ACIP

Phenix City Intermediate School

Phenix City Board of Education

Mr. Jason Stamp, Principal
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Phenix City, AL 36867

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Phenix City Intermediate School serves all sixth and seventh grade students in the Phenix city School System. The campus is located on a beautifully landscaped forty-acre pecan orchard, which includes a regulation size track, gymnasium, nature walk, outdoor classroom. Built in 1961, the campus was originally constructed to meet the needs of Phenix City's high school
programs. Currently there are 61 certified personnel employed at Phenix City Intermediate School. This includes three administrators, two counselors, one media specialist, five physical education teachers, two band directors, five special education teachers, one gifted education teacher, a instructional coach, one speech pathologist, and forty classroom teachers. The student population is comprised of 943 students, 62% are African-American, 29% White, 5% Hispanic and 4% Other. Challenges associated with our school community are that it is an open campus comprised of seven buildings that are not connected along with the other.   The safety and security of our students is of the utmost importance and you will constantly see administrative personnel and the school resource officer monitoring our campus.

School's Purpose

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

The mission of the Phenix City School System, in partnership with family and community, is to ensure each student develops into a responsible and productive citizen who is prepared for the challenges of the future. . PCIS is a transitional, learning community that, in partnership with parents, teachers, scholars, and the local community, is committed to providing a secure, positive learning environment where students achieve the skills necessary for responsible citizenship and the achievement of post-secondary goals.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

A notable achievement was a recent visit from the Southern Regional Education Board (SREB) for a technical assistance visit. During their visit they were able to provide a snapshot as seen by those external to the school, review school and classroom practices and analyze baseline data. The SREB report identified practices that were promising as well as challenges that were observed along with next steps toward improvement. The notable achievements that were highlighted were that teachers work together by meeting regularly to collaborate along with a focus on aligning academic core and having leadership that supports effective instruction. Challenges identified by the SREB team were a need to increase student engagement and maximize time spent during intervention and enrichment.

During the 2013-2014 school year, Phenix City Intermedite School was visited by AdvancEd for our accreditation visit. PCIS and Phenix City Schools were awarded accreditation for the next five years.

Areas of improvement focus on increasing the number of students that are considered math and reading proficient according to ACT ASPIRE.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Phenix City Intermediate School offers numerous extracurricular activities for students to participate in. Such activities include various sports, band and gifted services for select students. Additionally, partnerships with the Teens Empowerment Awareness with Resolutions (TEARS) provide positive support in the areas of anti bullying, goal setting, and community service.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The School Leadership Team members were selected based on their roles as team leaders or department heads. Parents were given an opportunity at our Title I meeting to volunteer for this team. They are very active in our school community and provide valuable input. All stakeholders were asked to participate and then were given specific details on what the expectations were for their involvement at our first meeting. Meetings during the school year will be held after school to accommodate parent work schedules and teacher schedules that would not affect instruction.

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

The School Leadership Team is comprised of administrators, counselors, the media specialist, representatives from all grade levels, support personnel and parents. The Principal, or his designee, guides the team through the plan and each stakeholder is responsible for speaking up when they have questions or concerns. The team will hear the concerns and make a collaborative decision.

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

The final plan was communicated to all stakeholders through an email. The plan is available on PCIS' website, in the Parent Resource Room at PCIS, and in the Media Center. PCIS continues to meet monthly after school to discuss the Continuous Improvement Plan.

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		PCIS Stakeholder Feedback Data Document 2014-2015

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	**Response**	**Rating**
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	**Response**	**Rating**
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

According to the most recent AdvancEd staff survey results, both Standard 1, Purpose and Direction (3.83) and Standard 5, Using Results for Continuous Improvement (3.83) indicate the overall highest level of satisfaction or approval.

According to the most recent AdvancEd parent survey results, Standard 1, Purpose and Direction (3.83), Standard 4, Resources and Support Systems (3.8) and Standard 5, Using Results for Continuous Improvement (3.7) indicate the overall highest level of satisfaction or approval.

According to the most recent AdvancEd student survey results, Standard 1, Purpose and Direction (3.69), Standard 3, Teaching and Assessing for Learning (3.74) indicate the overall highest level of satisfaction or approval.

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

According to parents there is a positive trend toward increasing stakeholder satisfaction in the area of Standard 4, Resources, and Support Systems and also in the area of Teaching and learning, Standard 3.

According to staff there is a positive trend toward increasing stakeholder satisfaction in the area of Standard 4, Resources, and Support Systems and also in the area of Governance and Leadership, Standard 2.

According to students there is a positive trend toward increasing stakeholder satisfaction in the area of Standard 5, Using Results for Continuous Improvement and also in the area of Governance and Leadership, Standard 5.

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

Local parent surveys also show that parents feel satisfied with the teaching and learning at PCIS.

Local parent surveys also show that parents feel the teachers at PCIS are interested and cooperative when discussing their child's academic progress or other concerns.

Areas in Need of Improvement

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

According to the results of the parent survey, the area indicated having the overall lowest level of satisfaction or approval is Standard 2, Governance and Leadership (3.65)

According to the results of the staff survey, the area indicated having the overall lowest level of satisfaction or approval is Standard 3, Teaching and Assessing for Learning (3.58)

According to the results of the student survey, the area indicated having the overall lowest level of satisfaction or approval is Standard 4, Resources and Support Systems (3.28)

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

Standard 2, Governance and Leadership showed a trend toward decreasing stakeholder satisfaction or approval among parents, staff and students.

What are the implications for these stakeholder perceptions?

The implications for these stakeholder perceptions is the need for school leaders to support an innovative and collaborative culture, ensure that classroom instruction meets student's learning needs and increase opportunities for stakeholders to be involved in the school.

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

There are no additional findings that are consistent with findings from other stakeholder feedback sources.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5

Sections
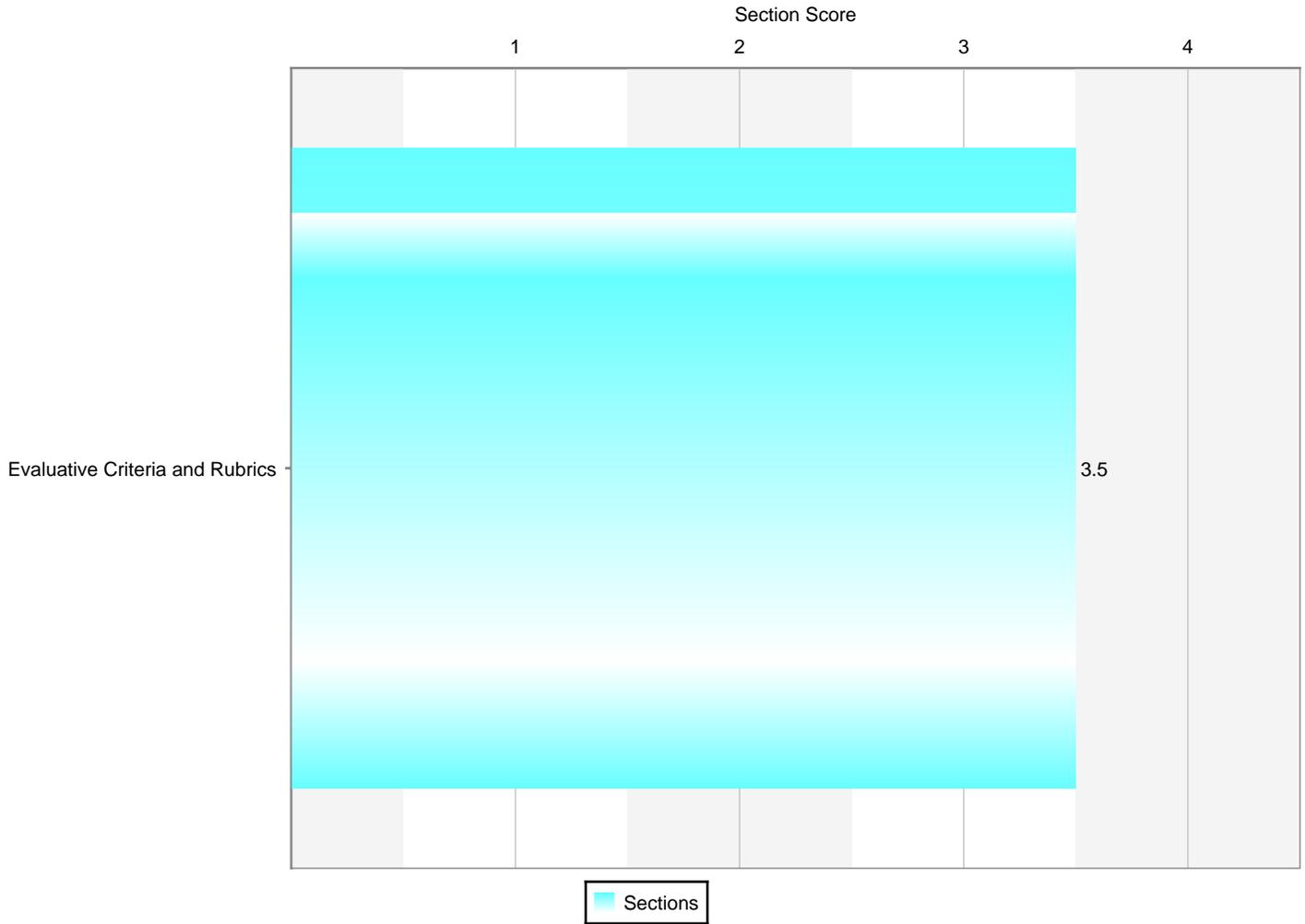
Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		PCIS Student Data Document 2014-2015

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

PCIS had 45% of its 6th grade students score in the "Readiness" category on the ASPIRE Math test.

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

2013 - 2014 was the first year PCIS participated in the ASPIRE. Therefore no trend could be determined.

Which area(s) indicate the overall highest performance?

PCIS students performed the highest on the math section of the ASPIRE.

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

2013 - 2014 was the first year PCIS participated in the ASPIRE. Therefore no trend could be determined.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between the White and Hispanic students in both math and reading on the ASPIRE.

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

There are no additional findings that are consistent with findings from other data sources.

Areas in Need of Improvement

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

Reading and math scores on the ASPIRE are below the expected level of performance.

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

2013 - 2014 was the first year PCIS participated in the ASPIRE therefore no trend could be determined.

Which area(s) indicate the overall lowest performance?

The reading portion on the ASPIRE was the overall lowest.

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

2013 - 2014 was the first year PCIS participated in the ASPIRE therefore no trend could be determined.

Between which subgroups is the achievement gap becoming greater?

The achievement gap is becoming larger between White and Black students on the ASPIRE.

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

There are no additional findings that are consistent with findings from other data sources.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics   3.25
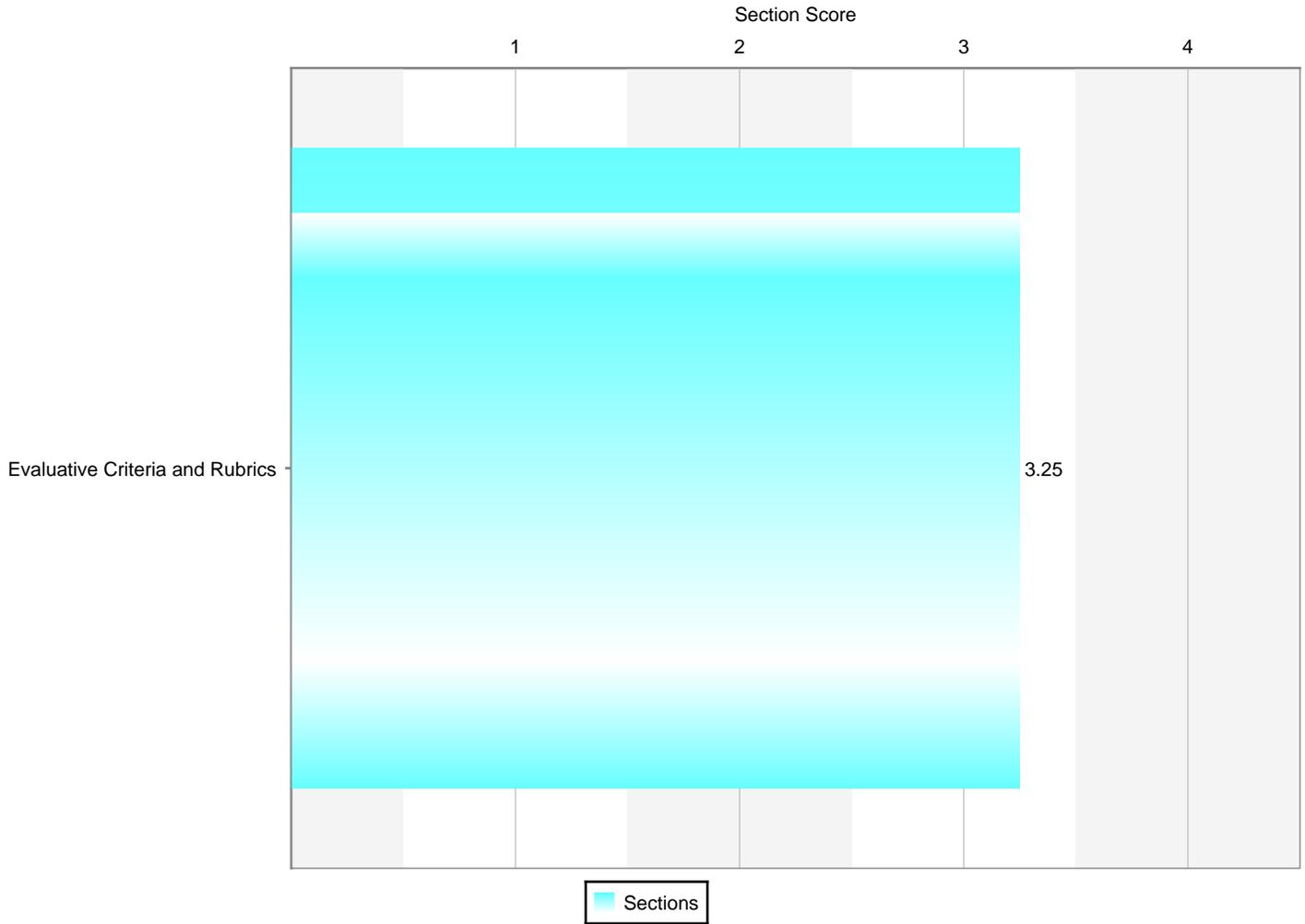
Sections

ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		Signature Page

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		Title IX

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Joe Blevins Student, Personnel and Operations 1212 Ninth Avenue Phenix City, AL 36868 334-298-0534	Title IX Assurance 2014-2015

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

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		PCIS Student-Parent Compact pg 1 14-15 PCIS Student - Parent Compact pg 2 14-15

Plan for ACIP 2014-2015

Overview

Plan Name

Plan for ACIP 2014-2015

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	All students at Phenix City Intermediate School will increase math scores.	Objectives: 1 Strategies: 1 Activities: 5	Academic	$0
2	All students at Phenix City Intermediate School will increase reading scores.	Objectives: 1 Strategies: 1 Activities: 6	Academic	$0
3	All students at Phenix City Intermediate School will increase science scores.	Objectives: 1 Strategies: 1 Activities: 5	Academic	$0
4	EL students at Phenix City Intermediate School will increase their EL scores.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
5	Develop a Positive School Culture	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0

Goal 1: All students at Phenix City Intermediate School will increase math scores.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency by scoring "ready"   in Mathematics by 05/21/2015 as measured by the ASPIRE Assessment.

Strategy 1:

Data Analysis - Teachers will administer a pre and post test for each unit to analyze the amount of learned concpts before and after each unit is taught. Results will be examined during monthly department meetings following the end of each unit. Effective learning strategies, common lessons, and common assessments will also be discussed in these monthly meetings. Pacing guides, lesson plans, and observations will be used to monitor this action step.

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use email, remind 101, Celly, websites, or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current so that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or before school. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.	Parent Involvement	08/01/2014	05/21/2015	$0	No Funding Required	All Staff

Activity - Walking Loop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will arrange their classrooms in an such a way that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work, provide guided practice, and to give corrective feedback. Observations will be used tomonitor this action step.	Professional Learning	08/01/2014	05/21/2015	$0	No Funding Required	All Staff

Activity - Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize effective engagement strategies with emphasis on higer order thinking skills. These strategies will be shared and learned through professional development opportunities and monthly department meetings. Lesson plans and observations will be used to monitor this action step.	Professional Learning	08/01/2014	05/21/2015	$0	No Funding Required	All Staff

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Each grade level teachers will administer common assessments to ensure all students have the same rigor of questions to assess the Alabama Course of Study. Lesson plans, assessments, and observations will be used to monitor this action step. | Professional Learning | 08/01/2014 | 05/21/2015 | $0 | No Funding Required | All Staff |

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning	08/01/2014	05/21/2015	$0	No Funding Required	All Staff

Goal 2: All students at Phenix City Intermediate School will increase reading scores.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency by scoring "ready" in Reading by 05/21/2015 as measured by the ASPIRE Assessment.

Strategy 1:

Data Analysis - Teachers will administer unit assessments as well as selection assessments. They will examine the results of these assessments during data and department meetings. Effective learning strategies, common lessons, and common assessments will also be discussed in these monthly meetings. Pacing guides, lesson plans, and observations will be used to monitor this action step.

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use email, remind 101, Celly, websites, or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current so that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or before school. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.	Parent Involvement	08/01/2014	05/21/2015	$0	No Funding Required	All Staff

Activity - Walking Loop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will arrange their classrooms in an such a way that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work, provide guided practice, and to give corrective feedback. Observations will be used tomonitor this action step. | Professional Learning | 08/01/2014 | 05/21/2015 | $0 | No Funding Required | All Staff |

Activity - Student Engagement				Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize effective engagement strategies with emphasis on higer order thinking skills. These strategies will be shared and learned through professional development opportunities and monthly department meetings. Lesson plans and observations will be used to monitor this action step.				Professional Learning	08/01/2014	05/21/2015	$0	No Funding Required	All Staff

Activity - Common Assessments				Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level teachers will administer common assessments to ensure all students have the same rigor of questions to assess the Alabama Course of Study. Lesson plans, assessments, and observations will be used to monitor this action step.				Professional Learning	08/01/2014	05/21/2015	$0	No Funding Required	All Staff

Activity - Lesson Plans				Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.				Professional Learning	08/01/2014	05/21/2015	$0	No Funding Required	All Staff

Activity - Small Group Instruction				Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th grade reading teachers will provide small group instruction a minimum of twice a week; 6th grade language teachers will provide small group instruction at least once a month for students to complete writing revisions. Lesson plans, observations, and pacing guides will be used to monitor this action step.				Professional Learning	08/01/2014	05/21/2015	$0	No Funding Required	All Staff

Goal 3: All students at Phenix City Intermediate School will increase science scores.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency by scoring "ready" in Science by 05/21/2015 as measured by the ASPIRE Assessment..

Strategy 1:

Data Analysis - Teachers will meet monthly to examine the results of common assessments during data and department meetings. Effective learning strategies, common lessons, and common assessments will also be discussed in these monthly meetings. Pacing guides, lesson plans, and observations will be used to monitor

this action step.

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use email, remind 101, Celly, websites, or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current so that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or before school. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.	Parent Involvement	08/01/2014	05/21/2015	$0	No Funding Required	All Staff

Activity - Walking Loop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will arrange their classrooms in an such a way that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work, provide guided practice, and to give corrective feedback. Observations will be used to monitor this action step.	Professional Learning	08/01/2014	05/21/2015	$0	No Funding Required	All Staff

Activity - Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize effective engagement strategies with emphasis on higer order thinking skills and use inquiry based instruction. These strategies will be shared and learned through professional development opportunities and monthly department meetings. Teachers will make use of materials provided by the Alabama Math, Science and Technology Initiative to promote student engagement. Lesson plans and observations will be used to monitor this action step.	Professional Learning	08/01/2014	05/21/2015	$0	No Funding Required	All Staff

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level teachers will administer common assessments to ensure all students have the same rigor of questions to assess the Alabama Course of Study. Lesson plans, assessments, and observations will be used to monitor this action step.	Professional Learning	08/01/2014	05/21/2015	$0	No Funding Required	All Staff

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning	08/01/2014	05/21/2015	$0	No Funding Required	All Staff

Goal 4: EL students at Phenix City Intermediate School will increase their EL scores.

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency by increasing their score by .5 in English Language Arts by 05/21/2015 as measured by the ACCESS Assessment..

Strategy 1:

EL Teacher Training -

4.1.1

During the 2014 - 2015 school year, teachers who teach EL students will be trained how to properly accomodate the students. Our district EL teacher will assit in this

training. They will be trained on the WIDA standards and the Can-Do Descriptors. Teachers will also be provided with the I-ELP's of each EL student, gain knowledge

of the administration of the WAPT and ACCESS tests, and be trained on how to develop appropriate goals for their EL students. Sigin in sheets will be used to monitor

this action step as well as the EL students' classroom documentation folders that the teachers will have.

Interventions

Professional development and consultations with the school EL representative and the district EL representative.

Resources

Consultants and Training Sessions (School EL representative and District EL representative)

Activity - Teacher Training on EL Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers on the process of EL students at PCIS and how to differentiate for them in their classroom.	Professional Learning	08/01/2014	05/21/2015	$0	No Funding Required	Teachers of EL students

Goal 5: Develop a Positive School Culture

Measurable Objective 1:

demonstrate a behavior that will foster a positive school culture with the core elements being respectfulness, resoucefulness, and responsibility by 05/21/2015 as measured by observations by the administration.

Strategy 1:

Be Better Initiative -

Interventions

Student conference (with counselor or administrator); Parent/student/teacher conference; office referrals

Resources

Professional development (be-better-initiative, Strategic Teaching)

Activity - Tools For Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All PCIS teachers will participate in a "Tools for Teaching" professional development session in August 2014. All new teachers will participate in 12 professional development sessions that cover the contents of the book authored by Dr. Fred Jones. The workshops will take place during the 1st semester of the 2014-2015 school year. Teacher attendance data, implementation of strategies, observations, and walkthroughs will be used to monitor this action step.	Professional Learning	08/01/2014	05/21/2015	$0	No Funding Required	All Staff

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PCIS teachers will participate in a Strategic Teaching professional development session in August 2014. In service evaluations, implementation of strategies during lessons, and observations will be used to monitor this action step.	Professional Learning	08/01/2014	05/21/2015	$0	No Funding Required	All Staff

Activity - The Three R's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PCIS teachers will teach the three R's (Respectful, Responsible, Resourceful) to their students.	Professional Learning	08/01/2014	05/21/2015	$0	No Funding Required	All Staff

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
The Three R's	PCIS teachers will teach the three R's (Respectful, Responsible, Resourceful) to their students.	Professional Learning	08/01/2014	05/21/2015	$0	All Staff
Tools For Teaching	All PCIS teachers will participate in a "Tools for Teaching" professional development session in August 2014. All new teachers will participate in 12 professional development sessions that cover the contents of the book authored by Dr. Fred Jones. The workshops will take place during the 1st semester of the 2014-2015 school year. Teacher attendance data, implementation of strategies, observations, and walkthroughs will be used to monitor this action step.	Professional Learning	08/01/2014	05/21/2015	$0	All Staff
Small Group Instruction	6th grade reading teachers will provide small group instruction a minimum of twice a week; 6th grade language teachers will provide small group instruction at least once a month for students to complete writing revisions. Lesson plans, observations, and pacing guides will be used to monitor this action step.	Professional Learning	08/01/2014	05/21/2015	$0	All Staff
Student Engagement	Teachers will utilize effective engagement strategies with emphasis on higer order thinking skills. These strategies will be shared and learned through professional development opportunities and monthly department meetings. Lesson plans and observations will be used to monitor this action step.	Professional Learning	08/01/2014	05/21/2015	$0	All Staff
Student Engagement	Teachers will utilize effective engagement strategies with emphasis on higer order thinking skills. These strategies will be shared and learned through professional development opportunities and monthly department meetings. Lesson plans and observations will be used to monitor this action step.	Professional Learning	08/01/2014	05/21/2015	$0	All Staff

Student Engagement	Teachers will utilize effective engagement strategies with emphasis on higer order thinking skills and use inquiry based instruction. These strategies will be shared and learned through professional development opportunities and monthly department meetings. Teachers will make use of materials provided by the Alabama Math, Science and Technology Initiative to promote student engagement. Lesson plans and observations will be used to monitor this action step.	Professional Learning	08/01/2014	05/21/2015	$0	All Staff
Parental Involvement	Teachers will use email, remind 101, Celly, websites, or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current so that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or before school. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.	Parent Involvement	08/01/2014	05/21/2015	$0	All Staff
Teacher Training on EL Students	Train teachers on the process of EL students at PCIS and how to differentiate for them in their classroom.	Professional Learning	08/01/2014	05/21/2015	$0	Teachers of EL students
Parental Involvement	Teachers will use email, remind 101, Celly, websites, or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current so that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or before school. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.	Parent Involvement	08/01/2014	05/21/2015	$0	All Staff
Lesson Plans	Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning	08/01/2014	05/21/2015	$0	All Staff

Common Assessments	Each grade level teachers will administer common assessments to ensure all students have the same rigor of questions to assess the Alabama Course of Study. Lesson plans, assessments, and observations will be used to monitor this action step.	Professional Learning	08/01/2014	05/21/2015	$0	All Staff
Parental Involvement	Teachers will use email, remind 101, Celly, websites, or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current so that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or before school. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.	Parent Involvement	08/01/2014	05/21/2015	$0	All Staff
Lesson Plans	Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning	08/01/2014	05/21/2015	$0	All Staff
Lesson Plans	Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning	08/01/2014	05/21/2015	$0	All Staff
Common Assessments	Each grade level teachers will administer common assessments to ensure all students have the same rigor of questions to assess the Alabama Course of Study. Lesson plans, assessments, and observations will be used to monitor this action step.	Professional Learning	08/01/2014	05/21/2015	$0	All Staff
Walking Loop	Teachers will arrange their classrooms in an such a way that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work, provide guided practice, and to give corrective feedback. Observations will be used tomonitor this action step.	Professional Learning	08/01/2014	05/21/2015	$0	All Staff
Common Assessments	Each grade level teachers will administer common assessments to ensure all students have the same rigor of questions to assess the Alabama Course of Study. Lesson plans, assessments, and observations will be used to monitor this action step.	Professional Learning	08/01/2014	05/21/2015	$0	All Staff

Strategic Teaching	PCIS teachers will participate in a Strategic Teaching professional development session in August 2014. In service evaluations, implementation of strategies during lessons, and observations will be used to monitor this action step.	Professional Learning	08/01/2014	05/21/2015	$0	All Staff
Walking Loop	Teachers will arrange their classrooms in an such a way that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work, provide guided practice, and to give corrective feedback. Observations will be used tomonitor this action step.	Professional Learning	08/01/2014	05/21/2015	$0	All Staff
Walking Loop	Teachers will arrange their classrooms in an such a way that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work, provide guided practice, and to give corrective feedback. Observations will be used to monitor this action step.	Professional Learning	08/01/2014	05/21/2015	$0	All Staff
				Total	$0	

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

The Title I Meeting is designed to inform parents of the school's participation in Title I and explain Title I requirements. The first meeting held in August regarding Title I will also include information about the parents' right to know how Title I funds are spent on the district and school level. This meeting will also talk about the 1% set aside for PCIS and Ms. Lyndsey who is paid from this set aside. We will host a second meeting in January to discuss any other questions that were not resovled in the first meeting or in the time between meetings.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

We will have two meetings in which we can discuss any questions about Title I. At our first meeting we ask for any parent who would like to be part of our SLT/CIP Team to sign up on their way out. Once they are on this team, they will attend our monthly meetings and give input. For those that are not on the team, they are told they can email or call with any concerns or suggestions. We use parent involvement funds to purchase planners for each of our students. The planners are used for communication with parents as well as teaching organizational skills to students.

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

PCIS will, when feasible, give information in a format and language that parents can understand by providing Spanish translations of newsletters, conference information, and important school/home information and providing interpreters at school and during school events.

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

Parents and school staff will jointly develop the parent/student/school compact which describes how families and the school will share responsibility for improving student achievement. Every student's family will receive a written copy of this compact to sign. This compact can be referenced during conferences to make everyone aware of their responsibility to achieve academic success. A parent may email or call with concerns or suggestions to this compact.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

Parents may email or call with concerns or suggestions for the CIP.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

At PCIS we can conduct conferences to help parents understand the State and PCBOE academic content standards, State and local academic assessments, and help parents educate their students at home in order to improve achievement. We will encourage parents to work hand in hand with PCIS and let them know that the staff at PCIS has an open door policy and together we can make it great.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

PCIS can conduct conferences to help parents understand the State and PCBOE academic content standards and help parents educate their students at home in order to improve achievement.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

PCIS will provide a variety of times for different events to promote parent involvement. Phone calls, face-to-face meetings, flyer invitations, emails, web-sites, call-outs, and planners will be utilized to inform parents of important activities taking place at PCIS.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

A parent resource area is located in the lobby of the main office. This area is set up to provide parents with access to school and community resources, technology, and school information. All documents related to curriculum, programs offered, improvement plans, and academic assessments are available to parents in this area. Upon request, parents are provided with resources and websites to assist students at home.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

Phone calls, face-to-face meetings, flyer invitations, emails, web-sites, call-outs, and planners will be utilized to inform parents of important activities taking place at PCIS. We will, when feasible, give information in a format and language that parents can understand by providing Spanish translations of newsletters, conference information, and important school/home information and providing interpreters at school and during school events.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

We encourage parents to be part of PCIS. If they have a conern or suggestion, they may email or call us with their concern. We will work together to find a common ground which will be best for the student.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent

practicable, in a language that parents can understand.

PCIS will, when feasible, give information in a format and language that parents can understand by providing Spanish translations of newsletters, conference information, and important school/home information and providing interpreters at school and during school events.

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted by surveying all stakeholders, collecting and analyzing end of the year school assessment data, and ASPIRE data. The School Leadership Team reviewed last year's plan and examined the data to identify areas of focus for this school year.

2. What were the results of the comprehensive needs assessment?

The results of the needs assessment reflected that Reading and Mathematics need to be a priority for the 2014-15 school year.

3. What conclusions were drawn from the results?

It was concluded that we needed to intstitute strategies which will require students to apply higher order thinking skills and be engaged throughout instruction.

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

The information is that parents believe their children know the expectations for learning but do not feel that some teachers provide adequate feedback in reference to the child's grades. Students believed that the school prepares them for success for the next school year and provided various resources to help them be successful but felt they were not treated with respect by staff or students. The school process summary provided evidence of teachers meeting regularly to evaluate instruction and assessment results to realign the curriculum to improve student achievement. Student achievement information concluded that students still need further structured math and reading instruction.

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

The school's goals are based on the identified areas of the needs assessment and our intent to prepare students for the rigor of the reading and math necessary for academic proficiency as assessed by the ASPIRE test.

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

The goals were crafted based on trends that occurred on multiple data sources for Reading and Mathematics. Data sources included the ASPIRE, STAR Math, STAR Reading, and formative assessments.

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

The goals focus on improving Reading and Mathematics proficiency for all students while providing instruction with varied strategies to encompass addressing the needs of those who are disadvantaged.

Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficience Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:
All students at Phenix City Intermediate School will increase math scores.

Measurable Objective 1:
55% of All Students will demonstrate a proficiency by scoring "ready"   in Mathematics by 05/21/2015 as measured by the ASPIRE Assessment.

Strategy1:
Develop a Math Pacing Guide - Teachers will adhere to the pacing guide developed to ensure that all students are taught the skills required for the Math course. Lesson plans, common assessment data, and observations will be used to monitor the progress of this action step.

Interventions
Enrichment time is added to the daily schedule, Parent/student/teacher conferences, Support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year, Test preparation will also be provided once a week during the enrichment time

Resources
Professional Development $14,902.00

Research Cited:

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All staff

Strategy2:
Data Analysis - Teachers will administer a pre and post test for each unit to analyze the amount of learned concpts before and after each unit is taught. Results will be examined during monthly department meetings following the end of each unit. Effective learning strategies, common lessons, and common assessments will also be discussed in these monthly meetings. Pacing guides, lesson plans, and observations will be used to monitor this action step.

Research Cited:

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use email, remind 101, Celly, websites, or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current so that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or before school. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.	Parent Involvement			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level teachers will administer common assessments to ensure all students have the same rigor of questions to assess the Alabama Course of Study. Lesson plans, assessments, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize effective engagement strategies with emphasis on higer order thinking skills. These strategies will be shared and learned through professional development opportunities and monthly department meetings. Lesson plans and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Walking Loop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will arrange their classrooms in an such a way that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work, provide guided practice, and to give corrective feedback. Observations will be used tomonitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Goal 2:

All students at Phenix City Intermediate School will increase reading scores.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency by scoring "ready" in Reading by 05/21/2015 as measured by the ASPIRE Assessment.

Strategy1:

Develop an English Language Arts Pacing Guide - Teachers will adhere to the pacing guide developed to ensure that all students are taught the skills required for the English course. Lesson plans, common assessment data, and observations will be used to monitor the progress of this action step.

Interventions

Enrichment time is added to the daily schedule, Parent/student/teacher conferences, Support from individual teachers (corrodinated by the student and techer) will be utilized throughout the year, Test prpeparation will also be provided once a week during the enrichment time
Research Cited:

Activity - Teacher Training on Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train Teachers on how to develop and what to include in their weekly lesson plans.	Professional Learning			08/01/2014	08/01/2014	$0 - No Funding Required	All staff

Strategy2:

Data Analysis - Teachers will administer unit assessments as well as selection assessments. They will examine the results of these

assessments during data and department meetings. Effective learning strategies, common lessons, and common assessments will also be discussed in these monthly meetings. Pacing guides, lesson plans, and observations will be used to monitor this action step.

Research Cited:

Activity - Walking Loop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will arrange their classrooms in an such a way that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work, provide guided practice, and to give corrective feedback. Observations will be used tomonitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use email, remind 101, Celly, websites, or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current so that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or before school. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.	Parent Involvement			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade reading teachers will provide small group instruction a minimum of twice a week; 6th grade language teachers will provide small group instruction at least once a month for students to complete writing revisions. Lesson plans, observations, and pacing guides will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize effective engagement strategies with emphasis on higer order thinking skills. These strategies will be shared and learned through professional development opportunities and monthly department meetings. Lesson plans and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level teachers will administer common assessments to ensure all students have the same rigor of questions to assess the Alabama Course of Study. Lesson plans, assessments, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Goal 3:

All students at Phenix City Intermediate School will increase science scores.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency by scoring "ready" in Science by 05/21/2015 as measured by the ASPIRE Assessment..

Strategy1:

Data Analysis - Teachers will meet monthly to examine the results of common assessments during data and department meetings. Effective learning strategies, common lessons, and common assessments will also be discussed in these monthly meetings. Pacing guides, lesson plans, and observations will be used to monitor this action step.

Research Cited:

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level teachers will administer common assessments to ensure all students have the same rigor of questions to assess the Alabama Course of Study. Lesson plans, assessments, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize effective engagement strategies with emphasis on higer order thinking skills and use inquiry based instruction. These strategies will be shared and learned through professional development opportunities and monthly department meetings. Teachers will make use of materials provided by the Alabama Math, Science and Technology Initiative to promote student engagement. Lesson plans and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use email, remind 101, Celly, websites, or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current so that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or before school. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.	Parent Involvement			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Walking Loop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will arrange their classrooms in an such a way that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work, provide guided practice, and to give corrective feedback. Observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Strategy2:

Develop a Science Pacing Guide - Teachers will adhere to the pacing guide developed to ensure that all students are taught the skills required for the Science course. Lesson plans, common assessment data, and observations will be used to monitor the progress of this action step.

Interventions

Enrichment time is added to the daily schedule, Parent/student/teacher conferences, Support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year, Test preparation will also be provided once a week during the enrichment time

Resources

Teacher stipends ($1000), Pacing Calendar, Alabama Course of Study, Common Core State Standards
Research Cited:

Activity - Teacher Training on Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on how to develop and what to include in their weekly lesson plans.	Professional Learning			08/01/2014	08/01/2014	$0 - No Funding Required	All staff

Goal 4:

EL students at Phenix City Intermediate School will increase their EL scores.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by increasing their score by .5 in English Language Arts by 05/21/2015 as measured by the ACCESS Assessment..

Strategy1:

EL Teacher Training -

4.1.1

During the 2014 - 2015 school year, teachers who teach EL students will be trained how to properly accomodate the students. Our district

EL teacher will assit in this training. They will be trained on the WIDA standards and the Can-Do Descriptors. Teachers will also be provided

with the I-ELP's of each EL student, gain knowledge of the administration of the WAPT and ACCESS tests, and be trained on how to develop

appropriate goals for their EL students. Sigin in sheets will be used to monitor this action step as well as the EL students' classroom

documentation folders that the teachers will have.

Interventions

Professional development and consultations with the school EL representative and the district EL representative.

Resources

Consultants and Training Sessions (School EL representative and District EL representative)

Research Cited:

Activity - Teacher Training on EL Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on the process of EL students at PCIS and how to differentiate for them in their classroom.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	Teachers of EL students

Goal 5:

Develop a Positive School Culture

Measurable Objective 1:

demonstrate a behavior that will foster a positive school culture with the core elements being respectfulness, resoucefulness, and

responsibility by 05/21/2015 as measured by observations by the administration.

Strategy1:

Be Better Initiative -

Interventions

Student conference (with counselor or administrator); Parent/student/teacher conference; office referrals

Resources

Professional development (be-better-initiative, Strategic Teaching)

Research Cited:

Activity - Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PCIS teachers will participate in a Strategic Teaching professional development session in August 2014. In service evaluations, implementation of strategies during lessons, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - The Three R's	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PCIS teachers will teach the three R's (Respectful, Responsible, Resourceful) to their students.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Teacher Training on the 3 R's and Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn different activities in order to teach the students about the 3 R's and also learn different engagement strategies to use in the classroom instruction.	Professional Learning			08/01/2014	08/01/2014	$0 - No Funding Required	All staff

Activity - Tools For Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All PCIS teachers will participate in a "Tools for Teaching" professional development session in August 2014. All new teachers will participate in 12 professional development sessions that cover the contents of the book authored by Dr. Fred Jones. The workshops will take place during the 1st semester of the 2014-2015 school year. Teacher attendance data, implementation of strategies, observations, and walkthroughs will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

All students at Phenix City Intermediate School will increase math scores.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency by scoring "ready" in Mathematics by 05/21/2015 as measured by the ASPIRE

Assessment.

Strategy1:

Develop a Math Pacing Guide - Teachers will adhere to the pacing guide developed to ensure that all students are taught the skills required for the Math course. Lesson plans, common assessment data, and observations will be used to monitor the progress of this action step.

Interventions

Enrichment time is added to the daily schedule, Parent/student/teacher conferences, Support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year, Test preparation will also be provided once a week during the enrichment time

Resources

Professional Development $14,902.00

Research Cited:

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All staff

Strategy2:

Data Analysis - Teachers will administer a pre and post test for each unit to analyze the amount of learned concpts before and after each unit is taught. Results will be examined during monthly department meetings following the end of each unit. Effective learning strategies, common lessons, and common assessments will also be discussed in these monthly meetings. Pacing guides, lesson plans, and observations will be used to monitor this action step.

Research Cited:

Activity - Walking Loop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will arrange their classrooms in an such a way that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work, provide guided practice, and to give corrective feedback. Observations will be used tomonitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level teachers will administer common assessments to ensure all students have the same rigor of questions to assess the Alabama Course of Study. Lesson plans, assessments, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use email, remind 101, Celly, websites, or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current so that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or before school. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.	Parent Involvement			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize effective engagement strategies with emphasis on higer order thinking skills. These strategies will be shared and learned through professional development opportunities and monthly department meetings. Lesson plans and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Goal 2:

All students at Phenix City Intermediate School will increase reading scores.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency by scoring "ready" in Reading by 05/21/2015 as measured by the ASPIRE Assessment.

Strategy1:

Data Analysis - Teachers will administer unit assessments as well as selection assessments. They will examine the results of these assessments during data and department meetings. Effective learning strategies, common lessons, and common assessments will also be discussed in these monthly meetings. Pacing guides, lesson plans, and observations will be used to monitor this action step.

Research Cited:

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize effective engagement strategies with emphasis on higer order thinking skills. These strategies will be shared and learned through professional development opportunities and monthly department meetings. Lesson plans and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use email, remind 101, Celly, websites, or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current so that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or before school. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.	Parent Involvement			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade reading teachers will provide small group instruction a minimum of twice a week; 6th grade language teachers will provide small group instruction at least once a month for students to complete writing revisions. Lesson plans, observations, and pacing guides will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Walking Loop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will arrange their classrooms in an such a way that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work, provide guided practice, and to give corrective feedback. Observations will be used tomonitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level teachers will administer common assessments to ensure all students have the same rigor of questions to assess the Alabama Course of Study. Lesson plans, assessments, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Strategy2:

Develop an English Language Arts Pacing Guide - Teachers will adhere to the pacing guide developed to ensure that all students are taught the skills required for the English course. Lesson plans, common assessment data, and observations will be used to monitor the progress of this action step.

Interventions

Enrichment time is added to the daily schedule, Parent/student/teacher conferences, Support from individual teachers (corrodinated by the student and techer) will be utilized throughout the year, Test prpeparation will also be provided once a week during the enrichment time

Research Cited:

Activity - Teacher Training on Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train Teachers on how to develop and what to include in their weekly lesson plans.	Professional Learning			08/01/2014	08/01/2014	$0 - No Funding Required	All staff

Goal 3:

All students at Phenix City Intermediate School will increase science scores.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency by scoring "ready" in Science by 05/21/2015 as measured by the ASPIRE Assessment..

Strategy1:

Data Analysis - Teachers will meet monthly to examine the results of common assessments during data and department meetings. Effective learning strategies, common lessons, and common assessments will also be discussed in these monthly meetings. Pacing guides, lesson plans, and observations will be used to monitor this action step.

Research Cited:

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level teachers will administer common assessments to ensure all students have the same rigor of questions to assess the Alabama Course of Study. Lesson plans, assessments, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Walking Loop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will arrange their classrooms in an such a way that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work, provide guided practice, and to give corrective feedback. Observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize effective engagement strategies with emphasis on higer order thinking skills and use inquiry based instruction. These strategies will be shared and learned through professional development opportunities and monthly department meetings. Teachers will make use of materials provided by the Alabama Math, Science and Technology Initiative to promote student engagement. Lesson plans and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use email, remind 101, Celly, websites, or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current so that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or before school. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.	Parent Involvement			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Strategy2:

Develop a Science Pacing Guide - Teachers will adhere to the pacing guide developed to ensure that all students are taught the skills required for the Science course. Lesson plans, common assessment data, and observations will be used to monitor the progress of this action step.

Interventions

Enrichment time is added to the daily schedule, Parent/student/teacher conferences, Support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year, Test preparation will also be provided once a week during the enrichment time

Resources

Teacher stipends ($1000), Pacing Calendar, Alabama Course of Study, Common Core State Standards

Research Cited:

Activity - Teacher Training on Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on how to develop and what to include in their weekly lesson plans.	Professional Learning			08/01/2014	08/01/2014	$0 - No Funding Required	All staff

Goal 4:

EL students at Phenix City Intermediate School will increase their EL scores.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by increasing their score by .5 in English Language Arts by 05/21/2015 as measured by the ACCESS Assessment..

Strategy1:

EL Teacher Training -

4.1.1

During the 2014 - 2015 school year, teachers who teach EL students will be trained how to properly accomodate the students. Our district EL teacher will assit in this training. They will be trained on the WIDA standards and the Can-Do Descriptors. Teachers will also be provided with the I-ELP's of each EL student, gain knowledge of the administration of the WAPT and ACCESS tests, and be trained on how to develop appropriate goals for their EL students. Sigin in sheets will be used to monitor this action step as well as the EL students' classroom documentation folders that the teachers will have.

Interventions

Professional development and consultations with the school EL representative and the district EL representative.

Resources

Consultants and Training Sessions (School EL representative and District EL representative)

Research Cited:

Activity - Teacher Training on EL Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on the process of EL students at PCIS and how to differentiate for them in their classroom.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	Teachers of EL students

Goal 5:

Develop a Positive School Culture

Measurable Objective 1:

demonstrate a behavior that will foster a positive school culture with the core elements being respectfulness, resoucefulness, and responsibility by 05/21/2015 as measured by observations by the administration.

Strategy1:

Be Better Initiative -

Interventions

Student conference (with counselor or administrator); Parent/student/teacher conference; office referrals

Resources

Professional development (be-better-initiative, Strategic Teaching)

Research Cited:

Activity - Teacher Training on the 3 R's and Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn different activities in order to teach the students about the 3 R's and also learn different engagement strategies to use in the classroom instruction.	Professional Learning			08/01/2014	08/01/2014	$0 - No Funding Required	All staff

Activity - Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PCIS teachers will participate in a Strategic Teaching professional development session in August 2014. In service evaluations, implementation of strategies during lessons, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Tools For Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All PCIS teachers will participate in a "Tools for Teaching" professional development session in August 2014. All new teachers will participate in 12 professional development sessions that cover the contents of the book authored by Dr. Fred Jones. The workshops will take place during the 1st semester of the 2014-2015 school year. Teacher attendance data, implementation of strategies, observations, and walkthroughs will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - The Three R's	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PCIS teachers will teach the three R's (Respectful, Responsible, Resourceful) to their students.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

All students at Phenix City Intermediate School will increase math scores.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency by scoring "ready"   in Mathematics by 05/21/2015 as measured by the ASPIRE Assessment.

Strategy1:

Develop a Math Pacing Guide - Teachers will adhere to the pacing guide developed to ensure that all students are taught the skills required for the Math course. Lesson plans, common assessment data, and observations will be used to monitor the progress of this action step.

Interventions

Enrichment time is added to the daily schedule, Parent/student/teacher conferences, Support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year, Test preparation will also be provided once a week during the enrichment time

Resources

Professional Development $14,902.00

Research Cited:

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All staff

Strategy2:

Data Analysis - Teachers will administer a pre and post test for each unit to analyze the amount of learned concpts before and after each unit is taught. Results will be examined during monthly department meetings following the end of each unit. Effective learning strategies, common lessons, and common assessments will also be discussed in these monthly meetings. Pacing guides, lesson plans, and observations will be used to monitor this action step.

Research Cited:

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize effective engagement strategies with emphasis on higer order thinking skills. These strategies will be shared and learned through professional development opportunities and monthly department meetings. Lesson plans and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level teachers will administer common assessments to ensure all students have the same rigor of questions to assess the Alabama Course of Study. Lesson plans, assessments, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Walking Loop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will arrange their classrooms in an such a way that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work, provide guided practice, and to give corrective feedback. Observations will be used tomonitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use email, remind 101, Celly, websites, or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current so that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or before school. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.	Parent Involvement			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Goal 2:

All students at Phenix City Intermediate School will increase reading scores.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency by scoring "ready" in Reading by 05/21/2015 as measured by the ASPIRE Assessment.

Strategy1:

Data Analysis - Teachers will administer unit assessments as well as selection assessments. They will examine the results of these

assessments during data and department meetings. Effective learning strategies, common lessons, and common assessments will also be

discussed in these monthly meetings. Pacing guides, lesson plans, and observations will be used to monitor this action step.

Research Cited:

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Walking Loop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will arrange their classrooms in an such a way that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work, provide guided practice, and to give corrective feedback. Observations will be used tomonitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level teachers will administer common assessments to ensure all students have the same rigor of questions to assess the Alabama Course of Study. Lesson plans, assessments, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade reading teachers will provide small group instruction a minimum of twice a week; 6th grade language teachers will provide small group instruction at least once a month for students to complete writing revisions. Lesson plans, observations, and pacing guides will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use email, remind 101, Celly, websites, or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current so that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or before school. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.	Parent Involvement			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize effective engagement strategies with emphasis on higer order thinking skills. These strategies will be shared and learned through professional development opportunities and monthly department meetings. Lesson plans and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Strategy2:

Develop an English Language Arts Pacing Guide - Teachers will adhere to the pacing guide developed to ensure that all students are taught the skills required for the English course. Lesson plans, common assessment data, and observations will be used to monitor the progress of this action step.

Interventions

Enrichment time is added to the daily schedule, Parent/student/teacher conferences, Support from individual teachers (corrodinated by the student and techer) will be utilized throughout the year, Test prpeparation will also be provided once a week during the enrichment time

Research Cited:

Activity - Teacher Training on Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train Teachers on how to develop and what to include in their weekly lesson plans.	Professional Learning			08/01/2014	08/01/2014	$0 - No Funding Required	All staff

Goal 3:

All students at Phenix City Intermediate School will increase science scores.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency by scoring "ready" in Science by 05/21/2015 as measured by the ASPIRE Assessment..

Strategy1:

Develop a Science Pacing Guide - Teachers will adhere to the pacing guide developed to ensure that all students are taught the skills required for the Science course. Lesson plans, common assessment data, and observations will be used to monitor the progress of this action step.

Interventions

Enrichment time is added to the daily schedule, Parent/student/teacher conferences, Support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year, Test preparation will also be provided once a week during the enrichment time

Resources

Teacher stipends ($1000), Pacing Calendar, Alabama Course of Study, Common Core State Standards

Research Cited:

Activity - Teacher Training on Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on how to develop and what to include in their weekly lesson plans.	Professional Learning			08/01/2014	08/01/2014	$0 - No Funding Required	All staff

Strategy2:

Data Analysis - Teachers will meet monthly to examine the results of common assessments during data and department meetings. Effective learning strategies, common lessons, and common assessments will also be discussed in these monthly meetings. Pacing guides, lesson plans, and observations will be used to monitor this action step.

Research Cited:

Activity - Walking Loop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will arrange their classrooms in an such a way that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work, provide guided practice, and to give corrective feedback. Observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level teachers will administer common assessments to ensure all students have the same rigor of questions to assess the Alabama Course of Study. Lesson plans, assessments, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use email, remind 101, Celly, websites, or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current so that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or before school. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.	Parent Involvement			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize effective engagement strategies with emphasis on higer order thinking skills and use inquiry based instruction. These strategies will be shared and learned through professional development opportunities and monthly department meetings. Teachers will make use of materials provided by the Alabama Math, Science and Technology Initiative to promote student engagement. Lesson plans and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Goal 4:

EL students at Phenix City Intermediate School will increase their EL scores.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by increasing their score by .5 in English Language Arts by 05/21/2015 as measured by the ACCESS Assessment..

Strategy1:

EL Teacher Training -

4.1.1

During the 2014 - 2015 school year, teachers who teach EL students will be trained how to properly accomodate the students. Our district EL teacher will assit in this training. They will be trained on the WIDA standards and the Can-Do Descriptors. Teachers will also be provided with the I-ELP's of each EL student, gain knowledge of the administration of the WAPT and ACCESS tests, and be trained on how to develop appropriate goals for their EL students. Sigin in sheets will be used to monitor this action step as well as the EL students' classroom

documentation folders that the teachers will have.

Interventions

Professional development and consultations with the school EL representative and the district EL representative.

Resources

Consultants and Training Sessions (School EL representative and District EL representative)

Research Cited:

Activity - Teacher Training on EL Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on the process of EL students at PCIS and how to differentiate for them in their classroom.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	Teachers of EL students

Goal 5:

Develop a Positive School Culture

Measurable Objective 1:

demonstrate a behavior that will foster a positive school culture with the core elements being respectfulness, resoucefulness, and responsibility by 05/21/2015 as measured by observations by the administration.

Strategy1:

Be Better Initiative -

Interventions

Student conference (with counselor or administrator); Parent/student/teacher conference; office referrals

Resources

Professional development (be-better-initiative, Strategic Teaching)

Research Cited:

Activity - Teacher Training on the 3 R's and Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn different activities in order to teach the students about the 3 R's and also learn different engagement strategies to use in the classroom instruction.	Professional Learning			08/01/2014	08/01/2014	$0 - No Funding Required	All staff

Activity - Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PCIS teachers will participate in a Strategic Teaching professional development session in August 2014. In service evaluations, implementation of strategies during lessons, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - The Three R's	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PCIS teachers will teach the three R's (Respectful, Responsible, Resourceful) to their students.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Tools For Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All PCIS teachers will participate in a "Tools for Teaching" professional development session in August 2014. All new teachers will participate in 12 professional development sessions that cover the contents of the book authored by Dr. Fred Jones. The workshops will take place during the 1st semester of the 2014-2015 school year. Teacher attendance data, implementation of strategies, observations, and walkthroughs will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

All students at Phenix City Intermediate School will increase math scores.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency by scoring "ready" in Mathematics by 05/21/2015 as measured by the ASPIRE Assessment.

Strategy1:

Develop a Math Pacing Guide - Teachers will adhere to the pacing guide developed to ensure that all students are taught the skills required for the Math course. Lesson plans, common assessment data, and observations will be used to monitor the progress of this action step.

Interventions

Enrichment time is added to the daily schedule, Parent/student/teacher conferences, Support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year, Test preparation will also be provided once a week during the enrichment time

Resources

Professional Development $14,902.00

Research Cited:

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All staff

Strategy2:

Data Analysis - Teachers will administer a pre and post test for each unit to analyze the amount of learned concpts before and after each unit is taught. Results will be examined during monthly department meetings following the end of each unit. Effective learning strategies, common lessons, and common assessments will also be discussed in these monthly meetings. Pacing guides, lesson plans, and observations will be used to monitor this action step.

Research Cited:

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use email, remind 101, Celly, websites, or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current so that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or before school. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.	Parent Involvement			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize effective engagement strategies with emphasis on higer order thinking skills. These strategies will be shared and learned through professional development opportunities and monthly department meetings. Lesson plans and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level teachers will administer common assessments to ensure all students have the same rigor of questions to assess the Alabama Course of Study. Lesson plans, assessments, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Walking Loop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will arrange their classrooms in an such a way that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work, provide guided practice, and to give corrective feedback. Observations will be used tomonitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Goal 2:

All students at Phenix City Intermediate School will increase reading scores.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency by scoring "ready" in Reading by 05/21/2015 as measured by the ASPIRE Assessment.

Strategy1:

Develop an English Language Arts Pacing Guide - Teachers will adhere to the pacing guide developed to ensure that all students are taught the skills required for the English course. Lesson plans, common assessment data, and observations will be used to monitor the progress of this action step.

Interventions

Enrichment time is added to the daily schedule, Parent/student/teacher conferences, Support from individual teachers (corrodinated by the student and techer) will be utilized throughout the year, Test prpeparation will also be provided once a week during the enrichment time

Research Cited:

Activity - Teacher Training on Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train Teachers on how to develop and what to include in their weekly lesson plans.	Professional Learning			08/01/2014	08/01/2014	$0 - No Funding Required	All staff

Strategy2:

Data Analysis - Teachers will administer unit assessments as well as selection assessments. They will examine the results of these assessments during data and department meetings. Effective learning strategies, common lessons, and common assessments will also be discussed in these monthly meetings. Pacing guides, lesson plans, and observations will be used to monitor this action step.

Research Cited:

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize effective engagement strategies with emphasis on higer order thinking skills. These strategies will be shared and learned through professional development opportunities and monthly department meetings. Lesson plans and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level teachers will administer common assessments to ensure all students have the same rigor of questions to assess the Alabama Course of Study. Lesson plans, assessments, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Walking Loop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will arrange their classrooms in an such a way that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work, provide guided practice, and to give corrective feedback. Observations will be used tomonitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade reading teachers will provide small group instruction a minimum of twice a week; 6th grade language teachers will provide small group instruction at least once a month for students to complete writing revisions. Lesson plans, observations, and pacing guides will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use email, remind 101, Celly, websites, or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current so that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or before school. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.	Parent Involvement			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Goal 3:

All students at Phenix City Intermediate School will increase science scores.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency by scoring "ready" in Science by 05/21/2015 as measured by the ASPIRE Assessment..

Strategy1:

Data Analysis - Teachers will meet monthly to examine the results of common assessments during data and department meetings. Effective learning strategies, common lessons, and common assessments will also be discussed in these monthly meetings. Pacing guides, lesson plans, and observations will be used to monitor this action step.

Research Cited:

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize effective engagement strategies with emphasis on higer order thinking skills and use inquiry based instruction. These strategies will be shared and learned through professional development opportunities and monthly department meetings. Teachers will make use of materials provided by the Alabama Math, Science and Technology Initiative to promote student engagement. Lesson plans and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Walking Loop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will arrange their classrooms in an such a way that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work, provide guided practice, and to give corrective feedback. Observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level teachers will administer common assessments to ensure all students have the same rigor of questions to assess the Alabama Course of Study. Lesson plans, assessments, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use email, remind 101, Celly, websites, or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current so that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or before school. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.	Parent Involvement			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Strategy2:

Develop a Science Pacing Guide - Teachers will adhere to the pacing guide developed to ensure that all students are taught the skills required for the Science course. Lesson plans, common assessment data, and observations will be used to monitor the progress of this action step.

Interventions

Enrichment time is added to the daily schedule, Parent/student/teacher conferences, Support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year, Test preparation will also be provided once a week during the enrichment time

Resources

Teacher stipends ($1000), Pacing Calendar, Alabama Course of Study, Common Core State Standards

Research Cited:

Activity - Teacher Training on Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on how to develop and what to include in their weekly lesson plans.	Professional Learning			08/01/2014	08/01/2014	$0 - No Funding Required	All staff

Goal 4:

EL students at Phenix City Intermediate School will increase their EL scores.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by increasing their score by .5 in English Language Arts by 05/21/2015 as measured by the ACCESS Assessment..

Strategy1:

EL Teacher Training -

4.1.1

During the 2014 - 2015 school year, teachers who teach EL students will be trained how to properly accomodate the students. Our district EL teacher will assit in this training. They will be trained on the WIDA standards and the Can-Do Descriptors. Teachers will also be provided with the I-ELP's of each EL student, gain knowledge of the administration of the WAPT and ACCESS tests, and be trained on how to develop appropriate goals for their EL students. Sigin in sheets will be used to monitor this action step as well as the EL students' classroom documentation folders that the teachers will have.

Interventions

Professional development and consultations with the school EL representative and the district EL representative.

Resources

Consultants and Training Sessions (School EL representative and District EL representative)

Research Cited:

Activity - Teacher Training on EL Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on the process of EL students at PCIS and how to differentiate for them in their classroom.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	Teachers of EL students

Goal 5:

Develop a Positive School Culture

Measurable Objective 1:

demonstrate a behavior that will foster a positive school culture with the core elements being respectfulness, resoucefulness, and responsibility by 05/21/2015 as measured by observations by the administration.

Strategy1:

Be Better Initiative -

Interventions

Student conference (with counselor or administrator); Parent/student/teacher conference; office referrals

Resources

Professional development (be-better-initiative, Strategic Teaching)

Research Cited:

Activity - Teacher Training on the 3 R's and Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn different activities in order to teach the students about the 3 R's and also learn different engagement strategies to use in the classroom instruction.	Professional Learning			08/01/2014	08/01/2014	$0 - No Funding Required	All staff

Activity - Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PCIS teachers will participate in a Strategic Teaching professional development session in August 2014. In service evaluations, implementation of strategies during lessons, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Tools For Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All PCIS teachers will participate in a "Tools for Teaching" professional development session in August 2014. All new teachers will participate in 12 professional development sessions that cover the contents of the book authored by Dr. Fred Jones. The workshops will take place during the 1st semester of the 2014-2015 school year. Teacher attendance data, implementation of strategies, observations, and walkthroughs will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - The Three R's	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PCIS teachers will teach the three R's (Respectful, Responsible, Resourceful) to their students.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

All students at Phenix City Intermediate School will increase math scores.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency by scoring "ready"   in Mathematics by 05/21/2015 as measured by the ASPIRE Assessment.

Strategy1:

Data Analysis - Teachers will administer a pre and post test for each unit to analyze the amount of learned concpts before and after each unit is taught. Results will be examined during monthly department meetings following the end of each unit. Effective learning strategies, common lessons, and common assessments will also be discussed in these monthly meetings. Pacing guides, lesson plans, and observations will be used to monitor this action step.

Research Cited:

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level teachers will administer common assessments to ensure all students have the same rigor of questions to assess the Alabama Course of Study. Lesson plans, assessments, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use email, remind 101, Celly, websites, or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current so that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or before school. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.	Parent Involvement			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Walking Loop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will arrange their classrooms in an such a way that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work, provide guided practice, and to give corrective feedback. Observations will be used tomonitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize effective engagement strategies with emphasis on higer order thinking skills. These strategies will be shared and learned through professional development opportunities and monthly department meetings. Lesson plans and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Strategy2:

Develop a Math Pacing Guide - Teachers will adhere to the pacing guide developed to ensure that all students are taught the skills required

for the Math course. Lesson plans, common assessment data, and observations will be used to monitor the progress of this action step.

Interventions

Enrichment time is added to the daily schedule, Parent/student/teacher conferences, Support from individual teachers (coordinated by the

student and teacher) will be utilized throughout the year, Test preparation will also be provided once a week during the enrichment time

Resources

Professional Development $14,902.00

Research Cited:

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All staff

Goal 2:

All students at Phenix City Intermediate School will increase reading scores.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency by scoring "ready" in Reading by 05/21/2015 as measured by the ASPIRE Assessment.

Strategy1:

Develop an English Language Arts Pacing Guide - Teachers will adhere to the pacing guide developed to ensure that all students are taught

the skills required for the English course. Lesson plans, common assessment data, and observations will be used to monitor the progress of

this action step.

Interventions

Enrichment time is added to the daily schedule, Parent/student/teacher conferences, Support from individual teachers (corrodinated by the student and techer) will be utilized throughout the year, Test prpeparation will also be provided once a week during the enrichment time

Research Cited:

Activity - Teacher Training on Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train Teachers on how to develop and what to include in their weekly lesson plans.	Professional Learning			08/01/2014	08/01/2014	$0 - No Funding Required	All staff

Strategy2:

Data Analysis - Teachers will administer unit assessments as well as selection assessments. They will examine the results of these assessments during data and department meetings. Effective learning strategies, common lessons, and common assessments will also be discussed in these monthly meetings. Pacing guides, lesson plans, and observations will be used to monitor this action step.

Research Cited:

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Walking Loop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will arrange their classrooms in an such a way that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work, provide guided practice, and to give corrective feedback. Observations will be used tomonitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade reading teachers will provide small group instruction a minimum of twice a week; 6th grade language teachers will provide small group instruction at least once a month for students to complete writing revisions. Lesson plans, observations, and pacing guides will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use email, remind 101, Celly, websites, or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current so that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or before school. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.	Parent Involvement			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level teachers will administer common assessments to ensure all students have the same rigor of questions to assess the Alabama Course of Study. Lesson plans, assessments, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize effective engagement strategies with emphasis on higer order thinking skills. These strategies will be shared and learned through professional development opportunities and monthly department meetings. Lesson plans and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Goal 3:

All students at Phenix City Intermediate School will increase science scores.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency by scoring "ready" in Science by 05/21/2015 as measured by the ASPIRE Assessment..

Strategy1:

Data Analysis - Teachers will meet monthly to examine the results of common assessments during data and department meetings. Effective learning strategies, common lessons, and common assessments will also be discussed in these monthly meetings. Pacing guides, lesson plans, and observations will be used to monitor this action step.

Research Cited:

Activity - Walking Loop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will arrange their classrooms in an such a way that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work, provide guided practice, and to give corrective feedback. Observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize effective engagement strategies with emphasis on higer order thinking skills and use inquiry based instruction. These strategies will be shared and learned through professional development opportunities and monthly department meetings. Teachers will make use of materials provided by the Alabama Math, Science and Technology Initiative to promote student engagement. Lesson plans and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use email, remind 101, Celly, websites, or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current so that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or before school. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.	Parent Involvement			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level teachers will administer common assessments to ensure all students have the same rigor of questions to assess the Alabama Course of Study. Lesson plans, assessments, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Strategy2:

Develop a Science Pacing Guide - Teachers will adhere to the pacing guide developed to ensure that all students are taught the skills required for the Science course. Lesson plans, common assessment data, and observations will be used to monitor the progress of this action step.

Interventions

Enrichment time is added to the daily schedule, Parent/student/teacher conferences, Support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year, Test preparation will also be provided once a week during the enrichment time

Resources

Teacher stipends ($1000), Pacing Calendar, Alabama Course of Study, Common Core State Standards

Research Cited:

Activity - Teacher Training on Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on how to develop and what to include in their weekly lesson plans.	Professional Learning			08/01/2014	08/01/2014	$0 - No Funding Required	All staff

Goal 4:

EL students at Phenix City Intermediate School will increase their EL scores.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by increasing their score by .5 in English Language Arts by 05/21/2015 as measured by the ACCESS Assessment..

Strategy1:

EL Teacher Training -

4.1.1

During the 2014 - 2015 school year, teachers who teach EL students will be trained how to properly accomodate the students. Our district EL teacher will assit in this training. They will be trained on the WIDA standards and the Can-Do Descriptors. Teachers will also be provided with the I-ELP's of each EL student, gain knowledge of the administration of the WAPT and ACCESS tests, and be trained on how to develop appropriate goals for their EL students. Sigin in sheets will be used to monitor this action step as well as the EL students' classroom documentation folders that the teachers will have.

Interventions

Professional development and consultations with the school EL representative and the district EL representative.

Resources

Consultants and Training Sessions (School EL representative and District EL representative)

Research Cited:

Activity - Teacher Training on EL Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on the process of EL students at PCIS and how to differentiate for them in their classroom.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	Teachers of EL students

Goal 5:

Develop a Positive School Culture

Measurable Objective 1:

demonstrate a behavior that will foster a positive school culture with the core elements being respectfulness, resoucefulness, and

responsibility by 05/21/2015 as measured by observations by the administration.

Strategy1:

Be Better Initiative -

Interventions

Student conference (with counselor or administrator); Parent/student/teacher conference; office referrals

Resources

Professional development (be-better-initiative, Strategic Teaching)

Research Cited:

Activity - Teacher Training on the 3 R's and Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn different activities in order to teach the students about the 3 R's and also learn different engagement strategies to use in the classroom instruction.	Professional Learning			08/01/2014	08/01/2014	$0 - No Funding Required	All staff

Activity - Tools For Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All PCIS teachers will participate in a "Tools for Teaching" professional development session in August 2014. All new teachers will participate in 12 professional development sessions that cover the contents of the book authored by Dr. Fred Jones. The workshops will take place during the 1st semester of the 2014-2015 school year. Teacher attendance data, implementation of strategies, observations, and walkthroughs will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PCIS teachers will participate in a Strategic Teaching professional development session in August 2014. In service evaluations, implementation of strategies during lessons, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - The Three R's	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PCIS teachers will teach the three R's (Respectful, Responsible, Resourceful) to their students.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

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

Goal 1:

EL students at Phenix City Intermediate School will increase their EL scores.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by increasing their score by .5 in English Language Arts by 05/21/2015 as measured by the ACCESS Assessment..

Strategy1:

EL Teacher Training -

4.1.1

During the 2014 - 2015 school year, teachers who teach EL students will be trained how to properly accomodate the students. Our district EL teacher will assit in this training. They will be trained on the WIDA standards and the Can-Do Descriptors. Teachers will also be provided with the I-ELP's of each EL student, gain knowledge of the administration of the WAPT and ACCESS tests, and be trained on how to develop appropriate goals for their EL students. Sigin in sheets will be used to monitor this action step as well as the EL students' classroom documentation folders that the teachers will have.

Interventions

Professional development and consultations with the school EL representative and the district EL representative.

Resources

Consultants and Training Sessions (School EL representative and District EL representative)

Research Cited:

Activity - Teacher Training on EL Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on the process of EL students at PCIS and how to differentiate for them in their classroom.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	Teachers of EL students

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

All students at Phenix City Intermediate School will increase math scores.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency by scoring "ready"   in Mathematics by 05/21/2015 as measured by the ASPIRE Assessment.

Strategy1:

Develop a Math Pacing Guide - Teachers will adhere to the pacing guide developed to ensure that all students are taught the skills required for the Math course. Lesson plans, common assessment data, and observations will be used to monitor the progress of this action step.

Interventions

Enrichment time is added to the daily schedule, Parent/student/teacher conferences, Support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year, Test preparation will also be provided once a week during the enrichment time

Resources

Professional Development $14,902.00

Research Cited:

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All staff

Strategy2:

Data Analysis - Teachers will administer a pre and post test for each unit to analyze the amount of learned concpts before and after each unit is taught. Results will be examined during monthly department meetings following the end of each unit. Effective learning strategies, common lessons, and common assessments will also be discussed in these monthly meetings. Pacing guides, lesson plans, and observations will be used to monitor this action step.

Research Cited:

Activity - Walking Loop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will arrange their classrooms in an such a way that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work, provide guided practice, and to give corrective feedback. Observations will be used tomonitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize effective engagement strategies with emphasis on higer order thinking skills. These strategies will be shared and learned through professional development opportunities and monthly department meetings. Lesson plans and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use email, remind 101, Celly, websites, or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current so that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or before school. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.	Parent Involvement			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level teachers will administer common assessments to ensure all students have the same rigor of questions to assess the Alabama Course of Study. Lesson plans, assessments, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Goal 2:

All students at Phenix City Intermediate School will increase reading scores.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency by scoring "ready" in Reading by 05/21/2015 as measured by the ASPIRE Assessment.

Strategy1:

Data Analysis - Teachers will administer unit assessments as well as selection assessments. They will examine the results of these

assessments during data and department meetings. Effective learning strategies, common lessons, and common assessments will also be

discussed in these monthly meetings. Pacing guides, lesson plans, and observations will be used to monitor this action step.

Research Cited:

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level teachers will administer common assessments to ensure all students have the same rigor of questions to assess the Alabama Course of Study. Lesson plans, assessments, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use email, remind 101, Celly, websites, or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current so that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or before school. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.	Parent Involvement			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize effective engagement strategies with emphasis on higer order thinking skills. These strategies will be shared and learned through professional development opportunities and monthly department meetings. Lesson plans and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Walking Loop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will arrange their classrooms in an such a way that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work, provide guided practice, and to give corrective feedback. Observations will be used tomonitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade reading teachers will provide small group instruction a minimum of twice a week; 6th grade language teachers will provide small group instruction at least once a month for students to complete writing revisions. Lesson plans, observations, and pacing guides will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Strategy2:

Develop an English Language Arts Pacing Guide - Teachers will adhere to the pacing guide developed to ensure that all students are taught the skills required for the English course. Lesson plans, common assessment data, and observations will be used to monitor the progress of this action step.

Interventions

Enrichment time is added to the daily schedule, Parent/student/teacher conferences, Support from individual teachers (corrodinated by the student and techer) will be utilized throughout the year, Test prpeparation will also be provided once a week during the enrichment time
Research Cited:

Activity - Teacher Training on Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train Teachers on how to develop and what to include in their weekly lesson plans.	Professional Learning			08/01/2014	08/01/2014	$0 - No Funding Required	All staff

Goal 3:

All students at Phenix City Intermediate School will increase science scores.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency by scoring "ready" in Science by 05/21/2015 as measured by the ASPIRE Assessment..

Strategy1:

Develop a Science Pacing Guide - Teachers will adhere to the pacing guide developed to ensure that all students are taught the skills required for the Science course. Lesson plans, common assessment data, and observations will be used to monitor the progress of this action step.

Interventions

Enrichment time is added to the daily schedule, Parent/student/teacher conferences, Support from individual teachers (coordinated by the student and teacher) will be utilized throughout the year, Test preparation will also be provided once a week during the enrichment time

Resources

Teacher stipends ($1000), Pacing Calendar, Alabama Course of Study, Common Core State Standards

Research Cited:

Activity - Teacher Training on Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on how to develop and what to include in their weekly lesson plans.	Professional Learning			08/01/2014	08/01/2014	$0 - No Funding Required	All staff

Strategy2:

Data Analysis - Teachers will meet monthly to examine the results of common assessments during data and department meetings. Effective learning strategies, common lessons, and common assessments will also be discussed in these monthly meetings. Pacing guides, lesson plans, and observations will be used to monitor this action step.

Research Cited:

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use email, remind 101, Celly, websites, or phone calls to keep parents abreast of any concerns or celebrations regarding their student's academics or behavior. They will also keep their grade books current so that parents will have access to an accurate display of the student's grades through the STI Parent Portal. Additionally, teachers will make themselves available for conferences with parents during their planning periods, after school, or before school. Students will take their planners, which contain assignments, home every day. Observations, emails, planners, grade books will be used to monitor this action step.	Parent Involvement			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level teachers will administer common assessments to ensure all students have the same rigor of questions to assess the Alabama Course of Study. Lesson plans, assessments, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize effective engagement strategies with emphasis on higer order thinking skills and use inquiry based instruction. These strategies will be shared and learned through professional development opportunities and monthly department meetings. Teachers will make use of materials provided by the Alabama Math, Science and Technology Initiative to promote student engagement. Lesson plans and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lesson plans that adhere to the pacing guide and outline before, during, and after activities for their students before each week's instruction. To ensure higher order thinking, teachers also develop a higher order thinking question. Pacing guides, lesson plans, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Walking Loop	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will arrange their classrooms in an such a way that accommodates teacher circulation throughout the classroom in order to make it easy to observe student work, provide guided practice, and to give corrective feedback. Observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Goal 4:

EL students at Phenix City Intermediate School will increase their EL scores.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by increasing their score by .5 in English Language Arts by 05/21/2015 as measured by the ACCESS Assessment..

Strategy1:

EL Teacher Training -

4.1.1

During the 2014 - 2015 school year, teachers who teach EL students will be trained how to properly accomodate the students. Our district

EL teacher will assit in this training. They will be trained on the WIDA standards and the Can-Do Descriptors. Teachers will also be provided with the I-ELP's of each EL student, gain knowledge of the administration of the WAPT and ACCESS tests, and be trained on how to develop appropriate goals for their EL students. Sigin in sheets will be used to monitor this action step as well as the EL students' classroom documentation folders that the teachers will have.

Interventions

Professional development and consultations with the school EL representative and the district EL representative.

Resources

Consultants and Training Sessions (School EL representative and District EL representative)

Research Cited:

Activity - Teacher Training on EL Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers on the process of EL students at PCIS and how to differentiate for them in their classroom.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	Teachers of EL students

Goal 5:

Develop a Positive School Culture

Measurable Objective 1:

demonstrate a behavior that will foster a positive school culture with the core elements being respectfulness, resoucefulness, and responsibility by 05/21/2015 as measured by observations by the administration.

Strategy1:

Be Better Initiative -

Interventions

Student conference (with counselor or administrator); Parent/student/teacher conference; office referrals

Resources

Professional development (be-better-initiative, Strategic Teaching)

Research Cited:

Activity - The Three R's	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PCIS teachers will teach the three R's (Respectful, Responsible, Resourceful) to their students.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Tools For Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All PCIS teachers will participate in a "Tools for Teaching" professional development session in August 2014. All new teachers will participate in 12 professional development sessions that cover the contents of the book authored by Dr. Fred Jones. The workshops will take place during the 1st semester of the 2014-2015 school year. Teacher attendance data, implementation of strategies, observations, and walkthroughs will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PCIS teachers will participate in a Strategic Teaching professional development session in August 2014. In service evaluations, implementation of strategies during lessons, and observations will be used to monitor this action step.	Professional Learning			08/01/2014	05/21/2015	$0 - No Funding Required	All Staff

Activity - Teacher Training on the 3 R's and Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn different activities in order to teach the students about the 3 R's and also learn different engagement strategies to use in the classroom instruction.	Professional Learning			08/01/2014	08/01/2014	$0 - No Funding Required	All staff

Component 3: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	No	PCIS has seven teachers who are not highly qualified. Thses teachers are awaiting test completion results from the PRAXIS as they hold teaching certificates in other states and completing alternative programs to become highly qualified.	

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

It is our goal to hire certified and highly qualified teachers to meet the needs and demands of our students, whenever possible. When seeking candidates for employment, we carefully consider areas of certification, experience, and specialized training. Once a position becomes available, applicants are interviewed and assigned to a position based on where they are believed to impact student achievement most significantly.

Component 4: Strategies to Attract Highly Qualified Teachers

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

At the end of the 2013-2014 school year, 16 teachers left PCIS for multiple reasons.

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

The experience level is broken down the following way:

0 - 5 years ~ 37 certified staff

6 - 10 years ~ 11 certified staff

11 - 20 years ~ 8 certified staff

21 - 30 years ~ 3 certified staff

3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

To attract and retain high quality teachers, Phenix City Intermediate implemented a school culture and climate initiative. PCIS promotes staff birthdays, post opportunities for further professional development and addresses issues with administration regarding data obtained from staff surveys. Additionally, the school selects a classroom teacher of the year, specialty area teacher of the year, etc. and they are formally recognized and celebrated at a district wide program similar to a night at the Oscars. The event is called the Heart of the Community Awards and it is broadcasted on local television channels.

4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

In order to attract highly qualified teachers, the district has developed partnerships with colleges and universities throughout the southeast region of the country. District representatives actively recruit at college fairs. Additionally, the school district and the city have launched videos to share the good news about Phenix City and its school district. In an effort to retain highly qualified teachers, we make a deliberate effort to communicate how much we value the contributions of those employed. We assign leadership roles and provide opportunities for employees to grow and develop as professionals through targeted professional development.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

The school (district) has implemented the Mentor Program to increase teacher retention rates. At PCIS, we will recognize teachers periodically throughout the year and create a pleasant culture through our Be Better Initiative.

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

Lesson plan training, Be Better Initiative (the 3 R's), and strategic teaching professional development meet these requirements.

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

Lesson plan training, Be Better Initiative (the 3 R's), strategic teaching, standards based teaching

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

PCBOE mentor/mentee program provided to new teachers and monthly mentor meetings.

4. Describe how this professional development is "sustained and ongoing."

The new teachers meet once a week for 12 weeks and go through a program called Tools for Teaching. They also meet with their mentor to collaborate and discuss teaching strategies for their classroom. Teachers are exposed to new learning in manageable chunks. Professional development days are designated at the onset of the school year, in October, in January, and in May. This allows for opportunities to assess teacher implementation of the professional learning and to schedule follow-up sessions or extensions of the professional development sessions throughout each school year.

Component 6: Transition Strategies

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

By teaching the 3 R's (respectful, responsible, and resourceful), the students should transition easily to any grade level because of their knowledge of these character traits. Also in the Spring, all 5th graders will take part in a tour of PCIS and all 7th graders will take part in a tour of SGS.

Component 7: Teacher Participation in Making Assessment Decisions

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

Teachers are able to provide input during school leadership meetings, department meetings, team meetings and faculty meetings. They will also analyze the ASPIRE results for their individual students and use this information throughout the year and during enrichment to prepare them for the next ASPIRE assessment.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

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

During team meetings, teachers will identify students who are not mastering standards and/or are not on grade level for specific tasks given based on State's standards. They will also analyze the ASPIRE results for their individual students and use this information throughout the year and during enrichment to prepare them for the next ASPIRE assessment.

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

Teachers utilize Problem Solving Teams (PST) and Tier II interventions as they work to improve student achievement on assessments. They will also analyze the ASPIRE results for their individual students and use this information throughout the year and during enrichment to prepare them for the next ASPIRE assessment.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Various strategies are incorporated in the Before, During, and After components of the Strategic Lesson Plan being utilized by the district. Teachers will also utilize small group instruction and remediate during enrichment time.

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

Our teachers will stay after school to give attention to any student that is in academic need.

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

PCIS provides counseling, school and home supplies, interventions, and anything else deemed necessary to help these group of students.

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

displaced homemakers, and individuals with limited English proficiency.

PCIS provides counseling, school and home supplies, interventions, and anything else deemed necessary to help these group of students

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

Programs are coordinated and integrated based on schoolwide goals through school committee meetings and leadership team meetings. State funds allow PCIS to hire highly qualified teachers and federal funds help us meet the needs of our students.

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

STAR Math, STAR Reading are used to show current academic growth and help students prepare for the state assessment in the Spring. State funds allow PCIS to hire highly qualified teachers and federal funds help us meet the needs of our students.

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

PCIS uses a group called TEARS to help address bullying and social issues with our students.

Component 10: Evaluation

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

Through data analysis of current grades and surveys to stakeholders. PCIS also uses ASPIRE and Star data.

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

The school looks for trends in the data to determine which groups are making gains and which are not meeting proficiency in order to provide additional remediation.

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

Effectiveness of the program is determined through data analysis at team and department meetings. We progress monitor throughout the year based on Star, ASPIRE, and local assessments.

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

Our school leadership team meets to discuss the plan and make any necessary changes throughout the year and in the summer.

Coordination of Resources-Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	47.13

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

Label	Question	Value
3.	Provide the number of Assistant Principal assigned units.	1.5

Label	Question	Value
4.	Provide the number of Counselor assigned units.	2.0

Label	Question	Value
5.	Provide the number of Librarian assigned units.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	54.83

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	1.5

Label	Question	Value
4.	Provide the number of Counselors.	2.0

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

I. State Foundation Funds:Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	1940569.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	85694.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	131990.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	137139.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	50223.0

Label	Question	Value
6.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Label	Question	Value
7.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	16315.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total   2,361,930.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Title I funds help pay for extra teachers, an instructional coach, classroom supplies, instructional software, supplies and equipment, technology and computer equipment, a parental involvement specialist, staff development stipends, and professional development.

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	303175.0

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

These funds are housed at the Central Office and will be requested for use.

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	0.0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

Title IV: For Safe and Frug-free Schools

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

Career and Technical Education-Perkins IV: Basic Grant (Title I)

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
18.	Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Copier - 5000.00

Janitorial - 8910.00

Library - 5791.50

Security - 1500.00

Label	Question	Value
2.	Local Funds Provide the total.	158415.0