

2016-17 School Action Plan

School: Mobile County Training School	Principal: Rashad Stallworth
Leadership or ACIP Team Members' Names and Positions: Rashad Stallworth-Principal Kiara Chambers-Math/Title I Serita Ladd-Counselor Erin Gilbert-Math Chair Barry Golden- Social Studies Kendra Cook- Social Studies Chair Tanara Livingston-ELA Chair Ebony Griffin-Science Chair Alberta White-Special Education/LEA Twilla Burns-Assistant Principal	

Math

1. Review Aspire 2016 Math Baseline Data

- Include grade level proficiency in the following categories:

▪ In Need of Support ▪Close ▪Ready ▪Exceeding

	In Need of Support	Close	Ready	Exceeding
6	4.9	63.9	26.2	4.9
7	41.5	45.7	12.8	0
8	79.2	13	5.2	2.6

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

We have a school wide intervention program. All students have been placed in Guided Study classes to improve reading and/or math scores. Teachers will focus on providing additional support to students in Math classes by basing instruction on the student's area(s) of need. Teachers will use the computer labs to prepare students for the ASPIRE by using the interim assessments quarterly. Moreover, they will use STAR data to tailor instruction and address deficiencies. In addition we have tried to place the lowest performing students in a Math classes with a paraprofessional so they can be pulled out for additional help. With our small staff and high SPED numbers, this is difficult. We have planned to use funds in our Title I Budget for extended day tutoring (starting 2nd quarter). We will provide incentives (awards, lunches, dances, academic pep rallies) for students that show improvement. Our teachers have begun Professional Development provided by the district to address the low performance. The focus is on creating engaging lessons by integrating technology. They have attended two sessions and we have made plans to purchase nearpod to further our use of technology and provide engaging lessons. Finally, we will increase ASPIRE awareness by meeting with each student individually and explain their test scores by using the Walls to Success.

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

- Include this information in the ACIP/AdvancED Student Performance Diagnostic.
- Use the data above to determine what Additional Academic Assistance will be offered to students. (Ex. Extended Day, Saturday School, Twilight, Credit Recovery, etc.)
 - As stated in 1B, we plan to use extended day for Math tutoring starting 2d quarter
 - We are also planning to use Title I Funds for a Twilight School for students that have continued behavioral problems. Mr. Stallworth will meet with Mr. Mixon to discuss implementation.
 - If Twilight School is not an option, we will use Saturday School.
- 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 Progress Monitoring
- ACT Interim Assessment Results.
 - Teachers will take the students to the labs every three weeks for Star Progress Monitoring
 - We expect students to show at least a 2% improvement on each administration. If not, teachers are expected to reteach those non proficient skills during the guided study intervention. In addition, students will take the ACT Interim Assessments. Teachers will review the information with the students.
- We are looking for a 2% increase across the board in Math Achievement. Currently, schoolwide there are 39.7% (92/232) of students that are close. Our goal is to place an intense focus on this group and to get at least 25% across the wall. 7TH & 8TH grade close students have been identified by the staff in data meetings.

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

MDC Training was offered to Math teachers last year. In addition, teachers attended MDC training in September. This training will help teachers as they prepare our students for the ASPIRE. It provides an alternative framework for teaching math. It is very rigorous and helps students explain and analyze their work. It forces them to work collaboratively.

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

- _____
- _____
- _____

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

3. 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
 - Establish expected outcomes (Ex. Baseline = 20% / Expected Outcome = 50%)
 - STAR Progress Monitoring
 - ACT Interim Assessment Results.
 - Teachers will take the students to the labs every three weeks for Star Progress Monitoring
 - We expect students to show at least a 2% improvement on each administration. If not, teachers are expected to reteach those non proficient skills during the guided study intervention. In addition, students will take the ACT Interim Assessments. Teachers will review the information with the students.
 - We are looking for a 2% increase across the board in Math Achievement. Currently, schoolwide there are 39.7% (92/232) of students that are close. Our goal is to place an intense focus on this group and to get at least 25% across the wall. 7TH & 8TH grade close students have been identified by the staff in data meetings.
 - Our goal is to reduce the number of close students by 25%. We want to move these students to ready or exceeding. However, all students are expected to show growth. They will be monitored using Star and the ACT Periodic Assessments.
 - 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.
 - STAR Progress Monitoring
 - ACT Interim Assessment Results.
 - Teachers will take the students to the labs every three weeks for Star Progress Monitoring
 - We expect students to show at least a 2% improvement on each administration. If not, teachers are expected to reteach those non proficient skills during the guided study intervention. In addition, students will take the ACT Interim Assessments. Teachers will review the information with the students.
 - We are looking for a 2% increase across the board in Math Achievement. Currently, schoolwide there are 39.7% (92/232) of students that are close. Our goal is to place an intense focus on this group and to get at least 25% across the wall. 7TH & 8TH grade close students have been identified by the staff in data meetings.

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

4. 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		Triumph Learning Common Core Support Coach	Other (list in #6 below)

Math teachers use Focus Math Instruction. This program provides extra support in math classes by providing lessons and games to help students in areas in which they are deficient. Focus math and nearpod will help teachers create lessons that are more engaging. Zip Grade will help teachers get real time data on student assessments.

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

- Nearpod _____
- Zip Grade _____
- _____

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)
 - Identify the benchmarking/assessment/progress monitoring tools
 - Establish expected outcomes (Ex. Baseline = 20% / Expected Outcome = 50%)
 - We are looking for a 2% increase across the board in Math Achievement. Currently, schoolwide there are 39.7% (92/232) of students that are close. Our goal is to place an intense focus on this group and to get at least 25% across the wall. 7TH & 8TH grade close students have been identified by the staff in data meetings.
 - 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.
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 - STAR Progress Monitoring
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- Please be reminded that all resources must be approved by C&I.*

- We are looking for a 2% increase across the board in Math Achievement. Currently, schoolwide there are 39.7% (92/232) of students that are close. Our goal is to place an intense focus on this group and to get at least 25% across the wall. 7TH & 8TH grade close students have been identified by the staff in data meetings.
7. Identify the professional development that was provided for the tools identified above? (Time, consultant, money, etc.)
- Professional Development has been provided by Central Office staff and Administrators on the following dates
 - At a faculty meeting after school on 8/22/16. Topics were socrative, zip grade and nearpod
 - The reading coaches provided training on FOCUS Math during Preservice (Aug 6)
 - School Wide Professional Development about technology and nearpod on 9/20 and scheduled for 10/4.
 - The TST will attend PD on Learning.com on 9/28.
 - The Principal will attend PD on STAR & ACT Periodic Assessments on 9/29
 - MDC Training was provided last year.
 - Lead Teachers and Principal attended training with Mrs. Fox on 7 month plans and Walls to Success
 - All Teachers will receive training from the Special Education Resource Teacher Sandra Smith on October 3rd and October 10th.
8. What professional development is needed?
- We need continued Professional Development on technology integration.
 - We need more training on classroom management
 - We need more training about understanding Star, ASPIRE Periodic Assessments
 - We need time to plan and work on our school wide intervention
 - Continued PD for General Education teachers with strategies for teaching inclusion students

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

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:

▪ In Need of Support ▪Close ▪Ready ▪Exceeding

	In Need of Support	Close	Ready	Exceeding
6	55.7	34.4	4.9	4.9
7	63.8	31.9	4.3	0
8	49.4	35.1	13.0	2.6

- Develop a plan to increase the achievement of the lowest performing 25% of students. Include this as an objective in your ACIP
 - We have placed a school wide focus on Reading-All teachers teach reading and use Close Reading in the classroom
 - We have placed students in Guided Study classes to improve proficiency. Teachers have been made aware of students test scores. Teachers will use these classes for remediation and to increase reading proficiency. Instruction will be tailored to meet the needs of the learner. We use the Teacher created Focus on Reading to help teach Reading.
 - In addition we have tried to place the lowest performing students in classes with a paraprofessional so they can receive additional help.
 - We have planned to use our Title I Budget for extended day tutoring
 - We will provide incentives (awards, lunches, dances, academic pep rallies) for students that show improvement
 - We have placed a focus on technology integration and creating engaging lessons. We have class sets of tablets and laptops that teachers can use for lessons and testing. We have provided nearpod training to help teachers create engaging lessons. Moreover, we purchased class sets of novels age appropriate novels to use in Intervention class to focus on reading. Teachers are also able to use our new Mobile lab to increase digital literacy, computer skills, and monitor progress via the Periodic Assessments and Star testing.
 - Finally, we will increase ASPIRE awareness by meeting with each student individually and explaining their test scores by using the Walls to Success.
-
- Include this information in the ACIP/AdvancED Student Performance Diagnostic.
 - Use the data above to determine what Additional Academic Assistance will be offered to students. (Ex. Extended Day, Saturday School, Twilight, Credit Recovery, etc.)
 - As stated in 1B, we plan to use extended day for tutoring
 - We are also planning to use Title I Funds for a Twilight School for students that have continued behavioral problems. Mr. Stallworth will meet with Mr. Mixon to discuss implementation.
 - If Twilight School is not an option, we will use Saturday School.
-
- How will you know if the Additional Academic Assistance is working?
 - Identify the benchmarking/assessment/progress monitoring tools/measures

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

- Establish expected outcomes (Ex. Baseline = 20% / Expected Outcome = 50%)
- Out of 155 students in the 7th and 8th grades in 2016, only 6.5% were proficient. Based on our efforts, we expect all students to show improvement but our expected outcome is to have at least 10% proficiency. Students will be monitored using Star and the ACT Periodic Assessments.

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*
CFA's (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)

Data from Power BI has been provided to teachers during data meetings. School wide we are expecting at least a 2% increase on reading proficiency. Teachers will use CFA's and the Sonday System in the classroom. Reading Intervention teachers will use Focused Reading during the intervention period. Both ELA and Intervention will assess and monitor using Star Periodic Assessments. Students will be tested monthly and using Star and the Periodic Assessments. CFA's will take place 3 times per quarter. Based on the data, we will be able to monitor student progress.

3. If you are using any other instructional resources, please list them below:
- Zip grade (assessment application, helps teachers receive immediate feedback on assessments)
 - _____Nearpod_____
 - _____
 - _____
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
 - Establish expected outcomes (Ex. Baseline = 20% / Expected Outcome = 50%)
 - As stated in 1B, we plan to use extended day for tutoring
 - We are also planning to use Title I Funds for a Twilight School for students that have continued behavioral problems. Mr. Stallworth will meet with Mr. Mixon to discuss implementation.
 - If Twilight School is not an option, we will use Saturday School.
-
- 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.
- Out of 155 students in the 7th and 8th grades in 2016, only 6.5% were proficient. Based on our efforts, we expect all students to show improvement but our expected outcome is to have at least 10% proficiency. Students will be monitored using Star and the ACT Periodic Assessments.

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*	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)	

Administration had met with Johnnie Williams and is in the process of planning SNAP integration into ELA and Intervention classes.

6. If you are using any other intervention resources, please list them below:
- _____ Teacher Created-Focused Reading_____
 - _____
 - _____
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
 - Establish expected outcomes (Ex. Baseline = 20% / Expected Outcome = 50%)
 - As stated in 1B, we plan to use extended day for tutoring
 - We are also planning to use Title I Funds for a Twilight School for students that have continued behavioral problems. Mr. Stallworth will meet with Mr. Mixon to discuss implementation.
 - If Twilight School is not an option, we will use Saturday School.
 - 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.

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

- Provide evidence/documentation to support implementation and progress toward meeting objectives/activities on a monthly basis.
 - Out of 155 students in the 7th and 8th grades in 2016, only 6.5% were proficient. Based on our efforts, we expect all students to show improvement but our expected outcome is to have at least 10% proficiency. Students will be monitored using Star and the ACT Periodic Assessments.
8. Identify the professional development that was provided for the tools identified above? (Time, consultant, money, etc.)
- Reading Coaches provided Professional development during Preservice.
 - In addition, they spoke to teachers about the Focus Reading Program
 - Close Reading PD took place last year. All teachers except Pogue and Boylan participated.
 - Power BI dashboard and Data has been shared with teachers
 - Faculty meeting after school on 8/22/16-Topics were socrative, zip grade and nearpod
 - School Wide Professional Development about technology and nearpod on 9/20 and scheduled for 10/4. More dates will be scheduled.
 - The TST will attend PD on Learning.com on 9/28.
 - The Principal will attend PD on STAR & ACT Periodic Assessments on 9/29
 - Lead Teachers and Principal attended training with Mrs. Fox on 7 month plans and Walls to Success
 - All Teachers will receive training from the Special Education Resource Teacher Sandra Smith on October 3rd and October 10th.
9. What professional development is needed?
- We need more PD on CFA's and close reading.
 - We need continued Professional Development on technology integration.
 - Will reassess with IT department after initial 3 day training.
 - We need more training on classroom management.
 - We need more training about understanding Star and ASPIRE Periodic Assessments.
 - Will schedule with Michelle Collier
 - We need time to plan and work on our school wide intervention.
 - Continued PD for General Education teachers with strategies for teaching inclusion students.
 - Will schedule with Resource Teacher

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

Science

1. Review Aspire 2016 Science Baseline Data

- Include grade level proficiency in the following categories:

▪ In Need of Support ▪Close ▪Ready ▪Exceeding

	In Need of Support	Close	Ready	Exceeding
7	79.8	17.0	3.2	0

- 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:

- Zip grade (assessment application, helps teachers receive immediate feedback on assessments)
- Nearpod (Application that helps teachers create engaging lessons. Nearpod is an interactive classroom tool for teachers to engage students with interactive lessons.).
- _____

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

Benchmark Tool = Interim Assessment quarterly / Baseline: TBD after 1st assessment / Expected Outcome: TBD after 1st assessment

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.
- TBD after first administration.

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

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)	

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
 - Establish expected outcomes (Ex. Baseline = 20% / Expected Outcome = 50%)
- Benchmark Tool = Interim Assessment quarterly / Baseline: TBD after 1st assessment /

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.
- TBD after initial administration

8. Identify the professional development that was provided for the tools identified above? (Time, consultant, money, etc.)

- Close Reading PD took place last year. The 7th Grade Science Teacher (Ms. Griffin Received the training).
- Data from the Power BI dashboard has been shared with Mrs. Griffin.
- Mrs. Griffin met with administrators to discuss data and strategies for improvement on 9/22/16 after school
- School Wide Professional Development about technology and nearpod on 9/20 and scheduled for 10/4. More dates will be scheduled.
- Lead Teachers and Principal attended training with Asst. Superintendent on 7 month plans and Walls to Success
- All Teachers will receive training from the Special Education Resource Teacher Sandra Smith on October 3rd and October 10th.

9. What professional development is needed?

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

- We need continued Professional Development on technology integration.
- We need more training on classroom management
- Continued PD for General Education teachers with strategies for teaching inclusion students.
- We need more Close Reading training and training on creating engaging lessons.

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: Writing is a Priority	
Strategies: Traits Writing, Writing Portfolios,	Intervention: ELA teachers provide students with writing prompts. Students will keep writing portfolios in the classroom. Teachers will use the portfolios to track progress. In addition, teachers will use the Traits writing kits to help teach writing skills.
Expected outcomes: We expect students to enhance their writing skills and gain a better understanding of the writing process as evidenced by the portfolios.	

Discipline

Data Source: INOW/Data Warehouse	
2015-16 Office Referrals: 854	Suspensions:240
Strategies: Redirect (ISS), Parent Conferences, Student Conferences, Possible Twilight School Program, School Messenger, Lower Class sizes	Intervention: <ul style="list-style-type: none"> • Mentoring from Big Brothers and Big Sisters, local pastors, school counselor, and community stakeholders • Professional Development for teachers on Classroom Management • Behavior Incentives for students • Parent Meetings with students that have multiple offenses <ul style="list-style-type: none"> ○ Dances ○ Prizes ○ Awards and Recognition from staff

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

Expected outcomes: We expect to see a 10 % reduction or 85 less Office Referrals. We will use data from INOW and data warehouse from the 16-17 SY as evidence.

Attendance

Data Source:15-16 INOW Data	
2015-16 ADM: 226, ADA % 92.5	Absences per quarter: <ul style="list-style-type: none"> • 1st-353 • 2nd 730 • 3rd 929 • 4th 978
Strategies: School Messenger, Parenting Coordinator, Attendance Officer Ms. Douglass, Parent Conferences	Intervention: <ul style="list-style-type: none"> • Attendance conferences with parents and students to increase awareness of attendance policy • Posting Attendance Policy on Social Media and School Website • Early Warning Truancy Letters • Calls via School Messenger • Promote attendance policy schoolwide via announcements
Expected outcomes: We expect to see an increase in ADA from 92.5 to 95%. Additionally, we expect a decrease in absences and tardies. We will INOW data from the 16-17 SY as evidence.	

Culture/Climate

2015-16 Data Source: Surveys – AdvancED, Federal Parenting, Technology, and PRIDE	
Areas of Focus: Increasing Parental/Stakeholder Involvement	
Strategies: School Messenger, Remind 101, School Website, Increased presence on social media (Twitter and Facebook). Work with teachers on changing school culture	Monitoring: Surveys, Parent Conferences and Participation in school activities. School Website usage and Twitter and Facebook follows and comments. Require teachers to use school website and create new Facebook page that will be updated regularly.
Expected outcomes/goal: An increase in parental involvement will lead to more awareness of school issues such as: attendance, ASPIRE testing, academics, and student behavior. Our goal is to increase the amount of parents at Open House from 23 to at least 50 and increase the amount of parents that take the Advance-Ed Survey from 40 to 100.	

Technology

Data Source: Teacher Needs
Status: We have some technology in the building but not enough for a 21 st century school

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

<p>Strategies: Use PD to train teachers on emerging technology used in education. Use Title I Funds to procure more technology.</p>	<p>Intervention: We are currently in a 3 phase PD cycle with personnel from IT who are training our teachers on tech integration.</p> <ul style="list-style-type: none"> • Require teachers integrate technology into daily lessons and use the SAMR model when observing teachers. • Provide PD for Nearpod, Socrative, Zip Grade, and the Learning.com. • Use Mobile Labs in Classrooms • Create Computer Labs for teacher and student usage • TST will attend PD on Learning.com, create a schedule for implementation, and train staff on how to use the software. • Create a class set of tablets for students to use for research in the classroom. • Purchase school license for Nearpod
<p>Expected outcomes: An increase in the use of classroom technology as evidenced by classroom observations. In addition, I expect at least 50% of teachers to use Nearpod when planning and delivering lessons. Finally, through the increased use of technology, we expect students to be more comfortable with ASPIRE testing because they have been prepared throughout the year.</p>	

Special Education

<p>Data Source:</p>		
<p>Inclusion Used: Yes No</p>	<p>Resource Room Used: Yes No</p>	<p>Number of AAA Students: 7</p>
<p>Strategies: Pull outs for inclusion. Intervention classes, Self-contained within department for AAA. Resource Room for students.</p>	<p>Intervention:</p> <ul style="list-style-type: none"> • Modified Lessons and Assignments for students • Resource Teacher Sandra Smith will provide PD for General Ed. Teachers on adapting lessons for Special Ed students. 	
<p>Expected outcomes: Increased achievement amongst our SPED population as evidenced by Star Testing and ASPIRE. We are expecting to increase the amount of SPED proficient SPED students from 6.3% to 10%.</p>		

1. How and when was ASPIRE data shared with teachers?
 - a. Principal shared ASPIRE Data was shared with teachers during Pre Service (Aug 3-9)
 - b. Data was also shared during ACIP, Faculty, and PST Meetings
 - c. Science data was shared with 7th grade Science teacher on 9/21/16.

2. Describe implementation of School-Wide Reteach/Retest procedures:
 - a. Procedures were explained to the staff by the Principal during Pre Service days
 - i. Procedures were reviewed by the Assistant Principal and Principal on 9-19-16.
 - ii. Assistant Principal is auditing gradebooks to ensure policy is being
 - b. Reteach/Retest was included in School Online Binder
 - c. All teachers will examine the scores of students scoring below proficiency and reteach the missed content. After reteaching, the teachers will retest on that content.

3. Describe implementation of School-Wide PST (Academic/Behavior) processes, who is involved. Assistant Superintendents will review documentation.
 - a. Teachers met and reviewed ASPIRE AND Star data. They have referral sheets and recommend who should be on PST.
 - b. Administrators and all teachers are involved in the process
 - c. All teachers have been given the "Whippet Ways" (Behavior expectations) and have introduced them to each class. Each teacher has also tested students on the classroom and schoolwide procedures. Teachers will collaborate in Problem Solving Teams to implement the RTI framework to identify students requiring additional assistance. They will discuss individual student needs; develop and implement appropriate tier intervention and monitor, record and communicate student progress.

4. Assistant Superintendent will review classroom walkthroughs (follow up): Attached

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?
 - a. Special Education Teacher or Paraprofessional
 - i. Approximately 20% (27 out of 231) students are Special Ed. In addition we have 7 AAA students and we lack a self-contained classroom. Special Education teachers are stretched very thin. I have met with them on 3 occasions and will meet with them this week. Some have contacted the union and HR because they feel over worked. The administrators met with the Resource teacher and Sharon Magee on 9/19/16 to develop some a plan of action.

8. Do you have facility needs that have not been addressed?

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

- a. This is an older facility and there are several things that need to be upgraded. The roof leaks, the floor is in poor condition, several areas could use some paint, and there are cosmetic issues all over campus.
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

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

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