

# **2018-2019 ACIP**

Heard Elementary School

Dothan City Board of Education

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## Overview

### Plan Name

2018-2019 ACIP

### Plan Description

The attached ACIP including Goals and Objectives for Instruction, Management, and Learning Supports will be implemented fully during the 2018-2019 school year.

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	(2018-2019) All students will perform at or above proficiency and show continuous improvement (achievement/growth).	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$0
2	(2018-2019) Implement an early warning system for student absences and build a community-based support and intervention system.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1000
3	(2018-2019) Create a system-wide culture that values flexibility, innovation, and inspiration in the classroom.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: (2018-2019) All students will perform at or above proficiency and show continuous improvement (achievement/growth).

### Measurable Objective 1:

78% of Third, Fourth and Fifth grade students will demonstrate a proficiency by meeting or exceeding Alabama Benchmark Scores in Reading by 05/23/2019 as measured by the 2019 Scantron Performance Series Assessment.

### Strategy 1:

Vocabulary Practice - In any classroom, teaching vocabulary is a key component for expanding student knowledge. A perfect way for students to practice their vocabulary skills is to create storyboards/graphic organizers that incorporate use of words in a real life context. When students define, then use a word, they master the application of it and retain it in their vocabulary.

### Lesson-Specific Essential Questions:

How can I increase my vocabulary?

How does the understanding of vocabulary increase our comprehension of challenging texts?

How do we determine the meaning of unknown words?

Students will learn new vocabulary words, use them correctly in a sentence, and understand their meaning in the text.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 1. Vocabulary and Word Study to Increase Comprehension in Content Areas for Struggling Readers:

[https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1248&context=education\\_ETD\\_masters](https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1248&context=education_ETD_masters) 2. Five Components of Reading Vocabulary:

<https://www.readnaturally.com/research/5-components-of-reading/vocabulary>

Activity - Storyboard Vocabulary Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Give students a list of words that they will encounter during their reading. This list should contain the definitions. Once students have completed this, they should routinely use these words in order to gain mastery, through questioning techniques, discussion, and writing activities. Before reading, ask students to create storyboards/graphic organizers that use the word in a sentence correctly. It is helpful if you ask them to include the part of speech for each word. Students will also illustrate and use Frayer Models.</p> <p>During reading you can have students track words, finding the page number, line, and quote where each word is used. They can then use these items to create a storyboard/graphic organizer showing the actual expression of the word from the story/text.</p> <p>Variations on Storyboard Vocabulary Activities are as follows: a. Student finds vocabulary word(s) or words are provided by teacher. b. Student tries to guess meaning through context and/or gets definition from online or print dictionary. c. Student finds quote from the text using vocabulary word and/or writes original sentence using vocabulary word. d. Student finds synonyms and distinguishes shades of meaning. e. Student creates an image based on a sentence provided by teacher.</p>	Academic Support Program	09/10/2018	05/23/2019	\$0	No Funding Required	Teachers, Professional Learning Team, Troy Regional Inservice Center
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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will provide professional development sessions to address reading comprehension and vocabulary acquisition. District Reading Specialist will provide professional development to address standards alignment.	Academic Support Program	10/01/2018	05/23/2019	\$0	No Funding Required	Instructional Coach and District Reading Specialist

**Measurable Objective 2:**

85% of Third, Fourth and Fifth grade students will demonstrate a proficiency by meeting or exceeding Alabama Benchmark Scores in Mathematics by 05/23/2019 as measured by 2019 Scantron Performance Series Assessment.

**Strategy 1:**

Patterns, Functions, and Algebra - Teachers will assist students to develop their understanding of patterning, functional relationships and the foundations of algebraic thinking. They will do this by helping students: a. recognize, construct, extend, create, analyze, generalize, and describe patterns; b. Use pattern-based thinking to understand and represent mathematical and real-world phenomena; c. develop categorization and classification skill; d. determine mathematical rules and develop an understanding of functional relationships; e. use tables, rules, variables, open sentences, and graphs to describe patterns and other relationships; f. model real world situations by representing

data in tables, pictures, graphs, open sentences, equations or inequalities, rules, and functions; g. develop strategies for evaluating expressions and finding the solution to equations and inequalities; and h. form and verify generalizations based on observations of patterns and relationships.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 1. Instructional Strategies for Teaching Algebra in Elementary School: Findings from a Research Practice Collaboration:

<http://ase.tufts.edu/devtech/courses/readings/EarnestBalti2008.pdf> 2. Just Say Yes to Early Algebra: <file:///C:/Users/Leah/Downloads/tcm2015-09-92a.pdf> 3. Making

Algebra Work: Instructional Strategies that Deepen Student Understanding, Within and Between Representations:

<https://dash.harvard.edu/bitstream/handle/1/4889486/ERS%20Resub%20090220.pdf?sequence=1>

Activity - Study of Patterns and Relationships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In grades 3-4, teachers will assist students with the study of patterns and relationships specifically: Students will: a. recognize, describe, extend, and create a wide variety of patterns; b. represent and describe mathematical relationships; c. explore the use of variables and open sentences to express relationships.	Academic Support Program	09/10/2018	05/23/2019	\$0	No Funding Required	Teachers and Professional Learning Team

Activity - Exploration of Patterns and Functions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In grades 5, teachers will implement exploration of patterns and functions so that students can: a. describe, extend, analyze, and create a wide variety of patterns; b. describe and represent relationships with tables, graphs, and rules; c. analyze functional relationships to explain how a change in one quantity results in a change in another; d. use patterns and functions to represent and solve problems.	Academic Support Program	09/10/2018	05/23/2019	\$0	No Funding Required	Teachers and Professional Learning Team

Activity - Algebraic Concepts and Processes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>In grade 5, teachers will include explorations of algebraic concepts and processes so that students can: a. understand the concepts of variable, expression, and equation; b. represent situations and number patterns with tables, graphs, verbal rules, and equations and explore the interrelationships of these representations; c. analyze tables and graphs to identify properties and relationships; d. develop confidence in solving linear equations using concrete, informal, and formal methods; e. investigate inequalities and nonlinear equations informally; f. apply algebraic methods to solve a variety of real-world and mathematical problems.</p>	Academic Support Program	09/10/2018	05/23/2019	\$0	No Funding Required	Teachers and Professional Learning Team
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## Goal 2: (2018-2019) Implement an early warning system for student absences and build a community-based support and intervention system.

### Measurable Objective 1:

collaborate to reduce the number of student absences and tardies by 10% (including early checkouts) by 05/23/2019 as measured by INOW/Chalkable attendance reports.

### Strategy 1:

Attendance Awareness and Promotion - Attendance awareness will be developed and promoted including: 1. Announcements will be made, reminders will be sent, and displays will be shown to reinforce the importance of daily attendance 2. Signs will be posted to create a visual display to encourage attendance each day and timeliness (i.e. All Here and All on Time; schooleveryday) 3. Attendance reports will be printed to monitor absences, tardies, and checkouts 4. Use of attendance incentives: a. 20 Day Attendance Challenge Winners will be recognized and incentives will be provided for present each day of the challenge window. b. Incentives will continue each month for the grade level as well as top class in the school with the highest attendance percentage and the fewest tardies (20 minutes extra recess to each). c. Students will receive 15 minutes extra recess for having 100% attendance each month. d. Perfect Attendance will be recognized at each Honor's Day Ceremony during the year. e. Students with no absences during the first 100 days of school will receive a 100 Day Certificate.

Category: Develop/Implement Learning Supports

Research Cited: 1. Making the Case for Tracking Chronic Absence: <http://www.attendanceworks.org/wp-content/uploads/2017/06/Chronic-Absence-Research-Summary-1-pager-2.19.14withlinks.pdf> 2. Attendance in the Early Grades-Why it Matters for Reading:

<https://www.attendanceworks.org/wp-content/uploads/2017/06/Attendance-in-the-Early-Grades.pdf> 3. Why Attendance Matters for Early Childhood Educators: <http://www.attendanceworks.org/wp-content/uploads/2017/08/Early-Childhood-Educators-2015.pdf>



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Activity - Attendance Monitoring and Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance monitoring will take place including frequent attendance checks in INOW/Chalkable to verify that students are in compliance with the attendance policy. Letters will be sent as a reminder. We will track student attendance and provide incentives to maintain heightened awareness. Incentives may include extra recess and tangible rewards.	Academic Support Program	09/10/2018	05/23/2019	\$1000	Other	Administrators, Teachers, Counselor

Activity - Class Lessons-All Here, All on Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Class lessons will be implemented to reinforce the importance of daily school attendance, timeliness, and the need for fewer tardies and checkouts. Students will understand the difference between excused and unexcused absences.	Academic Support Program	09/10/2018	05/23/2019	\$0	No Funding Required	Administrators, Teachers, and Counselor

### Goal 3: (2018-2019) Create a system-wide culture that values flexibility, innovation, and inspiration in the classroom.

#### Measurable Objective 1:

collaborate to enhance the curriculum by creating STEAM lessons and activities that engage students, teachers, parents, and community stakeholders by 05/23/2019 as measured by a comprehensive survey to determine increased satisfaction.

#### Strategy 1:

Targeted STEAM Activities with Stakeholders to Promote Science, Engineering, and Arts & Humanities - Administrators, teachers, students, and community stakeholders will collaborate throughout the year to incorporate STEAM lessons and activities within the school. We plan to implement electives and stations with activities to demonstrate Science, Engineering, and Arts & Humanities. The activities will include engaging the community by utilizing volunteers and resources with a wealth of knowledge, skills, and expertise like scientists, medical professionals, engineers, architects, and artists. Experts in their field will interact with classes to provide creative lessons and demonstrations involving unique materials allowing the students to view interesting things and then become actively involved by exploring, designing, building, and decorating. The presentations and coordinating activities will thoroughly support the curriculum and promote the development of critical thinking skills.

Category: Implement Community Based Support and Intervention System

Research Cited: Integrated STEM Education through Project-Based Learning:

<http://www.rondout.k12.ny.us/common/pages/DisplayFile.aspx?itemId=16466975>; STEM for Elementary School Students-How to Instill a Lifelong Love of Science:

<http://blog.iaet.com/2015/08/13/stem-for-elementary-school-students-how-to-instill-a-lifelonglove-of-science/>; STEM vs. STEAM: Do the Arts Belong?:

<http://www.edweek.org/tm/articles/2014/11/18/ctq-jolly-stem-vs-steam.html>; Maker Education: Reaching All Learners: <http://www.edutopia.org/practice/maker-education-reaching-all-learners>

Activity - Activity - STEAM Building Stations and Activities involving Science, Engineering, and Arts & Humanities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Each station and activity developed is STEAM related focusing on Science, Technology, Engineering, Arts & Humanities, and Mathematics 2. The stations and activities help to expand knowledge and promote creativity 3. The engineering component will involve Robotics 4. An art station will allow students to produce art 5. An area physician will provide their expertise in science and medicine 6. Teachers, students, and community volunteers will assist in designing and producing a play which will be presented during the event 7. Each class will participate by creating a display centered around STEAM so that others can walk around and view	Community Engagement, Parent Involvement, Extra Curricular	09/10/2018	05/23/2019	\$0	No Funding Required	Administrators, Teachers, Parents, and Community Volunteers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance Monitoring and Incentives	Attendance monitoring will take place including frequent attendance checks in INOW/Chalkable to verify that students are in compliance with the attendance policy. Letters will be sent as a reminder. We will track student attendance and provide incentives to maintain heightened awareness. Incentives may include extra recess and tangible rewards.	Academic Support Program	09/10/2018	05/23/2019	\$1000	Administrators, Teachers, Counselor
<b>Total</b>					\$1000	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Algebraic Concepts and Processes	In grade 5, teachers will include explorations of algebraic concepts and processes so that students can: a. understand the concepts of variable, expression, and equation; b. represent situations and number patterns with tables, graphs, verbal rules, and equations and explore the interrelationships of these representations; c. analyze tables and graphs to identify properties and relationships; d. develop confidence in solving linear equations using concrete, informal, and formal methods; e. investigate inequalities and nonlinear equations informally; f. apply algebraic methods to solve a variety of real-world and mathematical problems.	Academic Support Program	09/10/2018	05/23/2019	\$0	Teachers and Professional Learning Team
Class Lessons-All Here, All on Time	Class lessons will be implemented to reinforce the importance of daily school attendance, timeliness, and the need for fewer tardies and checkouts. Students will understand the difference between excused and unexcused absences.	Academic Support Program	09/10/2018	05/23/2019	\$0	Administrators, Teachers, and Counselor
Study of Patterns and Relationships	In grades 3-4, teachers will assist students with the study of patterns and relationships specifically: Students will: a. recognize, describe, extend, and create a wide variety of patterns; b. represent and describe mathematical relationships; c. explore the use of variables and open sentences to express relationships.	Academic Support Program	09/10/2018	05/23/2019	\$0	Teachers and Professional Learning Team

<p>Storyboard Vocabulary Activities</p>	<p>Give students a list of words that they will encounter during their reading. This list should contain the definitions. Once students have completed this, they should routinely use these words in order to gain mastery, through questioning techniques, discussion, and writing activities. Before reading, ask students to create storyboards/graphic organizers that use the word in a sentence correctly. It is helpful if you ask them to include the part of speech for each word. Students will also illustrate and use Frayer Models.</p> <p>During reading you can have students track words, finding the page number, line, and quote where each word is used. They can then use these items to create a storyboard/graphic organizer showing the actual expression of the word from the story/text.</p> <p>Variations on Storyboard Vocabulary Activities are as follows: a. Student finds vocabulary word(s) or words are provided by teacher. b. Student tries to guess meaning through context and/or gets definition from online or print dictionary. c. Student finds quote from the text using vocabulary word and/or writes original sentence using vocabulary word. d. Student finds synonyms and distinguishes shades of meaning. e. Student creates an image based on a sentence provided by teacher.</p>	<p>Academic Support Program</p>	<p>09/10/2018</p>	<p>05/23/2019</p>	<p>\$0</p>	<p>Teachers, Professional Learning Team, Troy Regional Inservice Center</p>
<p>Professional Development</p>	<p>Instructional Coach will provide professional development sessions to address reading comprehension and vocabulary acquisition. District Reading Specialist will provide professional development to address standards alignment.</p>	<p>Academic Support Program</p>	<p>10/01/2018</p>	<p>05/23/2019</p>	<p>\$0</p>	<p>Instructional Coach and District Reading Specialist</p>
<p>Exploration of Patterns and Functions</p>	<p>In grades 5, teachers will implement exploration of patterns and functions so that students can: a. describe, extend, analyze, and create a wide variety of patterns; b. describe and represent relationships with tables, graphs, and rules; c. analyze functional relationships to explain how a change in one quantity results in a change in another; d. use patterns and functions to represent and solve problems.</p>	<p>Academic Support Program</p>	<p>09/10/2018</p>	<p>05/23/2019</p>	<p>\$0</p>	<p>Teachers and Professional Learning Team</p>
<p>Activity - STEAM Building Stations and Activities involving Science, Engineering, and Arts &amp; Humanities</p>	<p>1. Each station and activity developed is STEAM related focusing on Science, Technology, Engineering, Arts &amp; Humanities, and Mathematics 2. The stations and activities help to expand knowledge and promote creativity 3. The engineering component will involve Robotics 4. An art station will allow students to produce art 5. An area physician will provide their expertise in science and medicine 6. Teachers, students, and community volunteers will assist in designing and producing a play which will be presented during the event 7. Each class will participate by creating a display centered around STEAM so that others can walk around and view</p>	<p>Community Engagement, Parent Involvement, Extra Curricular</p>	<p>09/10/2018</p>	<p>05/23/2019</p>	<p>\$0</p>	<p>Administrators, Teachers, Parents, and Community Volunteers</p>
<b>Total</b>					<p>\$0</p>	