve overall effectiveness of teaching and identifying individual needs of students. The teachers will meet each week to improve the overall effectiveness of teaching and to identify individual needs of students. Data teams will analyze data, track student progress and plan for interventions and enrichment. Continued training will support teachers in year 2 of data team implementation. Use of online training webinars from the Leadership and Learning Center will enhance the training process. Review of previously purchased books will be incorporated into the data team training. Students identified in the Beginning columns will be monitored. These children will, also, be monitored by the Guidance Office here at E. A. Cox. These students will meet with the Guidance Counselors to monitor their academic progress. This will be documented and kept by grade level. This documentation will be available during Data Team meetings. Additional monitoring of SMART goal and SIP tracking will be added in year 2 of implementation. Data Boards will be developed by each grade.

Benchmark Indicator:

Sign-in sheets, agendas, and meeting notes will document the data team meetings. The effectiveness of the meetings will be observed through the excel data spreadsheets and SMART goals. Guidance Office Documentation.

Person Responsible:

Tim Webb, Kei Pace, Missy Todd, Doug Sharp, Brandi May, Dave Horton

Estimated Completion Date:

3/31/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Ink for Copies of SPI Reports, Office Supplies	\$500.00

Component	Item Name
School-wide Plan	Use of Assessments for Improving Performance

AS 2.2.2) Data Teams: Focusing on ELA Skills Data

Description:

The district will support teachers and administrators in the implementation of data teams to improve overall effectiveness of teaching and identifying individual needs of students. The teachers at EA Cox will use the data from the District's Universal Screener to analyze student learning patterns and identify gaps. This information will determine interventions during RTI time and support within the classroom.

Benchmark Indicator:

The Final Universal Screener will be used to determine the success.

Person Responsible:

Tim Webb

Estimated Completion Date:

5/19/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Data Posters from Maury County Teacher Center	\$400.00

Component	Item Name
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School-wide Plan Use of Assessments for Improving Performance

S 2.3) District-Level: Professional Development to improve student achievement - **School-Level: Prof Develop- Improve Student Performance**

Description:

District-Level: Provide systemic, systematic, ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance.

School-Level: Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance.

AS 2.3.1) Ongoing Professional Development: Intervention Programs

Description:

Teachers will receive intervention strategies professional development. A research based intervention program will be selected. Training will be provided for the staff that teaches Reading. Support materials will be purchased for further implementation to enhance their learning of the intervention program.

Benchmark Indicator:

A sign-in sheet will be collected during the training. Inventory of the purchased materials will serve as an indicator that these items were provided for all 5th and 6th grade teachers. Fluency scores will be targeted with the District Universal Screener.

Person Responsible:

Kei Pace, Missy Todd, Tim Webb

Estimated Completion Date:

5/6/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Training Included in Price of Product	\$0.00
	Title II-A	Additional Training Beyond District Provided 95%	\$500.00
Total			\$500.00

Component	Item Name
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School-wide Plan School-wide Reform Strategies
Professional Development

AS 2.3.2) Data Teams

Description:

The district will support teachers and administrators in the implementation of data teams to improve overall effectiveness of teaching and identifying individual needs of students. E.A. Cox will adopt a data team format that is modeled after the research by Douglas Reeves. The data collection and driven instruction will be supported by the instructional strategies chosen by the teachers. The data team process will provide teachers with a list of at-risk students and those that are already at mastery needing enrichment opportunities. Teachers will meet weekly during this year of on-going professional development. A bookstudy will guide teachers through the reasoning behind and the required process of data teams. Release time for grade level ELA teachers to plan interventions and enrichment needs will be provided each nine weeks.

Benchmark Indicator:

Sign-in Sheets and feedback from evaluations will help determine the effectiveness of the year-long training.

Person Responsible:

Tim Webb, Missy Todd, Doug Sharp, Kei Pace

Estimated Completion Date:

5/15/2015

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Stipends for Summer Training	\$1,000.00
	Title I-A	Substitutes to Cover Lead Teachers- Webinars	\$500.00
Total			\$1,500.00

Component	Item Name
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School-wide Plan Professional Development

AS 2.3.3) Ongoing Professional Development: Behavior Management Strategies

Description:

The district will provide ongoing professional development in the areas of CCSS, Data Teams, Common Formative Assessments, PARCC, and TEAM Rubric. The Teachers at E.A. Cox will participate in a variety of training sessions on the improvement of behavior Management Strategies. These strategies will be targeted to improve classroom behavior and student participation.

Benchmark Indicator:

Office referral logs, Suspension Rates, SMART Goal logs

Person Responsible:

Tim Webb, Kei Pace, Doug Sharp, Missy Todd

Estimated Completion Date:

2/26/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Behavior Mangement Strategies	\$4,266.00

Title I-A	Harry Wong Online Classroom Management Course	\$1,237.06
Title I-A	The Ron Clark Experience	\$2,200.00
Title I-A	Why Culture Counts Book Study	\$748.75
		Total \$8,451.81

Component	Item Name
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School-wide Plan Professional Development

AS 2.3.4) Targeted Professional Development in Writing: Writing in All Classes

Description:

The district will utilize learning leaders, common core coaches, and academic facilitators to provide targeted instructional strategies. Professional Development will be provided to the teachers at E.A. Cox with the expectation that these strategies will be embedded in all content areas including exploratory classes.

Benchmark Indicator:

State Writing Tests will be the indicator of improved teaching practices

Person Responsible:

Tim Webb, Kei Pace, Doug Sharp, Missy Todd

Estimated Completion Date:

3/4/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Mentor Texts Lesson Plans	\$0.00
	Title II-A	Training/ Workshop for Writing Improvement	\$1,000.00
			Total \$1,000.00

Component	Item Name
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School-wide Plan Professional Development

AS 2.3.5) Ongoing Professional Development: TEAM Rubric Training

Description:

The district will provide ongoing professional development in the areas of CCSS, Data Teams, Common Formative Assessments, PARCC, and TEAM Rubric. At the beginning of the year, teachers will participate in a workshop about the TEAM rubric. Administrators will guide teachers through what each component should look like in the classrooms at E.A Cox. Through this transparent explanation of expectations, teachers will be able to put in place better practices within their classroom and with their classroom practices. Teachers new to the building will have the opportunity to attend additional sessions. These sessions will be offered after-school. Administrators may identify other teachers to attend these sessions. In the after-school additional session, teachers leaders will guide the discuss and provide leadership to others.

Benchmark Indicator:

TEAM Evaluations, Teacher Surveys

Person Responsible:

Tim Webb

Estimated Completion Date:

12/18/2015

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Stipend For July Trainings	\$6,262.00

Component	Item Name
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School-wide Plan Professional Development

AS 2.3.6) Ongoing Professional Development: LDC Leader

Description:

The district will provide ongoing professional development in the areas of CCSS, Data Teams, Common Formative Assessments, PARCC, and TEAM Rubric. The School will support one teacher to be trained as a trainer in the LDC model. This leader will bring their training back to E.A. Cox in order to support the implementation with all Reading teachers. Artifacts of the modeled lessons and support trainings will be kept on file in the Title I cabinet.

Benchmark Indicator:

Artifacts, Teacher Surveys, Sign In Sheets,

Person Responsible:

Tim Webb, Missy Todd, Kei Pace, Brenda Hammond, Jan Hanvy

Estimated Completion Date:

4/1/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	LDC Training	\$3,000.00

Component	Item Name
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School-wide Plan Professional Development

S 2.4) District-Level: Systems of Intervention and Special Education - **School-Level: Systems of Intervention and Special Education**

Description:

District-Level: Develop and align systems of intervention and special education with scientifically-based research curriculum, instruction and assessment and with the state's academic content standards.

School-Level: Develop and align systems of intervention and special education with scientifically-based research curriculum, instruction and assessment and with the state's academic content standards.

AS 2.4.1) Common Core Standards Pacing and Alignment: Title I Facilitator Teaching Reading

Description:

A school facilitator will manage the Title I program as well as spend part of the time working with students/ teachers. These students will be determined by Data Team Process and the results of the Universal Screener. The students' progress will be documented weekly in a log. Parents will be contacted at least twice each nine weeks by either phone, email, or conference.

Benchmark Indicator:

Tutoring Logs, attendance logs, schedules, and assessment data will serve as the documentation to indicate the effectiveness of the school facilitator.

Person Responsible:

Brenda Hammond, Deborah Williams, Tim Webb

Estimated Completion Date:

5/6/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Phonics Program	\$1,500.00
	Title I-A	Short Reads	\$960.00
	Title I-A	Title I Facilitator	\$58,350.00
Total			\$60,810.00

Component	Item Name
School-wide Plan	Instruction by Highly Qualified Staff
	Coordination of Programs

AS 2.4.2) Common Core Standards Pacing and Alignment: Response to Intervention

Description:

E.A. Cox will implement RTI in Grades 5-8 by following the guidelines from the District handbook. Using the Universal Screener information will be the first step in knowing who to serve and what area of learning to target. During the dedicated RTI blocks, each grade level will focus on the targeted skill. Students will be provided focused instruction and guidance in order to bridge their learning gaps in both Reading and Math. Each subject area will be given 30 minutes during the one hour block of time. Students that have not been identified as having a gap will received enrichment in these areas to strengthen further increased benchment levels. Parents will be notified each time a student enters a new class.

Benchmark Indicator:

SMART goal logs, tutoring logs, assessment data, and parent surveys will be gathered to serve as an indicator of effectiveness.

Person Responsible:

Tim Webb, Doug Sharp, Missy Todd, Kei Pace, Jan Hanvy, Scott Gaines

Estimated Completion Date:

5/6/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Educational Assistant	\$11,398.33
	Title I-A	Intervention Materials	\$21,848.00
	Title I-A	SRA Workbooks	\$500.00
Total			\$33,746.33

Component	Item Name
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School-wide Plan Timely Assistance

AS 2.4.3) Common Core Standards Pacing and Alignment: After-School Classes

Description:

Extended Contracts will be offered to teachers. This opportunity is offered to students to meet the needs of the most at risk students during the school year. Students will have the chance to meet in small groups with a teacher guiding them through skills to reduce the learning gaps. Parents will be notified of the opportunity. Students will be guided through a set structure of learning. Classes may be structured as tutoring opportunities or Book/ Writing Clubs. This choice will be based on the interest levels and needs of students.

Benchmark Indicator:

Those accepting an extended contract will keep attendance logs, assessment data, and lesson plans. These will serve as the indicators of effectiveness. .

Person Responsible:

Tim Webb, Missy Todd, Kei Pace

Estimated Completion Date:

4/22/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Extended Contracts (2 teachers)	\$4,082.00

Component	Item Name
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School-wide Plan Timely Assistance

S 2.5) District-Level: Parent Education Involvement (reading & Mathematics) - **School-Level: Parent Education Involvement (reading & Mathematics)**

Description:

District-Level: Provide workshops, material and other training opportunities using a variety of delivery systems to support parents in helping their children learn reading and mathematics.

School-Level: Provide workshops, material and other training opportunities using a variety of delivery systems to support parents in helping their children learn reading and mathematics.

AS 2.5.1) Parent Involvement: Newsletters

Description:

Teachers at E.A. Cox will send home newsletters to parents concerning upcoming standards to be taught. This will be communicated using the agenda and communication folders. These newsletters will be sent home at least once a month on the first school-day of the month. While this date will usually be a Monday, holidays and school events may cause this to vary for some months.

Benchmark Indicator:

A parent survey in the Spring will provide parents an opportunity to indicate whether or not that they received the newsletters. The parent will be able to indicate whether or not that they were kept informed of what their children were learning during the school-year. A copy of newsletters sent home will be kept on file in the Data Room.

Person Responsible:

Tim Webb, Missy Todd, Doug Sharp, Kei Pace

Estimated Completion Date:

5/15/2015

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Colored Copy Paper	\$300.00

Component	Item Name
School-wide Plan	Increase Parental Involvement

AS 2.5.2) Parent Involvement: Workshops

Description:

ELA workshops will be made available to parents on the importance of reading assistance at home, or how to help their child be a better reader. The Reading Title I teacher will schedule speakers, and organize these events. These events will occur once a semester. The participants will be open to ask questions about the reading process. Parents will be provided information that they will be able to take with them after the meetings. A School contact email and/ or phone number will be given to parents who might have questions later. In doing this we are offering our support regardless that the workshop has concluded. The Guidance Office will organize and host parent workshops regarding bullying and homework help. These workshops will be offered at different times throughout the year to accommodate parent schedules. At least two workshops per semester will be offered. The sessions will offer parents the opportunity to ask questions. Parents will receive resources that will offer continued support after the workshop. This might include a school contact email/ phone number, websites, or other out-of-school resources.

Benchmark Indicator:

Parent Workshop agendas, sign-in sheets, and evaluations will be collected at the conclusion of parent workshops. The survey at the end of the year will, also, provide parents an opportunity to supply suggestions and other feedback.

Person Responsible:

Tim Webb, Kei Pace

Estimated Completion Date:

4/1/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Food	\$250.00
	Title I-A	Parent Materials, and Handouts	\$850.00
Total			\$1,100.00

Component	Item Name
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School-wide Plan Increase Parental Involvement

AS 2.5.3) Parent Involvement: Transitional materials

Description:

Transitional materials will be provided to incoming 4th graders and parents through 5th grade orientations and parent meetings. Preview Days will be organized with the feeder elementary schools in order to provide all students the opportunity to visit their upcoming middle school. Parents will be provided literature that will support the transition to a new school. Administration will welcome parents and be available to answer any questions during the parent 5th grade open house. Transitional materials and services will be provided to outgoing 8th graders during the Spring semester. These classes and visiting opportunities will be coordinated by the Guidance Office here at E.A. Cox. The classes presented by the Guidance Counselors will address High School Transitional concerns. Notification of these classes will be communicated to the parents of all 8th Grade students. Parents will be provided literature that will support the transition to a new school.

Benchmark Indicator:

Parent Workshop agendas, sign-in sheets and evaluations will be used to indicate the effectiveness of what was offered to parents.

Person Responsible:

Tim Webb, Missy Todd, Doug Sharp, Kei Pace

Estimated Completion Date:

5/13/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Transitional Materials, Coordination w Elem. Schoo	\$1,000.00

Component	Item Name
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School-wide Plan Increase Parental Involvement
Transitioning Preschool Students

AS 2.5.4) Parent Involvement- Notification of Title I Services

Description:

Parents will be notified of eligibility and availability of all intervention opportunities. Parents will have the opportunity to receive feedback on their child's academic and behavior performance at least twice

during a class session. Newsletters will be sent for identified students and their families indicating that their child will be receiving instruction in a smaller class setting.

Benchmark Indicator:

Parent surveys will be collected. These surveys will indicate whether the parents viewed the communication as being effective.

Person Responsible:

Tim Webb, Missy Todd, Kei Pace

Estimated Completion Date:

3/3/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Stationary	\$50.00

Component	Item Name
School-wide Plan	Increase Parental Involvement Transitioning Preschool Students

AS 2.5.5) Parent Involvement: Middle Years Newsletters

Description:

Parents at E.A. Cox will be kept informed through many different medias. One will be the Middle Years Newsletters that will be sent home once a month. These newsletters contain a variety of information that parents can read through about their child's Reading success. The educational assistants will distribute them to all teachers. Teachers will be required to send them home with each student in the red communication folders. Teachers will be encouraged to read over the information with the students, too.

Benchmark Indicator:

Parents will be surveyed on the effectiveness of receiving Middle Years Newsletters.

Person Responsible:

Kei Pace

Estimated Completion Date:

4/15/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Copies are made in-house. Not at a PrintingCompany	\$0.00

Component	Item Name
School-wide Plan	Increase Parental Involvement

AS 2.5.6) Parent Involvement: Sunday Call Out to Parents

Description:

The district will support schools in providing educational opportunities to parents and other

stakeholders to understand CCSS and assessments. Each week an Administrator will schedule a call out to all parents informing them of weekly school events. This will enable to keep parents informed of parent and student opportunities during the week. During these calls, the administrator that week will encourage parents to make sure that their children are reading each week.

Benchmark Indicator:

Parent Survey, Call Logs

Person Responsible:

Tim Webb, Missy Todd, Doug Sharp, Kei Pace

Estimated Completion Date:

4/7/2016

Component	Item Name
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School-wide Plan Increase Parental Involvement

AS 2.5.7) Parent Involvement: Active Volunteers

Description:

The district will support schools in providing educational opportunities to parents and other stakeholders to understand CCSS and assessments. The Title I staff will support and organize a parent workroom beginning at one day a week. Teachers will be able to submit work to be completed by parents by a certain date each week. Volunteers will be invited to work to complete these tasks. Parents will sign-in with the office and sign-in in the work space. These logs will keep up with how many volunteers attend and which parents need to be recognize for their volunteer hours.

Benchmark Indicator:

Sign in Logs

Person Responsible:

Kei Pace

Estimated Completion Date:

4/8/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Materials will be shared with Title I Staff	\$0.00

Component	Item Name
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School-wide Plan Increase Parental Involvement

S 2.6) District-Level: Technology That Impacts Teaching & Learning - **School-Level: Technology That Impacts Teaching & Learning**

Description:

District-Level: Use technology to impact the quality, content and structure of teaching and learning in a school that is focused on results. Increase the amount of technology in our schools by allowing students to bring their own devices to schools and embed technology in our instructional strategies.

School-Level: Use technology to impact the quality, content and structure of teaching and

learning in a school that is focused on results. Increase the amount of technology in our schools by allowing students and to bring their own devices to schools and embed technology in our instructional strategies.

AS 2.6.1) Common Core Standards Pacing and Alignment: Technology in the Classroom

Description:

Technology will be used to increase student engagement and achievement in ELA. The use of document cameras, interactive wireless bars, and voting systems will enhance the quality and depth of instruction. The use of Chromebooks in the classroom will provide a seamless integration of lessons with technology. A subscription to other web-based educational programs will provide practice of identified areas of need to enhance classroom instruction. The use of iPads or Tablets will enhance the instruction in each classroom. These can be used with the Wireless Bars to promote students engagement. They will be required to bring these to data team meetings where each teacher can look at the data graphs. Teachers will be able to use these to monitor behavior and encourage students with positive reinforcement as it is happening.

Benchmark Indicator:

The monitoring of lesson plans will ensure the appropriate level of integration of technology in all classrooms. Walkthroughs by the administrators will provide monitoring as well.

Person Responsible:

Tim Webb, Doug Sharp, Missy Todd

Estimated Completion Date:

2/19/2016

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Chromebooks	\$2,000.00
	Title I-A	Tablets or Ipads	\$10,000.00
	Title I-A	Website to support best practices	\$1,000.00
	Title I-A	Wireless Interactive Bars	\$7,000.00
Total			\$20,000.00

Component	Item Name
School-wide Plan	School-wide Reform Strategies

S 2.7) District-Level: Address district or school achievement issues

Description:

District-Level: Address the Annual Measurable Objectives and specific gaps in achievement among subgroups causing the district to be identified as District in Need of Improvement/Subgroup Improvement or school to miss Annual Measurable Objectives or be identified as Priority or Focus.

G 3) District-Level: Graduation - **School-Level: Graduation**

Description:

District-Level: 90.5% of students will graduate from high school college and career ready.

Performance Measure:

District-Level: Number of students meeting the ACT benchmarks in all subtests.

S 3.1) District-Level: Instruments to Track Student Progress - **School-Level: Instruments to Track Student Progress**

Description:

District-Level: Use scientifically based research (screening, diagnostic and classroom achievement) assessment instruments to track individual student progress and inform instruction that is aligned with standards.

AS 3.1.1) RTI: 5th Grade

Description:

The district will support schools with the implementation of a RTI Framework. The 5th-8th grade students at E.A. Cox will be screened with the district's chosen universal screener. The data will be used to place students at the correct level of instruction and to reduce skill gaps. Those students showing a below-grade level deficit in decoding skills will be placed in a classroom that uses SRA as their intervention. Teachers will receive training and guidance by Missy Todd. Teacher materials are already in the building purchased previously through the Special Education department. Student workbooks may be purchased through Title I funds.

Benchmark Indicator:

Universal Screening data and SRA data will be used to gauge the effectiveness of the class and the growth of the selected students.

Person Responsible:

Tim Webb, Missy Todd

Estimated Completion Date:

5/6/2016

Component	Item Name
School-wide Plan	School-wide Reform Strategies

S 3.2) District-Level: System of Accountability - **School-Level: System of Accountability**

Description:

District-Level: Design effective measures to monitor the success of programs toward goals.

AS 3.2.1) Data Teams

Description:

E.A. Cox will adopt a data team format that is modeled after the research by Douglas Reeves. The data collection and driven instruction will be supported by the instructional strategies chosen by the teachers. The data team process will provide teachers with a list of at-risk students and those that are already at mastery needing enrichment opportunities. Teachers will meet weekly during this year of on-going professional development. A bookstudy will guide teachers through the reasoning behind and the required process of data teams. Release time for grade level departments will be provided to plan interventions and enrichment needs. SMART goals will be kept as artifacts and serve as documentation of teacher success in teaching the standards.

Benchmark Indicator:

Sign-in sheets, SMART goal sheets, and meeting notes will serve as the indicators of success.

Person Responsible:

Eric Perryman

Estimated Completion Date:

4/21/2016

Component	Item Name
School-wide Plan	Instruction by Highly Qualified Staff