



Accreditation Report

Semmes Middle School

Mobile County Board of Education

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TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Self Assessment

Introduction.....	8
Standard 1: Purpose and Direction.....	9
Standard 2: Governance and Leadership.....	11
Standard 3: Teaching and Assessing for Learning	14
Standard 4: Resources and Support Systems.....	19
Standard 5: Using Results for Continuous Improvement.....	22
Report Summary.....	25

Stakeholder Feedback Diagnostic

Introduction.....	27
Stakeholder Feedback Data.....	28
Evaluative Criteria and Rubrics.....	29

Areas of Notable Achievement..... 30

Areas in Need of Improvement..... 31

Report Summary..... 32

Student Performance Diagnostic

Introduction..... 34

Student Performance Data..... 35

Evaluative Criteria and Rubrics..... 36

Areas of Notable Achievement..... 37

Areas in Need of Improvement..... 39

Report Summary..... 41

AdvancED Assurances

Introduction..... 43

AdvancED Assurances..... 44

2016-2017 Semmes Middle School

Overview..... 46

Goals Summary..... 47

 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..... 48

 Goal 2: Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students..... 56

 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.)..... 59

 Goal 4: Prepare and support students through student support services..... 60

 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..... 63

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

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<ul style="list-style-type: none"> •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •School's Mission Statement displayed throughout the school. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •The school's statement of purpose •Usage reports/data of educational programs implemented for all students. Parent Handbook 	Level 3

Accreditation Report

Semmes Middle School

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none">•Agenda, minutes from continuous improvement planning meetings•The school continuous improvement plan•Monthly newsletter. Parent Involvement Quarterly Report.	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Semmes Middle School's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. Our annual Continuous Improvement Plan (aCIP) includes goals, research based strategies, and measurable objectives. Semmes Middle School has continued this school year to implement our aCIP on a daily basis. In addition, our Parent Quarterly Involvement Plan indicates a two-way communication between the school and our stakeholders. Also, our stakeholders are informed and kept up to date with our school monthly newsletter. With the change in leadership that took place midway through the school year, we as a committee, feel the school's purpose and direction has temporarily focused on public perception. Looking toward the future, our committee is hopeful this concern will be addressed when a permanent principal is hired to support and lead our school in to a much deserved direction of success.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	<ul style="list-style-type: none"> •Communications to stakeholder about policy revisions •Parent Compacts. Professional Development/aCIP 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	<ul style="list-style-type: none"> •Proof of legal counsel •Assurances, certifications •Governing code of ethics •Organizational Chart PD Meetings 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •School improvement plan developed by the school •Communications regarding board actions •Reteach Retest Policy 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •PLCIA 	Level 3

Accreditation Report

Semmes Middle School

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Involvement of stakeholders in a school improvement plan•Continuous Improvement Plan Meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Representative supervision and evaluation reports	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The governing body (MCPSS) ensures that its decisions and actions are in accordance with defined roles and responsibilities as outlined by the State of Alabama. Its policies and practices generally support the school's purpose and direction and the effective operation of the school as evidenced by publicly posted statements and meeting minutes.

School leadership at SMS underwent a massive change at the midpoint of the school year. Due to this, roles have been redefined and policies adapted per emails to staff, staff meetings, department meetings and letters and phone calls to stakeholders. The governing body (MCPSS) continues to mandate many policies at the school based on the MCPSS Employee Handbook as well as meetings held with the general staff. Temporary leadership is in place. The School Improvement Plan continues to be implemented. While changes have been made, leadership continues to communicate and give autonomy to teachers to improve student learning and instruction.

In supporting the school's mission, students are given ample opportunities to develop socially through activities held during and after school in the forms of fairs, assemblies and clubs. The school has several elective classes per learning community that also foster extracurricular development. Students are participants in group fundraising activities as well. Multiple opportunities and intervention services are offered to students, either individually or as a class, by the school counselors regarding developmental issues either mentally or physically as outlined in the school's aCIP plan. As evidenced by staff surveys, a majority of teachers set high standards and challenge students with cross curricular activities, thought provoking lessons that go beyond rote-memorization and that include cooperative group work.

Overall, teachers are encouraged to collaborate and seek innovative teaching ideas through departmental and faculty wide meetings on technology use and other techniques. The school's mission statement is clearly displayed in each classroom and hallway. These policies and changes are presented to the stakeholder through, Classroom Policies, letters to stakeholders, the Telephone Notification System, and Calendars. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. Staff are encouraged to participate in Professional Development by completion of the ALDSE Self Assessment.

Leaders communicate regularly to stakeholders through various methods; newsletters, emails, and the website is updated regularly. Stakeholders are asked for input throughout the year during volunteer meetings, coffee and donut open discussions, and opportunities to meet with teachers and staff, such as Open House. PTO is active at SMS and reaches out regularly to parents and staff for input and improvements. Efforts, while well intentioned, are often met with little to no participation from stakeholders, but many opportunities are there. A sense of community is being worked upon since there have been many disruptions this year.

Departmental meetings provide extensive support for improved professional practice. Administrative "Snapshot Observations" from classroom visits are shared with faculty with commentary of best practices. Supervision and evaluation processes are implemented by supervision of the hallways by administrative personnel. Evaluation processes have been disrupted by a change of leadership at the midpoint of the year. New leadership is re-instituting these procedures. Faculty meetings focus on general professional practices on a school-wide level. Department meetings focus on student achievement and learning for each course. EQT data is turned in by all teachers to evaluate and adjust practices for student learning.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.58

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Lesson plans •Course descriptions 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Pacing Guide 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool 	Level 3

Accreditation Report

Semmes Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Recognition of teachers with regard to these practices 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Agendas and minutes of collaborative learning committees •PLCIA 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Progress Report Reteach Retest 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices 	Level 2

Accreditation Report

Semmes Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Advisor Advisee Schedule •Counselor Schedules 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> •Sample report cards for each grade level and for all courses •Policies, processes, and procedures on grading and reporting •Reteach Retest Policy 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"> •Counselor Responsibilities •STI PD Logs •Educate Alabama •Digital Literacy 	Level 2

Accreditation Report

Semmes Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none">• Training and professional learning related to research on unique characteristics of learning• Data used to identify unique learning needs of students• Data Analysis	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Curriculum and Assessments: Semmes Middle School and its courses are aligned with the Alabama State Course of Study, Mobile County Public School System county learning objectives, College and Career Readiness Standards (CCRS), and other applicable forms of assessment, such as the ACT ASPIRE tests, all to help boost and support student success. Descriptions of each course, quarterly learning objectives, and other relevant information are provided to the students and parents each school year. They receive this information through course syllabi, the school website, the yearly handbooks and school compacts, amongst other ways. Results from the yearly school assessments, as well as the yearly ACT ASPIRE tests, show that being aware of the curriculum and the anticipated learning experiences do well at preparing students for success in their futures. Through results from surveys given to students, parents, faculty, and staff, it is indicated that an opportunity for improvement is available to improve course learning activities, such as aligning applications towards the course objectives making them life-relevant to students, to help build better support for individual student learners.

Semmes Middle School's county-documented results on county and state-mandated tests and the students' success academically on them, serves as evidence that the curriculum, instruction, and assessments are monitored to adjust according to the data results. At the present time, all Alabama schools are under the academic expectations of the College and Career Readiness Standards, which has shaped the formal and informal evaluations into the monitoring-system they are today, to aid in improving student academic success. The increase in alignment of the curriculum to the College and Career Readiness Standards has increased the usefulness of student data in monitoring and making adjusted improvements in student learning.

Instruction and Professional Learning: The faculty and staff at Semmes Middle School is committed to identifying instructional strategies that will best aid in student academic success, and making use of them within their classrooms. Instructional strategies that are ideal for use are those which promote student collaboration, self-evaluation, and allow for students to demonstrate their critical thinking skills of that course through application methods of the instructional objectives. As evidence of this, the faculty and staff attend professional development training for new and innovative teaching techniques, incorporation of technology workshops to adapt into classrooms, and CCRS workshop training through the South Alabama Research and In-service Center (SARIC). Over the last two years, the amount of provided in-service and professional development days and opportunities provided by the Mobile County Public School System has increased, allowing teachers a plethora of chances to increase their professional knowledge. Teachers learn new, relevant strategies to bring back into their classroom, and adapt them to their course content to boost academic achievement. Strategies that promote student collaboration, self-evaluation, technology innovation and incorporation, as well as student-centered learning have lended themselves to increasing not only student academic improvement, but have also increased student motivation towards course content. Rubrics are given that notate point progression of assignments, to allow students to self-monitor as they work, to help build the academic confidence and success they need for their future. Teachers work together to collaborate for school improvement. There are departmental meetings where concepts, policies, and strategies

are reviewed. Teachers meeting within grade-levels to progress monitor academic success on a monthly and quarterly basis. Teachers also work collaboratively as entire learning communities, through online programs for cross-collaboration such as Office 365 program files that all teachers can add input on, and see results at an instant. Teacher collaboration is encouraged and supported for fluidity amongst students and grade-level progressions. Peer coaching and teacher mentoring is also implemented for newer teachers, so that they have veteran teachers to go to and self-evaluated their progression, professionally, which is another form of encouraged collaboration. Identifying and assisting students who have been labeled as at-risk for whatever reason is a top priority for faculty. Help classes are offered, as well as academic programs after school hours, to allow students the time needed to be academically successful. Elective periods are also available for every student, as well as a long period daily of 70+ minutes, to allow for peer tutoring, help class, or general catch up/make up sessions to give these at-risk students every possible chance to be academically successful.

Family and Student Engagement: Semmes Middle School students and families are given many chances to become and remain engaged in their learning opportunities. Student handbooks and parental compacts are sent home at the start of the year, outlining expectations from them for the year. The school and each teacher, has a website to post information and for students and families to remain informed or contact through with questions. Semmes Middle School hosts an Open-House event at the start of each school year, to initiate the collaboration between parents and teachers for the school year. Many teachers also do their own technology contacts to keep students and families in touch, such as emails or apps like Remind 101. Student and teacher schedules are posted online, by classroom doors, and are on file with counselors for anyone to be able to locate them for any reason, which allows for easier involvement in the learning. Parents also sign up to receive school calendars, schedules, and information via our Parent Manager's email services, as well as the automated School Messenger phone system. INow passwords are given at the start of each year, to give parents access to their students' grades and behaviors at all times. Community events are also promoted through the school via flyers and announcements, to promote collaboration of the student body and community both in and out of the hallways of Semmes Middle School.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.71

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •School schedule •School calendar 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<ul style="list-style-type: none"> •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety Plan 	Level 2

Accreditation Report

Semmes Middle School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none">•Budget related to media and information resource acquisition•Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none">•Technology plan and budget to improve technology services and infrastructure•Policies relative to technology use	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•Social classes and services, e.g., bullying, character education	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Description of referral process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Semmes Middle School has the personnel and materials to ensure that the school runs efficiently and has the resources to support the school purpose and goals. The school has instructional and non-instructional support faculty to ensure meeting the academic and social

needs of our students.

We currently have seventy-two state funded certified teachers, one federally funded teacher, three Media Specialists, three counselors, and three state funded administrators on staff, with an additional two administrators from the Central Office. Our Title 1 status gives us the budget needed to supplement with resources as necessary to ensure the success of our students.

Instructional time at Semmes Middle School is protected in policy and practice. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.

Expectations of the school administrators and faculty for maintaining safety, cleanliness, and a healthy environment are evident. These expectations have been communicated to stakeholders via Telephone Messaging System, newsletters, emails, and our school website. The faculty and staff are working to improve the overall environment of our school and public perception of our school.

The purpose of our Technology plan is to improve technology services and infrastructure to meet the teaching, learning, and operational needs of our students, as well as our staff.

We provide support to determine the physical, social, and emotional needs of each student in the school. School personnel provides or coordinate programs to meet the needs of students as necessary. Measures of effectiveness are in place and data is used to evaluate in an effort to more effectively meet those student needs. We have three counselors on staff who have access to and use different sources to provide programs to meet the social and academic needs of the students when possible. Although teachers are not involved in the day to day working of each program, the teachers are aware of programs that relate to the needs of counseling and assessment. Teachers participate in the evaluation process of all programs and make adjustments as needed.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •STAR Reading and Math •ACT Aspire •Discipline Data 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Data Meetings 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Documentation of attendance and training related to data use •ASPIRE Faculty Meeting 	Level 2

Accreditation Report

Semmes Middle School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Agendas, minutes of meetings related to analysis of data•Examples of use of results to evaluate continuous improvement action plans	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none">•aCIP PlanIntervention Teachers' Schedules	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Semmes Middle School has a comprehensive assessment system. These assessment programs evaluate students on grade level goals and personal growth targets throughout the school year. The three programs in use are Standardized Test for the Assessment of Reading and Math (STAR Reading/STAR Math), Accelerated Reader (AR) & American College Testing (ACT) - ASPRIE. These assessments are crucial to maintaining a high level of accountability for student learning and purposeful response to data trends to transform instructional practices to support academic growth.

The subjects of reading and math are assessed with the Renaissance Learning STAR program. Students take the STAR reading and STAR math assessments 3 times each year. Each student is given a reading and math goal after the first yearly assessment to motivate them toward growth. In addition to personal goal setting for students, the data produced is used as a formative tool used to develop lesson plans, goals, and activities to address the needs of students. Overall content area weakness is discussed during subject level data meetings conducted by the department heads and plans are made to address those areas of weakness. The data is also used by the Title One Facilitator and Intervention Coordinator to place students into math or reading intervention classes.

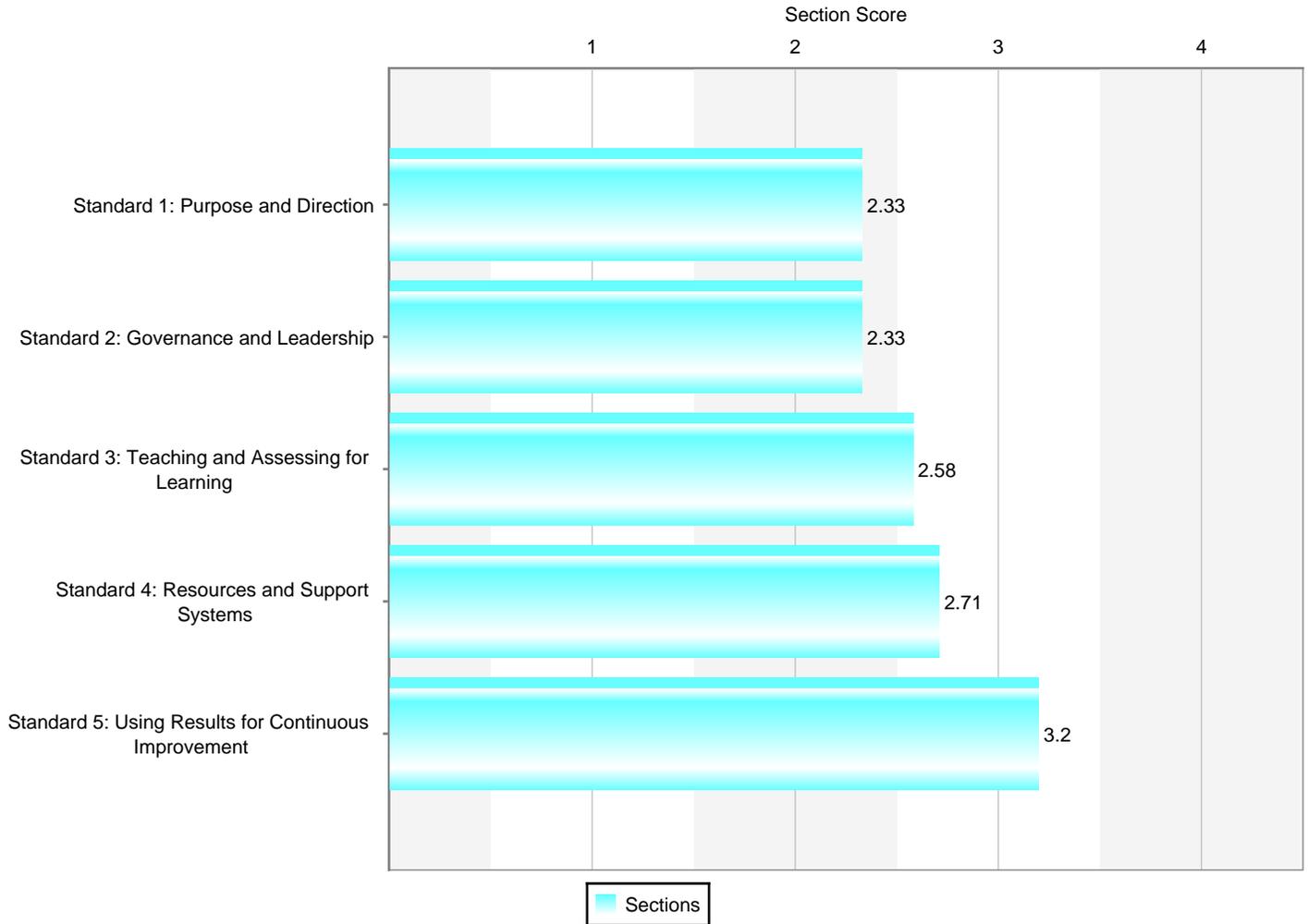
The Accelerated Reader is a feature of the STAR assessment program. AR evaluates students on comprehension. AR goals set by the language arts teachers. They are individualized by the results of the STAR reading test data. Each student is encouraged to meet their individualized point goal. Two programs were created by the media specialist in coordination with the language arts teachers in response to the data. First, the "Goal Getter" program rewards students for meeting individual quarterly goals. Secondly, a "Reading Buddy" program was developed to help struggling readers receive additional help and motivation from 8th grade honor students.

The ASPIRE- ACT readiness assessment is given in the spring in the subjects of reading, writing, math and science. This test is used as a summative assessment to evaluate how well the students are progressing toward grade level benchmarked goals. The data collected is used to schedule students for intervention or advanced placement in classes for the following school year. The data is also used for strategic

planning for the upcoming school year. Adding enrichment programs or tutoring programs to address student strengths and weaknesses are established from the analysis. The information is presented by instructional leaders at school wide faculty meetings with printed material and accompanied power point to ensure the information is accurately and clearly communicated. Individual student data is explained to students and parents during required conferences at Parenting Day and private conferences during the fall of the following school year. The results are shared to district leaders by administrators at district principal's meetings.

Report Summary

Scores By Section



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.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	The AdvancED surveys were administered with fidelity to administration procedures. Attempts were made to meet the minimum response rates for each survey group (parents, students, and staff). Faculty/staff members were allowed to complete surveys in lieu of the regular weekly faculty meeting. Parents were encouraged to participate in the surveys via website notification, social media, newsletter, and email. Parents were given the opportunity to complete the surveys on campus in the Parenting Center. Student surveys were conducted by elective teachers during the school day in computer labs	Stakeholder Feedback Chart 2016 2017

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 levels of satisfaction of the staff indicates the school's purpose statement is clearly focused on student success, and maintains a highly qualified staff to support student learning. Parents and students indicate they are aware of the clear and high expectations placed upon them for success.

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

Parents, students, and teachers all consistently indicate that a highly qualified staff creates an environment of high expectations.

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

High expectations from a highly qualified staff support student learning.

Areas in Need of Improvement

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

Progress monitoring using data to adjust curriculum, instruction, and assessment ranked the lowest level of satisfaction for the staff. Teacher responses indicate a lack of equity for all students in challenging curriculum and learning experiences. The staff also ranked the system's Central Office maintaining a distinction between its roles and responsibilities and those of school leadership on a low scale. Students indicate an overall lack of respect for adults and the property of others. Parents indicate dissatisfaction with being regularly informed as how their child is graded. Another concern indicated by the responses is the safety of the learning environment which is most likely the effect of the recent change in Administration resulting from the actions of Central Office.

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

Areas showing a trend toward decreasing satisfaction are indicated by the student responses regarding the overall lack of respect at the school. Teacher dissatisfaction with interference of the Central Office.

What are the implications for these stakeholder perceptions?

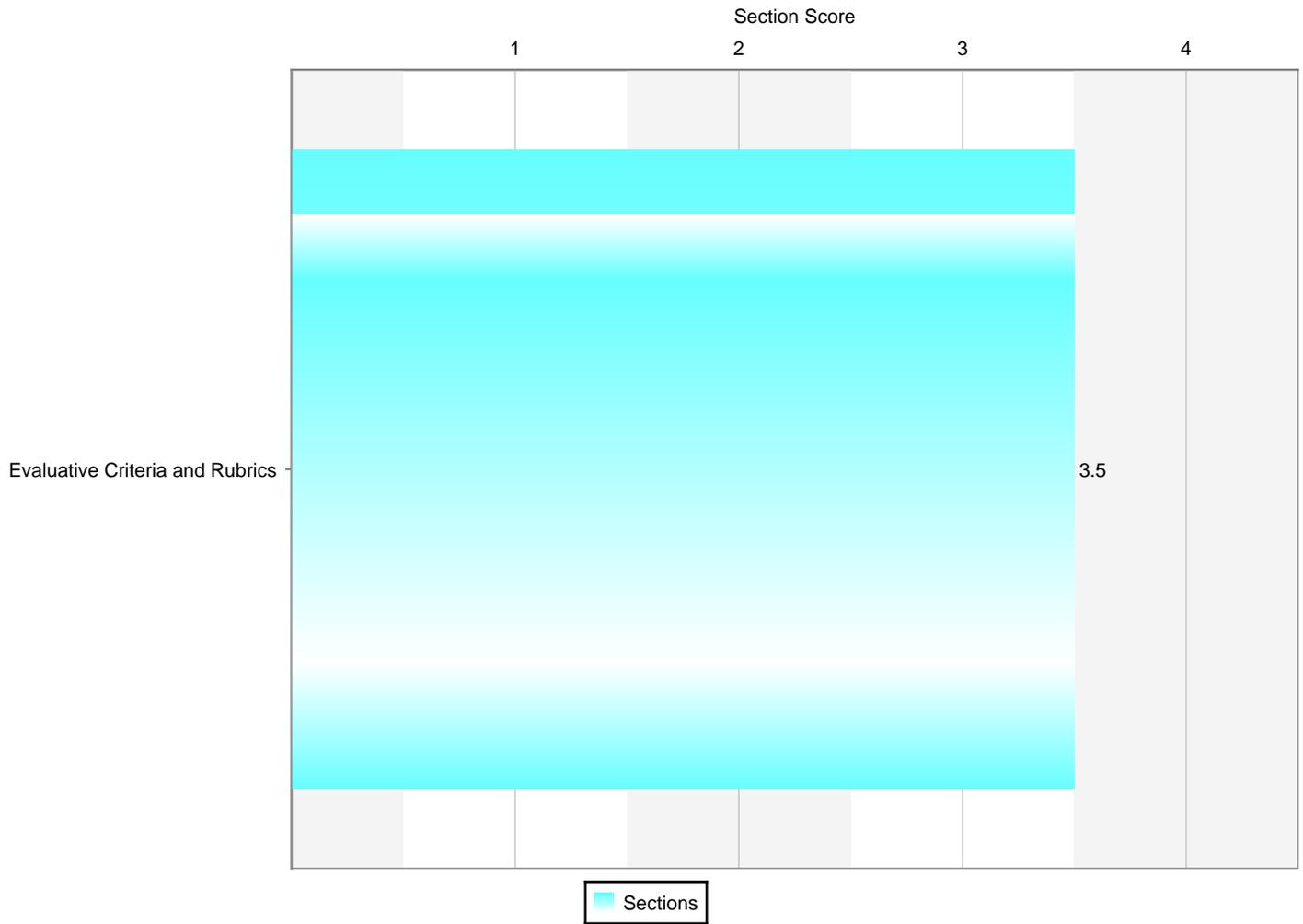
Parental concerns about the safety of the learning environment are being magnified by the role of Central Office. Central Office is perceived as interfering with the school operations to the detriment of the students' behavior and performance and influence parental/public attitudes towards the school.

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

The staff indicating external governance and leadership as a relative weakness.

Report Summary

Scores By Section



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.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		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.

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 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%

Accreditation Report

Semmes Middle School

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

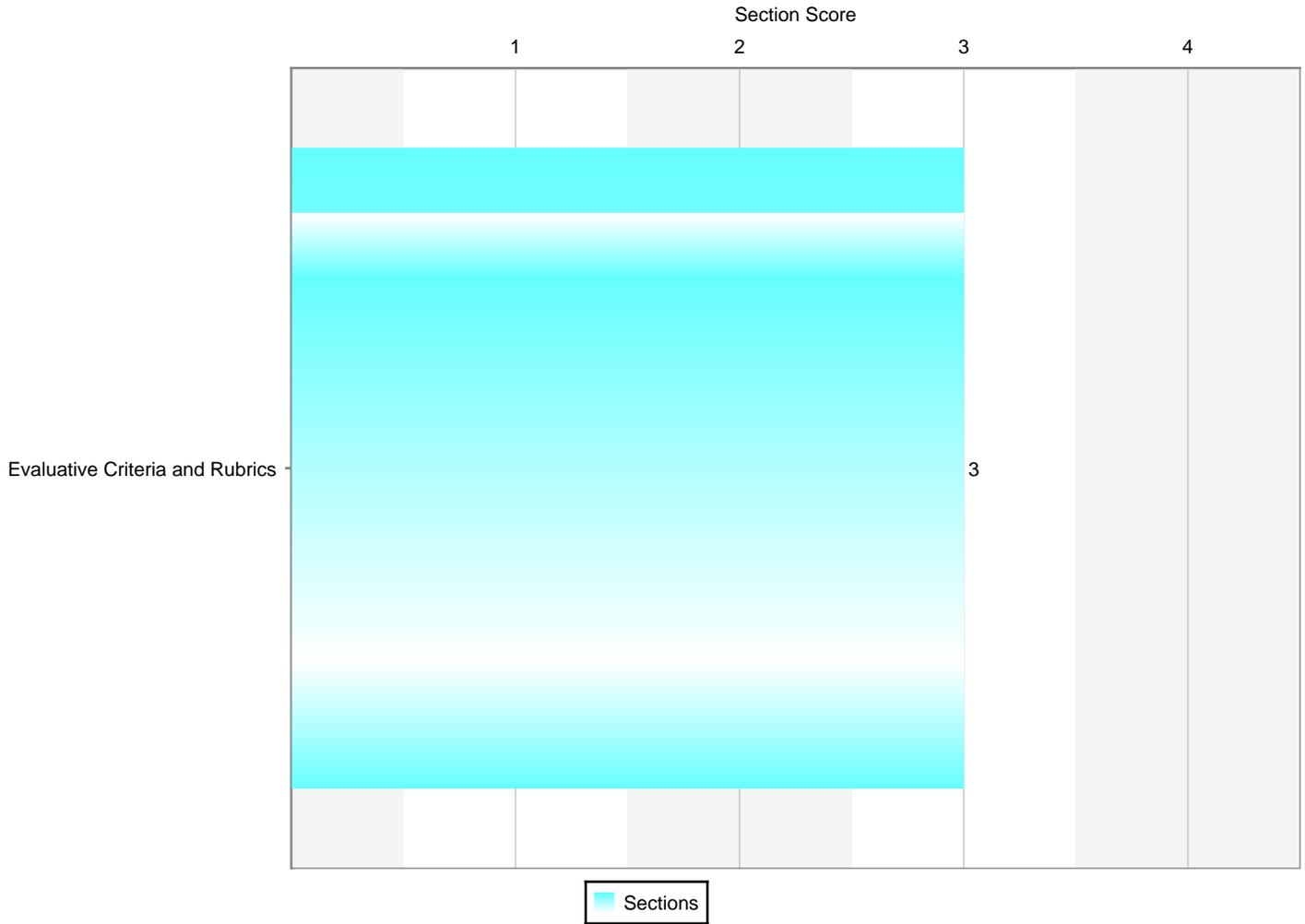
2014	2015	2016
B 13.8%	B 25.3%	B 18.8%
W 38.3%	W 39.4%	W 39.4%

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



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

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 Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes	Change in leadership on November 28, 2016 by the Central Office.	Change of Leadership Head of Institution Change

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		SMS Safety Plan 2016-2017

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		Coordination of Benefits 2016 2017

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	aCIP located in AdvancED's ASSIST	

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.

Accreditation Report

Semmes Middle School

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..

Accreditation Report

Semmes Middle School

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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Accreditation Report

Semmes Middle School

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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Accreditation Report

Semmes Middle School

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

Accreditation Report

Semmes Middle School

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.

Accreditation Report

Semmes Middle School

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.	Technology, Policy and Process	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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Accreditation Report

Semmes Middle School

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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Accreditation Report

Semmes Middle School

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.	Technology, Other - Project Based Learning	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

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

Accreditation Report

Semmes Middle School

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

Accreditation Report

Semmes Middle School

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

Accreditation Report

Semmes Middle School

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

Accreditation Report

Semmes Middle School

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

Accreditation Report

Semmes Middle School

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, Career Preparation/Orientation, Academic Support Program	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.	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	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

Accreditation Report

Semmes Middle School

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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Accreditation Report

Semmes Middle School

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

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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.
Progress Monitor	Progress Monitoring on STAR Math tests.	Academic Support Program	08/10/2016	06/02/2017	\$0	All math teachers, intervention teacher, counselors
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
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
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
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
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.

Accreditation Report

Semmes Middle School

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
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
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
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
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
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).
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.
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
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
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
Reteach/Retest	All science teachers will reteach/retest non-mastered standards.	Direct Instruction	08/10/2016	06/02/2017	\$0	Science teachers
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

Accreditation Report

Semmes Middle School

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
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, Career Preparation/Orientation, Academic Support Program	09/22/2016	09/22/2016	\$0	Counselors
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 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
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
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
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
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
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
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
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

Accreditation Report

Semmes Middle School

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
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
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
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
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
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
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.	Technology, Other - Project Based Learning	08/10/2016	06/02/2017	\$0	All Classroom 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
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
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
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.

Accreditation Report

Semmes Middle School

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.	Behavioral Support Program, Academic Support Program	08/10/2016	06/02/2017	\$0	Counselors
Progress Monitor	Progress Monitoring on STAR Reading tests.	Academic Support Program	08/10/2016	06/02/2017	\$0	Language Arts/Reading Teachers, Intervention Teachers
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
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.
Advisor/Advisee	Advisor/Advisee sessions will be held once every three weeks.	Behavioral Support Program, Academic Support Program	08/10/2016	06/02/2017	\$0	Homeroom teachers, Counselors
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
Total					\$0	

District Funding

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	\$514989	All core content teachers
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
Total					\$514989	

Accreditation Report

Semmes Middle School

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Internet Safety Class	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	\$13940	Media Specialists
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
Total					\$4119584	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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
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
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.
Internet Safety Class	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	\$36335	Media Specialists

Accreditation Report

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	\$4349	Counselors, Parent Program Manager
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
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
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.
Reteach/Retest	All social studies teachers will reteach/reteach non-mastered standards.	Direct Instruction	08/10/2016	06/02/2017	\$12000	Social Studies 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.
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
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

Accreditation Report

Semmes Middle School

CLAS Conference	Aspiring Administrators	Professional Learning	11/16/2016	11/16/2016	\$300	Nicole Rollo, Special Education Dept. Chair Christine Graham, Math Teacher
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
Total					\$235971	

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
Total					\$0	