

2016-17 School Action Plan

School: Pearl Haskew Elementary School	Principal: Catherine Coxé
Leadership or ACIP Team Members' Names and Positions: Lisa Addison – Title 1 Facilitator, Lettie Duke - Counselor, Kim Collier – Media Specialist, Amanda Leonhardt – Reading Coach, Alastair Stevenson – Assistant Principal, Amy Parker – Sped. Teacher, Summer Payne – Math Coach	

Math

1. Review Aspire 2016 Math Baseline Data
 - a. Include grade level proficiency in the following categories: **See attached ASPIRE reports**
 - In Need of Support •Close •Ready •Exceeding
 - b. Develop a plan to increase the achievement of the lowest performing 25% of students. Include this as an objective in your ACIP
Teachers will use direct explicit instruction to fully implement CCSS. District pacing guides and resources, as well as additional instructional resources including Reflex Math and Performance Coach, will be utilized. School math coach will conduct intervention with 3rd, 4th, and 5th grade students.
 - 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.)
The lowest performing 25% of students on the ACT ASPIRE will be offered extended day tutoring in the fall and spring of the 2016-2017 school year. Students will use Performance Coach and Reflex Math.
 - e. How will you know if the Additional Academic Assistance is working?
 - Identify the benchmarking/assessment/progress monitoring tools/measures
**The benchmarking & progress monitoring will come from STAR data
 The assessments will be teacher tests and EQT's
 STAR Math will be given 4 times. Students will increase .33% in 2nd, 3rd, and 4th quarters.
 PST students will be STAR tested each month.**
 - Establish expected outcomes (Ex. Baseline = 20% / Expected Outcome = 50%)

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* <input checked="" type="checkbox"/>	Think Through Math	Achieve the Core*
MDC (Mathematics Design Collaborative*)	Other (list in #3 below)	

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

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

- a. EngageNY
- b. GeorgiaStandards.org
- c. Alabama Performance Coach
- d. Reflex Math

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

The above resources are not included in the ACIP.

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

We will know the objectives are working as there will be an increase in math scores on EQT's, STAR Math, quizzes, Interim assessments (Nov)

- Identify the benchmarking/assessment/progress monitoring tools
The benchmarking & progress monitoring will come from STAR data
The assessments will be teacher tests and EQT's
Data meetings twice a month to include grade level teachers, coaches, special education teachers, counselor, assistant principal, principal
PST will meet once a month using district guidelines
Grade levels meet every Wednesday during their extended planning time- 50 min. to review lessons, quizzes, mastery/PLCIA will be used

- Establish expected outcomes (Ex. Baseline = 20% / Expected Outcome = 50%)
Baseline = Initial STAR Math score. Expected Outcome = 1 grade level

- 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*	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)	

6. If you are using any other intervention resources, please list them below: **None**

- a. Reflex Math
- b. Performance Coach
- c. _____

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

7. Are the intervention resources listed above included in your ACIP as an objective/activity? If not, please include. **-The intervention resources are listed in the ACIP**

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

There will be an increase in Math EQT and STAR Math, quizzes

- Identify the benchmarking/assessment/progress monitoring tools

The benchmarking & progress monitoring will come from STAR data

The assessments will be teacher tests and EQT's

- 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.

*Grade level data meetings will discuss interventions once a month/PLCIA

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

Job embedded training on Math CFA's. (Half day)

PLT's.

9. What professional development is needed?

Reflex Math

Pearl Haskew Elementary School
Math ASPIRE 2016

Grade	In Need of Support	Close	Ready	Exceeding	Expected Outcome
3	20.9	28.2	40	10	55
4	8.7	34.8	47	9.6	60
5	11.5	47.1	35.6	5.7	50

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
 - a. Include grade level proficiency in the following categories:
 - In Need of Support •Close •Ready •Exceeding
 - b. Develop a plan to increase the achievement of the lowest performing 25% of students. Include this as an objective in your ACIP

Teachers will use direct explicit instruction to fully implement CCSS. District pacing guides and resources, as well as additional instructional resources including SNAP Learning and Performance Coach, will be utilized. School reading coach will conduct intervention with 3rd, 4th, and 5th grade students. District coach will conduct writing training for 3rd grade teachers. District coach will also provide side by side training.

- 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.)
The lowest performing 25% of students on the ACT ASPIRE will be offered extended day tutoring in the fall and spring of the 2016-2017 school year. Students will use Performance Coach and SNAP Reading..

- 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%)
The benchmarking & progress monitoring will come from STAR data
The assessments will be teacher tests and EQT's
STAR Reading will be given 4 times. Students will increase .33% in 2nd, 3rd, and 4th quarters.
PST students will be STAR tested each month.

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. 6 Traits

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

- b. Alabama Performance Coach _____
- c. SNAP Learning _____

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

The CFA's were included in the 2015-2016 ACIP. The others will be added for the 2016-2017 ACIP.

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

We will know that the objectives are working as there will be an increase in Reading CFA scores, quizzes, EQT's, STAR reading

- Identify the benchmarking/assessment/progress monitoring tools

The benchmarking & progress monitoring will come from STAR data

The assessments will be formative assessments and EQT's.

Data meetings twice a month to include grade-level teachers, coaches, special education teachers, counselor, assistant principal, principal.

PST will meet once a month using district guidelines.

Grade levels meet every Wednesday during their extended planning

time- 50 min. to review lessons, quizzes, mastery/PLCIA will be used

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.

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)	

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

- a. Performance Coach _____
- b. _____
- c. _____

7. Are the intervention resources listed above included in your ACIP as an objective/activity? If not, please include. ***Yes, the Sonday System is in the ACIP***

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

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

We will know the objectives are working as there will be an increase in Reading CFA and ASPIRE scores

Identify the benchmarking/assessment/progress monitoring tools

The benchmarking & progress monitoring will come from STAR data, quizzes, EQT's

The assessments will be teacher tests and CFA's

- 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.

Grade level data meetings will discuss interventions once a month/PLCIA

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

Half-day district training

Half-day job embedded training by the reading coach

9. What professional development is needed?

SNAP

6 Traits

Pearl Haskew Elementary School
Reading ASPIRE 2016

Grade	In Need of Support	Close	Ready	Exceeding	Expected Outcome
3	38.2	25.5	22.7	13.6	50
4	16.5	31.3	33	19.1	60
5	35.6	35.6	16.1	12.6	50

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

Science

1. Review Aspire 2016 Science Baseline Data
 - a. Include grade level proficiency in the following categories:
 - In Need of Support •Close •Ready •Exceeding
 - 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 ✓	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:
 - a. Kahoot _____
 - b. Readworks.org _____
 - 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)

We will know the objectives are working as there will be an increase in Science EQT and ASPIRE scores

 - Identify the benchmarking/assessment/progress monitoring tools
Quizzes, MasteryConnect questions, and EQT's
 - 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)	

6. If you are using any other intervention resources, please list them below: **None**
Please be reminded that all resources must be approved by C&I.

- a. _____
 b. _____
 c. _____

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)
We will know the objectives are working as there will be an increase in science EQT scores
- Identify the benchmarking/assessment/progress monitoring tools
Quizzes, MasteryConnect questions, and EQT's
 - 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.

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

-Webinar on STEMscopes, Stemscores training in summer

9. What professional development is needed?

-Moodle, continue Stemscores training

**Pearl Haskew Elementary School
Science ASPIRE 2016**

Grade	In Need of Support	Close	Ready	Exceeding	Expected Outcome
4	30.4	26.1	28.7	14.8	50
5	40.2	34.5	16.1	9.2	50

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

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: IN 31/ C 54/ R 11.5/ E 3.4 – (5 th Grade Writing only)	
Strategies: Six Traits Training	Intervention:
Expected outcomes: 50	

Discipline

Data Source: INOW	
2015-16 Office Referrals: 46	Suspensions: 6
Strategies: Schoolwide Discipline	Intervention:
Expected outcomes:	

Attendance

Data Source: INOW	
2015-16 ADM: 94.48	Absences per quarter:
Strategies:	Intervention:
Expected outcomes: 95%	

Culture/Climate

2015-16 Data Source: Surveys – AdvancED, Federal Parenting, Technology, and PRIDE	
Areas of Focus:	
Strategies:	Monitoring:
Expected outcomes/goal: Interpret ASPIRE scores	

Technology – Purchased 40 student laptops / 2 rolling labs

Data Source:	
Status: Digital Literacy Initiative	
Strategies: Integration	Intervention:
Expected outcomes:	

Special Education

Data Source: INOW		
Inclusion Used: <u>Yes</u> No	Resource Room Used: <u>Yes</u> No	Number of AAA Students: 7
Strategies:		Intervention:
Expected outcomes:		

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

1. How and when was ASPIRE data shared with teachers?
August 17, review – grade level meetings
2. Describe implementation of School-Wide Reteach/Retest procedures:
Information was given to teachers twice. Once was on Teacher Work Day on August 8, and again at Grade Level Meetings on August 17.
3. Describe implementation of School-Wide PST (Academic/Behavior) processes, who is involved.
Assistant Superintendents will review documentation.
PST takes place monthly with grade level teachers, special education teachers, coaches, counselor, Principal, and Assistant Principal.
4. Assistant Superintendent will review classroom walkthroughs (follow up):
20 observations
5. Assistant Superintendent will review Educate Alabama according to timeline (follow up):
Beginning self-assessments
6. Assistant Superintendent will review lesson plans and observe Physical Education Program (structured daily activities, indoor/outdoor policy, PE teachers engaged).
Indoor Policy - gym
7. Do you have HR needs?
No
8. Do you have facility needs that have not been addressed?
Security Camera – Problem has been resolved
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.