

2016-17 School Action Plan

School: Elsie Collier Elementary	Principal: Michelle Shropshire
Leadership or ACIP Team Members' Names and Positions: ACIP Committee: Leslie Howard/ Literacy Coach, Susan Fearn/PACE/Test Coordinator, Amber Coggin/Technology Support Teacher, Deb Saleeby/Media Specialist, Marsha Richardson/Lead Math Teacher, Helen Ramsay/1 st grade teacher, Lisa Whatley/4 th grade teacher, Felicia Cooley/Parent Representative, Tracey Bozeman/Parent Representative, Brandon Shreves/Community Stakeholder	

Math

1. Review Aspire 2016 Math Baseline Data
 - a. Include grade level proficiency in the following categories:
 - 3rd grade** ▪ In Need of Support **9%** ▪ Close **22%** ▪ Ready **40%** ▪ Exceeding **29%**
 - 4th grade** ▪ In Need of Support **4%** ▪ Close **26%** ▪ Ready **48%** ▪ Exceeding **22%**
 - 5th grade** ▪ In Need of Support **5%** ▪ Close **29%** ▪ Ready **40%** ▪ Exceeding **20%**
 - b. Develop a plan to increase the achievement of the lowest performing 25% of students. Include this as an objective in your ACIP
Move 10% of the lowest 25% to proficiency by increasing their ACT Aspire scores by 4 points
Activities:
Daily math intervention to include PST/RTI strategies
Special Education teachers teach the standards by utilizing the Alabama Course of Study
 - c. Include this information in the ACIP/AdvancED Student Performance Diagnostic.
 - d. Use the data above to determine what Additional Academic Assistance will be offered to students. (Ex. Extended Day, Saturday School, Twilight, Credit Recovery, etc.)
Extended Day will be offered to the students in grades 3-5 who scored Close on Aspire and Ready and Exceeding on the Fall STAR math test.
Students who are In Need of Support and not already identified as Special Education will be included in PST
 - e. How will you know if the Additional Academic Assistance is working?
 - Identify the benchmarking/assessment/progress monitoring tools/measures
We will utilize STAR Math as our benchmarking and progress monitoring tool
 - Establish expected outcomes (Ex. Baseline = 20% / Expected Outcome = 50%)
Baseline = 70%/ Expected Outcome = 72%

Please be reminded that all resources must be approved by C&I.

2. After utilizing district pacing guides/resources, which of the following optional instructional resources are you currently using for Math? Please check all that apply and include the baseline data/evidence for each. Check all that apply. **Indicates free resources*

LearnZillion*	X	Think Through Math	Achieve the Core*
MDC (Mathematics Design Collaborative*)			Other (list in #3 below) X

3. If you are using any other instructional resources, please list them below:
- Engage New York
 - Illustrative Mathematics
 - Howard County Maryland Wikispaces
 - Georgia Math
4. Are the instructional resources listed above included in your ACIP as an objective/activity? If not, please include.
- How do you know if the objectives/activities are working? (benchmarking/assessment tools or progress monitoring measures)
 - Identify the benchmarking/assessment/progress monitoring tools
STAR Math
 - Establish expected outcomes (Ex. Baseline = 20% / Expected Outcome = 50%)
 - Monitor this information monthly and include results in your quarterly ACIP progress notes. Submit PDFs to your assistant superintendent quarterly.
 - Faculty will discuss progress monitoring results during data/PST/faculty/grade level/departamental/ACIP meetings.
 - Provide evidence/documentation to support implementation and progress toward meeting objectives/activities on a monthly basis.
5. Are you using any of the following intervention programs listed below: Please check all that apply and include the baseline data/evidence for each. **Indicates free resources*

Stride Academy*	Achieve the Core*	Think Through Math	Ready Common Core (iReady)	Sadlier (print and online)
Edgenuity	Teacher Created – Focused Math Instruction X		Triumph Learning Common Core Support Coach X	Other (list in #6 below)

6. If you are using any other intervention resources, please list them below:
- _____
 - _____
7. Are the intervention resources listed above included in your ACIP as an objective/activity? If not, please include.
- How do you know if the objectives/activities are working? (benchmarking/assessment tools or progress monitoring measures)
 - Identify the benchmarking/assessment/progress monitoring tools
STAR Math

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- Establish expected outcomes (Ex. Baseline = 20% / Expected Outcome = 50%)
Baseline = 70%/Expected Outcome = 72%
- b. Monitor this information monthly and include results in your quarterly ACIP progress notes. Submit PDFs to your assistant superintendent quarterly.
- Faculty will discuss progress monitoring results during data/PST/faculty/grade level/departmental/ACIP meetings.
 - Provide evidence/documentation to support implementation and progress toward meeting objectives/activities on a monthly basis.
8. Identify the professional development that was provided for the tools identified above? (Time, consultant, money, etc.)
Job Embedded Professional Development at Faculty Meetings
9. What professional development is needed?

Reading K-5/English 6-12

1. Review Aspire 2016 Reading K-5/English 6-12 Baseline Data

Include grade level proficiency in the following categories:

3rd grade ▪ In Need of Support **24%** ▪Close **23%** ▪Ready **28%** ▪Exceeding **25%** = **53%**

4th grade ▪ In Need of Support **13%** ▪Close **34%** ▪Ready **24%** ▪Exceeding **29%** = **53%**

5th grade ▪ In Need of Support **22%** ▪Close **26%** ▪Ready **26%** ▪Exceeding **26%** = **52%**

Develop a plan to increase the achievement of the lowest performing 25% of students.

Include this as an objective in your ACIP

Move 3% of students scoring in need of support to Close by increasing their ACT Aspire scores by 7 points.

Move 10% of students scoring close to proficiency by increasing their ACT Aspire scores by 7 points

Activities:

Daily reading intervention to include PST/RTI strategies

Special Education teachers teach the standards by utilizing the Alabama Course of Study

- a. Include this information in the ACIP/AdvancED Student Performance Diagnostic.
- b. Use the data above to determine what Additional Academic Assistance will be offered to students. (Ex. Extended Day, Saturday School, Twilight, Credit Recovery, etc.)
Extended Day will be offered to the students in grades 3-5 who scored Close on Aspire and scored Benchmark on the Fall STAR reading test.

Students who are In Need of Support and not already identified as Special Education will be included in PST.

- c. How will you know if the Additional Academic Assistance is working?
 - Identify the benchmarking/assessment/progress monitoring tools/measures
STAR reading
 - Establish expected outcomes (Ex. Baseline = 20% / Expected Outcome = 50%)
Baseline = 53% Expected Outcome = 57%

2. After utilizing district pacing guides/resources, which of the following optional instructional resources are you currently using for Reading K-5/English 6-12? Please check all that apply and include the baseline data/evidence for each. **Indicates free resources*

LearnZillion*	Readworks.org*	X	Achieve the Core*	X	
CFAs (required)*	X	Sonday System*	X	Newsela*	X
Comprehension Toolkit	X	Snap! Learning Portfolio		ACT Mastery Prep	
Benchmark leveled text – Be a Reading Star!		Triumph Learning Common Core Coach	X	Other (list in #3 below)	X

Please be reminded that all resources must be approved by C&I.

3. If you are using any other instructional resources, please list them below:
- ACT Now by Benchmark Education (Accessing Complex Text)
 - Short Reads for Finding Text Evidence from Benchmark Education
 - Leveled Text for Small group Instruction from various publishers
 - Novels with grade appropriate Lexile levels
 - Common Core Lesson Book
4. Are the instructional resources listed above included in your ACIP as an objective/activity? If not, please include.
- How do you know if the objectives/activities are working? (benchmarking/assessment tools or progress monitoring measures)
 - Identify the benchmarking/assessment/progress monitoring tools
STAR Reading
 - Establish expected outcomes (Ex. Baseline = 20% / Expected Outcome = 50%)
Baseline = 53% Expected Outcome = 57%
 - Monitor this information monthly and include results in your quarterly ACIP progress notes. Submit PDFs to your assistant superintendent quarterly.
 - Faculty will discuss progress monitoring results during data/PST/faculty/grade level/departamental/ACIP meetings.
 - Provide evidence/documentation to support implementation and progress toward meeting objectives/activities on a monthly basis.
5. Are you using any of the following intervention programs listed below: Please check all that apply and include the baseline data/evidence for each. * *Indicates free resources*

Stride Academy*	Sonday System* X	Scholastic Short Reads	Snap! Structured Guided Reading (free for grades 6-8)	Benchmark ACT Now (close reading)
Be A Reading Star!	Sadlier (print and online)	Triumph Learning Common Core Support Coach	X	Other (list in #6 below)

6. If you are using any other intervention resources, please list them below:
- _____
 - _____
 - _____
7. Are the intervention resources listed above included in your ACIP as an objective/activity? If not, please include.
- How do you know if the objectives/activities are working? (benchmarking/assessment tools or progress monitoring measures)
 - Identify the benchmarking/assessment/progress monitoring tools
STAR Reading
 - Establish expected outcomes (Ex. Baseline = 20% / Expected Outcome = 50%)
Baseline = 53% Expected Outcome = 57%

Please be reminded that all resources must be approved by C&I.

- b. Monitor this information monthly and include results in your quarterly ACIP progress notes. Submit PDFs to your assistant superintendent quarterly.
 - Faculty will discuss progress monitoring results during data/PST/faculty/grade level/departmental/ACIP meetings.
 - Provide evidence/documentation to support implementation and progress toward meeting objectives/activities on a monthly basis.
8. Identify the professional development that was provided for the tools identified above? (Time, consultant, money, etc.)
 - Benchmark ACT Now and Short Read Initial PD was provided by Principal, Monthly ongoing PD was provided through support by the school based Literacy Coach
 - Job embedded PD was provided to support teachers in implementation and use of additional resources
 - Literacy Coach provided training in Soudy Systems
 - Small group instruction utilizing leveled texts
9. What professional development is needed?

Science

1. Review Aspire 2016 Science Baseline Data
 - a. Include grade level proficiency in the following categories:
3rd grade ▪ In Need of Support **34%** ▪Close **27%** ▪Ready **12%** ▪Exceeding **27%=39%**

4th grade ▪ In Need of Support **23%** ▪Close **17%** ▪Ready **37%** ▪Exceeding **23%=60%**

5th grade ▪ In Need of Support **24%** ▪Close **21%** ▪Ready **34%** ▪Exceeding **21%=55%**
 - b. Include this information in the ACIP/AdvancED Student Performance Diagnostic.
2. After utilizing district pacing guides/resources, which of the following optional instructional resources are you currently using for Science? Please check all that apply and include the baseline data/evidence for each. * Indicates free resources

Discovery Education X	AMSTI X	Moodle Science Library X	STEMscopes X	Picture Perfect Science X
Mystery Science X	Close Reading Strategy X	Moodle ACT/Aspire Science X	Other (list in #3 below)	

3. If you are using any other instructional resources, please list them below:
 - a. Time For Kids
 - b. _____
 - c. _____
4. Are the instructional resources listed above included in your ACIP as an objective/activity in Math or Reading? If not, please include.
 - a. How do you know if the objectives/activities are working? (benchmarking/assessment tools or progress monitoring measures)
 - Identify the benchmarking/assessment/progress monitoring tools
Aspire Classroom Assessments
 - Establish expected outcomes (Ex. Baseline = 20% / Expected Outcome = 50%)
Baseline 55%/Expected Outcome 58%
 - b. Monitor this information monthly and include results in your quarterly ACIP progress notes. Submit PDFs to your assistant superintendent quarterly.
 - Faculty will discuss progress monitoring results during data/PST/faculty/grade level/departamental/ACIP meetings.
 - Provide evidence/documentation to support implementation and progress toward meeting objectives/activities on a monthly basis.
5. Are you using any of the following intervention programs listed below. Please check all that apply and include the baseline data/evidence for each. * Indicates free resources

STEMscopes	Mystery Science	Discovery Education
Gizmos	Other (list in #6 below)	

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6. If you are using any other intervention resources, please list them below:
- _____
 - _____
 - _____
7. Are the intervention resources listed above included in your ACIP as an objective/activity in Math or Reading? If not, please include.
- How do you know if the objectives/activities are working? (benchmarking/assessment tools or progress monitoring measures)
 - Identify the benchmarking/assessment/progress monitoring tools
STAR Reading
 - Establish expected outcomes (Ex. Baseline = 20% / Expected Outcome = 50%)
Baseline 55%/Expected Outcome 58%
 - Monitor this information monthly and include results in your quarterly ACIP progress notes. Submit PDFs to your assistant superintendent quarterly.
 - Faculty will discuss progress monitoring results during data/PST/faculty/grade level/departamental/ACIP meetings.
 - Provide evidence/documentation to support implementation and progress toward meeting objectives/activities on a monthly basis.
8. Identify the professional development that was provided for the tools identified above? (Time, consultant, money, etc.)
All teachers attended summer PD or viewed the webinar on STEMscopes.
9. What professional development is needed?

Please include in your ACIP objectives/strategies/activities for each of the areas below:

Writing

Data Source: Sample writings from portfolio using required rubric(s) (mode-to-mode comparison or by grade level)	
Status:	
Strategies:	Intervention:
Expected outcomes:	

Discipline

Data Source: INOW and Report from Student Services	
2015-16 Office Referrals: 92	Suspensions: 13
Strategies: Caring School Community class meetings to build community and provide ways to solve problems	Intervention: Consistent use of Class Dojo and Remind to communicate with and inform parents
Expected outcomes: Decrease suspensions by decreasing office referrals	

Attendance

Data Source: INOW and ADM report from Student Services	
2015-16 ADM: 95.05%	Absences per quarter: 1 st -1,067 2 nd - 1,361 3 rd - 1,857 4 th – 1,727
Strategies: Calling home to check when kids are absent, sanitizing tables, door knobs, and handles, encouraging the use of soap instead of hand sanitizer, Utilize School Messenger to promote attendance. Quarterly incentives for attendance	Intervention: PST, Home visits, replacing keypads in cafeteria with scan guns
Expected outcomes: decrease germs	

Culture/Climate

2015-16 Data Source: Surveys – AdvancED, Federal Parenting, Technology, and PRIDE	
Areas of Focus: Collaboration and communication	
Strategies: Monthly Homeside Connections	Monitoring:
Expected outcomes/goal: Improve communication between home and school	

Technology

Data Source: Computer Lab Schedule and Discovery Education Data	
Status:	
Strategies: Utilize Discovery Education resources, set up individual accounts	Intervention:
Expected outcomes: Increase the use of Discovery Education resources to	

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Special Education

Data Source: AAA Data		
Inclusion Used: Yes No	Resource Room Used: Yes No	Number of AAA Students: 6
Strategies:		Intervention:
Expected outcomes:		

1. How and when was ASPIRE data shared with teachers?

The Leadership Team consisting of the Literacy Coach, TST, media specialist, counselor and myself met to review schoolwide data. Ms. Shropshire met with teachers individually prior to the start of the school year to share their class data with them and allow time for them to reflect. August 15, 2016 Faculty Meeting the school and grade level data was shared with all teachers and the requirement of small group instruction to address individual needs was discussed and this requirement was written in the August 15th Monday Message.

2. Describe implementation of School-Wide Reteach/Retest procedures:

It has been made clear both written and verbal that Reteaching and Retesting will occur for all students who made below a 60 on any reading and/or math assessment. A copy of the letter from Mrs. Mohr was given to teachers and placed in the Collier Teacher Handbook for reference. The assistant principal was assigned the task of checking for reteaching and retesting documentation in INOW.

You find that on August 10, 2016 during the Administrative Overview, all teachers were given a copy of the most recent memo from Mrs. Mohr, a copy was placed in the handbook and it was emphasized by me that reteaching and retesting will occur for all major reading and math assessments. Students will be retaught and retested using a new assessment that covers the same standards within one week of the initial assessment date. The initial score will be entered in INOW and documentation that reteaching is occurring will be entered in the comments section of the INOW gradebook beside all students who made a 59 or below. The documentation for reteach/retest will be written in the comments section as, "____ is being retaught the material and a new test will be given on ____." When the new test is given, the first score entered in INOW is replaced with the new score but the new score may not exceed a 70. (The teacher will then enter the following in the comments section, "*initial assessment score* ____, *after reteaching and retesting the new score was* ____ (enter the exact score). The retest score the student made is listed in the comments section but the retest score entered in INOW MAY NOT exceed a 70. The teachers have been told that "the two scores ARE NOT averaged". It was emphasized that if teachers are checking for understanding and intervening as needed, there will be limited need for reteaching and retesting after the initial assessment is given. The assistant principal has again been assigned the task of checking for reteaching and retesting documentation in INOW.

3. Describe implementation of School-Wide PST (Academic/Behavior) processes, who is involved. Assistant Superintendents will review documentation.

All teachers are involved in the RTI/PST process. Meetings are held once a month and will be held on Fridays in the Conference/Data room. The principal will chair the committee and lead all PST meetings to ensure compliance of record keeping and evidence entry. The Literacy coach is in all meetings to provide support for literacy concerns, the counselor is present for all meetings to provide support and suggestions for improvement for attendance and behavior

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concerns and the Math Lead teacher sits in as needed to offer suggestions and support for math concerns. A special education teacher who serves that grade level will be asked to attend the meeting on an as need basis. A copy of the MCPSS PST manual is given to all teachers and a link to the document is placed in the Teacher Handbook. A faculty meeting will be held prior to the first PST meeting to review requirements and PST meeting protocol. A copy of the _____ will be reviewed at the beginning of each meeting and posted during the meeting. Grade level PST meetings will be held monthly. We will have two 50 minute rotations for each grade level with only two to three teachers from the grade attending at the same time (ex. Week A: Beaty, Barton Week B: Cunningham, Marsh, Tillman). Our hope is that limiting the number of teachers in the meeting will allow us to discuss students and address specific concerns within the allotted 50 minutes. We will continue to use Office 365 to keep our records online and allow collaboration to update and complete the document. STAR Reading and Math are our screeners used to determine our initial PST students. Goals will be set in STAR and groups will be entered. Progress will be monitored through monthly administration of the STAR test and goal page summary. A letter will be sent home to parents to notify them of our concerns and inform them that their child is on our PST list and we are working to provide appropriate intervention. The initial STAR screening report will be attached as well as the Letter to Parents from STAR. Mid-quarter and End of Quarter progress reports will be sent home to keep parents informed of the student's progress or lack thereof.

4. Assistant Superintendent will review classroom walkthroughs (follow up):
5. Assistant Superintendent will review Educate Alabama according to timeline (follow up):
6. Assistant Superintendent will review lesson plans and observe Physical Education Program (structured daily activities, indoor/outdoor policy, PE teachers engaged).
7. Do you have HR needs? I need a fulltime counselor ASAP. My counselor has been released to Wilmer Elementary.
8. Do you have facility needs that have not been addressed? The water throughout the building is cloudy, the covered areas need to be powerwashed, and I really need a Building Maintenance Engineer.
9. Other information/plans you wish to share (optional):

I understand that monitoring will be based on my selections and the information provided. I also understand that changes and additions to this plan will need to be evidence-based and discussed with my assigned assistant superintendent prior to the plan being altered.

Principal's Signature

Date

Assistant Superintendent's Signature

Date

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