



## **ACIP**

# Semmes Middle School

## Mobile County Board of Education

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Semmes, AL 36575-5030

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# Executive Summary

## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Our school motto is "Seeking Excellence In Everything We Do".

Semmes Middle School is located at the corner of Moffett Road (US-98) and Ed George Road in Semmes, Alabama. Our physical building location is on the outskirts of the city of Semmes. We currently have 1491 students enrolled in grades 6 - 8 with a faculty/staff of approximately 120. Servicing the educational needs of the largest middle school student population in the state of Alabama demands a diversified portal of resources to accommodate the varied learning groups.

Semmes Middle School successfully stewards its resources to address the needs of disaggregated groups of students that include: 72.7% white, 20.6% Black/African American, 3.7% Hispanic, 1.4% American Indian/American Native, .47% Asian. Within that population of varied ethnic groups, we serve 60.23% students who are identified at the poverty rate, 14.4% special needs learners, and 9.45% Gifted.

Our faculty/staff is comprised of approximately 1.6% Asian, 22% Black/African American, and 76.4% white.

On May 2, 2011 the City of Semmes was incorporated as a Municipality with a population of 2,897 recognized by the State of Alabama. Semmes is located almost in the center of Mobile County, Alabama and covers over 2,100 acres. Semmes is best known for its large nurseries that produce ornamental shrubs, the most popular being the azalea. Our nurseries grow many of the azaleas sold throughout the United States -- several varieties developed at Semmes nurseries have won national recognition and awards. Locally owned nurseries have become a large part of the City's character and charm. The most common race or ethnicity in city/community of Semmes, Alabama is white comprising 81.5% of the population, the second largest ethnic group is Hispanic at 11.6%, and the Black/African/American at 3.5%.



## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The mission at Semmes Middle School is to provide an environment in which all students can reach their academic potential, enjoy healthy social development, and mature physically and emotionally.

Our Philosophy is that Semmes Middle School should provide educational experiences which foster individuality, educational growth, responsible young adults. A responsive instructional program that stresses discovering, communicating and cooperating shall be provided. Students will participate in learning experiences that promote the development of basic skills, academic excellence, and potential careers in professional, vocational, environmental, and technological areas. The faculty and staff are committed to assisting every student in reaching his/her potential academically, socially, emotionally, and physically. The community shall be encouraged to actively participate in all aspects of the school program.

## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

The most notable achievement in the last three years at Semmes Middle School has been the development of four Learning Communities within our school. The Learning Communities are: Keystone (focus on college & career prep), STEM (focus on science, technology, engineering, and math), Fine Arts (focus on music, art, journalism, and communications), and STAR (focus on career tech, job training, and technology). Each Learning Community incorporates Common Core and Career Readiness standards in core classes as required by the state of Alabama. The electives in each Learning Community are specifically designed to support the goals of that Learning Community. Also, field trips, speakers, and other activities are aligned with each Learning Communities' goal. Each Learning Community is designed as a specialized school with specific goals in mind. Students in grades 6, 7, and 8 may participate in either of the Learning Communities. This allows for a smaller, more manageable group of students, and provides opportunities for the teachers to better know their students. Students will remain in their designated area for that Learning Community with the same teachers for the 3 years they are at Semmes Middle School. Each Learning Community will have between 375-400 students, with a teaching staff of 12 - 18 teachers. Each Learning Community will have a lead administrator, a counselor, and other support personnel. We believe that taking the large school and breaking it down into smaller, more personalized segments has been of great benefit to our students.

Another Academic achievement that has proven to be a notable improvement to our school is our Grade Recovery Program. This program allows students who fail a core subject to make up that quarter in its entirety by participating in evening classes. This has proven to be highly effective in reducing our retention rate for core subject, and provides for equitable learning opportunity for all students.

In an effort to reduce suspensions, we implemented a Re-Direct Behavior element to the Grade Recovery Program. In lieu of suspension, students with repeated Class B offenses are provided the opportunity to attend school during evening hours for a minimum of 45 days for support and redirection of behavior.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Extra Curricular Activities include:

Robotics

Art Club

Junior Civitan

National Junior Honor Society

Running Club

FBLA (Future Business Leaders of America)

Student Council

Scholar's Bowl

Dance Team

Spirit Club

Athletics (7th and 8th Grade Only)

Track

Softball

Baseball

Football

Volleyball

Basketball

Cheerleading

Intramurals

# Improvement Plan Stakeholder Involvement

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## Improvement Planning Process

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

In April, May, and June of 2016, the Semmes Middle School Department Chairs met with the Title 1 Facilitator to review and discuss the available 2015-2016 test data. Data Analysis is an on-going (at least twice monthly) task within departments and by grade levels for core content teachers. Select faculty members also met to complete the evaluation log and discuss necessary changes for the 2016-2017 school year. Department Chairs met again in August, 2016 to review ASPIRE data and to finalize objectives, strategies, and activities for the school year. The Continuous Improvement Plan (CIP) Committee, which includes core content Department Chairs, administrators, Media Specialists, Technology Support Teacher, EL Resource Teacher, parents, and students, met informally to brainstorm ideas for effective strategies and appropriate action steps to enable us to meet our goals in 2016-2017 as set forth in this plan. Formal meetings were held within department/grade level data meetings. Data Analysis forms were completed by each core subject teacher and analyzed at department and grade level meetings. Strengths and weaknesses were identified with the intent of improving the instructional programs and the achievement of students.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

The ASSIST Continuous Improvement Plan Committee is comprised of stakeholders, including the administrators at Semmes Middle School, Title 1 Facilitator, department chairs from each of the four core content areas, including the Special Education department chair, counselor, ESL resource teacher, media specialist, reading specialist, technology support teacher, paraprofessional, parent program manager, and parents.

Each committee member contributes to the planning process in the areas they are most familiar with and qualified in. As each section of the plan is drafted, it is then reviewed, edited, and revised by other committee members.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The completed CIP will be shared with faculty members at Department/Grade Level meetings. The CIP will also be shared with our Parent Teacher Organization (PTO), and will be published on our website in an abbreviated form. Our Parenting Center will have hard copies available for all interested stakeholders. Completed goals and strategies will be shared with all faculty members and parents via parent meetings, social media, and newsletters. Quarterly progress reviews for the CIP will be shared with all stakeholders.

# Student Performance Diagnostic

## Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.



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**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		ASPIRE Data 2016 STAR Math Growth Report 2016 STAR Reading Growth Report 2016 Diagnostic 2016 2017

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

## Areas of Notable Achievement

### Which area(s) are above the expected levels of performance?

The data results from the Science Aspire test showed a 1.5% proficiency increase from 66.74% in 2015 to 68.28% in 2016. When the Special Education population is removed from the data, the proficiency increases to 2.5%. Students scoring at the "exceeding" level of proficiency increased from 10.5% to 12.3%.

### Describe the area(s) that show a positive trend in performance.

The most positive trend in performance was in the "Key Idea and Detail" are of the Aspire Reading test. Over the last three years, data indicates that scores have continually increased in this area.

2014: 19.2%

2015: 25.6%

2016: 29.9%

### Which area(s) indicate the overall highest performance?

Highest overall performance was on the Aspire Reading test. Data indicates we have a proficiency rate of 35.1% for reading, 33.3% for science, and 32.9% proficiency in math. There were subtest on each of these individual tests where proficiency was higher.

### Which subgroup(s) show a trend toward increasing performance?

Subgroups that consistently indicate a trend toward increasing performance in reading are Asian and Indian but, our total population in those subgroups are very small. Negative trends across all subgroups in math. Black and white subgroups showing positive trends in science, however, this is only based on two years testing data.

### Between which subgroups is the achievement gap closing?

The achievement gap between males and females is showing progress towards closing.

However, females scored consistently higher in science, reading, and math than males.

Our greatest gap in achievement comes in ethnic comparison between Black and White population subgroups.

### Which of the above reported findings are consistent with findings from other data sources?

Data evaluated and reviewed from Aspire and STAR are consistent.

SY 2016-2017

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## Areas in Need of Improvement

### Which area(s) are below the expected levels of performance?

The lowest expected levels of performance fell with our Special Education population. The lowest quartile of students in both reading and math consisted of 35 - 38% Special Education students.

### Describe the area(s) that show a negative trend in performance.

Student data assessments administered to students indicate a negative trend in performance in the area of math. Proficiency declined 2015 (35.9%) 2016 (32.9%) on the Aspire test. STAR data suggests the same decline in growth.

### Which area(s) indicate the overall lowest performance?

The lowest overall performance is in math. Data results from Aspire were examined and evaluated by committee members and the data shows that only 25.3% overall student population across grade level perform at benchmark.

### Which subgroup(s) show a trend toward decreasing performance?

There are no subgroup that clearly show a trend in decreasing performance. The decreasing performance is overall, across grade levels, in each subgroup, and in each ethnic group. Comparing the data results from two or three years doesn't in all cases establish a trend. However, consistently, the gap between White and Black subgroups is well defined.

### Between which subgroups is the achievement gap becoming greater?

The gaps between the subgroups of Black students and White students is becoming greater. Breaking the Black student population down between male/female, shows the gap larger between males and females:

Aspire data:

Math Proficiency

Black Subgroup:

2014	2015	2016
Male: 20.8%	Male: 11.8%	Male: 5.1%
Female: 31.7%	Female: 32.6%	Female: 18

Reading Proficiency:

2014	2015	2016
Male: 7.5%	Male: 15.5%	Male: 14.5%

Female: 21.2%      Female: 36.8%      Female: 24.4%

Aspire data:

Black/White Comparison

Math: Proficiency

2014	2015	2016
B 19.3%	B 24.0%	B 19.8%
W 41.2%	W 38.9%	W 36.7%

Reading: Proficiency

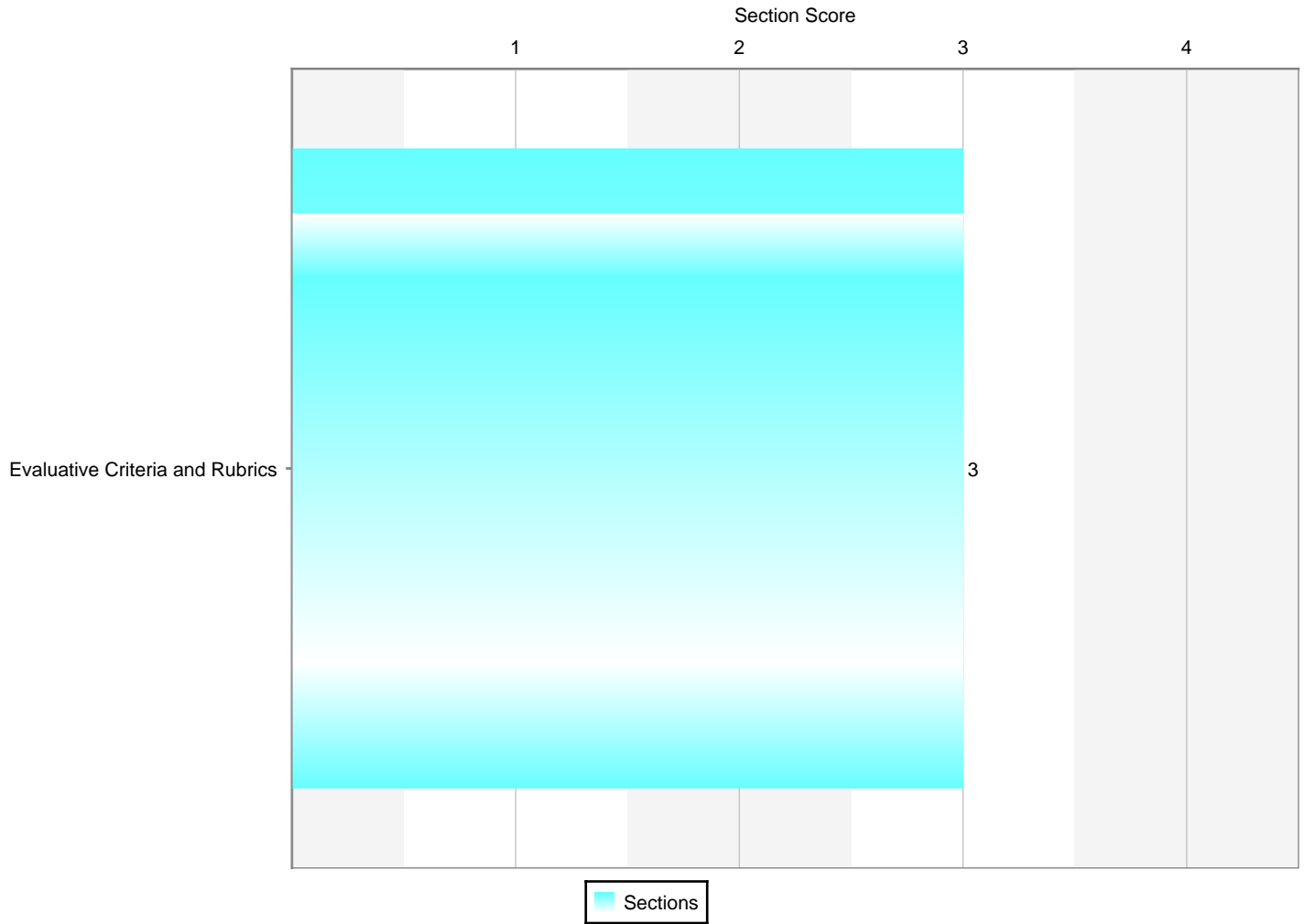
2014	2015	2016
B 13.8%	B 25.3%	B 18.8%
W 39.4%	W 38.3%	W 39.4%

**Which of the above reported findings are consistent with findings from other data sources?**

Aspire, STAR, and common assessments show consistent results in the identified gaps.

## Report Summary

### Scores By Section



# **ACIP Assurances**



## **Introduction**

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

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		Members w/Signatures

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		Non-Discrimination Resp. w/signature

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Brenda Shenesey, Principal Semmes Middle School 4566 Ed George Road Semmes, AL 36575 (251) 221 - 2344	Non Discrimination Responsibilities w/signature

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		Parent Involvement Plan 2016-2017

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		School-Parent Compact 2016-2017

# 2016-2017 Semmes Middle School

## **Overview**

### **Plan Name**

2016-2017 Semmes Middle School

### **Plan Description**

Semmes Middle School Instructional Leadership Committee collaboratively planned for the Continuous Improvement Plan for the 2016-2017 school year.

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.	Objectives: 11 Strategies: 15 Activities: 33	Academic	\$4776713
2	Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students.	Objectives: 6 Strategies: 7 Activities: 8	Organizational	\$6700
3	Provide digital tools and resources to all educators and students. (All educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it.)	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$32775
4	Prepare and support students through student support services.	Objectives: 2 Strategies: 5 Activities: 13	Organizational	\$54356
5	We will reduce the number of "Class B" offense office referrals, which accounted for 77.8% (1067 infractions) of all referrals by 2% to 75.8% (21.34 infractions) or fewer as measured by INOW In Focus Discipline Report for the 2016-2017 school year.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

## Goal 1: Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

### Measurable Objective 1:

80% of All Students will collaborate to increase: 6th grade from 42% to 48, 7th grade from 22% to 28%, and 8th grade from 20% to 26% on the STAR Growth Report and increase Ready status on Aspire: 6th grade from 631.6 to 633.6, 7th grade from 722.8 to 723.8, 8th grade from 817.9 to 819.9 in Mathematics by 06/02/2017 as measured by STAR Math Growth Report and the ASPIRE test..

### Strategy 1:

Direct Instruction - All Extended Day/Enrichment/Intervention math teachers will use data from STAR Math tests to formulate their Response to Instruction for each session. All Math teachers will use STAR Math data to determine weaknesses on pre-requisite skills.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Concept of direct instruction:

Direct Instruction is the cornerstone of which systematic, explicit teaching of academic strategies to students is research based.

Activity - Interactive Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers, including Extended Day, Saturday School, and Math Enrichment teachers will utilize data from STAR Math and CFA's to formulate a specific individualized approach/plan for Response to Instruction and remediation.	Direct Instruction	08/10/2016	06/02/2017	\$18000	Title I Schoolwide	All math teachers, including Extended Day and Saturday School teachers
Activity - Reteach Non-Mastered Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop bell ringers that address various learning styles to review non-mastered standards. Math teachers will identify non-mastered standards on CFA's in each grade level and create bell ringers as a daily/weekly review as needed.	Tutoring	08/10/2016	06/02/2017	\$0	No Funding Required	Math teachers
Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All regular education math teachers and Special Education math teachers will progress monitor and provide intervention based on individual student needs as indicated by CFA's, FALS, and STAR Math.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	All regular education and Special Education math teachers.

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Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will conduct regular walkthroughs and observations using Educate Alabama.	Policy and Process	08/10/2016	06/02/2017	\$0	No Funding Required	Administrative Staff
Activity - FALS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will incorporate the use of FALS into daily lessons.	Direct Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	All math teachers.

**Strategy 2:**

Math Intervention - All identified "At Risk" students will continue to receive Tier I instruction and Tier II interventions and support by as recommended by PST.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: RTI, National Center for Learning Disabilities

Activity - Small Group/Individualized Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At Risk students as identified by PST will receive research based interventions.	Academic Support Program	08/10/2016	06/02/2017	\$70510	Title I Schoolwide, Title I Schoolwide	PST Committee, regular classroom teachers, intervention teachers.

**Strategy 3:**

MDC - Mathematics Design Collaborative (MDC) will be used to teach all students mathematics concepts during daily instruction.

Category: Other - Instructional

Research Cited: Mathematics Design Collaborative (MDC) is professional development mathematics teachers through Southern Regional Educational Board (SREB) that supports problem solving and higher order thinking skills.

Activity - Mathematics Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in all mathematics classes will use Mathematics Design Collaborative (MDC) strategies to complete tasks daily during classroom activities.	Other - Instructional	08/10/2016	06/02/2017	\$0	No Funding Required	All Mathematics Teachers

**Measurable Objective 2:**

80% of All Students will increase student growth on the STAR Growth Report: 6th grade from 36% to 42%, 7th grade from 32% to 38%, 8th grade from 46% to 52%, and increase Aspire Ready status 6th grade from 22.9% to 23.9%, 7th grade 23.8% to 25.8%, 8th grade from 31.4% to 33.4% in Reading by 06/02/2017 as measured by STAR Reading Growth Report and the ASPIRE test..

**Strategy 1:**

Textual/Informational and Functional Reading - Target textual/informational/and functional reading passages in all core subject classes. Compass Learning, STAR, Souday System, and Accelerated Reader will assist teachers.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative, Best Practices in Adolescent Literacy, 2007

Activity - Direct, Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement direct, explicit instruction through whole group and small group for all students daily. Small groups may utilize Compass Learning.	Direct Instruction	08/10/2016	06/02/2017	\$3600	Title I Schoolwide	All core content teachers, Compass Learning Reading Teacher

Activity - Increase Vocabulary Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core subject teachers will incorporate essential vocabulary, including power words in daily instruction.	Direct Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	All core content teachers.

**Strategy 2:**

Reading Intervention - All students identified as "at risk" by PST will receive Tier I and Tier II intervention support.

Category: Other - Academic Support

Activity - Small Group/Individualized Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students identified as "at risk" based on CFA's and STAR Reading will receive researched based interventions and support.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Classroom teachers, intervention teachers, PST Committee

**Strategy 3:**

Close Reading - Students in all English Language Arts classes will use Close Reading strategies to engage with text and improve analytical skills.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Fisher & Frey PD Resource Center; Close and Critical Reading, K-5 & 6-12. CORWIN

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students in all English Language Arts (ELA) classes will use the close reading strategies to engage with text and improve analytical skills.	Other - Instructional	08/10/2016	06/02/2017	\$0	No Funding Required	All ELA Teachers
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**Measurable Objective 3:**

57% of English Learners students will demonstrate a proficiency and meet or exceed a .5 gain on the state required assessment in English Language Arts by 06/05/2017 as measured by ACCESS for ELs.

**Strategy 1:**

Provide Personalized Instruction for EL Students - English Learners will meet or exceed the state ALPA of 57% on the ACCESS for ELLL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Other - English Learners

Activity - Direct, Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of ELs will provide direct, explicit instruction to all students.	Direct Instruction	08/10/2016	06/05/2017	\$0	District Funding	Content teachers, administrators, EL Coordinator

Activity - Guidance and Accommodations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers of EL students will receive student profiles and plans for accommodations/interventions/goals.	Academic Support Program	08/10/2016	06/05/2017	\$0	No Funding Required	Content teachers, EL Teacher

**Measurable Objective 4:**

A 2% increase of Seventh grade students will demonstrate student proficiency (pass rate) achieving the 'ready' status in Science by 06/02/2017 as measured by ASPIRE Test.

**Strategy 1:**

Inquiry Oriented Instruction - Use of essential questions to combine the curiosity of students and the scientific method to enhance the development of critical thinking.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Wise, Kevin C.

Clearing House, v69 n6 p337-38 Jul-Aug 1996

Activity - Inquiry Oriented Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Inquiry-based learning uses a central or essential question to frame a curriculum unit or module. Students answer this central/essential question for themselves, discovering and learning through a series of guided discussions, experiments, and hands-on activities. Students are more engaged in what they're learning, and have a wider context for understanding the material rather than just hearing a lecture or memorizing facts.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	7th grade science teachers
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Activity - Direct, Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science teachers will provide direct, explicit instruction for all students daily.	Direct Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	Science teachers

Activity - Reteach/Retest	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science teachers will reteach/retest non-mastered standards.	Direct Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	Science teachers

Activity - Increase Vocabulary Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science teachers will increase vocabulary development by incorporating essential vocabulary words, including power words in daily instruction.	Direct Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	Science teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science students will read, create, or analyze data at least once per standard.	Other - Instructional	08/10/2016	06/02/2017	\$0	No Funding Required	All science teachers

Activity - Close Read	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science teachers will incorporate the Close Read instructional strategy during the course of their weekly lesson cycle.	Other - Instructional	08/10/2016	06/02/2017	\$0	No Funding Required	All science teachers

**Measurable Objective 5:**

80% of All Students will demonstrate a proficiency on the End of the Quarter Exams in Social Studies by 06/02/2017 as measured by EQT's..

**Strategy 1:**

Direct, Explicit Instruction - Implement direct, explicit instruction through whole class for all students daily.

Category: Develop/Implement College and Career Ready Standards

Activity - Direct, Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All social studies teachers will provide direct, explicit instruction to all students daily.	Direct Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	Social Studies Teachers

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Activity - Increase Vocabulary Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Social Studies teachers will incorporate essential vocabulary words, including power words, in daily instruction.	Direct Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	All Social Studies Teachers
Activity - Reteach/Retest	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All social studies teachers will reteach/reteach non-mastered standards.	Direct Instruction	08/10/2016	06/02/2017	\$12000	Title I Schoolwide	Social Studies Teachers
Activity - Informational Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Social Studies Teachers will integrate the use of maps, charts, graphs, and primary source documents during the course of their daily lesson cycle, including assignments.	Other - Instructional	08/10/2016	06/02/2017	\$0	No Funding Required	All Social Studies Teachers
Activity - Close Read	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Social Studies Teachers will incorporate the Close Read instructional strategy during the course of the weekly lesson cycle.	Other - Instructional	08/10/2016	06/02/2017	\$0	No Funding Required	All Social Studies Teachers

**Measurable Objective 6:**

100% of All Students will complete a portfolio or performance participating in Project Lead The Way (PLTW) effectively and responsibly use standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively as they participate in PLTW classes in Career & Technical by 06/02/2017 as measured by final student projects, written teacher reports, and classroom/student observations.

**Strategy 1:**

Best Practice Lessons - Utilize a portal of best practice lessons that present content in interesting and interactive ways using contemporary computer devices such as smartphones, laptops, and tablets.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Westover: Jay, and Hatton, Lynn. Closing the Gaps of College and Career Readiness. InnovED, March 2011

Activity - Project Based Engineering Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of online Project Lead The Way resources to develop project based engineering projects.	Technology	08/10/2016	06/02/2017	\$0	Career and Technical Education Funds	Project Lead The Way (Career Tech) Teachers

**Measurable Objective 7:**

100% of Eighth grade students will collaborate to effectively and responsibly use standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively as they participate in STEM and Keystone project based classes in Science by 06/02/2017 as measured by final projects, decreased use of paper/hard copy materials, classroom/student observations.

**Strategy 1:**

Digital Media Resources - Expand accessibility and quantity of District or Title 1 funded high quality, engaging, standards-based, digital media resources for STEM and Keystone students.

Category: Other - Technology

Research Cited: Westover, Jay, and Hatton, Lynn. Closing the Gaps of College and Career Readiness, InnovED. March 2011

Activity - Project Based Learning W/Digital Components	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of Edmodo, Moodle, Brain POP, and GIZMOS for project based learning.	Technology	08/10/2016	06/02/2017	\$1695	Title I Schoolwide	8th Grade STEM and Keystone Science Teachers

**Measurable Objective 8:**

100% of All Students will demonstrate a behavior that displays an understanding of human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom in English Language Arts by 10/31/2016 as measured by successful participation in the online internet safety course as offered by our Media Specialists.

**Strategy 1:**

Internet Safety - Mandatory Internet Safety Class to be completed by all students at the beginning of each school year as provided by the Media Specialists.

Category: Other - Technology

Research Cited: As required by Erate

Activity - Internet Safety Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mandatory Internet Safety Class that teaches and assesses appropriate digital citizenship to be completed by 100% of the students.	Policy and Process, Technology	08/10/2016	10/31/2016	\$50275	State Funds, Title I Schoolwide	Media Specialists

**Measurable Objective 9:**

100% of All Students will complete a portfolio or performance of assignments/activities in all core curriculum subjects in Writing by 06/02/2017 as measured by any of the following (but not limited to): completed journals, learning logs, writer's notebook, mathematics logs, essays, essay and open-response questions, lab reports, research assignments, editorials, letters, speeches, memoirs, poems, etc. .

**Strategy 1:**

Writing Across the Curriculum - Students in all classes will participate in frequent writing activities such as: essays, open-response questions, lab reports, research assignments, paragraphs, mathematics logs, etc.

Category: Other - Instructional

Research Cited: Southern Regional Educational Board's (SREB) Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12. 2003

Activity - Writing Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All core content teachers (regular and Special Education) will frequently incorporate writing into activities that allow students to respond to instruction in written format.	Other - Instructional	08/10/2016	06/02/2017	\$0	No Funding Required	All core content teachers
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Activity - Writing Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each core subject will participate in a writing project during an assigned quarter (as listed below), producing an extensive piece that relates to the core curriculum subject to promote understanding and develop research and writing skills. 1st Quarter: English Language Arts 2nd Quarter: Science and Electives 3rd Quarter: Social Studies and Physical Education 4th Quarter: Math and Electives	Other - Instructional	08/10/2016	06/02/2017	\$4620633	District Funding, State Funds	All core content teachers

**Measurable Objective 10:**

80% of All Students will increase student growth (Lowest Quartile Math ASPIRE) by at least 5 points in Mathematics by 06/02/2017 as measured by Aspire Math Test.

**Strategy 1:**

Intervention - Students scoring in the lowest quartile on the Math Aspire Test will receive intervention/tutoring through our various resources that are available at Semmes Middle School.

Category: Other - Lowest Quartile Math

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned to participate in South Alabama's Educational Talent Search tutoring program, opportunity to attend one on one tutoring during elective classes, advisor/advisee program, and individual/small group counseling will be available.	Tutoring	08/10/2016	06/02/2017	\$0	No Funding Required	Counselors, intervention teachers

Activity - Progress Monitor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress Monitoring on STAR Math tests.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	All math teachers, intervention teacher, counselors

**Measurable Objective 11:**

80% of Sixth, Seventh and Eighth grade students will increase student growth (lowest Quartile Reading ASPIRE) by 5 points in Reading by 06/02/2017 as measured by ASPIRE Reading Test.

**Strategy 1:**

Intervention/Reading - Students scoring in the lowest quartile on the ASPIRE Reading Test will receive intervention/tutoring through our various resources that are available at Semmes Middle School.

Category: Other - Lowest Quartile ASPIRE Reading

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned to participate in South Alabama's Educational Talent Search tutoring program, opportunity to attend one on one tutoring during elective classes, advisor/advisee program, and individual/small group counseling will be available.	Tutoring	08/10/2016	06/02/2017	\$0	No Funding Required	Counselors, Intervention Teachers
Activity - Progress Monitor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress Monitoring on STAR Reading tests.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Language Arts/Reading Teachers, Intervention Teachers

## Goal 2: Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students.

### Measurable Objective 1:

collaborate to use, share and acquire innovative methods for teaching technology and digital resources to implement standards based instruction and learning activities in all core content areas to enhance and advance student learning, creativity, and innovation by 06/02/2017 as measured by participation in collaborative planning meetings and student performance/products.

### Strategy 1:

Collaboration - Collaborative Planning and Web resources will be utilized to provide students with opportunities to demonstrate creative thinking, communication, knowledge, and develop innovative projects and processes using technology.

Category: Other - Technology

Research Cited: Collaborative Teaching:

The Best Response to a Rigid Curriculum

By Monique D. Wild, Amanda S. Mayeaux, & Kathryn P. Edmonds

Published in Print: May 21, 2008, as Collaborative Teaching

Activity - miDevice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

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Teachers will collaborate to create, plan, and implement technology based lessons.	Technology	08/10/2016	06/02/2017	\$0	No Funding Required	Classroom teachers, Technology teachers, and Project Lead The Way (PLTW) teachers.
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**Strategy 2:**

Project Based Learning W/Digital Components - Collaborate to utilize, support, and fund instructional technology integration at the school level to increase technology effectiveness and better prepare students to be college and career ready.

Category: Other - Instructional Technology

Activity - Technology Intergration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement project based learning with digital components using Moodle, Gizmos, Edmodo, Compass Learning, Discovery Ed, Brain POP; collaborate with Bring Your Own Device (BYOD), teachers to create interesting, interactive lessons to better prepare students to be college and career ready.	Other - Project Based Learning, Technology	08/10/2016	06/02/2017	\$0	No Funding Required	All Classroom Teachers

**Measurable Objective 2:**

collaborate to assist and support new/inexperienced teachers by 06/02/2017 as measured by cooperative meetings between the mentor and mentee.

**Strategy 1:**

Mentor Support - New/inexperienced teachers as well as teachers new to Semmes Middle School will receive support, assistance, and advice by an assigned master teacher

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama State Board of Education Resolution Standards, [www.ALSDE.edu](http://www.ALSDE.edu)

Activity - New Teacher Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New/inexperienced teachers will be assigned a master teacher for support and assistance. The mentor and mentee will meet at least weekly.	Policy and Process, Professional Learning	08/08/2016	06/05/2017	\$0	No Funding Required	Mentors and Mentees

**Measurable Objective 3:**

collaborate to teach in ways that promote creativity, innovation, wonder, joy, and a passion for learning by 12/01/2016 as measured by four teachers and one administrator attending the Ron Clark Academy educator training..

**Strategy 1:**

Ron Clark Academy Educator Training - Four teachers and one administrator will attend The Ron Clark Academy training for educators to learn better ways to engage

students, promote academic rigor, and create a climate and culture that promotes success.

Category: Develop/Implement Professional Learning and Support

Activity - RCA Educator Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through classroom observations and workshops, participants in the training program will learn ways to increase student engagement, ensure academic rigor, and create a climate and culture that leads to success.	Professional Learning	11/11/2016	11/11/2016	\$6400	Title I Schoolwide, Title I Schoolwide	Four teachers and one administrator

Activity - CLAS Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Aspiring Administrators	Professional Learning	11/16/2016	11/16/2016	\$300	Title I Schoolwide	Nicole Rollo, Special Education Dept. Chair Christine Graham, Math Teacher

#### Measurable Objective 4:

collaborate to increase student growth and higher order thinking skills by 06/02/2017 as measured by successful participation in the Mathematics Design Collaborative Professional Development.

#### Strategy 1:

Mathematics Design Collaborative (MDC) - Mathematics teachers will participate in MDC professional development.

Category: Develop/Implement Professional Learning and Support

Research Cited: Mathematics Design Collaborative (MDC) is a professional development for mathematics teachers through Southern Regional Educational Board(SREB) that supports problem solving and higher order thinking skills.

Activity - Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics teachers will participate in MDC professional learning on October 12-14, November 14-16, January 9-11, February 6-8, and in March.	Professional Learning	08/08/2016	06/02/2017	\$0	No Funding Required	All mathematics teachers

#### Measurable Objective 5:

collaborate to improve student comprehension and analytical skills. by 06/02/2017 as measured by successful participation in the CORWIN Professional Resources Center Professional Development Online Training in Close Reading Strategies .

#### Strategy 1:

Close Reading Strategies PD - CORWIN Professional Resources Center Professional Development will be used to teach all ELA educators how to effectively use close reading strategies in the classroom to improve student comprehension and analytical skills.

Category: Develop/Implement Professional Learning and Support



Research Cited: FISHER & FREY PD Resource Center

Close and Critical Reading, K-5 & 6-12

CORWIN

Activity - Close Reading Training/EL Department	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English Language Arts teachers will participate in online CORWIN Professional Development training of Close Reading Strategies	Professional Learning	08/08/2016	06/02/2017	\$0	No Funding Required	All English Language Arts (ELA) Teachers

**Measurable Objective 6:**

collaborate to provide hands-on, researched-based teaching approach in all science classes by 06/02/2017 as measured by participation in The Alabama Math, Science, and Technology Initiative (AMSTI) Professional Development training.

**Strategy 1:**

AMSTI Support - Participation in on-site training for Alabama Math, Science, and Technology Initiative (AMSTI). AMSTI Site specialists and directors will provide science teachers additional professional development during the school year

Category: Develop/Implement Professional Learning and Support

Activity - Training, Mentoring, and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AMSTI will provide extensive on-going mentoring, coaching and support to teachers. During the school year AMSTI science specialists will regularly visit teachers in their classrooms to help them effectively transition to this new way of teaching	Professional Learning	08/08/2016	06/02/2017	\$0	No Funding Required	All science teachers

**Goal 3: Provide digital tools and resources to all educators and students. (All educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it.)**

**Measurable Objective 1:**

collaborate to ensure every student, teacher, and administrator has access to an internet connected device with viable access points and appropriate software and web-based resources for research, communication, multimedia content creation and consumption by 06/02/2017 as measured by Transform 2020 survey results.

**Strategy 1:**

miDevice - Collaborate with the Mobile County Public School System district to develop and implement policies for student use of both district or local school owned

devices and student owned mobile devices.

Category: Other - Technology

Activity - miDevice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students and faculty will have access to internet ready devices throughout the day, as well as being able to bring personal devices to school for educational purposes.	Technology	08/10/2016	06/02/2017	\$0	No Funding Required	Classroom teachers, Media Specialists, and Technology Support Teacher (TST).

**Measurable Objective 2:**

collaborate to purchase additional laptops, desktops, and tablets for teacher and student use by 06/02/2017 as measured by TST Inventory.

**Strategy 1:**

Update/Increase Technology Inventory - With the use of Title 1 funds, we will purchase additional laptops and desktops within budget to replace models that are out of warranty.

Category: Other - Technology

Activity - Increase Inventory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will continue to replace as many out of warranty laptops as possible within our Title 1 Budget in order to maintain an inventory of technology equipment that is under warranty.	Technology	08/08/2016	06/02/2017	\$32775	Title I Schoolwide	Title 1 Facilitator, Budget Committee, and TST Teacher.

## Goal 4: Prepare and support students through student support services.

**Measurable Objective 1:**

collaborate to build a supportive and positive learning environment by 06/02/2017 as measured by attendance data, office referrals, and administrative observations..

**Strategy 1:**

Climate, Culture, Attendance - All teachers will adhere to learning policies and work with members of their team and Learning Community to help decrease suspensions and tardies, and increase student attendance.

Category: Develop/Implement Teacher Effectiveness Plan

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Activity - Team Watch	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together with grade level team members and Learning Community team members to address attendance concerns and behavior issues during data meetings, grade level/team meetings, PST meetings, and faculty meetings.	Policy and Process	08/08/2016	06/02/2017	\$0	No Funding Required	Classroom teachers, administrative staff, media specialists, and counselors.

Activity - Never Been Absent (NBA)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will increase our daily attendance rates by implementing a monthly recognition and rewards activity to all students who are not absent during each month.	Other - Positives: Climate, Culture, Attendance	08/10/2016	06/02/2017	\$0	No Funding Required	All faculty and staff

**Strategy 2:**

Response to Instruction - All regular education and Special Education teachers will use data driven lessons and implement Tier I and Tier II interventions effectively.

Category: Develop/Implement Learning Supports

Activity - PST Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Problem Solving Team (PST) will meet regularly to provide teachers with research-based interventions for student not meeting standards.	Academic Support Program	08/08/2016	06/02/2017	\$0	No Funding Required	PST Members, Core Content Teachers

**Strategy 3:**

Academic/Social Support - Counselors will provide academic and social support to all students using speakers, presentations, field trips, during and after school tutoring, and small group/individual counseling.

Category: Implement Guidance and Counseling Plan

Activity - South Alabama's Education Talent Search	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will participate in the University of South Alabama's Education Talent Search for tutoring during the school day, as organized by the counselors.	Tutoring	08/10/2016	06/02/2017	\$0	No Funding Required	Counselors

Activity - Crittenton Youth Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small groups (girls) will participate in the Crittenton Youth Services Program and activities as organized by the counselors.	Other - Awareness	08/10/2016	06/02/2017	\$0	No Funding Required	Counselors

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Activity - Kuder Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in the Kuder Program to increase College and Career Readiness as organized by the counselors.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Counselors
Activity - World of Opportunity Career Expo	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
8th grade students will participate in a field trip to the World of Opportunity Career Expo as organized by the counselors, and be exposed to various career opportunities.	Field Trip, Academic Support Program, Career Preparation/Orientation	09/22/2016	09/22/2016	\$0	No Funding Required	Counselors
Activity - Small Group/Individual Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as having continued academic and/or social concerns will be scheduled for appropriate small group and/or individual counseling sessions.	Academic Support Program, Behavioral Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Counselors
Activity - Bridges/Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will host all upcoming 6th graders in the Spring, and hold a parent meeting for parents of upcoming 6th graders. We will hold Bulldog Camp, also known as Bridges, for all upcoming 6th graders over the summer of 2017. We will aid all 8th grade students in registration for high school and assist with high school orientation for our outgoing 8th grade students.	Other - Transition	03/01/2017	08/04/2017	\$54356	Title I Schoolwide, Title I Schoolwide, Title I Schoolwide	Counselors, Parent Program Manager
Activity - Duke Talent Search	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will participate in the 7th grade Duke Talent Search which enables registered 7th graders to take either ACT or SAT as an above level test, giving them greater insight into their abilities.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Counselors

**Measurable Objective 2:**

collaborate to increase student growth and development, and decrease social issues/concerns by 06/02/2017 as measured by providing individual/small group counseling, participation in Bullying Awareness/Prevention program, and develop behavior plans as needed using Review 360 .

**Strategy 1:**

Individual/Small Group Counseling - Counselors will develop a Behavior Plan using Review 360 for students who show a pattern of misbehavior.

Category: Implement Guidance and Counseling Plan

Research Cited: Dr. Pisecco: Recognized expert on the education and treatment of children and adolescents with behavioral disorders. Review 360 Behavior Program

Activity - Implementation of Behavior Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors will create Behavior Plans using the Review 360 Program for all students who are suspended five days as advised/referred by the administration.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Counselors

### Strategy 2:

Bullying Awareness/Prevention - Counselors will collaborate to put a focus on Bullying Awareness/Prevention with various activities..

Category: Develop/Implement Student and School Culture Program

Activity - Anti-Bullying Movement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will sign 'blue hands' that are displayed in the lunch room to proclaim their public stand against bullying.	Other - Awareness	09/12/2016	09/16/2016	\$0	No Funding Required	Counselors

Activity - Blue Shirt Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be allowed to wear a solid blue shirt with their uniform pants to school on Friday as a public display of Anti-Bullying.	Other - Awareness	09/16/2016	09/16/2016	\$0	No Funding Required	Counselors

**Goal 5: We will reduce the number of "Class B" offense office referrals, which accounted for 77.8% (1067 infractions) of all referrals by 2% to 75.8% (21.34 infractions) or fewer as measured by INOW In Focus Discipline Report for the 2016-2017 school year.**

### Measurable Objective 1:

collaborate to reduce the total number of office referrals for class "B" offenses by 2% by 06/02/2017 as measured by Chalkable (INOW) In Focus Discipline Reports .

### Strategy 1:

Character Education Program - Implementation of the Character Education Program and small group counseling by classroom teachers and counselors to combat bullying and provide behavioral and academic support to all students.

Category: Implement Guidance and Counseling Plan

Activity - School Wide Rules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School wide rules, expectations, and consequences will be taught in each classroom. Counselors will assist teachers by re-teaching and reinforcing school rules to small groups. Learning Communities will work together to enforce rules.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	All faculty members
<b>Activity - Transition</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will escort students to and from the lunchroom, PE, and restrooms during transition,	Behavioral Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Classroom teachers
<b>Activity - Advisor/Advisee</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Advisor/Advisee sessions will be held once every three weeks.	Academic Support Program, Behavioral Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Homeroom teachers, Counselors
<b>Activity - Behavior Intervention</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students in need of additional behavioral support beyond the support provided by the classroom teacher will be referred by PST to a counselor. Counselors may write Behavior Intervention Plans as needed using Review 360.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Classroom teachers, Counselors

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Project Based Engineering Curriculum	Use of online Project Lead The Way resources to develop project based engineering projects.	Technology	08/10/2016	06/02/2017	\$0	Project Lead The Way (Career Tech) Teachers
<b>Total</b>					\$0	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reteach Non-Mastered Standards	Teachers will develop bell ringers that address various learning styles to review non-mastered standards. Math teachers will identify non-mastered standards on CFA's in each grade level and create bell ringers as a daily/weekly review as needed.	Tutoring	08/10/2016	06/02/2017	\$0	Math teachers
Direct, Explicit Instruction	All social studies teachers will provide direct, explicit instruction to all students daily.	Direct Instruction	08/10/2016	06/02/2017	\$0	Social Studies Teachers
Reteach/Retest	All science teachers will reteach/retest non-mastered standards.	Direct Instruction	08/10/2016	06/02/2017	\$0	Science teachers
Technology Intergration	Implement project based learning with digital components using Moodle, Gizmos, Edmodo, Compass Learning, Discovery Ed, Brain POP; collaborate with Bring Your Own Device (BYOD), teachers to create interesting, interactive lessons to better prepare students to be college and career ready.	Other - Project Based Learning, Technology	08/10/2016	06/02/2017	\$0	All Classroom Teachers
Intervention	Students will be assigned to participate in South Alabama's Educational Talent Search tutoring program, opportunity to attend one on one tutoring during elective classes, advisor/advisee program, and individual/small group counseling will be available.	Tutoring	08/10/2016	06/02/2017	\$0	Counselors, Intervention Teachers
Kuder Program	Students will participate in the Kuder Program to increase College and Career Readiness as organized by the counselors.	Academic Support Program	08/10/2016	06/02/2017	\$0	Counselors

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Implementation of Behavior Plans	Counselors will create Behavior Plans using the Review 360 Program for all students who are suspended five days as advised/referred by the administration.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	Counselors
Writing Activities	All core content teachers (regular and Special Education) will frequently incorporate writing into activities that allow students to respond to instruction in written format.	Other - Instructional	08/10/2016	06/02/2017	\$0	All core content teachers
Small Group/Individual Counseling	Students identified as having continued academic and/or social concerns will be scheduled for appropriate small group and/or individual counseling sessions.	Academic Support Program, Behavioral Support Program	08/10/2016	06/02/2017	\$0	Counselors
miDevice	All students and faculty will have access to internet ready devices throughout the day, as well as being able to bring personal devices to school for educational purposes.	Technology	08/10/2016	06/02/2017	\$0	Classroom teachers, Media Specialists, and Technology Support Teacher (TST).
Close Reading	Students in all English Language Arts (ELA) classes will use the close reading strategies to engage with text and improve analytical skills.	Other - Instructional	08/10/2016	06/02/2017	\$0	All ELA Teachers
Duke Talent Search	Identified students will participate in the 7th grade Duke Talent Search which enables registered 7th graders to take either ACT or SAT as an above level test, giving them greater insight into their abilities.	Academic Support Program	08/10/2016	06/02/2017	\$0	Counselors
Progress Monitor	Progress Monitoring on STAR Math tests.	Academic Support Program	08/10/2016	06/02/2017	\$0	All math teachers, intervention teacher, counselors
Progress Monitoring	All regular education math teachers and Special Education math teachers will progress monitor and provide intervention based on individual student needs as indicated by CFA's, FALS, and STAR Math.	Academic Support Program	08/10/2016	06/02/2017	\$0	All regular education and Special Education math teachers.
Direct, Explicit Instruction	All science teachers will provide direct, explicit instruction for all students daily.	Direct Instruction	08/10/2016	06/02/2017	\$0	Science teachers
Anti-Bullying Movement	Students will sign 'blue hands' that are displayed in the lunch room to proclaim their public stand against bullying.	Other - Awareness	09/12/2016	09/16/2016	\$0	Counselors
Close Read	All Social Studies Teachers will incorporate the Close Read instructional strategy during the course of the weekly lesson cycle.	Other - Instructional	08/10/2016	06/02/2017	\$0	All Social Studies Teachers



**ACIP**

Semmes Middle School

Advisor/Advisee	Advisor/Advisee sessions will be held once every three weeks.	Academic Support Program, Behavioral Support Program	08/10/2016	06/02/2017	\$0	Homeroom teachers, Counselors
Transition	Teachers will escort students to and from the lunchroom, PE, and restrooms during transition,	Behavioral Support Program	08/10/2016	06/02/2017	\$0	Classroom teachers
School Wide Rules	School wide rules, expectations, and consequences will be taught in each classroom. Counselors will assist teachers by re-teaching and reinforcing school rules to small groups. Learning Communities will work together to enforce rules.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	All faculty members
Crittenton Youth Services	Small groups (girls) will participate in the Crittenton Youth Services Program and activities as organized by the counselors.	Other - Awareness	08/10/2016	06/02/2017	\$0	Counselors
miDevice	Teachers will collaborate to create, plan, and implement technology based lessons.	Technology	08/10/2016	06/02/2017	\$0	Classroom teachers, Technology teachers, and Project Lead The Way (PLTW) teachers.
Small Group/Individualized Intervention	All students identified as "at risk" based on CFA's and STAR Reading will receive researched based interventions and support.	Academic Support Program	08/10/2016	06/02/2017	\$0	Classroom teachers, intervention teachers, PST Committee
South Alabama's Education Talent Search	Identified students will participate in the University of South Alabama's Education Talent Search for tutoring during the school day, as organized by the counselors.	Tutoring	08/10/2016	06/02/2017	\$0	Counselors
PST Interventions	The Problem Solving Team (PST) will meet regularly to provide teachers with research-based interventions for student not meeting standards.	Academic Support Program	08/08/2016	06/02/2017	\$0	PST Members, Core Content Teachers
Training, Mentoring, and Support	AMSTI will provide extensive on-going mentoring, coaching and support to teachers. During the school year AMSTI science specialists will regularly visit teachers in their classrooms to help them effectively transition to this new way of teaching	Professional Learning	08/08/2016	06/02/2017	\$0	All science teachers
Increase Vocabulary Development	All science teachers will increase vocabulary development by incorporating essential vocabulary words, including power words in daily instruction.	Direct Instruction	08/10/2016	06/02/2017	\$0	Science teachers

**ACIP**

Semmes Middle School

Team Watch	Teachers will work together with grade level team members and Learning Community team members to address attendance concerns and behavior issues during data meetings, grade level/team meetings, PST meetings, and faculty meetings.	Policy and Process	08/08/2016	06/02/2017	\$0	Classroom teachers, administrative staff, media specialists, and counselors.
Blue Shirt Day	Students will be allowed to wear a solid blue shirt with their uniform pants to school on Friday as a public display of Anti-Bullying.	Other - Awareness	09/16/2016	09/16/2016	\$0	Counselors
Participation	Mathematics teachers will participate in MDC professional learning on October 12-14, November 14-16, January 9-11, February 6-8, and in March.	Professional Learning	08/08/2016	06/02/2017	\$0	All mathematics teachers
Data Analysis	All science students will read, create, or analyze data at least once per standard.	Other - Instructional	08/10/2016	06/02/2017	\$0	All science teachers
Classroom Observations	Administration will conduct regular walkthroughs and observations using Educate Alabama.	Policy and Process	08/10/2016	06/02/2017	\$0	Administrative Staff
Guidance and Accommodations	All teachers of EL students will receive student profiles and plans for accommodations/interventions/goals.	Academic Support Program	08/10/2016	06/05/2017	\$0	Content teachers, EL Teacher
Increase Vocabulary Development	All Social Studies teachers will incorporate essential vocabulary words, including power words, in daily instruction.	Direct Instruction	08/10/2016	06/02/2017	\$0	All Social Studies Teachers
Informational Text	All Social Studies Teachers will integrate the use of maps, charts, graphs, and primary source documents during the course of their daily lesson cycle, including assignments.	Other - Instructional	08/10/2016	06/02/2017	\$0	All Social Studies Teachers
Close Reading Training/EL Department	All English Language Arts teachers will participate in online CORWIN Professional Development training of Close Reading Strategies	Professional Learning	08/08/2016	06/02/2017	\$0	All English Language Arts (ELA) Teachers
Never Been Absent (NBA)	We will increase our daily attendance rates by implementing a monthly recognition and rewards activity to all students who are not absent during each month.	Other - Positives: Climate, Culture, Attendance	08/10/2016	06/02/2017	\$0	All faculty and staff
Mathematics Design Collaborative	Students in all mathematics classes will use Mathematics Design Collaborative (MDC) strategies to complete tasks daily during classroom activities.	Other - Instructional	08/10/2016	06/02/2017	\$0	All Mathematics Teachers
FALS	All math teachers will incorporate the use of FALS into daily lessons.	Direct Instruction	08/10/2016	06/02/2017	\$0	All math teachers.
Inquiry Oriented Instruction	Inquiry-based learning uses a central or essential question to frame a curriculum unit or module. Students answer this central/essential question for themselves, discovering and learning through a series of guided discussions, experiments, and hands-on activities. Students are more engaged in what they're learning, and have a wider context for understanding the material rather than just hearing a lecture or memorizing facts.	Academic Support Program	08/10/2016	06/02/2017	\$0	7th grade science teachers

**ACIP**

Semmes Middle School

World of Opportunity Career Expo	8th grade students will participate in a field trip to the World of Opportunity Career Expo as organized by the counselors, and be exposed to various career opportunities.	Field Trip, Academic Support Program, Career Preparation/Orientation	09/22/2016	09/22/2016	\$0	Counselors
New Teacher Support	New/inexperienced teachers will be assigned a master teacher for support and assistance. The mentor and mentee will meet at least weekly.	Policy and Process, Professional Learning	08/08/2016	06/05/2017	\$0	Mentors and Mentees
Intervention	Students will be assigned to participate in South Alabama's Educational Talent Search tutoring program, opportunity to attend one on one tutoring during elective classes, advisor/advisee program, and individual/small group counseling will be available.	Tutoring	08/10/2016	06/02/2017	\$0	Counselors, intervention teachers
Increase Vocabulary Development	All core subject teachers will incorporate essential vocabulary, including power words in daily instruction.	Direct Instruction	08/10/2016	06/02/2017	\$0	All core content teachers.
Behavior Intervention	Students in need of additional behavioral support beyond the support provided by the classroom teacher will be referred by PST to a counselor. Counselors may write Behavior Intervention Plans as needed using Review 360.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	Classroom teachers, Counselors
Close Read	All science teachers will incorporate the Close Read instructional strategy during the course of their weekly lesson cycle.	Other - Instructional	08/10/2016	06/02/2017	\$0	All science teachers
Progress Monitor	Progress Monitoring on STAR Reading tests.	Academic Support Program	08/10/2016	06/02/2017	\$0	Language Arts/Reading Teachers, Intervention Teachers
<b>Total</b>					<b>\$0</b>	

**State Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Project	Each core subject will participate in a writing project during an assigned quarter (as listed below), producing an extensive piece that relates to the core curriculum subject to promote understanding and develop research and writing skills. 1st Quarter: English Language Arts 2nd Quarter: Science and Electives 3rd Quarter: Social Studies and Physical Education 4th Quarter: Math and Electives	Other - Instructional	08/10/2016	06/02/2017	\$4105644	All core content teachers

**ACIP**

Semmes Middle School

Internet Safety Class	Mandatory Internet Safety Class that teaches and assesses appropriate digital citizenship to be completed by 100% of the students.	Policy and Process, Technology	08/10/2016	10/31/2016	\$13940	Media Specialists
<b>Total</b>					<b>\$4119584</b>	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Direct, Explicit Instruction	Teachers of ELs will provide direct, explicit instruction to all students.	Direct Instruction	08/10/2016	06/05/2017	\$0	Content teachers, administrators, EL Coordinator
Writing Project	Each core subject will participate in a writing project during an assigned quarter (as listed below), producing an extensive piece that relates to the core curriculum subject to promote understanding and develop research and writing skills. 1st Quarter: English Language Arts 2nd Quarter: Science and Electives 3rd Quarter: Social Studies and Physical Education 4th Quarter: Math and Electives	Other - Instructional	08/10/2016	06/02/2017	\$514989	All core content teachers
<b>Total</b>					<b>\$514989</b>	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Project Based Learning W/Digital Components	Use of Edmodo, Moodle, Brain POP, and GIZMOS for project based learning.	Technology	08/10/2016	06/02/2017	\$1695	8th Grade STEM and Keystone Science Teachers
Bridges/Transition	We will host all upcoming 6th graders in the Spring, and hold a parent meeting for parents of upcoming 6th graders. We will hold Bulldog Camp, also known as Bridges, for all upcoming 6th graders over the summer of 2017. We will aid all 8th grade students in registration for high school and assist with high school orientation for our outgoing 8th grade students.	Other - Transition	03/01/2017	08/04/2017	\$4349	Counselors, Parent Program Manager
Reteach/Retest	All social studies teachers will reteach/reteach non-mastered standards.	Direct Instruction	08/10/2016	06/02/2017	\$12000	Social Studies Teachers
RCA Educator Training	Through classroom observations and workshops, participants in the training program will learn ways to increase student engagement, ensure academic rigor, and create a climate and culture that leads to success.	Professional Learning	11/11/2016	11/11/2016	\$4100	Four teachers and one administrator

**ACIP**

Semmes Middle School

Bridges/Transition	We will host all upcoming 6th graders in the Spring, and hold a parent meeting for parents of upcoming 6th graders. We will hold Bulldog Camp, also known as Bridges, for all upcoming 6th graders over the summer of 2017. We will aid all 8th grade students in registration for high school and assist with high school orientation for our outgoing 8th grade students.	Other - Transition	03/01/2017	08/04/2017	\$48807	Counselors, Parent Program Manager
RCA Educator Training	Through classroom observations and workshops, participants in the training program will learn ways to increase student engagement, ensure academic rigor, and create a climate and culture that leads to success.	Professional Learning	11/11/2016	11/11/2016	\$2300	Four teachers and one administrator
Bridges/Transition	We will host all upcoming 6th graders in the Spring, and hold a parent meeting for parents of upcoming 6th graders. We will hold Bulldog Camp, also known as Bridges, for all upcoming 6th graders over the summer of 2017. We will aid all 8th grade students in registration for high school and assist with high school orientation for our outgoing 8th grade students.	Other - Transition	03/01/2017	08/04/2017	\$1200	Counselors, Parent Program Manager
CLAS Conference	Aspiring Administrators	Professional Learning	11/16/2016	11/16/2016	\$300	Nicole Rollo, Special Education Dept. Chair Christine Graham, Math Teacher
Increase Inventory	We will continue to replace as many out of warranty laptops as possible within our Title 1 Budget in order to maintain an inventory of technology equipment that is under warranty.	Technology	08/08/2016	06/02/2017	\$32775	Title 1 Facilitator, Budget Committee, and TST Teacher.
Interactive Math Instruction	All math teachers, including Extended Day, Saturday School, and Math Enrichment teachers will utilize data from STAR Math and CFA's to formulate a specific individualized approach/plan for Response to Instruction and remediation.	Direct Instruction	08/10/2016	06/02/2017	\$18000	All math teachers, including Extended Day and Saturday School teachers
Internet Safety Class	Mandatory Internet Safety Class that teaches and assesses appropriate digital citizenship to be completed by 100% of the students.	Policy and Process, Technology	08/10/2016	10/31/2016	\$36335	Media Specialists
Direct, Explicit Instruction	Implement direct, explicit instruction through whole group and small group for all students daily. Small groups may utilize Compass Learning.	Direct Instruction	08/10/2016	06/02/2017	\$3600	All core content teachers, Compass Learning Reading Teacher

**ACIP**

Semmes Middle School

Small Group/Individualized Interventions	At Risk students as identified by PST will receive research based interventions.	Academic Support Program	08/10/2016	06/02/2017	\$2293	PST Committee, regular classroom teachers, intervention teachers.
Small Group/Individualized Interventions	At Risk students as identified by PST will receive research based interventions.	Academic Support Program	08/10/2016	06/02/2017	\$68217	PST Committee, regular classroom teachers, intervention teachers.
<b>Total</b>					<b>\$235971</b>	

# Stakeholder Feedback Diagnostic

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.



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**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback 2015 2016 Teacher Interview Summary 2015 2016 Student School Survey Summary 2015 2016

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

## Areas of Notable Achievement

### Which area(s) indicate the overall highest level of satisfaction or approval?

The top two areas indicating overall highest level of satisfaction on the teachers surveys were:

1. My principal supports and promotes integrating digital resources and tools in my classroom.
2. I have sufficient access to online digital resources aligned to the Alabama Course of Study.

### Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Areas showing increasing stakeholder satisfaction are:

1. My child has up-to-date computers and other technology to learn
2. My child has at least one advocate in the school.

Reviewing AdvancED surveys from 2014-2016, and similar surveys of our own, students indicated through survey results that resources and support services was an area of satisfaction. This standard was also rated high with staff and parents as well.

### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

In addition to the AdvancED surveys, we conducted our own interviews for stakeholder input (teachers, parents, and students) the areas in which we focused were not the same as those addressed by the AdvancED Surveys.

## Areas in Need of Improvement

### Which area(s) indicate the overall lowest level of satisfaction or approval?

Overall lowest level of satisfaction on the parent survey:

1. All of my child's teachers help me understand my child's progress.
2. All of my child's teachers meet his/her learning needs by individualizing instruction.

Overall lowest level of satisfaction on the teacher survey:

1. I have sufficient digital devices/tools to effectively integrate technology into my teaching.
2. I participate in local/global learning communities to explore creative applications of technology to improve student learning.

### Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

The most constant area of concern from parents is the reporting of their child's progress. However, we initialized the "Advisor/Advisee" program three years ago. The Advisor/Advisee program is held every three weeks. At this time, every student has one on one interaction with their assigned homeroom teacher to discuss their progress report in detail. The implication is that parents are not actively involved in receiving the progress reports or they do not consistently monitor their child's progress on INOW.

### What are the implications for these stakeholder perceptions?

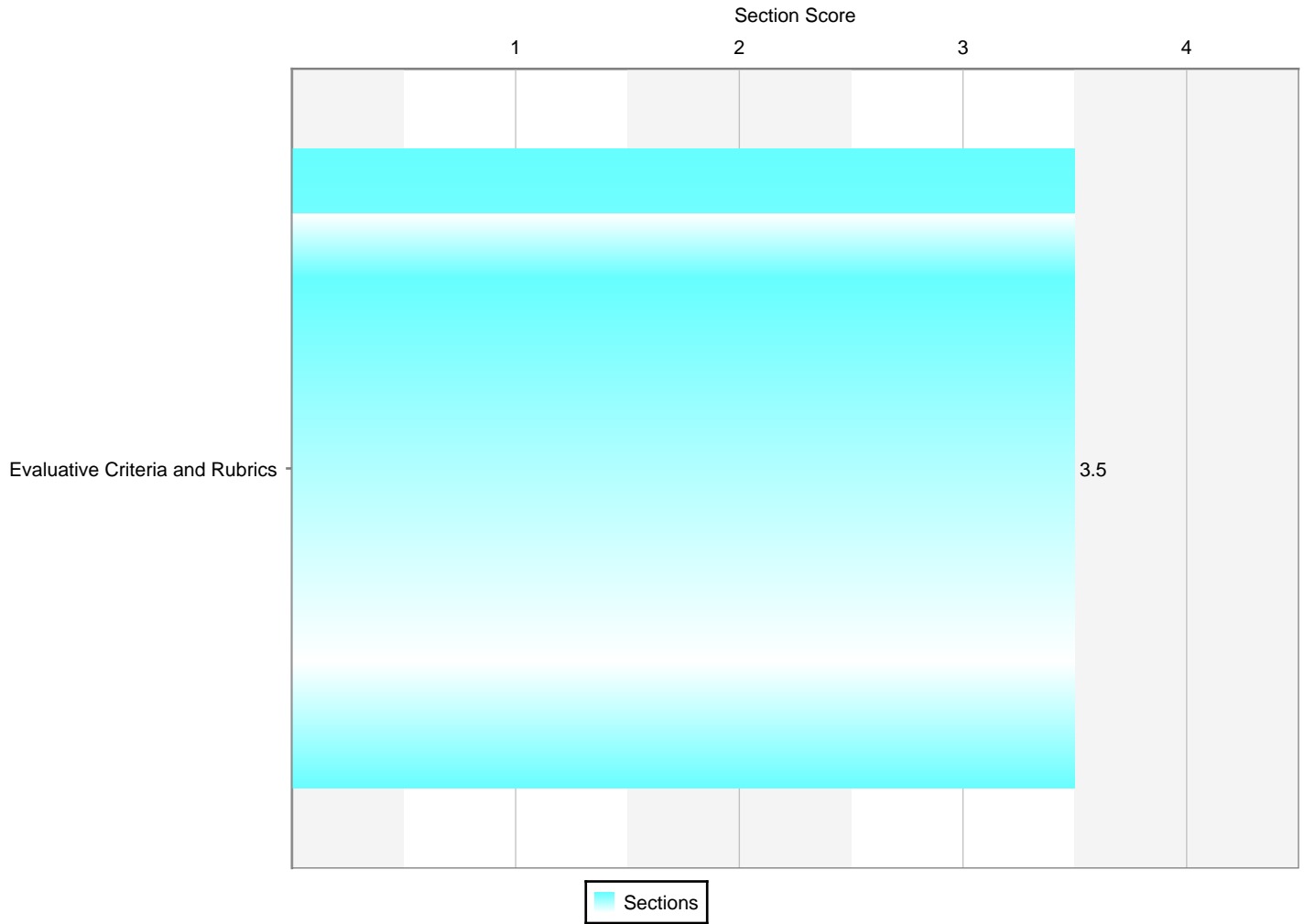
The implication is that parents are not actively involved in encouraging student performance due to a lack of parental understanding of differentiated instruction.

### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Findings are consistent with other stakeholder feedback sources.

## Report Summary

### Scores By Section



# Title I Schoolwide Diagnostic

## Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Comprehensive Needs Assessment

### 1. How was the comprehensive needs assessment conducted?

The Continuous Improvement Plan committee at Semmes Middle School consists of representatives in each core academic area, as well as our Special Education department chair, one counselor, media specialist, intervention teachers, technology support teacher, paraprofessional, parent manager, parent representatives, and administrators. The committee met numerous times, by grade level/department to review testing data. Testing data, which includes Universal Screening, Common Formative Assessments, EQT results, are analyzed in depth for patterns, trends, and validity. Additional data sources, which includes attendance and behavior reports from INOW, are analyzed at a minimum of monthly by our Problem Solving Team (PST). The PST is comprised of content area teachers, counselors, Special Education teachers, and administrators. Survey data is analyzed by our administrators, intervention teachers, regular education teachers, and counselors. Areas of strengths and weaknesses are identified, and shared with the faculty. Professional Learning Teams (PLT) will review Common Core Readiness Standards to determine the best way to address needs. PLT's aid in determining the strategies to be implemented to improve our areas of greatest need.

### 2. What were the results of the comprehensive needs assessment?

The results of the comprehensive needs assessment addressed the data gathered from assessments and the surveys. STAR data indicates proficiency or achieving benchmark status as follows:

MATH	READING:
6th grade: 60%	6th Grade:71%
7th grade: 63%	7th Grade: 69%
8th grade: 59%	8th Grade: 68%

Each grade level showed an increase of at least 2% on the Growth Report for reading, and 0.6% across grade levels. While the increase in math is still on the positive side, it is well below the growth shown in reading.

Reviewing Aspire for 2016, the data indicates Math proficiency at 32.9% school wide, down from 35.9% in 2015.

2016 Reading data from Aspire indicates 35.1% proficiency school wide, which is only slightly down from the 35.4% in 2015.

Survey results were primarily positive with an occasional negative but average scores were relatively constant overall at 3.8%.

### 3. What conclusions were drawn from the results?

Researched based instructional practices must continue to reach desired results in student achievement and produce college and career ready students.

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



Student achievement is closely aligned with perception. Our discipline policy and procedures will continue to be implemented as positive results are visible throughout the school. Average daily attendance must improve in order for student achievement to improve. Discipline must improve as we believe this is key to student achievement.

**5. How are the school goals connected to priority needs and the needs assessment?**

Our goals reflect areas identified by academic, demographic, and perception data. The needs assessment includes the surveys from stakeholders and school data.

**6. How do the goals portray a clear and detailed analysis of multiple types of data?**

Our goals/objectives are based on a wide variety of data including:

1. Universal Screening
2. Common Formative Assessments
3. ASPIRE
4. EQT's
5. Attendance Data
6. Behavior Data
7. Demographic Data
8. Survey results

**7. How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?**

The Continuous Improvement Plan of Semmes Middle School addresses the needs of all students by incorporating objectives/strategies/activities for all students. Students who experience difficulty mastering the proficient or advance to benchmark status will be provided timely, effective, and additional instructional assistance. This will be accomplished by the following:

- Progress Monitoring
- Providing small group instruction and intervention
- Utilization of resource/intervention teachers
- PST
- Academic support provided by the Extended Day Program

## Component 2: Schoolwide Reform Strategies

**1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.**

**Goal 1:**

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

**Measurable Objective 1:**

80% of All Students will increase student growth (Lowest Quartile Math ASPIRE) by at least 5 points in Mathematics by 06/02/2017 as measured by Aspire Math Test.

**Strategy1:**

Intervention - Students scoring in the lowest quartile on the Math Aspire Test will receive intervention/tutoring through our various resources that are available at Semmes Middle School.

Category: Other - Lowest Quartile Math

Research Cited:

Activity - Progress Monitor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress Monitoring on STAR Math tests.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	All math teachers, intervention teacher, counselors

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned to participate in South Alabama's Educational Talent Search tutoring program, opportunity to attend one on one tutoring during elective classes, advisor/advisee program, and individual/small group counseling will be available.	Tutoring	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselors, intervention teachers

**Measurable Objective 2:**

A 2% increase of Seventh grade students will demonstrate student proficiency (pass rate) achieving the 'ready' status in Science by 06/02/2017 as measured by ASPIRE Test.

**Strategy1:**

Inquiry Oriented Instruction - Use of essential questions to combine the curiosity of students and the scientific method to enhance the development of critical thinking.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Wise, Kevin C.

Clearing House, v69 n6 p337-38 Jul-Aug 1996

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science students will read, create, or analyze data at least once per standard.	Other - Instructional	08/10/2016	06/02/2017	\$0 - No Funding Required	All science teachers

Activity - Close Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will incorporate the Close Read instructional strategy during the course of their weekly lesson cycle.	Other - Instructional	08/10/2016	06/02/2017	\$0 - No Funding Required	All science teachers

Activity - Increase Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will increase vocabulary development by incorporating essential vocabulary words, including power words in daily instruction.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Science teachers

Activity - Reteach/Retest	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will reteach/retest non-mastered standards.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Science teachers

Activity - Direct, Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will provide direct, explicit instruction for all students daily.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Science teachers

Activity - Inquiry Oriented Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inquiry-based learning uses a central or essential question to frame a curriculum unit or module. Students answer this central/essential question for themselves, discovering and learning through a series of guided discussions, experiments, and hands-on activities. Students are more engaged in what they're learning, and have a wider context for understanding the material rather than just hearing a lecture or memorizing facts.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	7th grade science teachers

### Measurable Objective 3:

100% of All Students will complete a portfolio or performance of assignments/activities in all core curriculum subjects in Writing by 06/02/2017 as measured by any of the following (but not limited to): completed journals, learning logs, writer's notebook, mathematics logs, essays, essay and open-response questions, lab reports, research assignments, editorials, letters, speeches, memoirs, poems, etc. .

**Strategy1:**

Writing Across the Curriculum - Students in all classes will participate in frequent writing activities such as: essays, open-response questions, lab reports, research assignments, paragraphs, mathematics logs, etc.

Category: Other - Instructional

Research Cited: Southern Regional Educational Board's (SREB) Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12. 2003

Activity - Writing Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core content teachers (regular and Special Education) will frequently incorporate writing into activities that allow students to respond to instruction in written format.	Other - Instructional	08/10/2016	06/02/2017	\$0 - No Funding Required	All core content teachers

Activity - Writing Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each core subject will participate in a writing project during an assigned quarter (as listed below), producing an extensive piece that relates to the core curriculum subject to promote understanding and develop research and writing skills. 1st Quarter: English Language Arts 2nd Quarter: Science and Electives 3rd Quarter: Social Studies and Physical Education 4th Quarter: Math and Electives	Other - Instructional	08/10/2016	06/02/2017	\$0 - No Funding Required	All core content teachers

**Measurable Objective 4:**

100% of Eighth grade students will collaborate to effectively and responsibly use standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively as they participate in STEM and Keystone project based classes in Science by 06/02/2017 as measured by final projects, decreased use of paper/hard copy materials, classroom/student observations.

**Strategy1:**

Digital Media Resources - Expand accessibility and quantity of District or Title 1 funded high quality, engaging, standards-based, digital media resources for STEM and Keystone students.

Category: Other - Technology

Research Cited: Westover, Jay, and Hatton, Lynn. Closing the Gaps of College and Career Readiness, InnovED. March 2011

Activity - Project Based Learning W/Digital Components	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Edmodo, Moodle, and GIZMOS for project based learning.	Technology	08/10/2016	06/02/2017	\$1695 - Title I Schoolwide	8th Grade STEM and Keystone Science Teachers

**Measurable Objective 5:**

80% of All Students will demonstrate a proficiency on the End of the Quarter Exams in Social Studies by 06/02/2017 as measured by EQT's..

**Strategy1:**

Direct, Explicit Instruction - Implement direct, explicit instruction through whole class for all students daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Direct, Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All social studies teachers will provide direct, explicit instruction to all students daily.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Social Studies Teachers

Activity - Close Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Social Studies Teachers will incorporate the Close Read instructional strategy during the course of the weekly lesson cycle.	Other - Instructional	08/10/2016	06/02/2017	\$0 - No Funding Required	All Social Studies Teachers

Activity - Reteach/Retest	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All social studies teachers will reteach/reteach non-mastered standards.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Social Studies Teachers

Activity - Informational Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Social Studies Teachers will integrate the use of maps, charts, graphs, and primary source documents during the course of their daily lesson cycle, including assignments.	Other - Instructional	08/10/2016	06/02/2017	\$0 - No Funding Required	All Social Studies Teachers

Activity - Increase Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Social Studies teachers will incorporate essential vocabulary words, including power words, in daily instruction.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Social Studies Teachers

**Measurable Objective 6:**

57% of English Learners students will demonstrate a proficiency and meet or exceed a .5 gain on the state required assessment in English Language Arts by 06/05/2017 as measured by ACCESS for ELs.

**Strategy1:**

Provide Personalized Instruction for EL Students - English Learners will meet or exceed the state ALPA of 57% on the ACCESS for ELLL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Other - English Learners

Research Cited:

Activity - Guidance and Accommodations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers of EL students will receive student profiles and plans for accommodations/interventions/goals.	Academic Support Program	08/10/2016	06/05/2017	\$0 - No Funding Required	Content teachers, EL Teacher

Activity - Direct, Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of ELs will provide direct, explicit instruction to all students.	Direct Instruction	08/10/2016	06/05/2017	\$0 - District Funding	Content teachers, administrators, EL Coordinator

#### Measurable Objective 7:

80% of All Students will increase student growth by achieving a 1.5% increase who meet expectations/benchmark by grade level in Mathematics by 06/02/2017 as measured by STAR Math Growth Report and the ASPIRE test..

#### Strategy1:

MDC - Mathematics Design Collaborative (MDC) will be used to teach all students mathematics concepts during daily instruction.

Category: Other - Instructional

Research Cited: Mathematics Design Collaborative (MDC) is professional development mathematics teachers through Southern Regional Educational Board (SREB) that supports problem solving and higher order thinking skills.

Activity - Mathematics Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all mathematics classes will use Mathematics Design Collaborative (MDC) strategies to complete tasks daily during classroom activities.	Other - Instructional	08/10/2016	06/02/2017	\$0 - No Funding Required	All Mathematics Teachers

#### Strategy2:

Direct Instruction - All Extended Day/Enrichment/Intervention math teachers will use data from STAR Math tests to formulate their Response to Instruction for each session. All Math teachers will use STAR Math data to determine weaknesses on pre-requisite skills.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Concept of direct instruction:

Direct Instruction is the cornerstone of which systematic, explicit teaching of academic strategies to students is research based.

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Activity - Reteach Non-Mastered Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop bell ringers that address various learning styles to review non-mastered standards. Math teachers will identify non-mastered standards on CFA's in each grade level and create bell ringers as a daily/weekly review as needed.	Tutoring	08/10/2016	06/02/2017	\$0 - No Funding Required	Math teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All regular education math teachers and Special Education math teachers will progress monitor and provide intervention based on individual student needs as indicated by CFA's and STAR Math.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	All regular education and Special Education math teachers.

Activity - Interactive Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended Day, Saturday School, and Math Enrichment teachers will utilize data from STAR Math and CFA's to formulate a specific individualized approach/plan for Response to Instruction and remediation.	Direct Instruction	08/10/2016	06/02/2017	\$10000 - Title I Schoolwide	Extended Day and Saturday School teachers

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will conduct regular walkthroughs and observations using Educate Alabama.	Policy and Process	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrative Staff

**Strategy3:**

Math Intervention - All identified "At Risk" students will continue to receive Tier I instruction and Tier II interventions and support by as recommended by PST.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: RTI, National Center for Learning Disabilities

Activity - Small Group/Individualized Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At Risk students as identified by PST will receive research based interventions.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	PST Committee, regular classroom teachers, intervention teachers.

**Measurable Objective 8:**

100% of All Students will complete a portfolio or performance participating in Project Lead The Way (PLTW) effectively and responsibility use standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively as they participate in PLTW classes in Career & Technical by 06/02/2017 as measured by final student projects, written teacher reports, and classroom/student observations.

**Strategy1:**

Best Practice Lessons - Utilize a portal of best practice lessons that present content in interesting and interactive ways using contemporary computer devices such as smartphones, laptops, and tablets.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Westover: Jay, and Hatton, Lynn. Closing the Gaps of College and Career Readiness. InnovED, March 2011

Activity - Project Based Engineering Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of online Project Lead The Way resources to develop project based engineering projects.	Technology	08/10/2016	06/02/2017	\$0 - Career and Technical Education Funds	Project Lead The Way (Career Tech) Teachers

**Measurable Objective 9:**

80% of Sixth, Seventh and Eighth grade students will increase student growth (lowest Quartile Reading ASPIRE) by 5 points in Reading by 06/02/2017 as measured by ASPIRE Reading Test.

**Strategy1:**

Intervention/Reading - Students scoring in the lowest quartile on the ASPIRE Reading Test will receive intervention/tutoring through our various resources that are available at Semmes Middle School.

Category: Other - Lowest Quartile ASPIRE Reading

Research Cited:

Activity - Progress Monitor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress Monitoring on STAR Reading tests.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Language Arts/Reading Teachers, Intervention Teachers

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned to participate in South Alabama's Educational Talent Search tutoring program, opportunity to attend one on one tutoring during elective classes, advisor/advisee program, and individual/small group counseling will be available.	Tutoring	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselors, Intervention Teachers

**Measurable Objective 10:**

80% of All Students will increase student growth by 2% of "meet expectations" on the STAR Reading Growth Report, and a 2% increase of students achieving the "Ready" status on the ASPIRE test. in Reading by 06/02/2017 as measured by STAR Reading Growth Report and the ASPIRE test..

**Strategy1:**

Reading Intervention - All students identified as "at risk" by PST will receive Tier I and Tier II intervention support.



Category: Other - Academic Support

Research Cited:

Activity - Small Group/Individualized Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students identified as "at risk" based on CFA's and STAR Reading will receive researched based interventions and support.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Classroom teachers, intervention teachers, PST Committee

### Strategy2:

Textual/Informational and Functional Reading - Target textual/informational/and functional reading passages in all core subject classes.

Compass Learning, STAR, Souday System, and Accelerated Reader will assist teachers.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative, Best Practices in Adolescent Literacy, 2007

Activity - Increase Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core subject teachers will incorporate essential vocabulary, including power words in daily instruction.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All core content teachers.

Activity - Direct, Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement direct, explicit instruction through whole group and small group for all students daily. Small groups may utilize Compass Learning.	Direct Instruction	08/10/2016	06/02/2017	\$3600 - Title I Schoolwide	All core content teachers, Compass Learning Reading Teacher

### Strategy3:

Close Reading - Students in all English Language Arts classes will use Close Reading strategies to engage with text and improve analytical skills.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Fisher & Frey PD Resource Center; Close and Critical Reading, K-5 & 6-12. CORWIN

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all English Language Arts (ELA) classes will use the close reading strategies to engage with text and improve analytical skills.	Other - Instructional	08/10/2016	06/02/2017	\$0 - No Funding Required	All ELA Teachers

### Measurable Objective 11:

100% of All Students will demonstrate a behavior that displays an understanding of human,cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom in English Language Arts by 10/31/2016 as measured by successful participation in the online internet safety course as offered by our Media Specialists.

**Strategy1:**

Internet Safety - Mandatory Internet Safety Class to be completed by all students at the beginning of each school year as provided by the Media Specialists.

Category: Other - Technology

Research Cited: As required by Erate

Activity - Internet Safety Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mandatory Internet Safety Class that teaches and assesses appropriate digital citizenship to be completed by 100% of the students.	Technology Policy and Process	08/10/2016	10/31/2016	\$0 - No Funding Required	Media Specialists

**Goal 2:**

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students.

**Measurable Objective 1:**

collaborate to provide hands-on, researched-based teaching approach in all science classes by 06/02/2017 as measured by participation in The Alabama Math, Science, and Technology Initiative (AMSTI) Professional Development training.

**Strategy1:**

AMSTI Support - Participation in on-site training for Alabama Math, Science, and Technology Initiative (AMSTI). AMSTI Site specialists and directors will provide science teachers additional professional development during the school year

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Training, Mentoring, and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AMSTI will provide extensive on-going mentoring, coaching and support to teachers. During the school year AMSTI science specialists will regularly visit teachers in their classrooms to help them effectively transition to this new way of teaching	Professional Learning	08/08/2016	06/02/2017	\$0 - No Funding Required	All science teachers

**Measurable Objective 2:**

collaborate to improve student comprehension and analytical skills. by 06/02/2017 as measured by successful participation in the CORWIN Professional Resources Center Professional Development Online Training in Close Reading Strategies .

**Strategy1:**

Close Reading Strategies PD - CORWIN Professional Resources Center Professional Development will be used to teach all ELA educators how to effectively use close reading strategies in the classroom to improve student comprehension and analytical skills.

Category: Develop/Implement Professional Learning and Support

Research Cited: FISHER & FREY PD Resource Center

Close and Critical Reading, K-5 & 6-12

CORWIN

Activity - Close Reading Training/EL Department	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English Language Arts teachers will participate in online CORWIN Professional Development training of Close Reading Strategies	Professional Learning	08/08/2016	06/02/2017	\$0 - No Funding Required	All English Language Arts (ELA) Teachers

**Measurable Objective 3:**

collaborate to assist and support new/inexperienced teachers by 06/02/2017 as measured by cooperative meetings between the mentor and mentee.

**Strategy1:**

Mentor Support - New/inexperienced teachers as well as teachers new to Semmes Middle School will receive support, assistance, and advice by an assigned master teacher

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama State Board of Education Resolution Standards, [www.ALSDE.edu](http://www.ALSDE.edu)

Activity - New Teacher Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New/inexperienced teachers will be assigned a master teacher for support and assistance. The mentor and mentee will meet at least weekly.	Professional Learning Policy and Process	08/08/2016	06/05/2017	\$0 - No Funding Required	Mentors and Mentees

**Measurable Objective 4:**

collaborate to use, share and acquire innovative methods for teaching technology and digital resources to implement standards based instruction and learning activities in all core content areas to enhance and advance student learning, creativity, and innovation by 06/02/2017 as measured by participation in collaborative planning meetings and student performance/products.

**Strategy1:**

Project Based Learning W/Digital Components - Collaborate to utilize, support, and fund instructional technology integration at the school level to increase technology effectiveness and better prepare students to be college and career ready.

Category: Other - Instructional Technology

Research Cited:

Activity - Technology Intergration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement project based learning with digital components using Moodle, Gizmos, Edmodo, Compass Learning, Discovery Ed; collaborate with Bring Your Own Device (BYOD), teachers to create interesting, interactive lessons to better prepare students to be college and career ready.	Technology Other - Project Based Learning	08/10/2016	06/02/2017	\$5200 - Title I Schoolwide	All Classroom Teachers

**Strategy2:**

Collaboration - Collaborative Planning and Web resources will be utilized to provide students with opportunities to demonstrate creative thinking, communication, knowledge, and develop innovative projects and processes using technology.

Category: Other - Technology

Research Cited: Collaborative Teaching:

The Best Response to a Rigid Curriculum

By Monique D. Wild, Amanda S. Mayeaux, & Kathryn P. Edmonds

Published in Print: May 21, 2008, as Collaborative Teaching

Activity - miDevice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to create, plan, and implement technology based lessons.	Technology	08/10/2016	06/02/2017	\$0 - No Funding Required	Classroom teachers, Technology teachers, and Project Lead The Way (PLTW) teachers.

**Measurable Objective 5:**

collaborate to teach in ways that promote creativity, innovation, wonder, joy, and a passion for learning by 12/01/2016 as measured by four teachers and one administrator attending the Ron Clark Academy educator training..

**Strategy1:**

Ron Clark Academy Educator Training - Four teachers and one administrator will attend The Ron Clark Academy training for educators to learn better ways to engage students, promote academic rigor, and create a climate and culture that promotes success.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - RCA Educator Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through classroom observations and workshops, participants in the training program will learn ways to increase student engagement, ensure academic rigor, and create a climate and culture that leads to success.	Professional Learning	11/11/2016	11/11/2016	\$3200 - Title I Schoolwide	Four teachers and one administrator

**Measurable Objective 6:**

collaborate to increase student growth and higher order thinking skills by 06/02/2017 as measured by successful participation in the Mathematics Design Collaborative Professional Development.

**Strategy1:**

Mathematics Design Collaborative (MDC) - Mathematics teachers will participate in MDC professional development.

Category: Develop/Implement Professional Learning and Support

Research Cited: Mathematics Design Collaborative (MDC) is a professional development for mathematics teachers through Southern Regional Educational Board(SREB) that supports problem solving and higher order thinking skills.

Activity - Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics teachers will participate in MDC professional learning on October 12-14, November 14-16, January 9-11, February 6-8, and in March.	Professional Learning	08/08/2016	06/02/2017	\$0 - No Funding Required	All mathematics teachers

**Goal 3:**

Provide digital tools and resources to all educators and students. (All educators and students will have digital tools to access a comprehensive viable infrastructure when and where they need it.)

**Measurable Objective 1:**

collaborate to purchase additional laptops, desktops, and tablets for teacher and student use by 06/02/2017 as measured by TST Inventory.

**Strategy1:**

Update/Increase Technology Inventory - With the use of Title 1 funds, we will purchase additional laptops and desktops within budget to replace models that are out of warranty.

Category: Other - Technology

Research Cited:

Activity - Increase Inventory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will continue to replace as many out of warranty laptops as possible within our Title 1 Budget in order to maintain an inventory of technology equipment that is under warranty.	Technology	08/08/2016	06/02/2017	\$17000 - Title I Schoolwide	Title 1 Facilitator, Budget Committee, and TST Teacher.

**Measurable Objective 2:**

collaborate to ensure every student, teacher, and administrator has access to an internet connected device with viable access points and appropriate software and web-based resources for research, communication, multimedia content creation and consumption by 06/02/2017 as measured by Transform 2020 survey results.

**Strategy1:**

miDevice - Collaborate with the Mobile County Public School System district to develop and implement policies for student use of both district or local school owned devices and student owned mobile devices.

Category: Other - Technology

Research Cited:

Activity - miDevice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students and faculty will have access to internet ready devices throughout the day, as well as being able to bring personal devices to school for educational purposes.	Technology	08/10/2016	06/02/2017	\$0 - No Funding Required	Classroom teachers, Media Specialists, and Technology Support Teacher (TST).

**Goal 4:**

Prepare and support students through student support services.

**Measurable Objective 1:**

collaborate to increase student growth and development, and decrease social issues/concerns by 06/02/2017 as measured by providing individual/small group counseling, participation in Bullying Awareness/Prevention program, and develop behavior plans as needed using Review 360 .

**Strategy1:**

Individual/Small Group Counseling - Counselors will develop a Behavior Plan using Review 360 for students who show a pattern of misbehavior.

Category: Implement Guidance and Counseling Plan

Research Cited: Dr. Pisecco: Recognized expert on the education and treatment of children and adolescents with behavioral disorders.

Review 360 Behavior Program

Activity - Implementation of Behavior Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will create Behavior Plans using the Review 360 Program for all students who are suspended five days as advised/referred by the administration.	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselors

**Strategy2:**

Bullying Awareness/Prevention - Counselors will collaborate to put a focus on Bullying Awareness/Prevention with various activities..

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Blue Shirt Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be allowed to wear a solid blue shirt with their uniform pants to school on Friday as a public display of Anti-Bullying.	Other - Awareness	09/16/2016	09/16/2016	\$0 - No Funding Required	Counselors

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Activity - Anti-Bullying Movement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will sign 'blue hands' that are displayed in the lunch room to proclaim their public stand against bullying.	Other - Awareness	09/12/2016	09/16/2016	\$0 - No Funding Required	Counselors

**Measurable Objective 2:**

collaborate to build a supportive and positive learning environment by 06/02/2017 as measured by attendance data, office referrals, and administrative observations..

**Strategy1:**

Response to Instruction - All regular education and Special Education teachers will use data driven lessons and implement Tier I and Tier II interventions effectively.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - PST Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Problem Solving Team (PST) will meet regularly to provide teachers with research-based interventions for student not meeting standards.	Academic Support Program	08/08/2016	06/02/2017	\$0 - No Funding Required	PST Members, Core Content Teachers

**Strategy2:**

Climate, Culture, Attendance - All teachers will adhere to learning policies and work with members of their team and Learning Community to help decrease suspensions and tardies, and increase student attendance.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Team Watch	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work together with grade level team members and Learning Community team members to address attendance concerns and behavior issues during data meetings, grade level/team meetings, PST meetings, and faculty meetings.	Policy and Process	08/08/2016	06/02/2017	\$0 - No Funding Required	Classroom teachers, administrative staff, media specialists, and counselors.

Activity - Never Been Absent (NBA)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will increase our daily attendance rates by implementing a monthly recognition and rewards activity to all students who are not absent during each month.	Other - Positives: Climate, Culture, Attendance	08/10/2016	06/02/2017	\$0 - No Funding Required	All faculty and staff

**Strategy3:**

Academic/Social Support - Counselors will provide academic and social support to all students using speakers, presentations, field trips,

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during and after school tutoring, and small group/individual counseling.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - Crittenton Youth Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small groups (girls) will participate in the Crittenton Youth Services Program and activities as organized by the counselors.	Other - Awareness	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselors

Activity - Enrichment/Tutoring/Grade Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will participate in math enrichment, tutoring, and/or Grade Recovery to address academic concerns	Tutoring	08/10/2016	06/02/2017	\$11000 - Title I Schoolwide	Grade Recovery Teachers, intervention teachers, tutors

Activity - World of Opportunity Career Expo	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students will participate in a field trip to the World of Opportunity Career Expo as organized by the counselors, and be exposed to various career opportunities.	Career Preparation/ Orientation Academic Support Program Field Trip	09/22/2016	09/22/2016	\$0 - No Funding Required	Counselors

Activity - South Alabama's Education Talent Search	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will participate in the University of South Alabama's Education Talent Search for tutoring during the school day, as organized by the counselors.	Tutoring	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselors

Activity - Small Group/Individual Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as having continued academic and/or social concerns will be scheduled for appropriate small group and/or individual counseling sessions.	Academic Support Program Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselors

Activity - Kuder Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in the Kuder Program to increase College and Career Readiness as organized by the counselors.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselors



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Activity - Duke Talent Search	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will participate in the 7th grade Duke Talent Search which enables registered 7th graders to take either ACT or SAT as an above level test, giving them greater insight into their abilities.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselors

Activity - Bridges/Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will host all upcoming 6th graders in the Spring, and hold a parent meeting for parents of upcoming 6th graders. We will hold Bulldog Camp, also known as Bridges, for all upcoming 6th graders over the summer of 2017. We will aid all 8th grade students in registration for high school and assist with high school orientation for our outgoing 8th grade students.	Other - Transition	03/01/2017	08/04/2017	\$2000 - Title I Schoolwide	Counselors

**Goal 5:**

We will reduce the number of "Class B" offense office referrals, which accounted for 77.8% (1067 infractions) of all referrals by 2% to 75.8% (21.34 infractions) or fewer as measured by INOW In Focus Discipline Report for the 2016-2017 school year.

**Measurable Objective 1:**

collaborate to reduce the total number of office referrals for class "B" offenses by 2% by 06/02/2017 as measured by Chalkable (INOW) In Focus Discipline Reports .

**Strategy1:**

Character Education Program - Implementation of the Character Education Program and small group counseling by classroom teachers and counselors to combat bullying and provide behavioral and academic support to all students.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - Behavior Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in need of additional behavioral support beyond the support provided by the classroom teacher will be referred by PST to a counselor. Counselors may write Behavior Intervention Plans as needed using Review 360.	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Classroom teachers, Counselors

Activity - Advisor/Advisee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advisor/Advisee sessions will be held once every three weeks.	Academic Support Program Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Homeroom teachers, Counselors

Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will escort students to and from the lunchroom, PE, and restrooms during transition,	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Classroom teachers

Activity - School Wide Rules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School wide rules, expectations, and consequences will be taught in each classroom. Counselors will assist teachers by re-teaching and reinforcing school rules to small groups. Learning Communities will work together to enforce rules.	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	All faculty members

## 2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

### Goal 1:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students.

### Measurable Objective 1:

collaborate to assist and support new/inexperienced teachers by 06/02/2017 as measured by cooperative meetings between the mentor and mentee.

### Strategy1:

Mentor Support - New/inexperienced teachers as well as teachers new to Semmes Middle School will receive support, assistance, and advice by an assigned master teacher

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama State Board of Education Resolution Standards, [www.ALSDE.edu](http://www.ALSDE.edu)

Activity - New Teacher Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New/inexperienced teachers will be assigned a master teacher for support and assistance. The mentor and mentee will meet at least weekly.	Professional Learning Policy and Process	08/08/2016	06/05/2017	\$0 - No Funding Required	Mentors and Mentees

### Measurable Objective 2:

collaborate to provide hands-on, researched-based teaching approach in all science classes by 06/02/2017 as measured by participation in The Alabama Math, Science, and Technology Initiative (AMSTI) Professional Development training.

**Strategy1:**

AMSTI Support - Participation in on-site training for Alabama Math, Science, and Technology Initiative (AMSTI). AMSTI Site specialists and directors will provide science teachers additional professional development during the school year

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Training, Mentoring, and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AMSTI will provide extensive on-going mentoring, coaching and support to teachers. During the school year AMSTI science specialists will regularly visit teachers in their classrooms to help them effectively transition to this new way of teaching	Professional Learning	08/08/2016	06/02/2017	\$0 - No Funding Required	All science teachers

**Measurable Objective 3:**

collaborate to use, share and acquire innovative methods for teaching technology and digital resources to implement standards based instruction and learning activities in all core content areas to enhance and advance student learning, creativity, and innovation by 06/02/2017 as measured by participation in collaborative planning meetings and student performance/products.

**Strategy1:**

Collaboration - Collaborative Planning and Web resources will be utilized to provide students with opportunities to demonstrate creative thinking, communication, knowledge, and develop innovative projects and processes using technology.

Category: Other - Technology

Research Cited: Collaborative Teaching:

The Best Response to a Rigid Curriculum

By Monique D. Wild, Amanda S. Mayeaux, & Kathryn P. Edmonds

Published in Print: May 21, 2008, as Collaborative Teaching

Activity - miDevice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to create, plan, and implement technology based lessons.	Technology	08/10/2016	06/02/2017	\$0 - No Funding Required	Classroom teachers, Technology teachers, and Project Lead The Way (PLTW) teachers.

**Strategy2:**

Project Based Learning W/Digital Components - Collaborate to utilize, support, and fund instructional technology integration at the school level to increase technology effectiveness and better prepare students to be college and career ready.

Category: Other - Instructional Technology

Research Cited:

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Activity - Technology Intergration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement project based learning with digital components using Moodle, Gizmos, Edmodo, Compass Learning, Discovery Ed; collaborate with Bring Your Own Device (BYOD), teachers to create interesting, interactive lessons to better prepare students to be college and career ready.	Other - Project Based Learning Technology	08/10/2016	06/02/2017	\$5200 - Title I Schoolwide	All Classroom Teachers

**Measurable Objective 4:**

collaborate to teach in ways that promote creativity, innovation, wonder, joy, and a passion for learning by 12/01/2016 as measured by four teachers and one administrator attending the Ron Clark Academy educator training..

**Strategy1:**

Ron Clark Academy Educator Training - Four teachers and one administrator will attend The Ron Clark Academy training for educators to learn better ways to engage students, promote academic rigor, and create a climate and culture that promotes success.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - RCA Educator Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through classroom observations and workshops, participants in the training program will learn ways to increase student engagement, ensure academic rigor, and create a climate and culture that leads to success.	Professional Learning	11/11/2016	11/11/2016	\$3200 - Title I Schoolwide	Four teachers and one administrator

**Measurable Objective 5:**

collaborate to increase student growth and higher order thinking skills by 06/02/2017 as measured by successful participation in the Mathematics Design Collaborative Professional Development.

**Strategy1:**

Mathematics Design Collaborative (MDC) - Mathematics teachers will participate in MDC professional development.

Category: Develop/Implement Professional Learning and Support

Research Cited: Mathematics Design Collaborative (MDC) is a professional development for mathematics teachers through Southern Regional Educational Board(SREB) that supports problem solving and higher order thinking skills.

Activity - Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics teachers will participate in MDC professional learning on October 12-14, November 14-16, January 9-11, February 6-8, and in March.	Professional Learning	08/08/2016	06/02/2017	\$0 - No Funding Required	All mathematics teachers

**Measurable Objective 6:**

collaborate to improve student comprehension and analytical skills. by 06/02/2017 as measured by successful participation in the CORWIN

Professional Resources Center Professional Development Online Training in Close Reading Strategies .

**Strategy1:**

Close Reading Strategies PD - CORWIN Professional Resources Center Professional Development will be used to teach all ELA educators how to effectively use close reading strategies in the classroom to improve student comprehension and analytical skills.

Category: Develop/Implement Professional Learning and Support

Research Cited: FISHER & FREY PD Resource Center

Close and Critical Reading, K-5 & 6-12

CORWIN

Activity - Close Reading Training/EL Department	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English Language Arts teachers will participate in online CORWIN Professional Development training of Close Reading Strategies	Professional Learning	08/08/2016	06/02/2017	\$0 - No Funding Required	All English Language Arts (ELA) Teachers

**3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.****Goal 1:**

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

**Measurable Objective 1:**

80% of All Students will increase student growth (Lowest Quartile Math ASPIRE) by at least 5 points in Mathematics by 06/02/2017 as measured by Aspire Math Test.

**Strategy1:**

Intervention - Students scoring in the lowest quartile on the Math Aspire Test will receive intervention/tutoring through our various resources that are available at Semmes Middle School.

Category: Other - Lowest Quartile Math

Research Cited:

Activity - Progress Monitor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress Monitoring on STAR Math tests.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	All math teachers, intervention teacher, counselors

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned to participate in South Alabama's Educational Talent Search tutoring program, opportunity to attend one on one tutoring during elective classes, advisor/advisee program, and individual/small group counseling will be available.	Tutoring	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselors, intervention teachers

**Measurable Objective 2:**

80% of All Students will demonstrate a proficiency on the End of the Quarter Exams in Social Studies by 06/02/2017 as measured by EQT's..

**Strategy1:**

Direct, Explicit Instruction - Implement direct, explicit instruction through whole class for all students daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Direct, Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All social studies teachers will provide direct, explicit instruction to all students daily.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Social Studies Teachers

Activity - Reteach/Retest	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All social studies teachers will reteach/reteach non-mastered standards.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Social Studies Teachers

Activity - Increase Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Social Studies teachers will incorporate essential vocabulary words, including power words, in daily instruction.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Social Studies Teachers

**Measurable Objective 3:**

57% of English Learners students will demonstrate a proficiency and meet or exceed a .5 gain on the state required assessment in English Language Arts by 06/05/2017 as measured by ACCESS for ELs.

**Strategy1:**

Provide Personalized Instruction for EL Students - English Learners will meet or exceed the state ALPA of 57% on the ACCESS for ELLL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Other - English Learners

Research Cited:

Activity - Guidance and Accommodations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers of EL students will receive student profiles and plans for accommodations/interventions/goals.	Academic Support Program	08/10/2016	06/05/2017	\$0 - No Funding Required	Content teachers, EL Teacher

Activity - Direct, Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of ELs will provide direct, explicit instruction to all students.	Direct Instruction	08/10/2016	06/05/2017	\$0 - District Funding	Content teachers, administrators, EL Coordinator

**Measurable Objective 4:**

80% of All Students will increase student growth by 2% of "meet expectations" on the STAR Reading Growth Report, and a 2% increase of students achieving the "Ready" status on the ASPIRE test. in Reading by 06/02/2017 as measured by STAR Reading Growth Report and the ASPIRE test..

**Strategy1:**

Textual/Informational and Functional Reading - Target textual/informational/and functional reading passages in all core subject classes.

Compass Learning, STAR, Souday System, and Accelerated Reader will assist teachers.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative, Best Practices in Adolescent Literacy, 2007

Activity - Direct, Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement direct, explicit instruction through whole group and small group for all students daily. Small groups may utilize Compass Learning.	Direct Instruction	08/10/2016	06/02/2017	\$3600 - Title I Schoolwide	All core content teachers, Compass Learning Reading Teacher

Activity - Increase Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core subject teachers will incorporate essential vocabulary, including power words in daily instruction.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All core content teachers.

**Strategy2:**

Reading Intervention - All students identified as "at risk" by PST will receive Tier I and Tier II intervention support.

Category: Other - Academic Support

Research Cited:

Activity - Small Group/Individualized Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students identified as "at risk" based on CFA's and STAR Reading will receive researched based interventions and support.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Classroom teachers, intervention teachers, PST Committee

**Strategy3:**

Close Reading - Students in all English Language Arts classes will use Close Reading strategies to engage with text and improve analytical skills.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Fisher & Frey PD Resource Center; Close and Critical Reading, K-5 & 6-12. CORWIN

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all English Language Arts (ELA) classes will use the close reading strategies to engage with text and improve analytical skills.	Other - Instructional	08/10/2016	06/02/2017	\$0 - No Funding Required	All ELA Teachers

**Measurable Objective 5:**

100% of All Students will complete a portfolio or performance participating in Project Lead The Way (PLTW) effectively and responsibility use standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively as they participate in PLTW classes in Career & Technical by 06/02/2017 as measured by final student projects, written teacher reports, and classroom/student observations.

**Strategy1:**

Best Practice Lessons - Utilize a portal of best practice lessons that present content in interesting and interactive ways using contemporary computer devices such as smartphones, laptops, and tablets.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Westover: Jay, and Hatton, Lynn. Closing the Gaps of College and Career Readiness. InnovED, March 2011

Activity - Project Based Engineering Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of online Project Lead The Way resources to develop project based engineering projects.	Technology	08/10/2016	06/02/2017	\$0 - Career and Technical Education Funds	Project Lead The Way (Career Tech) Teachers

**Measurable Objective 6:**

80% of Sixth, Seventh and Eighth grade students will increase student growth (lowest Quartile Reading ASPIRE) by 5 points in Reading by 06/02/2017 as measured by ASPIRE Reading Test.

**Strategy1:**

Intervention/Reading - Students scoring in the lowest quartile on the ASPIRE Reading Test will receive intervention/tutoring through our various resources that are available at Semmes Middle School.

Category: Other - Lowest Quartile ASPIRE Reading



Research Cited:

Activity - Progress Monitor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress Monitoring on STAR Reading tests.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Language Arts/Reading Teachers, Intervention Teachers

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned to participate in South Alabama's Educational Talent Search tutoring program, opportunity to attend one on one tutoring during elective classes, advisor/advisee program, and individual/small group counseling will be available.	Tutoring	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselors, Intervention Teachers

**Measurable Objective 7:**

80% of All Students will increase student growth by achieving a 1.5% increase who meet expectations/benchmark by grade level in Mathematics by 06/02/2017 as measured by STAR Math Growth Report and the ASPIRE test..

**Strategy1:**

Math Intervention - All identified "At Risk" students will continue to receive Tier I instruction and Tier II interventions and support by as recommended by PST.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: RTI, National Center for Learning Disabilities

Activity - Small Group/Individualized Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At Risk students as identified by PST will receive research based interventions.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	PST Committee, regular classroom teachers, intervention teachers.

**Strategy2:**

MDC - Mathematics Design Collaborative (MDC) will be used to teach all students mathematics concepts during daily instruction.

Category: Other - Instructional

Research Cited: Mathematics Design Collaborative (MDC) is professional development mathematics teachers through Southern Regional Educational Board (SREB) that supports problem solving and higher order thinking skills.

Activity - Mathematics Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all mathematics classes will use Mathematics Design Collaborative (MDC) strategies to complete tasks daily during classroom activities.	Other - Instructional	08/10/2016	06/02/2017	\$0 - No Funding Required	All Mathematics Teachers

**Strategy3:**

Direct Instruction - All Extended Day/Enrichment/Intervention math teachers will use data from STAR Math tests to formulate their Response to Instruction for each session. All Math teachers will use STAR Math data to determine weaknesses on pre-requisite skills.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Concept of direct instruction:

Direct Instruction is the cornerstone of which systematic, explicit teaching of academic strategies to students is research based.

Activity - Reteach Non-Mastered Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop bell ringers that address various learning styles to review non-mastered standards. Math teachers will identify non-mastered standards on CFA's in each grade level and create bell ringers as a daily/weekly review as needed.	Tutoring	08/10/2016	06/02/2017	\$0 - No Funding Required	Math teachers

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will conduct regular walkthroughs and observations using Educate Alabama.	Policy and Process	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrative Staff

Activity - Interactive Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended Day, Saturday School, and Math Enrichment teachers will utilize data from STAR Math and CFA's to formulate a specific individualized approach/plan for Response to Instruction and remediation.	Direct Instruction	08/10/2016	06/02/2017	\$10000 - Title I Schoolwide	Extended Day and Saturday School teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All regular education math teachers and Special Education math teachers will progress monitor and provide intervention based on individual student needs as indicated by CFA's and STAR Math.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	All regular education and Special Education math teachers.

**Measurable Objective 8:**

100% of All Students will complete a portfolio or performance of assignments/activities in all core curriculum subjects in Writing by 06/02/2017 as measured by any of the following (but not limited to): completed journals, learning logs, writer's notebook, mathematics logs, essays, essay and open-response questions, lab reports, research assignments, editorials, letters, speeches, memoirs, poems, etc. .

**Strategy1:**

Writing Across the Curriculum - Students in all classes will participate in frequent writing activities such as: essays, open-response questions, lab reports, research assignments, paragraphs, mathematics logs, etc.

Category: Other - Instructional

Research Cited: Southern Regional Educational Board's (SREB) Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12. 2003

Activity - Writing Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each core subject will participate in a writing project during an assigned quarter (as listed below), producing an extensive piece that relates to the core curriculum subject to promote understanding and develop research and writing skills. 1st Quarter: English Language Arts 2nd Quarter: Science and Electives 3rd Quarter: Social Studies and Physical Education 4th Quarter: Math and Electives	Other - Instructional	08/10/2016	06/02/2017	\$0 - No Funding Required	All core content teachers

Activity - Writing Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core content teachers (regular and Special Education) will frequently incorporate writing into activities that allow students to respond to instruction in written format.	Other - Instructional	08/10/2016	06/02/2017	\$0 - No Funding Required	All core content teachers

#### Measurable Objective 9:

A 2% increase of Seventh grade students will demonstrate student proficiency (pass rate) achieving the 'ready' status in Science by 06/02/2017 as measured by ASPIRE Test.

#### Strategy1:

Inquiry Oriented Instruction - Use of essential questions to combine the curiosity of students and the scientific method to enhance the development of critical thinking.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Wise, Kevin C.

Clearing House, v69 n6 p337-38 Jul-Aug 1996

Activity - Increase Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will increase vocabulary development by incorporating essential vocabulary words, including power words in daily instruction.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Science teachers

Activity - Direct, Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will provide direct, explicit instruction for all students daily.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Science teachers

Activity - Inquiry Oriented Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inquiry-based learning uses a central or essential question to frame a curriculum unit or module. Students answer this central/essential question for themselves, discovering and learning through a series of guided discussions, experiments, and hands-on activities. Students are more engaged in what they're learning, and have a wider context for understanding the material rather than just hearing a lecture or memorizing facts.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	7th grade science teachers

Activity - Reteach/Retest	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will reteach/retest non-mastered standards.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Science teachers

#### 4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

##### Goal 1:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

##### Measurable Objective 1:

100% of Eighth grade students will collaborate to effectively and responsibly use standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively as they participate in STEM and Keystone project based classes in Science by 06/02/2017 as measured by final projects, decreased use of paper/hard copy materials, classroom/student observations.

##### Strategy1:

Digital Media Resources - Expand accessibility and quantity of District or Title 1 funded high quality, engaging, standards-based, digital media resources for STEM and Keystone students.

Category: Other - Technology

Research Cited: Westover, Jay, and Hatton, Lynn. Closing the Gaps of College and Career Readiness, InnovED. March 2011

Activity - Project Based Learning W/Digital Components	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Edmodo, Moodle, and GIZMOS for project based learning.	Technology	08/10/2016	06/02/2017	\$1695 - Title I Schoolwide	8th Grade STEM and Keystone Science Teachers

##### Measurable Objective 2:

100% of All Students will complete a portfolio or performance participating in Project Lead The Way (PLTW) effectively and responsibly use standards-based digital media to learn and communicate real-world applications of concepts and processes individually and

collaboratively as they participate in PLTW classes in Career & Technical by 06/02/2017 as measured by final student projects, written teacher reports, and classroom/student observations.

**Strategy1:**

Best Practice Lessons - Utilize a portal of best practice lessons that present content in interesting and interactive ways using contemporary computer devices such as smartphones, laptops, and tablets.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Westover: Jay, and Hatton, Lynn. Closing the Gaps of College and Career Readiness. InnovED, March 2011

Activity - Project Based Engineering Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of online Project Lead The Way resources to develop project based engineering projects.	Technology	08/10/2016	06/02/2017	\$0 - Career and Technical Education Funds	Project Lead The Way (Career Tech) Teachers

**Measurable Objective 3:**

80% of All Students will demonstrate a proficiency on the End of the Quarter Exams in Social Studies by 06/02/2017 as measured by EQT's..

**Strategy1:**

Direct, Explicit Instruction - Implement direct, explicit instruction through whole class for all students daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Reteach/Retest	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All social studies teachers will reteach/reteach non-mastered standards.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Social Studies Teachers

Activity - Direct, Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All social studies teachers will provide direct, explicit instruction to all students daily.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Social Studies Teachers

Activity - Increase Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Social Studies teachers will incorporate essential vocabulary words, including power words, in daily instruction.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Social Studies Teachers

**Measurable Objective 4:**

100% of All Students will complete a portfolio or performance of assignments/activities in all core curriculum subjects in Writing by 06/02/2017 as measured by any of the following (but not limited to): completed journals, learning logs, writer's notebook, mathematics logs,

essays, essay and open-response questions, lab reports, research assignments, editorials, letters, speeches, memoirs, poems, etc. .

**Strategy1:**

Writing Across the Curriculum - Students in all classes will participate in frequent writing activities such as: essays, open-response questions, lab reports, research assignments, paragraphs, mathematics logs, etc.

Category: Other - Instructional

Research Cited: Southern Regional Educational Board's (SREB) Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12. 2003

Activity - Writing Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core content teachers (regular and Special Education) will frequently incorporate writing into activities that allow students to respond to instruction in written format.	Other - Instructional	08/10/2016	06/02/2017	\$0 - No Funding Required	All core content teachers

Activity - Writing Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each core subject will participate in a writing project during an assigned quarter (as listed below), producing an extensive piece that relates to the core curriculum subject to promote understanding and develop research and writing skills. 1st Quarter: English Language Arts 2nd Quarter: Science and Electives 3rd Quarter: Social Studies and Physical Education 4th Quarter: Math and Electives	Other - Instructional	08/10/2016	06/02/2017	\$0 - No Funding Required	All core content teachers

**Measurable Objective 5:**

57% of English Learners students will demonstrate a proficiency and meet or exceed a .5 gain on the state required assessment in English Language Arts by 06/05/2017 as measured by ACCESS for ELs.

**Strategy1:**

Provide Personalized Instruction for EL Students - English Learners will meet or exceed the state ALPA of 57% on the ACCESS for ELLL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Other - English Learners

Research Cited:

Activity - Direct, Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of ELs will provide direct, explicit instruction to all students.	Direct Instruction	08/10/2016	06/05/2017	\$0 - District Funding	Content teachers, administrators, EL Coordinator

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Semmes Middle School

Activity - Guidance and Accommodations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers of EL students will receive student profiles and plans for accommodations/interventions/goals.	Academic Support Program	08/10/2016	06/05/2017	\$0 - No Funding Required	Content teachers, EL Teacher

**Measurable Objective 6:**

80% of All Students will increase student growth by 2% of "meet expectations" on the STAR Reading Growth Report, and a 2% increase of students achieving the "Ready" status on the ASPIRE test. in Reading by 06/02/2017 as measured by STAR Reading Growth Report and the ASPIRE test..

**Strategy1:**

Close Reading - Students in all English Language Arts classes will use Close Reading strategies to engage with text and improve analytical skills.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Fisher & Frey PD Resource Center; Close and Critical Reading, K-5 & 6-12. CORWIN

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all English Language Arts (ELA) classes will use the close reading strategies to engage with text and improve analytical skills.	Other - Instructional	08/10/2016	06/02/2017	\$0 - No Funding Required	All ELA Teachers

**Strategy2:**

Reading Intervention - All students identified as "at risk" by PST will receive Tier I and Tier II intervention support.

Category: Other - Academic Support

Research Cited:

Activity - Small Group/Individualized Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students identified as "at risk" based on CFA's and STAR Reading will receive researched based interventions and support.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Classroom teachers, intervention teachers, PST Committee

**Strategy3:**

Textual/Informational and Functional Reading - Target textual/informational/and functional reading passages in all core subject classes.

Compass Learning, STAR, Souday System, and Accelerated Reader will assist teachers.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative, Best Practices in Adolescent Literacy, 2007

Activity - Increase Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core subject teachers will incorporate essential vocabulary, including power words in daily instruction.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All core content teachers.

Activity - Direct, Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement direct, explicit instruction through whole group and small group for all students daily. Small groups may utilize Compass Learning.	Direct Instruction	08/10/2016	06/02/2017	\$3600 - Title I Schoolwide	All core content teachers, Compass Learning Reading Teacher

**Measurable Objective 7:**

80% of All Students will increase student growth (Lowest Quartile Math ASPIRE) by at least 5 points in Mathematics by 06/02/2017 as measured by Aspire Math Test.

**Strategy1:**

Intervention - Students scoring in the lowest quartile on the Math Aspire Test will receive intervention/tutoring through our various resources that are available at Semmes Middle School.

Category: Other - Lowest Quartile Math

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned to participate in South Alabama's Educational Talent Search tutoring program, opportunity to attend one on one tutoring during elective classes, advisor/advisee program, and individual/small group counseling will be available.	Tutoring	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselors, intervention teachers

Activity - Progress Monitor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress Monitoring on STAR Math tests.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	All math teachers, intervention teacher, counselors

**Measurable Objective 8:**

A 2% increase of Seventh grade students will demonstrate student proficiency (pass rate) achieving the 'ready' status in Science by 06/02/2017 as measured by ASPIRE Test.

**Strategy1:**

Inquiry Oriented Instruction - Use of essential questions to combine the curiosity of students and the scientific method to enhance the development of critical thinking.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Wise, Kevin C.

Clearing House, v69 n6 p337-38 Jul-Aug 1996



Activity - Inquiry Oriented Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inquiry-based learning uses a central or essential question to frame a curriculum unit or module. Students answer this central/essential question for themselves, discovering and learning through a series of guided discussions, experiments, and hands-on activities. Students are more engaged in what they're learning, and have a wider context for understanding the material rather than just hearing a lecture or memorizing facts.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	7th grade science teachers

Activity - Direct, Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will provide direct, explicit instruction for all students daily.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Science teachers

Activity - Reteach/Retest	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will reteach/retest non-mastered standards.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Science teachers

Activity - Increase Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will increase vocabulary development by incorporating essential vocabulary words, including power words in daily instruction.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Science teachers

**Measurable Objective 9:**

80% of All Students will increase student growth by achieving a 1.5% increase who meet expectations/benchmark by grade level in Mathematics by 06/02/2017 as measured by STAR Math Growth Report and the ASPIRE test..

**Strategy1:**

Direct Instruction - All Extended Day/Enrichment/Intervention math teachers will use data from STAR Math tests to formulate their Response to Instruction for each session. All Math teachers will use STAR Math data to determine weaknesses on pre-requisite skills.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Concept of direct instruction:

Direct Instruction is the cornerstone of which systematic, explicit teaching of academic strategies to students is research based.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All regular education math teachers and Special Education math teachers will progress monitor and provide intervention based on individual student needs as indicated by CFA's and STAR Math.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	All regular education and Special Education math teachers.

**ACIP**

Semmes Middle School

Activity - Interactive Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended Day, Saturday School, and Math Enrichment teachers will utilize data from STAR Math and CFA's to formulate a specific individualized approach/plan for Response to Instruction and remediation.	Direct Instruction	08/10/2016	06/02/2017	\$10000 - Title I Schoolwide	Extended Day and Saturday School teachers

Activity - Reteach Non-Mastered Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop bell ringers that address various learning styles to review non-mastered standards. Math teachers will identify non-mastered standards on CFA's in each grade level and create bell ringers as a daily/weekly review as needed.	Tutoring	08/10/2016	06/02/2017	\$0 - No Funding Required	Math teachers

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will conduct regular walkthroughs and observations using Educate Alabama.	Policy and Process	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrative Staff

**Strategy2:**

Math Intervention - All identified "At Risk" students will continue to receive Tier I instruction and Tier II interventions and support by as recommended by PST.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: RTI, National Center for Learning Disabilities

Activity - Small Group/Individualized Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At Risk students as identified by PST will receive research based interventions.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	PST Committee, regular classroom teachers, intervention teachers.

**Strategy3:**

MDC - Mathematics Design Collaborative (MDC) will be used to teach all students mathematics concepts during daily instruction.

Category: Other - Instructional

Research Cited: Mathematics Design Collaborative (MDC) is professional development mathematics teachers through Southern Regional Educational Board (SREB) that supports problem solving and higher order thinking skills.

Activity - Mathematics Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all mathematics classes will use Mathematics Design Collaborative (MDC) strategies to complete tasks daily during classroom activities.	Other - Instructional	08/10/2016	06/02/2017	\$0 - No Funding Required	All Mathematics Teachers

**Measurable Objective 10:**

80% of Sixth, Seventh and Eighth grade students will increase student growth (lowest Quartile Reading ASPIRE) by 5 points in Reading by SY 2016-2017

06/02/2017 as measured by ASPIRE Reading Test.

**Strategy1:**

Intervention/Reading - Students scoring in the lowest quartile on the ASPIRE Reading Test will receive intervention/tutoring through our various resources that are available at Semmes Middle School.

Category: Other - Lowest Quartile ASPIRE Reading

Research Cited:

Activity - Progress Monitor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress Monitoring on STAR Reading tests.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Language Arts/Reading Teachers, Intervention Teachers

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned to participate in South Alabama's Educational Talent Search tutoring program, opportunity to attend one on one tutoring during elective classes, advisor/advisee program, and individual/small group counseling will be available.	Tutoring	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselors, Intervention Teachers

**5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.**

**Goal 1:**

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

**Measurable Objective 1:**

80% of All Students will increase student growth by 2% of "meet expectations" on the STAR Reading Growth Report, and a 2% increase of students achieving the "Ready" status on the ASPIRE test. in Reading by 06/02/2017 as measured by STAR Reading Growth Report and the ASPIRE test..

**Strategy1:**

Reading Intervention - All students identified as "at risk" by PST will receive Tier I and Tier II intervention support.

Category: Other - Academic Support

Research Cited:

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Activity - Small Group/Individualized Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students identified as "at risk" based on CFA's and STAR Reading will receive researched based interventions and support.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Classroom teachers, intervention teachers, PST Committee

**Measurable Objective 2:**

57% of English Learners students will demonstrate a proficiency and meet or exceed a .5 gain on the state required assessment in English Language Arts by 06/05/2017 as measured by ACCESS for ELs.

**Strategy1:**

Provide Personalized Instruction for EL Students - English Learners will meet or exceed the state ALPA of 57% on the ACCESS for ELLL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Other - English Learners

Research Cited:

Activity - Direct, Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of ELs will provide direct, explicit instruction to all students.	Direct Instruction	08/10/2016	06/05/2017	\$0 - District Funding	Content teachers, administrators, EL Coordinator

Activity - Guidance and Accommodations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers of EL students will receive student profiles and plans for accommodations/interventions/goals.	Academic Support Program	08/10/2016	06/05/2017	\$0 - No Funding Required	Content teachers, EL Teacher

**Measurable Objective 3:**

80% of All Students will increase student growth (Lowest Quartile Math ASPIRE) by at least 5 points in Mathematics by 06/02/2017 as measured by Aspire Math Test.

**Strategy1:**

Intervention - Students scoring in the lowest quartile on the Math Aspire Test will receive intervention/tutoring through our various resources that are available at Semmes Middle School.

Category: Other - Lowest Quartile Math

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned to participate in South Alabama's Educational Talent Search tutoring program, opportunity to attend one on one tutoring during elective classes, advisor/advisee program, and individual/small group counseling will be available.	Tutoring	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselors, intervention teachers

Activity - Progress Monitor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress Monitoring on STAR Math tests.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	All math teachers, intervention teacher, counselors

**Measurable Objective 4:**

80% of All Students will increase student growth by achieving a 1.5% increase who meet expectations/benchmark by grade level in Mathematics by 06/02/2017 as measured by STAR Math Growth Report and the ASPIRE test..

**Strategy1:**

Direct Instruction - All Extended Day/Enrichment/Intervention math teachers will use data from STAR Math tests to formulate their Response to Instruction for each session. All Math teachers will use STAR Math data to determine weaknesses on pre-requisite skills.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Concept of direct instruction:

Direct Instruction is the cornerstone of which systematic, explicit teaching of academic strategies to students is research based.

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will conduct regular walkthroughs and observations using Educate Alabama.	Policy and Process	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrative Staff

Activity - Reteach Non-Mastered Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop bell ringers that address various learning styles to review non-mastered standards. Math teachers will identify non-mastered standards on CFA's in each grade level and create bell ringers as a daily/weekly review as needed.	Tutoring	08/10/2016	06/02/2017	\$0 - No Funding Required	Math teachers

Activity - Interactive Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended Day, Saturday School, and Math Enrichment teachers will utilize data from STAR Math and CFA's to formulate a specific individualized approach/plan for Response to Instruction and remediation.	Direct Instruction	08/10/2016	06/02/2017	\$10000 - Title I Schoolwide	Extended Day and Saturday School teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All regular education math teachers and Special Education math teachers will progress monitor and provide intervention based on individual student needs as indicated by CFA's and STAR Math.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	All regular education and Special Education math teachers.

**Strategy2:**

Math Intervention - All identified "At Risk" students will continue to receive Tier I instruction and Tier II interventions and support by as recommended by PST.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: RTI, National Center for Learning Disabilities

Activity - Small Group/Individualized Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At Risk students as identified by PST will receive research based interventions.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	PST Committee, regular classroom teachers, intervention teachers.

**Measurable Objective 5:**

80% of Sixth, Seventh and Eighth grade students will increase student growth (lowest Quartile Reading ASPIRE) by 5 points in Reading by 06/02/2017 as measured by ASPIRE Reading Test.

**Strategy1:**

Intervention/Reading - Students scoring in the lowest quartile on the ASPIRE Reading Test will receive intervention/tutoring through our various resources that are available at Semmes Middle School.

Category: Other - Lowest Quartile ASPIRE Reading

Research Cited:

Activity - Progress Monitor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress Monitoring on STAR Reading tests.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Language Arts/Reading Teachers, Intervention Teachers

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned to participate in South Alabama's Educational Talent Search tutoring program, opportunity to attend one on one tutoring during elective classes, advisor/advisee program, and individual/small group counseling will be available.	Tutoring	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselors, Intervention Teachers

**Goal 2:**

Prepare and support students through student support services.

**Measurable Objective 1:**

collaborate to increase student growth and development, and decrease social issues/concerns by 06/02/2017 as measured by providing individual/small group counseling, participation in Bullying Awareness/Prevention program, and develop behavior plans as needed using

Review 360 .

**Strategy1:**

Bullying Awareness/Prevention - Counselors will collaborate to put a focus on Bullying Awareness/Prevention with various activities..

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Blue Shirt Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be allowed to wear a solid blue shirt with their uniform pants to school on Friday as a public display of Anti-Bullying.	Other - Awareness	09/16/2016	09/16/2016	\$0 - No Funding Required	Counselors

Activity - Anti-Bullying Movement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will sign 'blue hands' that are displayed in the lunch room to proclaim their public stand against bullying.	Other - Awareness	09/12/2016	09/16/2016	\$0 - No Funding Required	Counselors

**Strategy2:**

Individual/Small Group Counseling - Counselors will develop a Behavior Plan using Review 360 for students who show a pattern of misbehavior.

Category: Implement Guidance and Counseling Plan

Research Cited: Dr. Pisecco: Recognized expert on the education and treatment of children and adolescents with behavioral disorders.

Review 360 Behavior Program

Activity - Implementation of Behavior Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will create Behavior Plans using the Review 360 Program for all students who are suspended five days as advised/referred by the administration.	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselors

**Measurable Objective 2:**

collaborate to build a supportive and positive learning environment by 06/02/2017 as measured by attendance data, office referrals, and administrative observations..

**Strategy1:**

Academic/Social Support - Counselors will provide academic and social support to all students using speakers, presentations, field trips, during and after school tutoring, and small group/individual counseling.

Category: Implement Guidance and Counseling Plan

Research Cited:

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Activity - Duke Talent Search	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will participate in the 7th grade Duke Talent Search which enables registered 7th graders to take either ACT or SAT as an above level test, giving them greater insight into their abilities.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselors

Activity - Small Group/Individual Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as having continued academic and/or social concerns will be scheduled for appropriate small group and/or individual counseling sessions.	Behavioral Support Program Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselors

Activity - Bridges/Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will host all upcoming 6th graders in the Spring, and hold a parent meeting for parents of upcoming 6th graders. We will hold Bulldog Camp, also known as Bridges, for all upcoming 6th graders over the summer of 2017. We will aid all 8th grade students in registration for high school and assist with high school orientation for our outgoing 8th grade students.	Other - Transition	03/01/2017	08/04/2017	\$2000 - Title I Schoolwide	Counselors

Activity - Kuder Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in the Kuder Program to increase College and Career Readiness as organized by the counselors.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselors

Activity - South Alabama's Education Talent Search	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will participate in the University of South Alabama's Education Talent Search for tutoring during the school day, as organized by the counselors.	Tutoring	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselors

Activity - Crittenton Youth Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small groups (girls) will participate in the Crittenton Youth Services Program and activities as organized by the counselors.	Other - Awareness	08/10/2016	06/02/2017	\$0 - No Funding Required	Counselors



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Activity - World of Opportunity Career Expo	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students will participate in a field trip to the World of Opportunity Career Expo as organized by the counselors, and be exposed to various career opportunities.	Academic Support Program Career Preparation/ Orientation Field Trip	09/22/2016	09/22/2016	\$0 - No Funding Required	Counselors

Activity - Enrichment/Tutoring/Grade Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will participate in math enrichment, tutoring, and/or Grade Recovery to address academic concerns	Tutoring	08/10/2016	06/02/2017	\$11000 - Title I Schoolwide	Grade Recovery Teachers, intervention teachers, tutors

**Strategy2:**

Climate, Culture, Attendance - All teachers will adhere to learning policies and work with members of their team and Learning Community to help decrease suspensions and tardies, and increase student attendance.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Never Been Absent (NBA)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will increase our daily attendance rates by implementing a monthly recognition and rewards activity to all students who are not absent during each month.	Other - Positives: Climate, Culture, Attendance	08/10/2016	06/02/2017	\$0 - No Funding Required	All faculty and staff

Activity - Team Watch	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work together with grade level team members and Learning Community team members to address attendance concerns and behavior issues during data meetings, grade level/team meetings, PST meetings, and faculty meetings.	Policy and Process	08/08/2016	06/02/2017	\$0 - No Funding Required	Classroom teachers, administrative staff, media specialists, and counselors.

**Strategy3:**

Response to Instruction - All regular education and Special Education teachers will use data driven lessons and implement Tier I and Tier II interventions effectively.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - PST Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Problem Solving Team (PST) will meet regularly to provide teachers with research-based interventions for student not meeting standards.	Academic Support Program	08/08/2016	06/02/2017	\$0 - No Funding Required	PST Members, Core Content Teachers

**Goal 3:**

We will reduce the number of "Class B" offense office referrals, which accounted for 77.8% (1067 infractions) of all referrals by 2% to 75.8% (21.34 infractions) or fewer as measured by INOW In Focus Discipline Report for the 2016-2017 school year.

**Measurable Objective 1:**

collaborate to reduce the total number of office referrals for class "B" offenses by 2% by 06/02/2017 as measured by Chalkable (INOW) In Focus Discipline Reports .

**Strategy1:**

Character Education Program - Implementation of the Character Education Program and small group counseling by classroom teachers and counselors to combat bullying and provide behavioral and academic support to all students.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will escort students to and from the lunchroom, PE, and restrooms during transition,	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Classroom teachers

Activity - Behavior Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in need of additional behavioral support beyond the support provided by the classroom teacher will be referred by PST to a counselor. Counselors may write Behavior Intervention Plans as needed using Review 360.	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Classroom teachers, Counselors

Activity - Advisor/Advisee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advisor/Advisee sessions will be held once every three weeks.	Academic Support Program Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Homeroom teachers, Counselors

Activity - School Wide Rules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School wide rules, expectations, and consequences will be taught in each classroom. Counselors will assist teachers by re-teaching and reinforcing school rules to small groups. Learning Communities will work together to enforce rules.	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	All faculty members

**6. English Language Proficiency Goal (Should address identified weaknesses and gaps):****Goal 1:**

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

**Measurable Objective 1:**

57% of English Learners students will demonstrate a proficiency and meet or exceed a .5 gain on the state required assessment in English Language Arts by 06/05/2017 as measured by ACCESS for ELs.

**Strategy1:**

Provide Personalized Instruction for EL Students - English Learners will meet or exceed the state ALPA of 57% on the ACCESS for ELLL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Other - English Learners

Research Cited:

Activity - Guidance and Accommodations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers of EL students will receive student profiles and plans for accommodations/interventions/goals.	Academic Support Program	08/10/2016	06/05/2017	\$0 - No Funding Required	Content teachers, EL Teacher

Activity - Direct, Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of ELs will provide direct, explicit instruction to all students.	Direct Instruction	08/10/2016	06/05/2017	\$0 - District Funding	Content teachers, administrators, EL Coordinator

**7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.****Goal 1:**

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

**Measurable Objective 1:**

100% of Eighth grade students will collaborate to effectively and responsibility use standards-based digital media to learn and communicate

real-world applications of concepts and processes individually and collaboratively as they participate in STEM and Keystone project based classes in Science by 06/02/2017 as measured by final projects, decreased use of paper/hard copy materials, classroom/student observations.

**Strategy1:**

Digital Media Resources - Expand accessibility and quantity of District or Title 1 funded high quality, engaging, standards-based, digital media resources for STEM and Keystone students.

Category: Other - Technology

Research Cited: Westover, Jay, and Hatton, Lynn. Closing the Gaps of College and Career Readiness, InnovED. March 2011

Activity - Project Based Learning W/Digital Components	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Edmodo, Moodle, and GIZMOS for project based learning.	Technology	08/10/2016	06/02/2017	\$1695 - Title I Schoolwide	8th Grade STEM and Keystone Science Teachers

**Measurable Objective 2:**

A 2% increase of Seventh grade students will demonstrate student proficiency (pass rate) achieving the 'ready' status in Science by 06/02/2017 as measured by ASPIRE Test.

**Strategy1:**

Inquiry Oriented Instruction - Use of essential questions to combine the curiosity of students and the scientific method to enhance the development of critical thinking.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Wise, Kevin C.

Clearing House, v69 n6 p337-38 Jul-Aug 1996

Activity - Reteach/Retest	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will reteach/retest non-mastered standards.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Science teachers

Activity - Direct, Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will provide direct, explicit instruction for all students daily.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Science teachers

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Activity - Increase Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will increase vocabulary development by incorporating essential vocabulary words, including power words in daily instruction.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Science teachers

Activity - Inquiry Oriented Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inquiry-based learning uses a central or essential question to frame a curriculum unit or module. Students answer this central/essential question for themselves, discovering and learning through a series of guided discussions, experiments, and hands-on activities. Students are more engaged in what they're learning, and have a wider context for understanding the material rather than just hearing a lecture or memorizing facts.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	7th grade science teachers

**Measurable Objective 3:**

80% of All Students will demonstrate a proficiency on the End of the Quarter Exams in Social Studies by 06/02/2017 as measured by EQT's..

**Strategy1:**

Direct, Explicit Instruction - Implement direct, explicit instruction through whole class for all students daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Increase Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Social Studies teachers will incorporate essential vocabulary words, including power words, in daily instruction.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Social Studies Teachers

Activity - Direct, Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All social studies teachers will provide direct, explicit instruction to all students daily.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Social Studies Teachers

Activity - Reteach/Retest	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All social studies teachers will reteach/reteach non-mastered standards.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Social Studies Teachers

**Measurable Objective 4:**

100% of All Students will complete a portfolio or performance participating in Project Lead The Way (PLTW) effectively and responsibility use standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively as they participate in PLTW classes in Career & Technical by 06/02/2017 as measured by final student projects, written

teacher reports, and classroom/student observations.

**Strategy1:**

Best Practice Lessons - Utilize a portal of best practice lessons that present content in interesting and interactive ways using contemporary computer devices such as smartphones, laptops, and tablets.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Westover: Jay, and Hatton, Lynn. Closing the Gaps of College and Career Readiness. InnovED, March 2011

Activity - Project Based Engineering Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of online Project Lead The Way resources to develop project based engineering projects.	Technology	08/10/2016	06/02/2017	\$0 - Career and Technical Education Funds	Project Lead The Way (Career Tech) Teachers

**Measurable Objective 5:**

80% of All Students will increase student growth by achieving a 1.5% increase who meet expectations/benchmark by grade level in Mathematics by 06/02/2017 as measured by STAR Math Growth Report and the ASPIRE test..

**Strategy1:**

Direct Instruction - All Extended Day/Enrichment/Intervention math teachers will use data from STAR Math tests to formulate their Response to Instruction for each session. All Math teachers will use STAR Math data to determine weaknesses on pre-requisite skills.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Concept of direct instruction:

Direct Instruction is the cornerstone of which systematic, explicit teaching of academic strategies to students is research based.

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will conduct regular walkthroughs and observations using Educate Alabama.	Policy and Process	08/10/2016	06/02/2017	\$0 - No Funding Required	Administrative Staff

Activity - Reteach Non-Mastered Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop bell ringers that address various learning styles to review non-mastered standards. Math teachers will identify non-mastered standards on CFA's in each grade level and create bell ringers as a daily/weekly review as needed.	Tutoring	08/10/2016	06/02/2017	\$0 - No Funding Required	Math teachers

Activity - Interactive Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended Day, Saturday School, and Math Enrichment teachers will utilize data from STAR Math and CFA's to formulate a specific individualized approach/plan for Response to Instruction and remediation.	Direct Instruction	08/10/2016	06/02/2017	\$10000 - Title I Schoolwide	Extended Day and Saturday School teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All regular education math teachers and Special Education math teachers will progress monitor and provide intervention based on individual student needs as indicated by CFA's and STAR Math.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	All regular education and Special Education math teachers.

**Measurable Objective 6:**

80% of All Students will increase student growth by 2% of "meet expectations" on the STAR Reading Growth Report, and a 2% increase of students achieving the "Ready" status on the ASPIRE test. in Reading by 06/02/2017 as measured by STAR Reading Growth Report and the ASPIRE test..

**Strategy1:**

Textual/Informational and Functional Reading - Target textual/informational/and functional reading passages in all core subject classes.

Compass Learning, STAR, Souday System, and Accelerated Reader will assist teachers.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative, Best Practices in Adolescent Literacy, 2007

Activity - Increase Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core subject teachers will incorporate essential vocabulary, including power words in daily instruction.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All core content teachers.

Activity - Direct, Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement direct, explicit instruction through whole group and small group for all students daily. Small groups may utilize Compass Learning.	Direct Instruction	08/10/2016	06/02/2017	\$3600 - Title I Schoolwide	All core content teachers, Compass Learning Reading Teacher

**Strategy2:**

Close Reading - Students in all English Language Arts classes will use Close Reading strategies to engage with text and improve analytical skills.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Fisher & Frey PD Resource Center; Close and Critical Reading, K-5 & 6-12. CORWIN

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Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all English Language Arts (ELA) classes will use the close reading strategies to engage with text and improve analytical skills.	Other - Instructional	08/10/2016	06/02/2017	\$0 - No Funding Required	All ELA Teachers

**Measurable Objective 7:**

100% of All Students will complete a portfolio or performance of assignments/activities in all core curriculum subjects in Writing by 06/02/2017 as measured by any of the following (but not limited to): completed journals, learning logs, writer's notebook, mathematics logs, essays, essay and open-response questions, lab reports, research assignments, editorials, letters, speeches, memoirs, poems, etc. .

**Strategy1:**

Writing Across the Curriculum - Students in all classes will participate in frequent writing activities such as: essays, open-response questions, lab reports, research assignments, paragraphs, mathematics logs, etc.

Category: Other - Instructional

Research Cited: Southern Regional Educational Board's (SREB) Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12. 2003

Activity - Writing Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core content teachers (regular and Special Education) will frequently incorporate writing into activities that allow students to respond to instruction in written format.	Other - Instructional	08/10/2016	06/02/2017	\$0 - No Funding Required	All core content teachers

Activity - Writing Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each core subject will participate in a writing project during an assigned quarter (as listed below), producing an extensive piece that relates to the core curriculum subject to promote understanding and develop research and writing skills. 1st Quarter: English Language Arts 2nd Quarter: Science and Electives 3rd Quarter: Social Studies and Physical Education 4th Quarter: Math and Electives	Other - Instructional	08/10/2016	06/02/2017	\$0 - No Funding Required	All core content teachers



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### Component 3: Instruction by Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

**3. Describe how staffing decision ensure that qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.**

At Semmes Middle School we make every effort possible to place qualified, well trained, effective teachers in the classroom.

All teachers are expected to design lessons based on the Alabama Course of Study and implement College and Career Ready standards.

Lessons are expected to be engaging, rigorous, and relevant.

## Component 4: Strategies to Attract Qualified Teachers

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

The teacher turnover rate at Semmes Middle School this school year is 17.85%.

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

Approximately, 25 of our teachers have 20+ years of teaching experience, 25 teachers with 10+ years of experience, 20 teachers with 3-10 years experience, and 11 teachers with less than 3 years experience.

### 3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

No initiatives have been implemented at this time to reduce the teacher turnover rate. The majority of the 15 teachers who left Semmes Middle School left to teach in high schools, or to teach at a school closer to their home, and five retired.

## Component 5: High Quality and Ongoing Professional Development

### 1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

AMSTI Training  
Close Reading Training  
Ron Clark Academy Training  
Math Design Collaborative  
Mentor/Mentee Support  
Professional Learning Teams  
Grade Level/Department Meetings  
Data Meetings  
Collaborative Instructional Planning

### 2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

AMSTI Training  
Close Reading Training  
Ron Clark Academy Training  
Math Design Collaborative  
Mentor/Mentee Support  
Professional Learning Teams  
Grade Level/Department Meetings  
Data Meetings  
Collaborative Instructional Planning

### 3. Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

Mentor teachers are required to attend the Alabama New Teacher Mentor Training. This interactive training series will support and provide mentor teachers with the tools they need to guide their assigned new teacher mentee through their first year of service to students in the Mobile County Public School System.

Mentor teachers provide support and guidance throughout the first year to new teachers. They meet regularly and their classrooms are in close proximity to one another. The mentor and mentee teach the same subject, are in the same Learning Community, and have common planning periods.

**4. Describe how this professional development is "sustained and ongoing."**

AMSTI Training - trained teachers are expected to implement and share throughout the school year

Close Reading Training - implement in classroom as ongoing strategy to improve reading skills

Ron Clark Academy Training - trained teachers are expected to implement training and share experience with faculty

Math Design Collaborative - training by SREB ongoing throughout the year

Mentor/Mentee Support - daily interaction between mentor/mentee

Professional Learning Teams - meet at least 4 times per school year

Grade Level/Department Meetings - weekly meetings in some capacity

Data Meetings - monthly meetings

Collaborative Instructional Planning - at least weekly meetings are held

## Component 6: Transition Strategies

**1. Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school.**

We host all incoming 6th graders from our feeder pattern elementary schools in the spring, and hold a parent meeting for the parents of upcoming 6th graders. Bulldog Camp, also known as Bridges, is held during the summer just prior to the beginning of the new school year. Counselors help all 8th grade students register for high school, and assist with high school orientation within our feeder pattern for outgoing students.

## Component 7: Teacher Participation in Making Assessment Decisions

### 1. What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

Grade Level, Department, and PST data meetings are held regularly to discuss student achievement data. We have meetings to analyze all test data, including district mandated end of the quarter tests, CFA's, STAR, ASPIRE, and Test/Retest results. Teachers collaborate by grade level and departments to make instructional decisions based on results.

## **Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

### **1. What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

The academic progress of all students is monitored closely in grade level data meetings. PST committee members collaborate with classroom core subject teachers to discuss specific intervention plans for students needing support. Initially, students may be placed on a watch list and monitored closely by the PST Committee. Students identified as in need of immediate support will be placed on an intervention plan with strategies and activities for success.

Our Feeder Patten Elementary Schools identified students who might benefit from instructional interventions. Those students have either been placed in intervention classes or on a watch list to be monitored closely.

### **2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Students who are experiencing difficulty academically in core content subjects are identified in our weekly/bi-monthly data meetings. Those students are placed on a watch list and receive Tier II interventions by the classroom teachers.

The Problem Solving Team recommends strategies/interventions that are research based for students identified as at risk. Research based strategies that are used with our identified students are tutoring, small group instruction, enrichment classes, intervention classes, and our after school Grade Recovery Program. Struggling overaged students are entered in the Review 360 Program by the counselors for a personalized academic plan that includes strategies for success.

### **3. How are students' individual needs being addressed through differentiated instruction in the classroom?**

Teachers use differentiated instruction to meet the needs of the students performing at all levels.

### **4. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.**

Students who fail a core subject are given the opportunity to attend our Grade Recovery Program from 4:00 - 6:00, Monday - Thursday. Students are expected to attend at least two sessions per week. Quarter objectives for all core subject are retaught and retested using the Compass Learning web based program, and second delivery individualized instruction and support by a qualified teacher in the subject area. Students who successfully complete the program will recover their failed quarter grade for that subject. Success students will receive a 'recovered' grade no higher than a 75.

We also have Academic Saturday School tutoring and enrichment program that is offered to students each Saturday from 8:00 - 12:00.

**5. Describe procedures used to address challenges for EACH group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.**

Our Migrant and ELL student coordinators contact teachers of Migrant and ELL students. Our Special Education teachers send case load information to all teachers. If a particular student is neglected, homeless, or at an economic disadvantage our registrar and counselor staff will assist with letting the appropriate teachers know. Many of our students are economically disadvantaged, and our teachers make sure each child has clothes to wear and school supplies to use. We have a Parent Program Manager who also provides assistance as needed with supplies for students and parents. All Migrant, English Language Learners (ELL), Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students will be provided the same educational services and opportunities as any other student at Semmes Middle School. We have a large Special Education population at Semmes Middle School, and each of our Special Education teachers carry a large caseload. All teachers of Special Education students are given the students IEP information, as well as changes to the IEP, modifications or accommodations that student may need in order to be successful. In the event we receive Neglected, Delinquent, or Homeless Students, our counseling staff follows the proper procedures and guidelines to ensure those students receive help and guidance. The counseling staff also notifies the appropriate teachers of situations or changes in situations that could affect the educational progress of students. A list of identified students is at the Central Office and on file in the registrars office.

**6. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for EACH group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.**

If a particular student is neglected, homeless, or at an economic disadvantage our registrar and counselor staff will assist with letting the appropriate teachers know. Many of our students are economically disadvantaged, and our teachers make sure each child has clothes to wear and school supplies to use. We have a Parent Program Manager who also provides assistance as needed with supplies for students and parents. In the event we receive Neglected, Delinquent, or Homeless Students, our counseling staff follows the proper procedures and guidelines to ensure those students receive help and guidance. The counseling staff also notifies the appropriate teachers of situations or changes in situations that could affect the educational progress of students. A list of identified students is at the Central Office and on file in the registrars office.



## **Component 9: Coordination and Integration of Federal, State and Local Programs and Resources**

### **1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?**

Extended Day, Grade Recovery, and the Academic Saturday School programs are all based on the academic needs of our students. Each of the programs are to aid and assist students become college and career ready students who are at least functioning on grade level benchmarks.

### **2. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.**

Universal Screening - STAR Reading and Math - district initiative used to identify at-risk students in reading and math.

College and Career Readiness Standards - implemented to fidelity to ensure rigor and success on the ASPIRE Test and produce College and Career Ready students. PST is implemented school wide to assist struggling students achieve success.

### **3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

All students in the Mobile County Public School System receive free breakfast and lunch.

## Component 10: Evaluation

### 1. How does the school evaluate the implementation of the schoolwide program?

The ACIP committee members review all data. Departments, grade level teachers, and faculty members review results of summative data to determine progress or lack thereof. The data is compared to the goals of the ACIP. Determination is made by the leadership committee as to which direction and path to proceed in order to improve the schoolwide program to successfully achieve our goals.

### 2. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Data is examined and analyzed by departments, grade levels, leadership committee, and administrators.

### 3. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

Data is collected, examined, and analyzed to determine academic achievement. We have academic objectives written in our ACIP to address the lowest performing quartile for reading and math in an effort to raise scores of the students in this low performance group by focusing on intervention plans, tutoring, and individualized instruction.

### 4. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

After the data has been analyzed by all interested stakeholders, the ACIP committee members encourages feedback and input from the stakeholders to determine the effectiveness of the schoolwide program. Recommendations and advisement from the stakeholders is taken into consideration for strategies and activities that might help improve and ensure continuous improvement in the academic success of our students. Academic objectives, strategies, and activities will be revised as necessary based on committee member recommendations and data results.

### 5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

All goals will remain in place as they are identified and defined by the Mobile County Public School system. Our objectives, strategies, and activities are evaluated by the faculty members within department meetings and by the leadership committee members to so that we use the most effective avenues for student growth and success.

### 6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

We did not change any of the goals, however, we did edit/revise several of the objectives, activities, and strategies to better reflect data results.

# Coordination of Resources - Comprehensive Budget

## **Introduction**

List all federal, state, and local monies that the school uses to run its program.

### I. State Foundation Funds:

	<b>FTE's Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	72.10	73.40	3,453,262.00
Administrator Units	1.00	1.00	99,692.00
Assistant Principal	2.50	2.5	194,256.00
Counselor	3.00	3	156,037.00
Librarian	2.00	3.00	162,053.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	13,940.00
Professional Development	0.00	0	5,248.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	33,292.00
Library Enhancement	0.00	0	1,804.00
<b>Totals</b>			<b>4,119,584.00</b>

**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	235971.0

**Provide a brief explanation and breakdown of expenses.**

Teacher: 48,970.00  
 Aide: 22,335.00  
 Clerical: 32,754.00  
 Substitutes: 2,136.00  
 Supp/OT/Other: 16,040.00  
 Emp. Benefits: 52,624.00  
 Tech Services: 5,295.00  
 Prop. Services 12,000.00  
 Travel: 1,800.00  
 Inst. Supplies 6,642.00  
 Non Cap Equip 32,775.00  
 Dues & Fees 2,600.00

Total Title 1,Part A: 235,971.00

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

NA

**Title II**

Label	Question	Value
1.	Professional Development Activites Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

NA



**Title III**

Label	Question	Value
1.	For English Language Learners Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

NA

**Title IV**

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

NA

**Title VI**

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

NA

### Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

NA

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

NA

**Other**

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

NA

### Local Funds

Label	Question	Value
1.	Provide the total	514989.0

**Provide a brief explanation and breakdown of expenses**

Teacher: 1            42,173.00  
Asst Principal .50    36,040.00  
Aide: 4                89,541.00  
Suppl/OT/Other:    17,946.00  
Emp. Benefits:       89,386.00  
Property Services:    1,347.00  
Utilities:              236,556.00  
Instruct Supplies:    2,000.00

# Strategies to Increase Parental Involvement

## **Introduction**

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.



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## Strategies to Increase Parental Involvement

### **1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved.**

During 1st quarter, Semmes Middle School holds its annual meeting for all parents. Parents are notified of the meeting through (1) notices sent home with students, (2) e-mail parents who have e-mail addresses on file, (3) notice posted on school web site, and (4) posted on marquee in front of school. To assist in providing the opportunity for all parents to attend, the meeting is offered at two separate times. A PowerPoint presentation provided by MCPSS is viewed. Our annual Title 1 Budget for the 2016-2017 school year includes \$4,349.00 for parenting funds. These funds may be used to purchase supplies and/or learning materials for parents. Explanation of our Title 1 Program and a copy of this parental involvement plan is disseminated to all parents.

### **2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.**

(1)The faculty and staff of Semmes Middle School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer meetings on a flexible schedule. Our annual meeting for parents will be offered twice during the 1st Quarter of school-once during the school day and once in the evening. In addition, our Parent Resource Center will offer various parenting workshops at varying times to include morning and evening sessions. All sessions will be listed in our monthly newsletter, posted on our website, and posted on Facebook. (2)CIP Committee consists of two parents and a community representative. In May of each year, Semmes Middle School brings in its CIP Committee to review, evaluate, and revise its plan. During the review process, parents are notified of the review through notices sent home, facebook and e-mail. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the main office and on the website([www.smsbulldogs.com](http://www.smsbulldogs.com)), and that parents have the right to give input regarding the revision of the plan. (3)Parent involvement funds are used to promote an effective communication. Therefore, funds are used to purchase and maintain the necessary equipment, materials, and supplies needed to create and distribute monthly bulletins and notices about parent meetings/workshops, school, and community activities. Funds are also used to promote high parental expectations in the area of student achievement by providing literature in the Parent Center as well as the main office. The Parent Advisory Board meets annually to discuss and finalize expenditures.

### **3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.**

At the annual meeting of parents at the beginning of the school year, Semmes Middle School will hold a general meeting where information will be presented about its Title I programs, the curriculum, and forms of academic assessment used. In addition, parents will receive a monthly bulletin sent home with their child and by email for those who have an email address on file. Notices will include dates as when to  
SY 2016-2017

expect the next newsletter and will include progress reports on a regular basis. The progress report schedule will be included in the Parent Handbook and posted on the website calendar. Parents will learn about the plan and all subjects taught. They will also learn about how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child. Upon conclusion of the general meeting, parents will be invited to visit their child's classrooms and meet their teachers. At this time, teachers will provide additional information on the subjects they teach and how students are individually assessed.

**4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).**

All parents will be given a copy of the compact at registration requesting signatures. The compact will be explained to the parents at the annual meeting as to how the school will work in partnership with the parent and their child in ensuring that their child is successful in school. The compacts will be discussed with teachers through email as to how compacts are to be utilized in the educational process. The homeroom teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. Copies of the compacts for all students will be housed by homeroom teachers for use during parent-teacher and/or student-teacher conferences to be used as working documents or as teachers contact parents regarding their child's education.

School-Parent compacts will be updated in May of each year by the Parent Advisory Committee and all parents expressing interest.

**5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.**

All parents are notified in our monthly bulletin and website that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office at the same time that the plan is submitted.

**6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)**

Semmes Middle School will accomplish much of this through its annual parent meeting held the 1st Quarter of the school year.

At that time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments.

In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Semmes Middle School will also offer an Open House wherein parents will be given the opportunity to meet their child's

teachers and learn about individual class assessments and what their role will be helping their child to succeed.

**6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)**

Semmes has its own Parent Resource Center within the school, in addition to a Parent Manager. The Parent Center will be open every school day from 7:00 a.m. until 2:00 p.m. for parents to pick up materials and information, meet with the Parent Manager, view parenting videos, or use the computers for research or INow to check students' grades. The center houses materials for parents to check out to learn how they can help their child to be successful. Throughout the year, parenting workshops will be held on various topics including, but not limited to: Chalkable (INOW) student grade access, bullying, internet safety, study skills and reading comprehension and AMSTI (Alabama Math, Science and Technology Initiative) program.

**6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)**

Semmes will continue to work with its teachers through email in understanding the importance of parental involvement and that parents are our partners. All staff are expected to welcome parents to the school, as appropriate, and to work with our Parent Manager in meeting parents' needs for their children. Yearly surveys are used to identify areas of improvement in communicating and working with parents.

**6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)**

Semmes Middle School coordinates its Parent Involvement Program according to Federal, State, and Local guidelines. The program includes parents of ELL, Special Education students. Our Parent Involvement Program is to encourage and support participation in the education of their children.

**6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)**

Information on all school meetings, parent notices, etc., is available for parents of ESL students in Spanish by request. Semmes has an ESL teacher who works closely with those students and parents. Semmes makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. Yearly surveys are requested to allow for parental input in the Parent Involvement Program. The Parent Advisory Committee reviews and discusses requested activities at the May meeting each year.

**6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)**

Parents of all students are encouraged to participate in all school activities and events. Semmes has Spanish-speaking students; therefore, all notices of parent meetings are available to parents of these children in Spanish. Every effort is made to accommodate parents with disabilities. Semmes is a handicapped-accessible building.

**7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.**

Every effort is made to accommodate parents with disabilities. Semmes Middle School is a handicapped-accessible building.

We have an EL teacher to assist with any communication issues that may arise with parents of our EL students.