

## 2019-2020 Title I Schoolwide Diagnostic for ACIP \_09192019\_09:54

2019-2020 Title I Schoolwide Diagnostic for ACIP

**Phenix City Board of Education**  
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## 2019-2020 Title I Schoolwide Diagnostic for ACIP

### Instructions

Title I Schoolwide schools, must complete all of the following sections of this ACIP diagnostic:

- **Title I Schoolwide Diagnostic**
- **ACIP Assurances**
- **Parent and Family Engagement Diagnostic**
- **Coordination of Resources - Comprehensive Budget Diagnostic**
- **eProve™ strategies - Goals & Plans**

*Parent Surveys must be done annually, but it can be done electronically in eProve or by paper.*

## 2019-2020 Title I Schoolwide Diagnostic for ACIP

### Component 1: Comprehensive Needs Assessment (Sec. 1114(b)(6))

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, STAR Math and Reading results, and Scantron 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 should continue to be a priority for the 2018-2019 school year. Specific results show 6th grade STAR Reading proficiency at 45.2%, 7th grade reading proficiency at 33.3%. STAR Math proficiency results show 6th grade at 45.2% and 7th at 42%.

3. What conclusions were drawn from the results?

The information is that parents feel welcome at PCIS and the teachers are willing to meet and discuss their child's academic progress. 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.

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

The information is that parents feel welcome at PCIS and the teachers are willing to meet and discuss their child's academic progress. 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 Alabama Comprehensive Assessment Program (ACAP) test and by Renaissance Learning's STAR assessment.

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 Scantron, 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 and differentiated instruction to address the needs of those who are disadvantaged.

### Component 2: Schoolwide Reform Strategies (Sec. 1114 (7)(A)(i)(ii)(iii)(I)(II)(III))

1. Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

PCIS has STEM implementation schoolwide, including daily STEM classes for all students as well as STEM education woven into the core classes. Additionally, we have an Accelerated Academy for sixth and seventh grades, in which students are taught one and a half years of math, science, and ELA content in one year. The Accelerated Academy involves approximately 300 students. Thirty minutes of Enrichment time is scheduled for each student that provides differentiated instruction to remediate or enrich, depending on assessed student needs. Various programs such as Lexia and Moby Max are used in addition to small group intervention. Rigorous curriculum materials are utilized, including CMP3 Math, AMSTI Math and Science, Laying the Foundations English and Social Studies. AMSTI math and science implementation, with regular coaching from regional AMSTI specialists, to provide best practices in instructional strategies. LTF curriculum provided in ELA and Social Studies that incorporates hands-on, engaging literacy strategies for all students. Fine arts programs, including band for sixth and seventh grade students, and after school art, music, and drama.

2. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may **include**—

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools)
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

PCIS has two counselors, who provide group and individual counseling for social and emotional issues. PCIS also partners with East Alabama Mental Health to provide mental health support and support for students with behavioral and social issues. We have a school wide tiered intervention model, led by our Problem Solving Team (PST), that identifies students struggling academically and behaviorally and provides support through individualized intervention plans and data monitoring. We have a full time ELL Specialist to work with students who are second language learners and their teachers to provide appropriate support for academic success.

3. 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**.

We provide volunteer after school tutoring Monday- Friday after school from 3:00- 3:30.

4. Describe procedures/strategies used to address academic challenges for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

Our district has an ESL program that identifies students at risk for language deficiencies with a Home Language Survey. Those at risk based on survey are given an ACCESS screening test. If students qualify for ESL services based on this screening, they are given an EL IEP to meet

individual assessed needs. PCIS has a full time ESL Specialist who works with identified students and their teachers to provide appropriate strategies to improve student achievement. Counselors work to identify needs of students and train teachers in mandatory reporting laws and McKinney Vento in order to support all needs. Students who are identified for special education are given IEPs and placed with a case manager, who works with students to provide accommodations. TMcKinty Vinto training for all teachers to provide awareness of homeless students and how to addressMandatory reporting training for all staffSend home language survey?

5. Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

PCIS has a full time ESL specialist to provide regular feedback to parents to communicate student progress. In addition, she meets with each parent in the program at the beginning of the school year to provide information about assessments to be given throughout the year.

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

At the end of the 2018- 2019 school year, seventeen teachers did not return to employment for the current year.

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

0 - 5 years ~ 32 certified staff 6 - 10 years ~ 9 certified staff 11 - 20 years ~ 11 certified staff 21 - 30 years ~ 7 certified staff

8. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate (recruitment and retention strategies)?

PCIS participates in a Recruitment Fair in the spring and provides sign-on bonuses for new teachers. We also have provided additional instructional support for teachers this year through hiring a second instructional coach and an ESL Specialist. These support personnel provide ongoing professional development and in-class coaching for teachers' assessed areas of need. In addition, we have a mentoring program for first year teachers. We provide incentives school wide, such as teacher appreciation week and teacher of the month awards.

9. Describe how data is used from academic assessments to determine professional development.

Overall assessment data from STAR Reading and Math and Scantron was used to determine focus of PD for the year. In addition, quarterly STAR Reading and Math progress monitoring data provides a coaching focus for the school's two instructional coaches. Student surveys from last year were used to determine involvement in Alabama Best Practices Powerful Conversation Network book study on Social and Emotional Learning.

10. Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Lesson plan training, instructional coaching cycles by the two instructional coaches, ongoing professional development in regards to technology (Chromebooks), and strategic teaching professional development meet these requirements. We have also added training regarding instructional programs, such as LTF and AMSTI.

11. 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 is provided to new teachers, including monthly mentor/mentee meetings.

12. Describe how all professional development is "sustained and ongoing."

New teachers are required to meet regularly with their mentors to discuss and reflect their performance. Continual, regular walk-throughs and feedback are provided by the administration/instructional coaches. Regular "new teacher" PD sessions are provided by the district chromebook specialist, and monthly updates on programs like Mastery Connect, STAR, and Moby Max, and Lexia are provided via faculty meetings or meetings with instructional coaches. Regional AMSTI Specialists in math and science regularly provide support for math and science teachers through Professional Learning Communities and coaching cycles.

13. 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 and/or high school to college/work force.

Administrators visit all fifth grade schools in the district in the spring to orient students to PCIS expectations. Additionally, all Phenix City fifth graders and parents are given a school tour of the STEM Center and PCIS campus in the spring. Similarly, seventh grade students are given a tour of South Girard School, our eighth grade feeder school, each spring. Students are scheduled into neighborhood home base classes and are able to request "buddies" to be scheduled into their classes so that they will have a familiar face in their class. All students are placed in academic teams to provide a smaller community within a community at our school.

14. 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.

**(N/A for Elementary Schools)**

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

**Component 3: Evaluation (How does the school evaluate the implementation of the schoolwide program?)**

1. 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.

2. 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, Scantron, and local assessment.

3. 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 (SLT) meets often during the year and during the summer to discuss the plan, review for accountability and make necessary changes that are more suitable for our students to maximize achievement.

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## **Component 4: Coordination and Integration of Federal, State and Local Programs and Resources (Sec. 1114(b)(V))**

NOTE: Not all schools receive all of the funding sources mentioned.

1. 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.

2. 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, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

PCIS uses counseling to help address bullying and social issues with our students. Counselors conduct regular large-group and small-group sessions that center on these areas as well as events for parents to address concerns and improvement strategies.

## ACIP Assurances

### Instructions:

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

1. The school's ACIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (Sec. 1114, (b) (2))

Upload the signature page of your ACIP committee members. Upload any additional attachments if needed regarding your ACIP.

- YES**
- NO
- N/A

## **ATTACHMENTS**

### **Attachment Name**

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ACIP Meeting Signature Page

2. The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.

- YES
- NO**
- N/A

3. The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.

- YES**
- NO
- N/A

## Parent and Family Engagement

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. (Sec. 1116(c)(1))

PCIS holds an annual Open House to inform parents of the school's participation in Title I requirements.

2a. Describe how there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

The majority of meetings are held in the evenings to accommodate parent schedules. However, parents are encouraged to request appointments/conferences with school personnel during teacher planning periods or after school is dismissed for the day. PCIS personnel are sensitive to special situations and attempts to accommodate schedules when possible.

2b. Describe 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).

Highly involved parents are invited to participate in CIP team meetings. All PCIS parents are encouraged to email or call with concerns or suggestions at any time.

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

Parental Involvement Funds are used for parent engagement activities such as STEM night, Parenting Day, and other various events.

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. (Sec. 1116(c)(4)(A)(B)(C))

When appropriate, PCIS will provide information in a format and language that parents can understand by providing Spanish translations of newsletters, conference information, and important school/home information. Additionally, PCIS has a full time ESL Specialist on site that interprets for parent conferences, and 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). (Sec. 1116(d))

Parents and school staff 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. As stated above, parents may email or call with concerns or suggestions for the CIP.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Highly involved parents are invited to participate in the CIP process. All 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 ESSA Sec. 1116, requirements for

building capacity and parental and family engagement).

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.

PCIS offers Parenting Day and periodic conferences to clarify standards taught and benchmark assessments administered each school year. This information can be used by parents to improve student understanding and learning. PCIS encourages an open partnership between home and school to increase student engagement and achievement.

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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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.

PCIS schedules a variety of events to promote parent involvement. Phone calls, face-to-face meetings, flyer invitations, emails, web-sites, parent calls, and planners are used to communicate important activities taking place at PCIS.

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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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.

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.

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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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.

Phone calls, face-to-face meetings, flyer invitations, emails, web-sites, parent calls, and planners will be utilized to inform parents of activities taking place at PCIS. When appropriate PCIS will provide 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.

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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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.

PCIS has an open door policy that fosters continued communication between school personnel, parents, and students.

7. Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

When appropriate, PCIS will provide information in a format and language that parents can understand by providing Spanish translations of newsletters, conference information, and important school/home information. Additionally, PCIS has a full time ESL Specialist on site that interprets for parent conferences, and school events.

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## Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the [Coordination of Resources - Comprehensive Budget document](#).

Step 2: Upload the completed Coordination of Resources - Comprehensive Budget document.

- **I have completed and uploaded the Coordination of Resources - Comprehensive Budget.**
- I have not completed and uploaded the Coordination of Resources - Comprehensive Budget.

### **ATTACHMENTS**

#### **Attachment Name**

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 [Coordination of Resources Comprehensive Budget](#)

## eProve™ strategies: Goals & Plans

The school has completed all components of its ACIP in eProve™ strategies.

- Yes**
- No

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 ACIP Meeting Signature Page		• 1
 ACIP Parent Compact		•
 Coordination of Resources Comprehensive Budget		•

**Objective**

Provide more active personalized learning opportunities to support student proficiency in reading.

**Critical Initiative**

Students will be periodically assessed via STAR Reading to identify grade equivalency (GE) as well as specific areas of need centered on state standards.

**Start Date:** 08/07/2019

**End Date:** 05/21/2020

**Key Measures**

STAR Reading Screening Report

**Critical Initiative**

Our faculty and staff will strive to build intrinsic motivation in our students through involving them in the instructional process. Specifically, individualized conversations will be conducted.

**Start Date:** 08/07/2019

**End Date:** 05/21/2020

**Key Measures**

Completed Student Data Tracker

**Critical Initiative**

Students will increase reading proficiency via utilization of Lexia during a 30 minute enrichment every Monday, Wednesday, and Friday.

**Start Date:** 08/07/2019

**End Date:** 05/21/2020

**Key Measures**

STAR Reading Screening Report

**Objective**

Provide more active personalized learning opportunities to support student proficiency in math.

**Critical Initiative**

Students will be periodically assessed via STAR Math to identify grade equivalency (GE) as well as specific areas of need centered on state standards.

**Start Date:** 08/07/2019

**End Date:** 05/21/2020

**Key Measures**

STAR Math Screening Report

**Critical Initiative**

Our faculty and staff will strive to build intrinsic motivation in our students through involving them in the instructional process. Specifically, individualized conversations will be conducted.

**Start Date:** 08/07/2019

**End Date:** 05/21/2020

**Key Measures**

Completed Student Data Tracker

**Critical Initiative**

Students will increase math proficiency via utilization of Moby Max during a 30 minute enrichment every Tuesday and Thursday.

**Start Date:** 08/07/2019

**End Date:** 05/21/2020

**Key Measures**

STAR Math Screening Report

**Objective**

Faculty and staff will strive to increase students' intrinsic motivation to attend school.

**Critical Initiative**

Create a school climate fostering a culture promoting a safe and secure learning environment.

**Start Date:** 08/07/2019

**End Date:** 05/21/2020

**Key Measures**

Student Attendance Report

-

STEM implementation

**Objective**

Effectively engage students in inquiry based learning STEM activities.

**Critical Initiative**

Ensure each student is actively engaged in STEM related activities on a daily basis.

**Start Date:**

**End Date:**

**Key Measures**

Student report card

**Critical Initiative**

Students will be periodically assessed via STAR Reading to identify grade equivalency (GE) as well as specific areas of need centered on state standards.

**Objective:** Provide more active personalized learning opportunities to support student proficiency in reading.

Activity

Administer quarterly STAR Reading Assessments

**Person responsible:** Core Teachers and students

**Launch Date:** 08/19/2019

**Required Resources:**

Financial Resource: \$0.00

Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

STAR Reading Data Reports

**Benchmark:** 4% increase in proficiency and 1 year's growth in STAR Reading

**Target Date:** 05/21/2020

Personalized Instruction

Critical Initiative

Our faculty and staff will strive to build intrinsic motivation in our students through involving them in the instructional process. Specifically, individualized conversations will be conducted.

**Objective:** Provide more active personalized learning opportunities to support student proficiency in reading.

Activity

Student Data Meetings and Goal Setting

**Person responsible:** Core Teachers and students

**Launch Date:** 08/28/2019

**Required Resources:**

Financial Resource: \$0.00

Other Resource: Student Data Tracker  
STAR Data Report

**Activity Measure(s)**

**Benchmark(s)**

Completed data trackers

**Benchmark:** 4% increase in proficiency and 1 year's growth in STAR Reading

**Target Date:** 05/21/2020

**Critical Initiative**

Students will increase reading proficiency via utilization of Lexia during a 30 minute enrichment every Monday, Wednesday, and Friday.

**Objective:** Provide more active personalized learning opportunities to support student proficiency in reading.

Activity

Lexia Intervention for reading remediation

**Person responsible:** Core Teachers and students

**Launch Date:** 09/12/2019

**Required Resources:**

Financial Resource: \$0.00

Other Resource: Chromebooks

Headphones

**Activity Measure(s)**

**Benchmark(s)**

Completed Lexia Units

**Benchmark:** 4% increase in proficiency and 1 year's growth in STAR Reading

**Target Date:** 05/21/2020

Personalized Instruction

Critical Initiative

Students will be periodically assessed via STAR Math to identify grade equivalency (GE) as well as specific areas of need centered on state standards.

**Objective:** Provide more active personalized learning opportunities to support student proficiency in math.

Activity

Administer quarterly STAR Math Assessments

**Person responsible:** Core teachers and students

**Launch Date:** 08/19/2019

**Required Resources:**

Financial Resource: \$0.00

Other Resource:

**Activity Measure(s)**

**Benchmark(s)**

STAR Math Data Reports

**Benchmark:** 4% increase in proficiency and 1 year's growth in STAR Reading

**Target Date:** 05/21/2020

Personalized Instruction

Critical Initiative

Our faculty and staff will strive to build intrinsic motivation in our students through involving them in the instructional process. Specifically, individualized conversations will be conducted.

**Objective:** Provide more active personalized learning opportunities to support student proficiency in math.

Activity

Student Data Meetings and Goal Setting

**Person responsible:** Core teachers and students

**Launch Date:** 08/28/2019

**Required Resources:**

Financial Resource: \$0.00

Other Resource: Student Data Tracker

**Activity Measure(s)**

**Benchmark(s)**

Completed Data Trackers

**Benchmark:** 4% increase in proficiency and 1 year's growth in STAR Reading

**Target Date:** 05/21/2020

Personalized Instruction

Critical Initiative

Students will increase math proficiency via utilization of Moby Max during a 30 minute enrichment every Tuesday and Thursday.

**Objective:** Provide more active personalized learning opportunities to support student proficiency in math.

Activity

Moby Max Intervention for math remediation

**Person responsible:** Core teachers and students

**Launch Date:** 08/19/2019

**Required Resources:**

Financial Resource: \$560.00  
Other Resource: Chromebooks  
Headphones

**Activity Measure(s)**

**Benchmark(s)**

completed Moby Max units

**Benchmark:** 4% increase in proficiency and 1 year's growth in STAR Reading

**Target Date:** 05/21/2020

**Critical Initiative**

Create a school climate fostering a culture promoting a safe and secure learning environment.

**Objective:** Faculty and staff will strive to increase students' intrinsic motivation to attend school.

Activity

Positive Behavioral Intervention Strategies

**Person responsible:** Administration, Faculty, and Staff

**Launch Date:** 08/26/2019

**Required Resources:**

Financial Resource: \$0.00  
Other Resource: Class Dojo  
Student and Teacher Surveys

**Activity Measure(s)**

**Benchmark(s)**

Class Dojo Reports

**Benchmark:** Decreased absenteeism as a result of positive school climate

**Target Date:** 05/21/2020

Survey results

**Critical Initiative**

Ensure each student is actively engaged in STEM related activities on a daily basis.

**Objective:** Effectively engage students in inquiry based learning STEM activities.

# Phenix City Intermediate School

## Vision

Phenix City Intermediate School is pursuing excellence on behalf of every student in every school.

## Mission

PCIS strives to develop responsible and productive citizens who are prepared for the challenges of the future.

## Beliefs

The belief of Phenix City Intermediate School is each scholar can learn and has the fundamental right to an environment conducive to the best possible education.

### Personalized Instruction

#### Objectives

- Provide more active personalized learning opportunities to support student proficiency in reading.
- Provide more active personalized learning opportunities to support student proficiency in math.

#### Critical Initiatives

- Students will be periodically assessed via STAR Reading to identify grade equivalency (GE) as well as specific areas of need centered on state standards.
- Our faculty and staff will strive to build intrinsic motivation in our students through involving them in the instructional process. Specifically, individualized conversations will be conducted.
- Students will increase reading proficiency via utilization of Lexia during a 30 minute enrichment every Monday, Wednesday, and Friday.
- Students will be periodically assessed via STAR Math to identify

### Attendance

#### Objectives

- Faculty and staff will strive to increase students' intrinsic motivation to attend school.

#### Critical Initiatives

- Create a school climate fostering a culture promoting a safe and secure learning environment.

### STEM implementation

#### Objectives

- Effectively engage students in inquiry based learning STEM activities.

#### Critical Initiatives

- Ensure each student is actively engaged in STEM related activities on a daily basis.

Critical Initiatives

grade equivalency (GE) as well as specific areas of need centered on state standards.

- Our faculty and staff will strive to build intrinsic motivation in our students through involving them in the instructional process. Specifically, individualized conversations will be conducted.
- Students will increase math proficiency via utilization of Moby Max during a 30 minute enrichment every Tuesday and Thursday.

Critical Initiatives

Critical Initiatives

Key Measures

- STAR Reading Screening Report
- Completed Student Data Tracker
- STAR Reading Screening Report
- STAR Math Screening Report
- Completed Student Data Tracker
- STAR Math Screening Report

Key Measures

- Student Attendance Report

Key Measures

- Student report card

# Phenix City Intermediate School

## Mission

PCIS strives to develop responsible and productive citizens who are prepared for the challenges of the future.

### *Resources*

- 

### Critical Initiative

Students will be periodically assessed via STAR Reading to identify grade equivalency (GE) as well as specific areas of need centered on state standards.

### *Key Measures*

- *STAR Reading Screening Report*

### *Intended Outcomes*

- *Increase student proficiency in reading by 4% by 5/23/20 as assessed by STAR Reading.*

### *Objective*

Provide more active personalized learning opportunities to support student proficiency in reading.

## Vision

Phenix City Intermediate School is pursuing excellence on behalf of every student in every school.

# Phenix City Intermediate School

## Mission

PCIS strives to develop responsible and productive citizens who are prepared for the challenges of the future.

### Resources

- *Student Data Tracker*  
*STAR Data Report*

### Critical Initiative

Our faculty and staff will strive to build intrinsic motivation in our students through involving them in the instructional process. Specifically, individualized conversations will be conducted.

### Key Measures

- *Completed Student Data Tracker*

### Intended Outcomes

- *Students will be able to articulate reading goals via individualized, one page student data tracker.*

### Objective

Provide more active personalized learning opportunities to support student proficiency in reading.

## Vision

Phenix City Intermediate School is pursuing excellence on behalf of every student in every school.

# Phenix City Intermediate School

## Mission

PCIS strives to develop responsible and productive citizens who are prepared for the challenges of the future.

### Resources

- Chromebooks
- Headphones

### Critical Initiative

Students will increase reading proficiency via utilization of Lexia during a 30 minute enrichment every Monday, Wednesday, and Friday.

### Key Measures

- STAR Reading Screening Report

### Intended Outcomes

- Increase student proficiency in reading by 4% by 5/23/20 as assessed by STAR Reading.

### Objective

Provide more active personalized learning opportunities to support student proficiency in reading.

## Vision

Phenix City Intermediate School is pursuing excellence on behalf of every student in every school.

# Phenix City Intermediate School

## Mission

PCIS strives to develop responsible and productive citizens who are prepared for the challenges of the future.

### *Resources*

- 

### Critical Initiative

Students will be periodically assessed via STAR Math to identify grade equivalency (GE) as well as specific areas of need centered on state standards.

### *Key Measures*

- *STAR Math Screening Report*

### *Intended Outcomes*

- *Increase student proficiency in reading by 4% by 5/23/20 as assessed by STAR Math*

### *Objective*

Provide more active personalized learning opportunities to support student proficiency in math.

## Vision

Phenix City Intermediate School is pursuing excellence on behalf of every student in every school.

# Phenix City Intermediate School

## Mission

PCIS strives to develop responsible and productive citizens who are prepared for the challenges of the future.

### *Resources*

- *Student Data Tracker*

### Critical Initiative

Our faculty and staff will strive to build intrinsic motivation in our students through involving them in the instructional process. Specifically, individualized conversations will be conducted.

### *Key Measures*

- *Completed Student Data Tracker*

### *Intended Outcomes*

- *Students will be able to articulate reading goals via individualized, one page student data tracker.*

### *Objective*

Provide more active personalized learning opportunities to support student proficiency in math.

## Vision

Phenix City Intermediate School is pursuing excellence on behalf of every student in every school.

# Phenix City Intermediate School

## Mission

PCIS strives to develop responsible and productive citizens who are prepared for the challenges of the future.

### Resources

Total Financial Resources: \$560.00

- Chromebooks
- Headphones

### Critical Initiative

Students will increase math proficiency via utilization of Moby Max during a 30 minute enrichment every Tuesday and Thursday.

### Key Measures

- STAR Math Screening Report

### Intended Outcomes

- Increase student proficiency in math by 4% by 5/23/20 as assessed by STAR Math.

### Objective

Provide more active personalized learning opportunities to support student proficiency in math.

## Vision

Phenix City Intermediate School is pursuing excellence on behalf of every student in every school.

# Phenix City Intermediate School

## Mission

PCIS strives to develop responsible and productive citizens who are prepared for the challenges of the future.

### Resources

- *Class Dojo*  
*Student and Teacher Surveys*

### Critical Initiative

Create a school climate fostering a culture promoting a safe and secure learning environment.

### Key Measures

- *Student Attendance Report*

### Intended Outcomes

- *Decrease student absenteeism.*

### Objective

Faculty and staff will strive to increase students' intrinsic motivation to attend school.

## Vision

Phenix City Intermediate School is pursuing excellence on behalf of every student in every school.

# Phenix City Intermediate School

## Mission

PCIS strives to develop responsible and productive citizens who are prepared for the challenges of the future.

### *Resources*

### Critical Initiative

Ensure each student is actively engaged in STEM related activities on a daily basis.

### *Key Measures*

- *Student report card*

### *Intended Outcomes*

- *Meaningful engagement in STEM related curricula.*

### *Objective*

Effectively engage students in inquiry based learning STEM activities.

## Vision

Phenix City Intermediate School is pursuing excellence on behalf of every student in every school.

# Coordination of Resources - Comprehensive Budget

After completing this spreadsheet, upload as an attachment to the Coordination of Resources - Comprehensive Budget section of the **Title I Schoolwide Diagnostic for ACIP** or **Title I Targeted Assistance Diagnostic for ACIP** (depending which diagnostic is required for your school).

Do not delete any of the provided columns or tables for the questions below. If a given column does not apply, please leave it blank.

## Coordination of Resources

**Instructions:** Answer questions 1-10 below. If it does not apply, please leave the corresponding cell blank.

1	Number of classroom teacher State units earned=	56.03
2	Number of classroom teachers placed in your building=	58.48
3	Number of principal State units earned=	1
4	Number of principal units placed in your building=	1
5	Number of assistant principal State units earned=	2
6	Number of assistant principal units placed in your building=	2
7	Number of counselor State units earned=	2.5
8	Number of counselor units placed in your building=	2
9	Number of librarian State units earned=	2
10	Number of librarian units placed in your building=	1

## Comprehensive Budget

The blue cells for 11a-18a will populate the total amount, from your breakdown of each table Item/Personnel. Please see our example highlighted to provide your own breakdown of how **State and/or Local dollars** are being used for questions 11b-18b. Input the breakdowns for each question only in the corresponding table. Insert additional rows as needed within each table.

**Instructions:** Question 19 will populate the total State and/or Local dollars from questions 11a-18a.

Other than the personnel listed in **Coordination of Resources**, how are **State and/or Local** dollars being used in your school?

**\$8,000**

**Example:** Provide a breakdown of how this money is used. Insert additional rows if needed.

Items/Personnel	Amount
EL Tutors	\$5,000
Renaissance Learning	\$3,000

11a. Total amount of Title I, Improving the Academic Achievement of the Disadvantaged, dollars, including Parent and Family Engagement money (if applicable), in your school.

**\$343,851**

11b. Provide a breakdown of how this money is used. Insert additional rows if needed.

Items/Personnel	Amount
Salaries/Benefits	\$328,943
Supplies	\$492
Software	\$0
Equipment	\$0
Summer School	\$6,767
Headphone/Mice	\$7,649

Total amount of Title II, Professional Development Activities and Class Size Reduction, 12a. dollars (if applicable), in your school. **\$0**

12b. Provide a breakdown of how this money is used. Insert additional rows if needed.

Items/Personnel	Amount
N/A as all Title II funds associated with meeting the needs of professional development are covered by the Phenix City Board of Education's budget.	

13a. Total amount of Title III, English Learners, dollars (if applicable), in your school. **\$0**

13b. Provide a breakdown of how this money is used. Insert additional rows if needed.

Items/Personnel	Amount
N/A as all costs associated with meeting the needs of English Learner's are covered by Phenix City Board of Education's budget.	

Total amount of Title IV, Part A, Student Support and Academic Enrichment 14a. dollars (if applicable), in your school. **\$2,000**

14b. Provide a breakdown of how this money is used. Insert additional rows if needed.

Items/Personnel	Amount
Student Education for Art Program	\$1,000
Instructional Supplies for Art Program	\$1,000

Total amount of Title IV, Part B, 21st Century Community Learning Center 15a. dollars (if applicable), in your school. **\$0**

15b. Provide a breakdown of how this money is used. Insert additional rows if needed.

Items/Personnel	Amount

16a. Total amount of Title V, Rural and Low-Income, dollars (if applicable), in your school. **\$0**

16b. Provide a breakdown of how this money is used. Insert additional rows if needed.

Items/Personnel	Amount

17a. Total amount of Dependent Care Grant dollars (if applicable), in your school. \$0

17b. Provide a breakdown of how this money is used. Insert additional rows if needed.

<u>Items/Personnel</u>	<u>Amount</u>

18a. Total amount of School Improvement dollars (if applicable), in your school. \$0

18b. Provide a breakdown of how this money is used. Insert additional rows if needed.

<u>Items/Personnel</u>	<u>Amount</u>

19 Total amount of all State, Local, and Federal Funds \$345,851