

## 2016-17 School Action Plan

School: Collins-Rhodes Elementary School	Principal: Mrs. Veronica D.W. Coleman
<b>Leadership or ACIP Team Members' Names and Positions:</b> George Sullivan- Assistant Principal Karlesha Springs- Reading Instructional Partner Tammy George- Math Instructional Partner Demetria Adams- Intervention Teacher	

## Math

1. Review Aspire 2016 Math Baseline Data
  - a. Include grade level proficiency in the following categories:

Grade Level	In Need of Support	Close	Ready	Exceeding
3 <sup>rd</sup>	11.3%	25%	58.8%	5.0%
4 <sup>th</sup>	3.9%	35.9%	53.4%	6.8%
5 <sup>th</sup>	7.6%	54.3%	34.8%	3.3%

- b. Develop a plan to increase the achievement of the lowest performing 25% of students. Include this as an objective in your ACIP;

***The plan Collins-Rhodes will use to increase achievement of the lowest performing 25% of students will be to have a daily math block of 1 hour 45 minutes. The math block will consist of Tier 1 Instruction will be 30 minutes, Tier 2 Intervention will be 45 minutes, Calendar Math, Fact Fluency, Bell Ringer, Minute Math, Problem of the Day, then the Closure/Review. A school wide Tier 3 intervention will be implemented from 2:00pm-2:45pm daily***

Include this information in the ACIP/Advanced Student Performance Diagnostic.

**Will be included**

- c. Use the data above to determine what Additional Academic Assistance will be offered to students. (Ex. Extended Day, Saturday School, Twilight, Credit Recovery, etc.)

***Tier 3 Schoolwide Intervention-Teacher will plan according to student deficits hands on math activities. Documentation will be provided in small group intervention lesson plans along with documentation of student mastery.***

***Extended Day Tutoring- Tutoring after school from 3:30pm-4:45pm Wednesday and Thursday for students identified below grade level, and in need of support/close. Extended day teachers will collaborate with the classroom teachers to plan and address the students deficit. Documentation of collaboration along with work samples will be kept in the extended day binder that the extended day teachers will keep.***

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

**Math Collaborative Planning-** Designated weekly collaborative planning of grade levels to address subject mis-conceptions, pacing, and assessment creation. Planning every Wednesday and Thursday for 60 minutes during scheduled p.e. period.

**AMSTI Math Content Support Training-** One person from each grade level that will participate with the AMSTI Content Math Training. The one person will receive the training for content standards and do turn around traing with their assigned grade level along with modeling in the classroom.

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

I will know that the additional academic assistance is working from growth on Pre and Post STAR Math Benchmark Assessment which will be given in the Fall, Winter, and End of Year. Growth will also be shown on the Pre and Post STRIDE Academy Assessment which will be given in the Fall, Winter, and End of the Year. The Final measuring tool will be the ACTAspire Math results.

Collins-Rhodes' expected outcome is by June 2017, will increase from 54% to 57% of students in grades 3, 4, and 5 in Math will perform in the Ready/Exceeding Category as measured by the ACTAspire.

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*

<b>LearnZillion*- used during Tier 1 instruction for an engagement piece.</b>	Think Through Math	<b>Achieve the Core*- used during Tier 1 instruction as an engagement piece.</b>
MDC (Mathematics Design Collaborative)*		Other (list in #3 below)

- 3. If you are using any other instructional resources, please list them below:  
**No additional resources are used**
- 4. Are the instructional resources listed above included in your ACIP as an objective/activity? If not, please include. **Yes**
  - 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
    - Establish expected outcomes (Ex. Baseline = 20% / Expected Outcome = 50%)

I will know that the additional academic assistance is working from growth on Pre and Post STAR Math Benchmark Assessment which will be given in the Fall, Winter, and End of Year. Growth will also be shown on the Pre and Post STRIDE Academy Assessment which will be given in the Fall, Winter, and End of the Year. The Final measuring tool will be the ACTAspire Math results.

Collins-Rhodes' expected outcome is by June 2017, will increase from 54% to 57% of students in grades 3, 4, and 5 in Math will perform in the Ready/Exceeding Category as measured by the ACTAspire.

- 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*

Stride Academy* <i>In Progress Two Weeks</i>	Achieve the Core*	Think Through Math	Ready Common Core (iReady)	Sadlier (print and online)
Edgenuity	Teacher Created – Focused Math Instruction- <i>Teachers create their own activities to either introduce or reteach the objective they are teaching.</i>		Triumph Learning Common Core Support Coach- <i>used during Tier 1 and Tier 2 Small Group Instruction. Used to either introduce or reteach objectives taught during Tier 1 Whole group instruction.</i>	Other (list in #6 below)

6. If you are using any other intervention resources, please list them below:
- a. *Math In Focus- used during Tier 2 Small Group Instruction to reteach objectives taught during Tier 1 Whole group instruction.*
7. Are the intervention resources listed above included in your ACIP as an objective/activity? If not, please include. **Yes**
- a. How do you know if the objectives/activities are working?  
(benchmarking/assessment tools or progress monitoring measures)
- I will know that the additional academic assistance is working from growth on Beginning, Middle, and End STAR Math Benchmark Assessment.**

Collins-Rhodes' expected outcome is by June 2017, will increase from 54% to 57% of students in grades 3, 4, and 5 in Math will perform in the Ready/Exceeding Category as measured by the ACTAspire.

- Establish expected outcomes (Ex. Baseline = 20% / Expected Outcome = 50%)

Grade Level Baseline	Ready/Exceeding	Expected Outcome
3 <sup>rd</sup>	44%	56%
4 <sup>th</sup>	34%	46%
5 <sup>th</sup>	48%	60%

- 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.)

See attached sign in sheets and agenda

9. What professional development is needed?

Quarterly content staff development to ensure teachers understand and are able to deliver instruction on the upcoming objectives.

## Reading K-5/English 6-12

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

- a. Include grade level proficiency in the following categories:

Grade Level	In Need of Support	Close	Ready	Exceeding
3 <sup>rd</sup>	47.5%	35.0%	17.5%	0%
4 <sup>th</sup>	44.7%	33.0%	17.5%	4.9%
5 <sup>th</sup>	41.3%	30.4%	20.7%	7.6%

- b. Develop a plan to increase the achievement of the lowest performing 25% of students. Include this as an objective in your ACIP

***The plan Collins-Rhodes will use to increase achievement of the lowest performing 25% of students will be to have a daily literacy block of 2 hour 30 minutes. The literacy block will***

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

**consist of Tier 1 Instruction (Sonday system, CLOSE Reading Lesson, Vocabulary Lesson), Tier 2 Intervention will be the remainder of the block (Daily response journal, Comprehension Bell Ringer, Oral Daily Language, Leveled Readers, and Phonics Instruction, Comprehension instruction), then the Closure/Review. A school wide Tier 3 intervention will be implemented from 2:00pm-2:45pm daily**

- c. Include this information in the ACIP/AdvancED Student Performance Diagnostic. We will include this information.
- 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.)

#### Tier 3 Schoolwide Intervention

#### Extended Day Tutoring

#### Reading Collaborative Planning

#### ARI District Training

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

#### STAR Early Literacy

Kindergarten- 37% Benchmark Baseline; 49% Benchmark Outcome

1<sup>st</sup> Grade-48% Benchmark; 60% Benchmark Outcome

2<sup>nd</sup> Grade- 32% Benchmark; 44% Benchmark Outcome

#### STAR Reading Screening District Benchmark

3<sup>rd</sup> Grade-61% Benchmark; 73% Benchmark Outcome

4<sup>th</sup> Grade-51% Benchmark; 63% Benchmark Outcome

5<sup>th</sup> Grade-50% Benchmark; 62% Benchmark Outcome

#### STAR Screening Alabama ACT Aspire

3<sup>rd</sup> Grade-16% Benchmark; 26% Benchmark Outcome

4<sup>th</sup> Grade-13% Benchmark; 25% Benchmark Outcome

5<sup>th</sup> Grade-11% Benchmark; 23% Benchmark Outcome

**By June 2017, will increase from 23% to 26% of students in grades 3, 4, and 5 in Reading will perform in the Ready/ Exceeding Category as measured by the ACT Aspire.**

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

3. If you are using any other instructional resources, please list them below:

- a. Daily Response Journal
- b. Daily Language Arts Booklet
- c. Daily Comprehension Bell Ringer
- d. Ready Common Core Book
- e. Wonders Intervention
- f. ARI Explicit Phonics Lesson
- g. Decodables Books
- h. Leveled Readers

4. Are the instructional resources listed above included in your ACIP as an objective/activity? If not, please include. **Yes**

- a. How do you know if the objectives/activities are working? (benchmarking/assessment tools or progress monitoring measures) **Course Failure Rate**

**2015-2016 School Year Baseline Failure Rate**

**Reading-18% and Math-19%**

**2016-2017 School Year Expected Outcome**

**Reading-15% or Less and Math-15% or Less**

- Identify the benchmarking/assessment/progress monitoring tools
- Establish expected outcomes (Ex. Baseline = 20% / Expected Outcome = 50%)
- 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.

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

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*	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		Other (list in #6 below)

5. If you are using any other intervention resources, please list them below:
- Wonders Intervention
  - ARI Explicit Phonics Lesson
  - Decodables Books
  - Leveled Readers
6. 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)

#### STAR Early Literacy

Kindergarten- 37% Benchmark Baseline; 49% Benchmark Outcome

1<sup>st</sup> Grade-48% Benchmark; 60% Benchmark Outcome

2<sup>nd</sup> Grade- 32% Benchmark; 44% Benchmark Outcome

#### STAR Reading Screening District Benchmark

3<sup>rd</sup> Grade-61% Benchmark; 73% Benchmark Outcome

4<sup>th</sup> Grade-51% Benchmark; 63% Benchmark Outcome

5<sup>th</sup> Grade-50% Benchmark; 62% Benchmark Outcome

#### STAR Screening Alabama ACT Aspire

3<sup>rd</sup> Grade-16% Benchmark; 26% Benchmark Outcome

4<sup>th</sup> Grade-13% Benchmark; 25% Benchmark Outcome

5<sup>th</sup> Grade-11% Benchmark; 23% Benchmark Outcome

- Identify the benchmarking/assessment/progress monitoring tools
  - Establish expected outcomes (Ex. Baseline = 20% / Expected Outcome = 50%)
- b. Monitor this information monthly and include results in your quarterly ACIP progress notes. Submit PDFs to your assistant superintendent quarterly.

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

- 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.
7. Identify the professional development that was provided for the tools identified above? (Time, consultant, money, etc.)
- SONDAY System
  - Traits Writing
  - CCRS Curriculum Training
  - District Initiative Planning with Instructional Guides
8. What professional development is needed?

Quarterly content staff development to ensure teachers understand and are able to deliver instruction on the upcoming objectives.



## Science

1. Review Aspire 2016 Science Baseline Data

a. Include grade level proficiency in the following categories:

• In Need of Support/Close-

3<sup>rd</sup> Grade- 88%

4<sup>th</sup> Grade- 91%

5<sup>th</sup> Grade- 85%

•Ready/Exceeding-

3<sup>rd</sup> Grade- 12%

4<sup>th</sup> Grade- 9%

5<sup>th</sup> Grade- 15%

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

3. If you are using any other instructional resources, please list them below:

N/A

4. Are the instructional resources listed above included in your ACIP as an objective/activity in Math or Reading? If not, please include. Yes

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
- Establish expected outcomes (Ex. Baseline = 20% / Expected Outcome = 50%)

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.

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)	

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

6. If you are using any other intervention resources, please list them below:

N/A

7. Are the intervention 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
- Establish expected outcomes (Ex. Baseline = 20% / Expected Outcome = 50%)

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.) AMSTI and Stemscopes

9. What professional development is needed?

Quarterly professional development with teachers to make sure they understand the objective that will be covered and to gather materials to present for the upcoming quarter.

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

### Writing

Data Source: <u>Sample writings from portfolio using required rubric(s) (mode-to-mode comparison or by grade level)</u>	
Status: <u>Quarterly Writing Reports</u>	
Strategies: <u>Traits Writing, Response Journal, Writing in the Modes, ACT Writing Notebook, Daily Handwriting Practice</u>	Intervention: <u>Writing Conferences</u>
Expected outcomes: <u>Increase Proficient Writing Scores</u>	

### Discipline

Data Source: <u>Office Referrals</u>	
2015-16 Office Referrals: <u>343</u>	Suspensions: <u>63</u>
Strategies: <u>Capturing Kid's Heart, School-wide Discipline Plan, OLWEUS Bullying Prevention Program, Review 360</u>	Intervention: <u>Review 360</u>
Expected outcomes: <u>Decrease the number of Office Referrals and Out of School Suspensions</u>	

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

Attendance

Data Source: INOW ADM Report	
2015-16 ADM: 95%	Absences per quarter: 6,528
Strategies: PST Monitoring, Parent Conferences, ROTO Call, Quarterly Attendance Award,	Intervention: PST, ROTO Call Message, Parent Conferences
Expected outcomes: Decrease the number of absences per quarter by 2,000	

Culture/Climate

2015-16 Data Source: Surveys – AdvancED, Federal Parenting, Technology, and PRIDE	
Areas of Focus: To increase parental involvement	
Strategies: Monthly Parenting Meeting	Monitoring: Monthly Parent Attendance Report
Expected outcomes/goal: Increase Parental Involvement	

Technology

Data Source: STRIDE Academy/Learning.com	
Status: Ongoing	
Strategies: On line practice for Reading, Math, Lang. Arts/ Key boarding skills	Intervention: On line practice for Reading, Math, Lang. Arts/ Key boarding skills
Expected outcomes: To be proficient and on grade level at the end of the 2016-2017 school year.	

Special Education

Data Source: IEP Goals			
Inclusion Used: Yes	No	Resource Room Used: Yes	Number of AAA Students: 10
		No	
Strategies: Addressing IEP Goals		Intervention: Tier 2 and Tier 3 Intervention Daily	
Expected outcomes: To ensure student IEP goals are addressed			

- How and when was ASPIRE data shared with teachers?  
ASPIRE Data was shared with teachers on August 8, 2016. The school over all scores were shared and compared to where we were 3 years ago.
- Describe implementation of School-Wide Reteach/Retest procedures:  
Teachers were provided explicit instruction on Collins-Rhodes' Reteach/Retest Policy. Homework/projects along with EQT Assessments are the only items that are not retested. All Major and minor assessments in Reading, Math, Science, and Social Studies must be retaught and retested if a student scores 59 and below. Teachers were instructed to document in their gradebooks when retest will be given and the 1<sup>st</sup> score earned and then the retest score. Teachers understand that the highest score a student can earn on a retest is 70%.
- Describe implementation of School-Wide PST (Academic/Behavior) processes, who is involved. Collins-Rhodes' PST Chair, Mrs. Tammy George along with Mrs. Coleman provided the faculty training concerning PST. The proper forms and documentation needed was provided. The attached documents were presented and provided for all teachers. Mrs. Coleman provided

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explicit instruction on Review 360 so teachers are able to gain strategies to help with academic and behavior issues.

Assistant Superintendents will review documentation.

4. Assistant Superintendent will review classroom walkthroughs (follow up):  
Formal walkthroughs will began 9/13/16
5. Assistant Superintendent will review Educate Alabama according to timeline (follow up):  
Educate Alabama Training will be provided on Tuesday, September 20 during faculty meeting.
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?  
No HR needs at this time
8. Do you have facility needs that have not been addressed?  
The repair of my flag pole, the repair of the parking lot lights, and the repair/usage of our sprinkler system, several sink holes are on campus and need to be filled in permanently.
9. Other information/plans you wish to share (optional):  
No other information/plans at this time

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.

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Principal's Signature

Date

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Assistant Superintendent's Signature

Date