

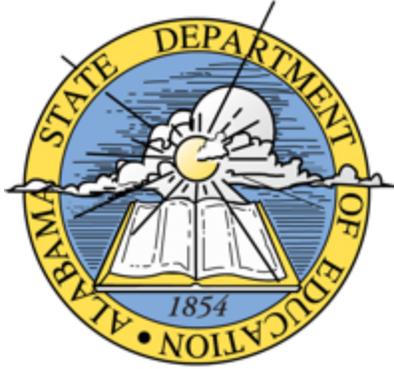


Mobile County

PUBLIC SCHOOLS

File includes the following documents:

ACIP- Davidson High School



ACIP

W.P. Davidson High School
Mobile County Board of Education

Mr. Lewis Copeland
3900 Pleasant Valley Road
Mobile, AL 36609

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

Improvement Plan Stakeholder Involvement

Introduction.....	8
Improvement Planning Process.....	9

Student Performance Diagnostic

Introduction.....	11
Student Performance Data.....	12
Evaluative Criteria and Rubrics.....	13
Areas of Notable Achievement.....	14
Areas in Need of Improvement.....	16
Report Summary.....	17

ACIP Assurances

Introduction 19

ACIP Assurances 20

2016/2017 - Davidson High School ACIP Plan

Overview 23

Goals Summary 24

- 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 25
- Goal 2: Prepare and Support Teachers to graduate College and Career Ready Students 30
- Goal 3: Provide digital tools and resources to all educators and students 30
- Goal 4: Prepare and support students through student support services 31
- Goal 5: 9th grade students at W.P. Davidson High School will decrease the percentage of course final grade failures by 1% from 16.32% to 15.32% measured quarterly by iNOW grade distribution reports for the 2016/17 school year by June 5, 2017 33

Activity Summary by Funding Source 38

Stakeholder Feedback Diagnostic

Introduction 43

Stakeholder Feedback Data 44

Evaluative Criteria and Rubrics 45

Areas of Notable Achievement 46

Areas in Need of Improvement 47

Report Summary 48

Title I Schoolwide Diagnostic

Introduction 50

Component 1: Comprehensive Needs Assessment 51

Component 2: Schoolwide Reform Strategies..... 53

Component 3: Instruction by Qualified Staff..... 100

Component 4: Strategies to Attract Qualified Teachers..... 101

Component 5: High Quality and Ongoing Professional Development..... 102

Component 6: Transition Strategies..... 104

Component 7: Teacher Participation in Making Assessment Decisions..... 105

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 106

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources..... 108

Component 10: Evaluation..... 109

Coordination of Resources - Comprehensive Budget

Introduction..... 112

I. State Foundation Funds: 113

 Title I..... 114

 Title II..... 115

 Title III..... 116

 Title IV..... 117

 Title VI..... 118

 Career and Technical Education-Perkins IV..... 119

 Other..... 120

 Local Funds..... 121

Strategies to Increase Parental Involvement

Introduction 123

Strategies to Increase Parental Involvement 124

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?

W.P. Davidson High School is a 1,500+ student school serving a largely urban school attendance zone in central Mobile. The school was opened in 1961, in what was considered at the time of construction, the western suburbs of the city. Today, it is located near the geographic center of the city. The first major factor affecting our student population is the predominance of large apartment complexes near the school that provide housing to low income families. In addition, many of the single family homes located near the school are rental properties (with a large portion qualifying for Section 8 assistance). A second factor that affects our student population is the Fonde Elementary-Denton Middle-DHS location which is the only combination of schools in all of Mobile County where an entire feeder pattern is located in walking distance of each other. These two factors contribute to our biggest challenge - the transient nature of our student population, with a large percentage of students from low income families. In recent years, as much as 25% of the student population has turned over during the school year.

Historically, the school has served a large minority population, with non-white students totaling over 80% of the school population. This population has begun to shift racially, with an increase in white and Asian student populations to offset losses in the black student population, but the percentage of students from low income families appears to be remaining constant. ESL student populations are rising, with the current enrollment reflecting about 15% of the total student population - with as many as 25 countries represented, along with over 20 languages spoken daily. This ESL population poses an additional challenge as it has a large refugee component in addition to the traditional immigrant and migrant populations. The total student population declined in recent years due to the loss of a significant portion of the school's historic attendance zone. To combat student loss, the school has actively recruited students for its signature academic programs, International Baccalaureate (IB) and Engineering Pathways Integrated Curriculum (EPIC). With the addition of a Signature Academy focused on engineering and related academic fields, we hope to stabilize the student population and grow it to approximately 1,600 students over the next few years.

The faculty and staff are predominately white, and approximately 60% of the teachers and staff have been employed at Davidson High school for over 10 years. Teachers are hired as much for their ability to fit in with the school psyche as for experience and certification. In most years, there is less than 5% turnover - most often due to retirement or family relocation rather than transfers within the local education community.

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.

W.P. Davidson High School Purpose Statement

Davidson High School's primary function is to insure that all students acquire both the knowledge and the skills necessary to become responsible, contributing, democratic American global citizens. We offer a challenging, relevant curriculum, taught by a qualified and caring faculty working in a collaboration to help students succeed. Our goals can best be accomplished in a positive school atmosphere characterized by high expectations, attractive and comfortable surroundings, and the support of our parents and community.

This mission/purpose statement was revised in 2007 by a team of stakeholders including school administrators, teachers, students, and parents. The mission/purpose statement was updated again in 2015 by a team of stakeholders under the supervision of Mr. Copeland, Principal, and led by Mrs. Lydia Edmonds, IB Coordinator and math teacher. Stakeholders again included school administration, teachers, students and parents.

The primary mission of W.P. Davidson High School is to produce a college and career ready student of the highest quality in each student that we graduate. It is our belief that all students can succeed in their chosen path with the tools that we provide during their time with us. Our faculty challenges their students daily to do their best, and to remember the lessons that we teach them. Academic challenges for our students consist of course and program offerings that include honors, Advance Placement (AP), Engineering Pathways Integrated Curriculum (EPIC), and International Baccalaureate (IB). With the addition of new pathways in our Academy course offerings, we hope to provide another set of academic challenges for the regular student. Our students have the option to take a full range of business and vocational courses, either on campus, or through a district vocational center. We also require a semester-long Senior Project of all graduates that demonstrates inquiry, knowledge, community service and communication skills.

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.

Our school has placed considerable emphasis on the improvement of our graduation rate, and the closing of performance gaps in our graduation rate, over the past few years. The Class of 2014 reached an 81% rate - well ahead of the timetable established in the goals of the State of Alabama's initial Plan 2020. The Class of 2015 had a rate of just over 90% - a rate that we hope to maintain in the coming years. Most notably, all of the reportable sub-groups - black, Hispanic, ESL, and Special Education - had graduation rates nearing or exceeding the overall rate of the school.

For the past several years, these same classes of students have had the highest ACT scores in the district, and the highest percentage of passing AP scores in the district, and our IB graduation classes consistently out-perform other local and state schools, and exceed the international average for those students.

Our school has been named a Banner School by the Council of Leadership in Alabama Schools (CLAS) for the last two years. In 2014, we were recognized for the creation, implementation, and continuing growth of our EPIC program, which provides advanced educational opportunities in engineering and related fields. In 2015, we were recognized for our Senior Project, which is a semester-long program for regular graduates, focusing on research, volunteerism, personal growth, and presentation skills.

Our School Robotics team continues to win awards at state and regional competitions, and was invited to participate in a Presidential Science Fair in Washington, DC in April, 2016. For more than 10 years, student groups have been designing and building robots, documenting and presenting their efforts, and learning about the collaborative nature of the real world in the process.

Our Mathematics Department has competed and won the regional CAN DO competition - an event that combines architecture and social responsibility - for the last three years, earning grants for the school, and contributing thousands of cans of non-perishable food items to local food banks.

Our Library received a James Patterson grant that has transformed a former book storage space into an engaging and student friendly coffee shop and internet café for use before and after school, and during lunch and breaks. The Café provides an opportunity for students to engage in collaboration and research in a non-classroom setting.

Our primary goal moving forward is to continue to raise the overall performance of our students on the ACT test, and to work to close achievement gaps reflected in those scores for our most at-risk student populations. Over the last five years, the achievement gap between black and white students on average ACT score has varied between 5.6 and 6.8 points. While the average scores of black students remain relatively constant (varying less than one point), the scores of white students has varied by 2.4 points. Our academic focus is to increase the access to educational resources and provide additional support to help support our at-risk populations.

Additional Information

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

We feel that the expansion of our EPIC program to three tracks, traditional engineering, bio-medical engineering, and computer sciences, along with the addition of the signature academy of all students beginning with the class of 2018, will continue to position our school as a source of quality graduates for our community for the foreseeable future.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The members of the School Improvement Committee were chosen based on their leadership roles within the school as well as their past involvement with the school improvement process. Several meetings were held during the plan writing process, including large group meetings where all members were invited to participate, and smaller committee-type meetings where focus groups met to talk about specific areas of the plan. Meetings usually took place after school, but in-school and evening meetings were held to accommodate schedules.

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

The School Improvement Committee includes the school principal, assistant principal in charge of curriculum and instruction, the Title I Facilitator, the lead guidance counselor, a representative from the district Federal Programs office, department chairs from all academic areas, the Special Ed department chair, our ESL teacher, the IB Coordinator, the Academy Specialist, our media and technology specialist, parents and students.

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

The final improvement plan will be communicated to all stakeholders electronically, and made available through the school website. In addition, printed copies will be available upon request from the Title I office at the school.

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		DHS Student Achievement Data Summary

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	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?

Our 10th Grade student ASPIRE scores, are the highest in the district and exceed state and national averages.

Our 12th Grade subtest and composite scores for the ACT are the highest in the district and exceed state averages.

Our students have the highest percentage of 3-4-5 scores on AP exams in the district.

Our IB Diploma rate continues to exceed national and international averages.

Our graduation rate reached 90%.

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

Our 4-year and 5-year graduation rate continues to climb, with increases in each of the last 5 years.

The number of students taking AP exams and the percentage of grades 3-4-5 remain at a consistently high level.

Which area(s) indicate the overall highest performance?

The Class of 2016 produced 4 National Merit Scholars,

The Robotics Team was invited to participate in the Presidential Science Fair in Washington, D.C.

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

Performance among black and Hispanic students continues to grow, and achievement gaps between these groups and school averages continues to decline.

Between which subgroups is the achievement gap closing?

Between black and white students and Hispanic and white students.

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

ACT and SAT scores are similar for students who take both assessments.

Areas in Need of Improvement

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

While our 10th grade ASPIRE scores were the highest in the district, we do not find 38% proficiency in reading and 28% proficiency in mathematics to be acceptable scores and are not indicative of results of other assessments.

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

None

Which area(s) indicate the overall lowest performance?

ACT scores of black males and special education students lagged behind other sub-groups on most assessments.

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

None

Between which subgroups is the achievement gap becoming greater?

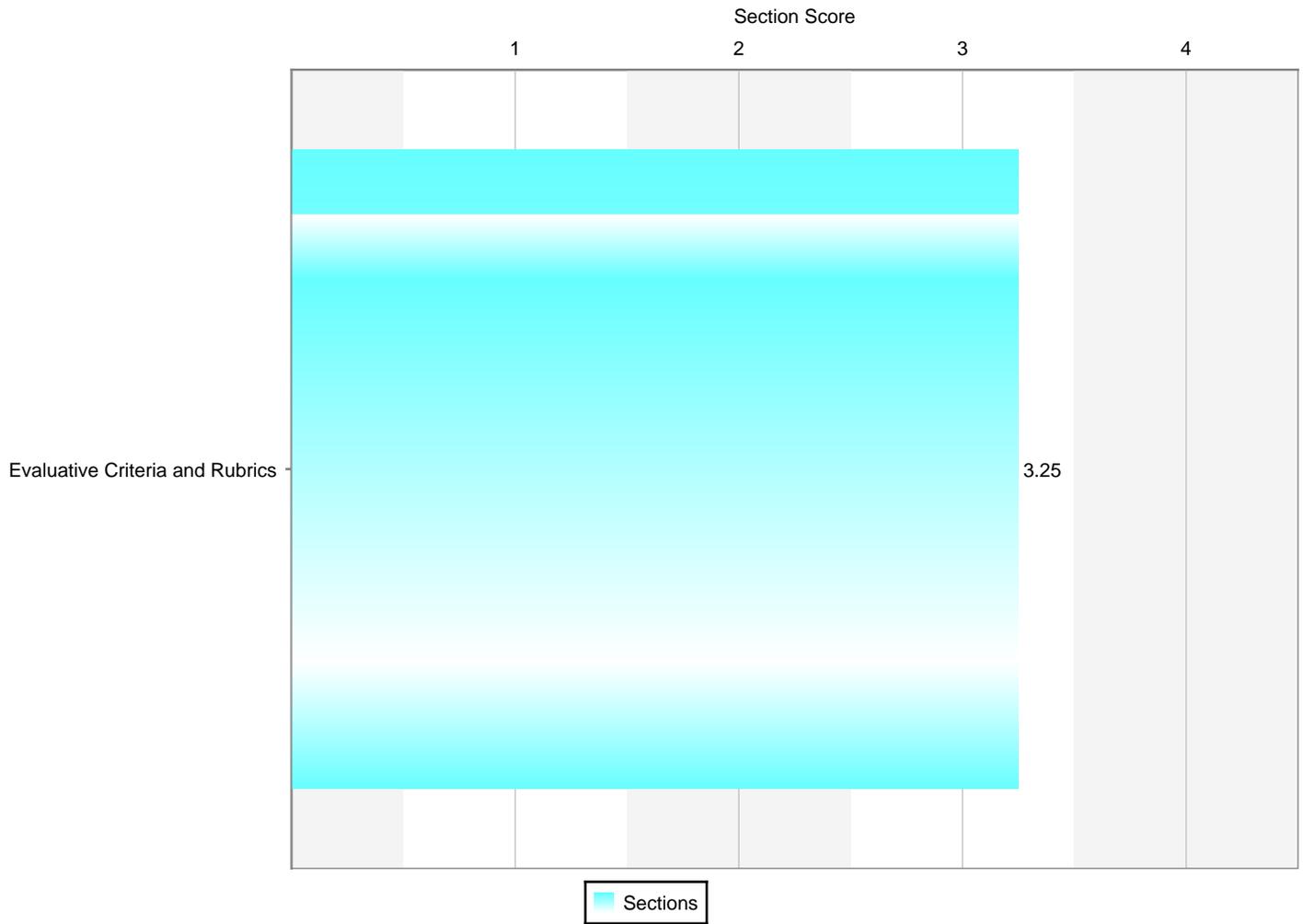
None

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

Data from all standardized tests show the same trends - black students (particularly males) and special education students have lower overall scores as compared to school averages or the scores of white students.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Dr. Lynn Cleveland Assistant Principal 3900 Pleasant Valley Road Mobile AL 36609 251-221-3084	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	Davidson High School has a Parent Involvement Policy and Plan and ensures that all policies are adhered to and implemented systematically as required. See the attached policy.	Parent Involvement Plan

ACIP

W.P. Davidson High School

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

2016/2017 - Davidson High School ACIP Plan

Overview

Plan Name

2016/2017 - Davidson High School ACIP Plan

Plan Description

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: 9 Strategies: 7 Activities: 7	Academic	\$62563
2	Prepare and Support Teachers to graduate College and Career Ready Students	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$3594
3	Provide digital tools and resources to all educators and students	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$21940
4	Prepare and support students through student support services	Objectives: 2 Strategies: 4 Activities: 4	Organizational	\$108789
5	9th grade students at W.P. Davidson High School will decrease the percentage of course final grade failures by 1% from 16.32% to 15.32% measured quarterly by iNOW grade distribution reports for the 2016/17 school year by June 5, 2017	Objectives: 2 Strategies: 7 Activities: 7	Academic	\$9086

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:

95% of All Students will collaborate to increase the digital media use to improve understanding of English and foreign language strategies taught in English Language Arts by 06/01/2017 as measured by the implementation of the Digital Literacy Project, lesson plans, and resources used.

(shared) Strategy 1:

Digital Literacy Project Implementation - Teachers will implement Digital Literacy strategies learned over the last two years and apply those strategies and resources in their classrooms.

Category: Develop/Implement Student and School Culture Program

Research Cited: Discovery Education

Activity - Digital Literacy Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement and integrate Digital Literacy strategies with daily classroom instruction.	Professional Learning, Direct Instruction	08/10/2016	06/01/2017	\$0	District Funding	Classroom teachers, media specialists and school administration

Measurable Objective 2:

95% of All Students will demonstrate a proficiency effectively and responsibly use standards-based digital media materials, apps, social educational networking, and learning management systems to learn and communicate real-world applications of concepts and processes individually and collaboratively. in English Language Arts by 06/01/2017 as measured by Classroom/ student observations, final products/ performances that demonstrate mastery of State Course of Study standards, implementation of Courses of Study Lesson Plans..

Strategy 1:

District provided digital resources - Teachers and staff will expand student accessibility and availability of district provided, high-quality, engaging, standards-based, digital medial resources. Students will utilize portfolio hosting.

Category: Develop/Implement Student and School Culture Program

Research Cited: CCRS Literacy Standards; Plan2020.

Activity - Digital Literacy Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

W.P. Davidson High School

Teachers will implement strategies learned in Digital Literacy Training and provide access to digital resources to students.	Academic Support Program, Technology, Direct Instruction	08/10/2016	06/01/2017	\$31000	Title I Schoolwide, District Funding	Classroom teachers, media specialists, and school administrators
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(shared) Strategy 2:

Digital Literacy Project Implementation - Teachers will implement Digital Literacy strategies learned over the last two years and apply those strategies and resources in their classrooms.

Category: Develop/Implement Student and School Culture Program

Research Cited: Discovery Education

Activity - Digital Literacy Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement and integrate Digital Literacy strategies with daily classroom instruction.	Professional Learning, Direct Instruction	08/10/2016	06/01/2017	\$0	District Funding	Classroom teachers, media specialists and school administration

Measurable Objective 3:

95% of Twelfth grade students will collaborate to use digital tools, individually and collaboratively, to gather, organize, evaluate, and share and present information. in English Language Arts by 06/01/2017 as measured by Student portfolios, classroom and student observations, final products..

Strategy 1:

Move to multimedia content. - Students will create portfolios for class project. Teachers will move to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.

Category:

Research Cited: Transform 2020 surveys, Alabama Courses of Study

Activity - Senior Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will produce a portfolio for senior project to present board night to judges.	Academic Support Program, Technology, Career Preparation/Orientation, Direct Instruction	08/10/2016	06/01/2017	\$0	No Funding Required	Content teachers, administrators, media specialists.

Measurable Objective 4:

55% of Eleventh grade students will demonstrate a proficiency college readiness benchmark in English Language Arts by 04/18/2017 as measured by state-wide ACT test administration.

(shared) Strategy 1:

College Test Prep - Students will be provided college test prep classes during skinny blocks.

Category: Develop/Implement Learning Supports

Activity - College Test Prep Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elective courses taught by HQ teachers are offered to students to assist in preparation for ACT and other standardized tests.	Academic Support Program	08/10/2016	06/01/2017	\$7021	Title I Schoolwide	HQ teachers assigned to College Test Prep elective classes for Aspire and ACT preparation

Measurable Objective 5:

35% of Eleventh grade students will demonstrate a proficiency college readiness standard in Mathematics by 04/18/2017 as measured by state-wide ACT test.

(shared) Strategy 1:

College Test Prep - Students will be provided college test prep classes during skinny blocks.

Category: Develop/Implement Learning Supports

Activity - College Test Prep Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elective courses taught by HQ teachers are offered to students to assist in preparation for ACT and other standardized tests.	Academic Support Program	08/10/2016	06/01/2017	\$7021	Title I Schoolwide	HQ teachers assigned to College Test Prep elective classes for Aspire and ACT preparation

Measurable Objective 6:

100% of Eleventh grade Black or African-American students will demonstrate a proficiency reduce the gap between black and African American students and school average composite ACT scores from 2.8 points to 2.2 points or less in Writing by 04/18/2017 as measured by state-wide ACT test.

(shared) Strategy 1:

College Test Prep - Students will be provided college test prep classes during skinny blocks.

Category: Develop/Implement Learning Supports

ACIP

W.P. Davidson High School

Activity - College Test Prep Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elective courses taught by HQ teachers are offered to students to assist in preparation for ACT and other standardized tests.	Academic Support Program	08/10/2016	06/01/2017	\$7021	Title I Schoolwide	HQ teachers assigned to College Test Prep elective classes for Aspire and ACT preparation

Measurable Objective 7:

100% of Eleventh grade students will demonstrate a proficiency increasing school average score ACT score from 14.5 to 15.0 in Writing by 04/18/2017 as measured by state-wide ACT with writing test score.

Strategy 1:

IB Writing Lab - Teachers will collaborate with IB writing lab students to assist in the development of effective writing skills for students taking the ACT and other standardized tests, and the completion of IB extended essays.

Category: Develop/Implement College and Career Ready Standards

Research Cited: International Baccalaureate Programme

Activity - IB Writing Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers from Year 1 workshop will collaborate with new participants to learn and implement effective strategies for teaching writing	Professional Learning, Academic Support Program	09/06/2016	03/01/2017	\$14068	Title I Schoolwide, Title I Schoolwide	IB EE mentor teachers, IB Coordinator, Administrators

Measurable Objective 8:

50% of Tenth grade students will demonstrate a proficiency in test scores in Mathematics by 06/02/2017 as measured by ASPIRE test results.

(shared) Strategy 1:

Cycle of Instruction - Classroom teachers will apply knowledge of research based cycle of instruction techniques to classroom instruction.

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

Activity - Cycle of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cycle of instruction, including essential questions, bell ringers, direct instruction, collaboration, high level questioning, and daily wrap-ups will be implemented in the classroom.	Direct Instruction	08/10/2016	06/02/2017	\$10474	Title I Schoolwide	Classroom teachers, support staff, Title I facilitator, school administration

(shared) Strategy 2:

Interim ASPIRE Assessments - Teachers will administer computer based interim ASPIRE assessments to 10th grade students in preparation for Spring, 2017 ASPIRE administration

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

Activity - Interim ASPIRE Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer computer based interim ASPIRE assessments	Academic Support Program	10/10/2016	03/31/2017	\$0	No Funding Required	Teachers, Librarians, Guidance Counselors, Title I facilitator.

Measurable Objective 9:

50% of Tenth grade students will demonstrate a proficiency in test scores in Reading by 06/02/2017 as measured by ASPIRE test results.

(shared) Strategy 1:

Cycle of Instruction - Classroom teachers will apply knowledge of research based cycle of instruction techniques to classroom instruction.

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

Activity - Cycle of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cycle of instruction, including essential questions, bell ringers, direct instruction, collaboration, high level questioning, and daily wrap-ups will be implemented in the classroom.	Direct Instruction	08/10/2016	06/02/2017	\$10474	Title I Schoolwide	Classroom teachers, support staff, Title I facilitator, school administration

(shared) Strategy 2:

Interim ASPIRE Assessments - Teachers will administer computer based interim ASPIRE assessments to 10th grade students in preparation for Spring, 2017 ASPIRE administration

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

Activity - Interim ASPIRE Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer computer based interim ASPIRE assessments	Academic Support Program	10/10/2016	03/31/2017	\$0	No Funding Required	Teachers, Librarians, Guidance Counselors, Title I facilitator.

Goal 2: Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to utilize Digital Literacy Project training and activities in English Language arts to advance student learning, creativity, and innovation in all learning environments by 06/01/2017 as measured by project based learning and classroom observation.

Strategy 1:

Support professional learning - Teachers will use technology and digital resources including Discovery Education to advance student learning

Category:

Research Cited: Transform 2020 survey and Alabama Courses of Study.

Activity - Teacher Training in Digital Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support professional learning to empower teachers to utilize digital and multi-media tools to empower students to learn in a variety of ways	Technology	08/10/2016	06/01/2017	\$3594	Title I Schoolwide	Content area teachers, media specialists, administrators

Goal 3: Provide digital tools and resources to all educators and students

Measurable Objective 1:

demonstrate a behavior of proficiency in the use of digital resources that assesses appropriate digital citizenship by 06/01/2017 as measured by proper use of digital tools to demonstrate effective, dynamic, interactive, adaptive digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.

Strategy 1:

Modeling digital literacy - Students and teachers will be provided with digital tools and digital resources to enhance teaching and learning.

Category:

Research Cited: Transform 2020 survey, Discovery Education, Alabama Courses of Study, Common Core.

Activity - New technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

W.P. Davidson High School

Expand the use and quantity of digital tools provided by the district for high quality, engaging, standards-based learning.	Technology	08/10/2016	06/01/2017	\$21940	Title I Schoolwide	Content teachers, administrators, media specialists, Title I facilitator
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Strategy 2:

BYOD School - Davidson High School will be transitioned to BYOD status through the addition of district provided technology and training and through the implementation of new technology based learning strategies in the classroom.

Category: Develop/Implement Student and School Culture Program

Activity - BYOD School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement BYOD learning strategies within the classroom setting.	Academic Support Program, Technology, Direct Instruction	08/10/2016	06/01/2017	\$0	District Funding	Teachers, Media Specialists, Administrators

Goal 4: Prepare and support students through student support services**Measurable Objective 1:**

collaborate to ensure students have access to a variety of support resources at the school and district levels by 06/01/2017 as measured by number of students served through the PST process, and the number of students referred to guidance counselors or district social workers..

Strategy 1:

Implement PST - Teachers will follow district and school guidelines for the full implementation of the PST process, including referring students, making the necessary accommodations, monitoring student performance and behaviors, collaborating regularly with colleagues, and if necessary, referring for special education testing.

Category:

Research Cited: National Center on Response to Intervention, RtI Action Network

Activity - Collaborative Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet regularly to collaborate on effective strategies for interventions, and to discuss monitoring of students.	Academic Support Program	08/10/2016	06/01/2017	\$0	No Funding Required	Classroom teachers, administrators, guidance counselors

Strategy 2:

Attendance Monitoring - Teachers and staff will monitor student attendance, utilizing the school attendance action plan, and make appropriate referrals to district personnel when needed.

Category: Implement Guidance and Counseling Plan

Research Cited: Rtl

Activity - Attendance Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will monitor student attendance, utilizing the school attendance action plan, and make appropriate referrals to district personnel as needed.	Academic Support Program, Behavioral Support Program, Parent Involvement	08/10/2016	06/01/2017	\$0	No Funding Required	Teachers, School Office Staff, Guidance Counselors and Administrators

Strategy 3:

Retract/In-School Suspension - In-School Suspension will be used to reduce the number of days of lost instruction due to out of school suspension

Category: Align Fiscal Resources

Activity - Retract/In-School Suspension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In-School Suspension will be used according to MCPSS policies to reduce the number of out of school suspensions.	Behavioral Support Program	08/10/2016	06/02/2017	\$34416	Title I Schoolwide	Retract Paraprofessional, School Administration

Measurable Objective 2:

demonstrate student proficiency (pass rate) completion of 60 total credit recover courses in all subjects by 06/02/2017 as measured by GradPoint completion reports.

Strategy 1:

Credit Recovery - Title I Facilitator will provide instructional interventions and support to students who have failed courses previously or are in need of additional credits to be eligible for graduation

Category: Develop/Implement Learning Supports

Activity - Credit Recovery Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Credit Recovery Classes	Academic Support Program, Tutoring	08/10/2016	06/02/2017	\$74373	Title I Schoolwide	Title I Facilitator, Assigned Teachers, Guidance Counselors, and School Administrators
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Goal 5: 9th grade students at W.P. Davidson High School will decrease the percentage of course final grade failures by 1% from 16.32% to 15.32% measured quarterly by iNOW grade distribution reports for the 2016/17 school year by June 5, 2017

Measurable Objective 1:

A 1% increase of Ninth grade students will demonstrate student proficiency (pass rate) in all courses in Mathematics by 06/05/2017 as measured by percentage of course failures.

(shared) Strategy 1:

ESL Tutoring - Selected teachers will provide extended day tutoring for English language learners in all core subjects during October and November, 2016

Category: Develop/Implement Learning Supports

Research Cited: WIDA

Activity - ESL Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended day tutoring for English language learners in all core subjects.	Academic Support Program, Tutoring	10/10/2016	11/18/2016	\$0	No Funding Required	Selected teachers, administrators, ESL teacher and ESL supervisors.

(shared) Strategy 2:

Attendance Monitoring/Truancy Referral - Monthly attendance data from INow will be monitored to determine the ninth grade students with excessive absences. Those students who are close to, meeting, or exceeding district attendance parameters for truancy will be referred to the district attendance office for intervention.

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

Research Cited: National Center on Response to Intervention, RTI Action Network

ACIP

W.P. Davidson High School

Activity - Attendance/Truancy Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly attendance monitoring of ninth grade students, targeting excessively absent students.	Behavioral Support Program, Parent Involvement	09/01/2016	06/05/2017	\$0	No Funding Required	Classroom teachers, school administrators, guidance counselors, school registrar, district attendance officer

(shared) Strategy 3:

PST - Classroom teachers will progress monitor 9th grade students for attendance, behavior and academic achievement. Reports will be compiled monthly and evaluated and referrals made for interventions. Teachers will collaborate regarding shared students.

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

Research Cited: National Center on Response to Intervention. RtI Action Network

Activity - PST Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will regularly monitor students for potential referral to the PST process and meet regularly to collaborate on effective strategies for interventions, and to discuss monitoring of students.	Academic Support Program, Behavioral Support Program, Parent Involvement	09/06/2016	06/05/2017	\$0	No Funding Required	Classroom teachers, school administrators, guidance counselors, PST committee

(shared) Strategy 4:

CFA 2.0 - Teachers and administrators will implement CFA 2.0 (Comprehensive Formative Assessments) and administer assessments in the classroom. Data from assessments will be collected, evaluated, and used to drive further classroom instruction.

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

Activity - CFA 2.0	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will begin implementation of CFA 2.0 and implement strategies and assessments during the school year. Data from assessments will be used to drive further classroom instruction.	Professional Learning, Academic Support Program, Direct Instruction	09/06/2016	06/05/2017	\$0	No Funding Required	Classroom teachers and school administrators

(shared) Strategy 5:

Cycle of Instruction - Classroom teachers will apply knowledge of research based cycle of instruction techniques to classroom instruction.

Category: Develop/Implement Teacher Effectiveness Plan

Activity - Cycle of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cycle of instruction including essential questions, bell ringers, direct instruction, collaboration, high level questions, and daily wrap ups will be implemented in the classroom	Direct Instruction	08/10/2016	06/05/2017	\$9086	Title I Schoolwide	Classroom teachers, support staff, Title I Facilitator, School administration

Strategy 6:

Second Delivery - Math - Regular 9th grade students are scheduled for second delivery of mathematics and English/language arts through skinny block classes.

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

Research Cited: National Center on Response to Intervention

Activity - SREB Math Readiness Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regular 9th grade students are provided instruction using SREB provided resources for algebra and geometry readiness.	Academic Support Program	10/10/2016	06/02/2017	\$0	District Funding	Assigned mathematics teachers, guidance counselors, school administration

Measurable Objective 2:

A 1% increase of Ninth grade students will demonstrate student proficiency (pass rate) in all courses in English Language Arts by 06/05/2017 as measured by percentage of course failures.

(shared) Strategy 1:

ESL Tutoring - Selected teachers will provide extended day tutoring for English language learners in all core subjects during October and November, 2016

Category: Develop/Implement Learning Supports

Research Cited: WIDA

Activity - ESL Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

W.P. Davidson High School

Extended day tutoring for English language learners in all core subjects.	Academic Support Program, Tutoring	10/10/2016	11/18/2016	\$0	No Funding Required	Selected teachers, administrators, ESL teacher and ESL supervisors.
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(shared) Strategy 2:

Attendance Monitoring/Truancy Referral - Monthly attendance data from INow will be monitored to determine the ninth grade students with excessive absences. Those students who are close to, meeting, or exceeding district attendance parameters for truancy will be referred to the district attendance office for intervention.

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

Research Cited: National Center on Response to Intervention, RTI Action Network

Activity - Attendance/Truancy Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly attendance monitoring of ninth grade students, targeting excessively absent students.	Behavioral Support Program, Parent Involvement	09/01/2016	06/05/2017	\$0	No Funding Required	Classroom teachers, school administrators, guidance counselors, school registrar, district attendance officer

(shared) Strategy 3:

PST - Classroom teachers will progress monitor 9th grade students for attendance, behavior and academic achievement. Reports will be compiled monthly and evaluated and referrals made for interventions. Teachers will collaborate regarding shared students.

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

Research Cited: National Center on Response to Intervention. Rtl Action Network

Activity - PST Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will regularly monitor students for potential referral to the PST process and meet regularly to collaborate on effective strategies for interventions, and to discuss monitoring of students.	Academic Support Program, Behavioral Support Program, Parent Involvement	09/06/2016	06/05/2017	\$0	No Funding Required	Classroom teachers, school administrators, guidance counselors, PST committee

(shared) Strategy 4:

CFA 2.0 - Teachers and administrators will implement CFA 2.0 (Comprehensive Formative Assessments) and administer assessments in the classroom. Data from assessments will be collected, evaluated, and used to drive further classroom instruction.

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

Activity - CFA 2.0	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will begin implementation of CFA 2.0 and implement strategies and assessments during the school year. Data from assessments will be used to drive further classroom instruction.	Professional Learning, Academic Support Program, Direct Instruction	09/06/2016	06/05/2017	\$0	No Funding Required	Classroom teachers and school administrators

(shared) Strategy 5:

Cycle of Instruction - Classroom teachers will apply knowledge of research based cycle of instruction techniques to classroom instruction.

Category: Develop/Implement Teacher Effectiveness Plan

Activity - Cycle of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cycle of instruction including essential questions, bell ringers, direct instruction, collaboration, high level questions, and daily wrap ups will be implemented in the classroom	Direct Instruction	08/10/2016	06/05/2017	\$9086	Title I Schoolwide	Classroom teachers, support staff, Title I Facilitator, School administration

Strategy 6:

Second Delivery - ELA - Regular 9th grade students will be assigned to second delivery classes during skinny block.

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

Research Cited: National Center on Response to Intervention

Activity - Second Delivery - ELA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Second delivery instruction and academic support will be provided to regular 9th grade students through skinny block classes	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Assigned teachers, guidance counselors, school administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Literacy Resources	Teachers will implement strategies learned in Digital Literacy Training and provide access to digital resources to students.	Academic Support Program, Technology, Direct Instruction	08/10/2016	06/01/2017	\$0	Classroom teachers, media specialists, and school administrators
Digital Literacy Project	Teachers will implement and integrate Digital Literacy strategies with daily classroom instruction.	Professional Learning, Direct Instruction	08/10/2016	06/01/2017	\$0	Classroom teachers, media specialists and school administration
SREB Math Readiness Courses	Regular 9th grade students are provided instruction using SREB provided resources for algebra and geometry readiness.	Academic Support Program	10/10/2016	06/02/2017	\$0	Assigned mathematics teachers, guidance counselors, school administration
BYOD School	Teachers will implement BYOD learning strategies within the classroom setting.	Academic Support Program, Technology, Direct Instruction	08/10/2016	06/01/2017	\$0	Teachers, Media Specialists, Administrators
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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ACIP

W.P. Davidson High School

PST Program	Teachers will regularly monitor students for potential referral to the PST process and meet regularly to collaborate on effective strategies for interventions, and to discuss monitoring of students.	Academic Support Program, Behavioral Support Program, Parent Involvement	09/06/2016	06/05/2017	\$0	Classroom teachers, school administrators, guidance counselors, PST committee
Second Delivery - ELA	Second delivery instruction and academic support will be provided to regular 9th grade students through skinny block classes	Academic Support Program	08/10/2016	06/02/2017	\$0	Assigned teachers, guidance counselors, school administration
Attendance/Truancy Monitoring	Monthly attendance monitoring of ninth grade students, targeting excessively absent students.	Behavioral Support Program, Parent Involvement	09/01/2016	06/05/2017	\$0	Classroom teachers, school administrators, guidance counselors, school registrar, district attendance officer
ESL Tutoring	Extended day tutoring for English language learners in all core subjects.	Academic Support Program, Tutoring	10/10/2016	11/18/2016	\$0	Selected teachers, administrators, ESL teacher and ESL supervisors.
Attendance Monitoring	Teachers and staff will monitor student attendance, utilizing the school attendance action plan, and make appropriate referrals to district personnel as needed.	Academic Support Program, Behavioral Support Program, Parent Involvement	08/10/2016	06/01/2017	\$0	Teachers, School Office Staff, Guidance Counselors and Administrators
CFA 2.0	Teachers will begin implementation of CFA 2.0 and implement strategies and assessments during the school year. Data from assessments will be used to drive further classroom instruction.	Professional Learning, Academic Support Program, Direct Instruction	09/06/2016	06/05/2017	\$0	Classroom teachers and school administrators

ACIP

W.P. Davidson High School

Senior Project	Students will produce a portfolio for senior project to present board night to judges.	Academic Support Program, Technology, Career Preparation/Orientation, Direct Instruction	08/10/2016	06/01/2017	\$0	Content teachers, administrators, media specialists.
Interim ASPIRE Assessments	Teachers will administer computer based interim ASPIRE assessments	Academic Support Program	10/10/2016	03/31/2017	\$0	Teachers, Librarians, Guidance Counselors, Title I facilitator.
Collaborative Meetings	Teachers will meet regularly to collaborate on effective strategies for interventions, and to discuss monitoring of students.	Academic Support Program	08/10/2016	06/01/2017	\$0	Classroom teachers, administrators, guidance counselors
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery Classes	Credit Recovery Classes	Academic Support Program, Tutoring	08/10/2016	06/02/2017	\$74373	Title I Facilitator, Assigned Teachers, Guidance Counselors, and School Administrators
IB Writing Lab	Teachers from Year 1 workshop will collaborate with new participants to learn and implement effective strategies for teaching writing	Professional Learning, Academic Support Program	09/06/2016	03/01/2017	\$2068	IB EE mentor teachers, IB Coordinators, Administrators
Cycle of Instruction	Cycle of instruction including essential questions, bell ringers, direct instruction, collaboration, high level questions, and daily wrap ups will be implemented in the classroom	Direct Instruction	08/10/2016	06/05/2017	\$9086	Classroom teachers, support staff, Title I Facilitator, School administration

ACIP

W.P. Davidson High School

New technology	Expand the use and quantity of digital tools provided by the district for high quality, engaging, standards-based learning.	Technology	08/10/2016	06/01/2017	\$21940	Content teachers, administrators, media specialists, Title I facilitator
IB Writing Lab	Teachers from Year 1 workshop will collaborate with new participants to learn and implement effective strategies for teaching writing	Professional Learning, Academic Support Program	09/06/2016	03/01/2017	\$12000	IB EE mentor teachers, IB Coordinator, Administrators
Retract/In-School Suspension	In-School Suspension will be used according to MCPSS policies to reduce the number of out of school suspensions.	Behavioral Support Program	08/10/2016	06/02/2017	\$34416	Retract Paraprofessional, School Administration
Cycle of Instruction	Cycle of instruction, including essential questions, bell ringers, direct instruction, collaboration, high level questioning, and daily wrap-ups will be implemented in the classroom.	Direct Instruction	08/10/2016	06/02/2017	\$10474	Classroom teachers, support staff, Title I facilitator, school administration
Teacher Training in Digital Literacy	Support professional learning to empower teachers to utilize digital and multi-media tools to empower students to learn in a variety of ways	Technology	08/10/2016	06/01/2017	\$3594	Content area teachers, media specialists, administrators
College Test Prep Classes	Elective courses taught by HQ teachers are offered to students to assist in preparation for ACT and other standardized tests.	Academic Support Program	08/10/2016	06/01/2017	\$7021	HQ teachers assigned to College Test Prep elective classes for Aspire and ACT preparation
Digital Literacy Resources	Teachers will implement strategies learned in Digital Literacy Training and provide access to digital resources to students.	Academic Support Program, Technology, Direct Instruction	08/10/2016	06/01/2017	\$31000	Classroom teachers, media specialists, and school administrators
Total					\$205972	

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		Stakeholder Feedback 2016-17

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some 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 modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

Academic Rigor

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

Academic Rigor and school safety

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

Academic Rigor and School Safety

Areas in Need of Improvement

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

Student use of and access to technology

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

None.

What are the implications for these stakeholder perceptions?

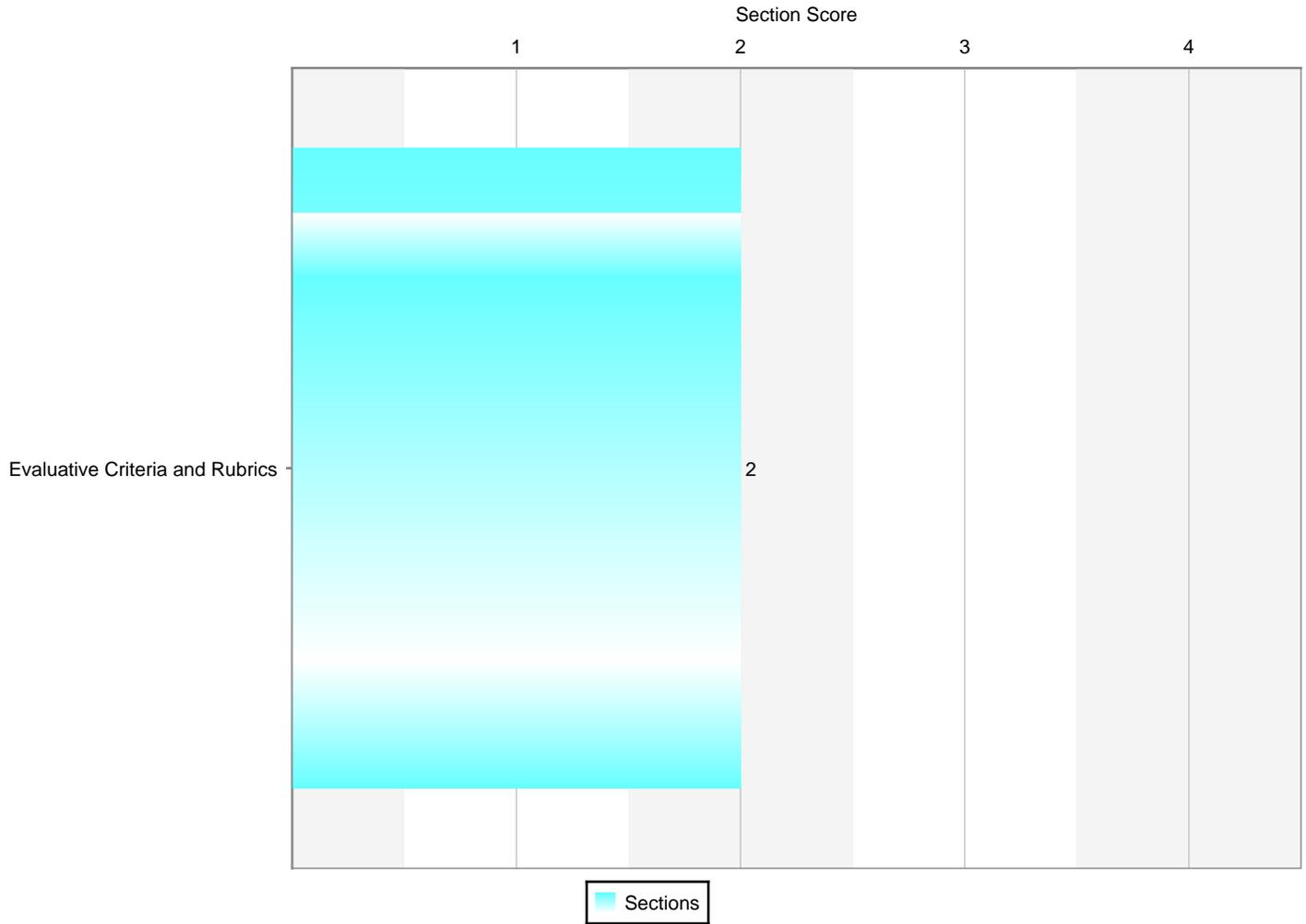
The school needs a greater focus on the use of technology in classrooms and greater access for students.

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

All.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted through multiple reviews of student achievement data from standardized test administrations including EQT, Aspire, ACT, ACT WorkKeys, AP, IB, and STAR. In addition, data from student discipline and attendance was reviewed.

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

Our school average ACT scores continue to outperform all schools in our district, and exceed state averages in all areas. Our graduation rate for the class of 2016 was 89.7% - meeting the new state goal 4 years ahead of Plan 2020. Attendance for 15/16 was 93.25% - maintaining previous levels, but still short of the the district goal of 95%. Suspensions continue to decline with the implementation of the district code of conduct, but disproportionate numbers of suspensions among black students and 9th graders continue to be an issue.

3. What conclusions were drawn from the results?

While we continue to note overall academic improvements and successes, there are still areas that we can make better.

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

While the overall percentage of minority students has continues to decline slightly over each of the previous 5 years, the composition of the minority population has seen changes, with an increase in Hispanic and Asian populations and a decline in the number and percentage of black students. The number and percentage of white students continues to rise as well. With the elimination of an accurate measure of students receiving free and reduced lunches (as all students now receive them), it is more difficult to determine the percentage of poverty students currently on campus. The last reliable percentage was 63% during the 14/15 school year, but current district provided estimates indicate that the current percentage is close to that number.

IN general, both parents and students feel that we offer a strong college preparatory curriculum that allows student to student course material that will prepare them for a multitude of college majors.

We continue to offer academic programs to meet the needs of students at multiple levels: IB, AP, Honors, Regular, and Special Needs. In addition, we offer ESL services to English Language Learners.

Overall, parents and students feel that classroom and supervised events are safe, but we need more active supervision in hallways, bathrooms, and the gym.

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

Our goal is to continue to produce college and career ready graduates who are prepared to be productive members of the Mobile community and are ready to pursue their goals beyond high school.

To that end, we offer our students quality, challenging academic and vocational programs, along opportunities to participate in clubs, sports, and other endeavors of both an academic and non-academic nature to help them realize their goals for a life beyond high school.

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

Our goals are focused on meeting and exceeding district requirements for student achievement and graduation rates. In this regard, we constantly review student performance, attendance and discipline data to ensure students stay on their chosen paths. We offer tutoring and other academic support programs, in addition to guidance and other student supports, in an attempt to serve the needs of our students.

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

We wholeheartedly endorse and embrace the philosophy of "a rising tide floats all boats". School administration, teachers, coaches and staff strive every day to hold all of our students to the highest possible academic standards. Staff constantly remind students of expectations and monitor student results. Academic progress reports are regularly provided. We have PST teams in place in each academic department to identify and assist students who are struggling academically. In addition, we have established strong working relationships with district social workers for referrals of student who are having socioeconomic and/or family issues that are impeding academic success.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

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

Measurable Objective 1:

95% of All Students will collaborate to increase the digital media use to improve understanding of English and foreign language strategies taught in English Language Arts by 06/01/2017 as measured by the implementation of the Digital Literacy Project, lesson plans, and resources used.

Strategy1:

Digital Literacy Project Implementation - Teachers will implement Digital Literacy strategies learned over the last two years and apply those strategies and resources in their classrooms.

Category: Develop/Implement Student and School Culture Program

Research Cited: Discovery Education

Activity - Digital Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement and integrate Digital Literacy strategies with daily classroom instruction.	Professional Learning Direct Instruction	08/10/2016	06/01/2017	\$0 - District Funding	Classroom teachers, media specialists and school administration

Measurable Objective 2:

A total of 5 All Students will demonstrate student proficiency (pass rate) completion of credit recovery courses in Mathematics by 06/01/2017 as measured by GradPoint course progress reports.

Strategy1:

Credit Recovery - Title I Facilitator will provide instructional interventions and support to students who have failed courses previously or are in need of additional course credits to be eligible for graduation.

Category:

Research Cited:

ACIP

W.P. Davidson High School

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit Recovery classes	Academic Support Program	08/10/2016	06/01/2017	\$74373 - Title I Schoolwide	Title I Facilitator, Assigned teachers, Guidance Counselors, School Administrators

Measurable Objective 3:

100% of Eleventh grade Black or African-American students will demonstrate a proficiency reduce the gap between black and African American students and school average composite ACT scores from 2.8 points to 2.2 points or less in Writing by 04/18/2017 as measured by state-wide ACT test.

Strategy1:

College Test Prep - Students will be provided college test prep classes during skinny blocks.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - College Test Prep Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elective courses taught by HQ teachers are offered to students to assist in preparation for ACT and other standardized tests.	Academic Support Program	08/10/2016	06/01/2017	\$7021 - Title I Schoolwide	HQ teachers assigned to College Test Prep elective classes for Aspire and ACT preparation

Measurable Objective 4:

55% of Eleventh grade students will demonstrate a proficiency college readiness benchmark in English Language Arts by 04/18/2017 as measured by state-wide ACT test administration.

Strategy1:

College Test Prep - Students will be provided college test prep classes during skinny blocks.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - College Test Prep Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elective courses taught by HQ teachers are offered to students to assist in preparation for ACT and other standardized tests.	Academic Support Program	08/10/2016	06/01/2017	\$7021 - Title I Schoolwide	HQ teachers assigned to College Test Prep elective classes for Aspire and ACT preparation

Measurable Objective 5:

95% of Twelfth grade students will collaborate to use digital tools, individually and collaboratively, to gather, organize, evaluate, and share and present information. in English Language Arts by 06/01/2017 as measured by Student portfolios, classroom and student observations, final products..

Strategy1:

Move to multimedia content. - Students will create portfolios for class project. Teachers will move to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.

Category:

Research Cited: Transform 2020 surveys, Alabama Courses of Study

Activity - Senior Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will produce a portfolio for senior project to present board night to judges.	Career Preparation/ Orientation Technology Direct Instruction Academic Support Program	08/10/2016	06/01/2017	\$0 - No Funding Required	Content teachers, administrators, media specialists.

Measurable Objective 6:

100% of Eleventh grade students will demonstrate a proficiency increasing school average score ACT score from 14.5 to 15.0 in Writing by 04/18/2017 as measured by state-wide ACT with writing test score.

Strategy1:

IB Writing Lab - Teachers will collaborate with IB writing lab students to assist in the development of effective writing skills for students taking the ACT and other standardized tests, and the completion of IB extended essays.

Category: Develop/Implement College and Career Ready Standards

Research Cited: International Baccalaureate Programme

Activity - IB Writing Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers from Year 1 workshop will collaborate with new participants to learn and implement effective strategies for teaching writing	Professional Learning Academic Support Program	09/06/2016	03/01/2017	\$2068 - Title I Schoolwide	IB EE mentor teachers, IB Coordinator, Administrators

Measurable Objective 7:

A total of 10 All Students will demonstrate student proficiency (pass rate) credit recovery courses in Social Studies by 06/01/2017 as measured by credit recovery student progress reports.

Strategy1:

Credit Recovery - Title I Facilitator will provide instructional interventions and support to students who have failed courses previously or are in need of additional course credits to be eligible for graduation.

Category:

Research Cited:

ACIP

W.P. Davidson High School

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit Recovery classes	Academic Support Program	08/10/2016	06/01/2017	\$74373 - Title I Schoolwide	Title I Facilitator, Assigned teachers, Guidance Counselors, School Administrators

Measurable Objective 8:

35% of Eleventh grade students will demonstrate a proficiency college readiness standard in Mathematics by 04/18/2017 as measured by state-wide ACT test.

Strategy1:

College Test Prep - Students will be provided college test prep classes during skinny blocks.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - College Test Prep Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elective courses taught by HQ teachers are offered to students to assist in preparation for ACT and other standardized tests.	Academic Support Program	08/10/2016	06/01/2017	\$7021 - Title I Schoolwide	HQ teachers assigned to College Test Prep elective classes for Aspire and ACT preparation

Measurable Objective 9:

A total of 10 All Students will demonstrate student proficiency (pass rate) completion of Credit Recovery courses in English Language Arts by 06/01/2017 as measured by credit recovery student activity reports.

Strategy1:

Credit Recovery - Title I Facilitator will provide instructional interventions and support to students who have failed courses previously or are in need of additional course credits to be eligible for graduation.

Category:

Research Cited:

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit Recovery classes	Academic Support Program	08/10/2016	06/01/2017	\$74373 - Title I Schoolwide	Title I Facilitator, Assigned teachers, Guidance Counselors, School Administrators

Measurable Objective 10:

A total of 10 All Students will demonstrate student proficiency (pass rate) credit recovery classes in Science by 06/01/2017 as measured by credit recovery student progress reports.

Strategy1:

SY 2016-2017

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Credit Recovery - Title I Facilitator will provide instructional interventions and support to students who have failed courses previously or are in need of additional course credits to be eligible for graduation.

Category:

Research Cited:

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit Recovery classes	Academic Support Program	08/10/2016	06/01/2017	\$74373 - Title I Schoolwide	Title I Facilitator, Assigned teachers, Guidance Counselors, School Administrators

Measurable Objective 11:

95% of All Students will demonstrate a proficiency effectively and responsibly use standards-based digital media materials, apps, social educational networking, and learning management systems to learn and communicate real-world applications of concepts and processes individually and collaboratively. in English Language Arts by 06/01/2017 as measured by Classroom/ student observations, final products/ performances that demonstrate mastery of State Course of Study standards, implementation of Courses of Study Lesson Plans..

Strategy1:

Digital Literacy Project Implementation - Teachers will implement Digital Literacy strategies learned over the last two years and apply those strategies and resources in their classrooms.

Category: Develop/Implement Student and School Culture Program

Research Cited: Discovery Education

Activity - Digital Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement and integrate Digital Literacy strategies with daily classroom instruction.	Professional Learning Direct Instruction	08/10/2016	06/01/2017	\$0 - District Funding	Classroom teachers, media specialists and school administration

Strategy2:

District provided digital resources - Teachers and staff will expand student accessibility and availability of district provided, high-quality, engaging, standards-based, digital medial resources. Students will utilize portfolio hosting.

Category: Develop/Implement Student and School Culture Program

Research Cited: CCRS Literacy Standards; Plan2020.

Activity - Digital Literacy Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategies learned in Digital Literacy Training and provide access to digital resources to students.	Direct Instruction Academic Support Program Technology	08/10/2016	06/01/2017	\$0 - District Funding	Classroom teachers, media specialists, and school administrators.

Goal 2:

Prepare and support students through student support services

Measurable Objective 1:

collaborate to ensure students have access to a variety of support resources at the school and district levels by 06/01/2017 as measured by number of students served through the PST process, and the number of students referred to guidance counselors or district social workers..

Strategy1:

Implement PST - Teachers will follow district and school guidelines for the full implementation of the PST process, including referring students, making the necessary accommodations, monitoring student performance and behaviors, collaborating regularly with colleagues, and if necessary, referring for special education testing.

Category:

Research Cited: National Center on Response to Intervention, Rtl Action Network

Activity - Collaborative Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet regularly to collaborate on effective strategies for interventions, and to discuss monitoring of students.	Academic Support Program	08/10/2016	06/01/2017	\$0 - No Funding Required	Classroom teachers, administrators, guidance counselors

Strategy2:

Attendance Monitoring - Teachers and staff will monitor student attendance, utilizing the school attendance action plan, and make appropriate referrals to district personnel when needed.

Category: Implement Guidance and Counseling Plan

Research Cited: Rtl

Activity - Attendance Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will monitor student attendance, utilizing the school attendance action plan, and make appropriate referrals to district personnel as needed.	Parent Involvement Academic Support Program Behavioral Support Program	08/10/2016	06/01/2017	\$0 - No Funding Required	Teachers, School Office Staff, Guidance Counselors and Administrators

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

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:

95% of Twelfth grade students will collaborate to use digital tools, individually and collaboratively, to gather, organize, evaluate, and share and present information. in English Language Arts by 06/01/2017 as measured by Student portfolios, classroom and student observations, final products..

Strategy1:

Move to multimedia content. - Students will create portfolios for class project. Teachers will move to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.

Category:

Research Cited: Transform 2020 surveys, Alabama Courses of Study

Activity - Senior Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will produce a portfolio for senior project to present board night to judges.	Technology Career Preparation/ Orientation Direct Instruction Academic Support Program	08/10/2016	06/01/2017	\$0 - No Funding Required	Content teachers, administrators, media specialists.

Measurable Objective 2:

95% of All Students will collaborate to increase the digital media use to improve understanding of English and foreign language strategies taught in English Language Arts by 06/01/2017 as measured by the implementation of the Digital Literacy Project, lesson plans, and resources used.

Strategy1:

Digital Literacy Project Implementation - Teachers will implement Digital Literacy strategies learned over the last two years and apply those strategies and resources in their classrooms.

Category: Develop/Implement Student and School Culture Program

Research Cited: Discovery Education

Activity - Digital Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement and integrate Digital Literacy strategies with daily classroom instruction.	Direct Instruction Professional Learning	08/10/2016	06/01/2017	\$0 - District Funding	Classroom teachers, media specialists and school administration

Measurable Objective 3:

A total of 5 All Students will demonstrate student proficiency (pass rate) completion of credit recovery courses in Mathematics by 06/01/2017 as measured by GradPoint course progress reports.

Strategy1:

Credit Recovery - Title I Facilitator will provide instructional interventions and support to students who have failed courses previously or are in need of additional course credits to be eligible for graduation.

Category:

Research Cited:

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit Recovery classes	Academic Support Program	08/10/2016	06/01/2017	\$74373 - Title I Schoolwide	Title I Facilitator, Assigned teachers, Guidance Counselors, School Administrators

Measurable Objective 4:

A total of 10 All Students will demonstrate student proficiency (pass rate) completion of Credit Recovery courses in English Language Arts by 06/01/2017 as measured by credit recovery student activity reports.

Strategy1:

Credit Recovery - Title I Facilitator will provide instructional interventions and support to students who have failed courses previously or are in need of additional course credits to be eligible for graduation.

Category:

Research Cited:

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit Recovery classes	Academic Support Program	08/10/2016	06/01/2017	\$74373 - Title I Schoolwide	Title I Facilitator, Assigned teachers, Guidance Counselors, School Administrators

Measurable Objective 5:

35% of Eleventh grade students will demonstrate a proficiency college readiness standard in Mathematics by 04/18/2017 as measured by state-wide ACT test.

Strategy1:

College Test Prep - Students will be provided college test prep classes during skinny blocks.

Category: Develop/Implement Learning Supports

Research Cited:

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Activity - College Test Prep Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elective courses taught by HQ teachers are offered to students to assist in preparation for ACT and other standardized tests.	Academic Support Program	08/10/2016	06/01/2017	\$7021 - Title I Schoolwide	HQ teachers assigned to College Test Prep elective classes for Aspire and ACT preparation

Measurable Objective 6:

A total of 10 All Students will demonstrate student proficiency (pass rate) credit recovery courses in Social Studies by 06/01/2017 as measured by credit recovery student progress reports.

Strategy1:

Credit Recovery - Title I Facilitator will provide instructional interventions and support to students who have failed courses previously or are in need of additional course credits to be eligible for graduation.

Category:

Research Cited:

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit Recovery classes	Academic Support Program	08/10/2016	06/01/2017	\$74373 - Title I Schoolwide	Title I Facilitator, Assigned teachers, Guidance Counselors, School Administrators

Measurable Objective 7:

100% of Eleventh grade students will demonstrate a proficiency increasing school average score ACT score from 14.5 to 15.0 in Writing by 04/18/2017 as measured by state-wide ACT with writing test score.

Strategy1:

IB Writing Lab - Teachers will collaborate with IB writing lab students to assist in the development of effective writing skills for students taking the ACT and other standardized tests, and the completion of IB extended essays.

Category: Develop/Implement College and Career Ready Standards

Research Cited: International Baccalaureate Programme

Activity - IB Writing Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers from Year 1 workshop will collaborate with new participants to learn and implement effective strategies for teaching writing	Academic Support Program Professional Learning	09/06/2016	03/01/2017	\$2068 - Title I Schoolwide	IB EE mentor teachers, IB Coordinator, Administrators

Measurable Objective 8:

A total of 10 All Students will demonstrate student proficiency (pass rate) credit recovery classes in Science by 06/01/2017 as measured by credit recovery student progress reports.

Strategy1:

Credit Recovery - Title I Facilitator will provide instructional interventions and support to students who have failed courses previously or are in need of additional course credits to be eligible for graduation.

Category:

Research Cited:

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit Recovery classes	Academic Support Program	08/10/2016	06/01/2017	\$74373 - Title I Schoolwide	Title I Facilitator, Assigned teachers, Guidance Counselors, School Administrators

Measurable Objective 9:

95% of All Students will demonstrate a proficiency effectively and responsibly use standards-based digital media materials, apps, social educational networking, and learning management systems to learn and communicate real-world applications of concepts and processes individually and collaboratively. in English Language Arts by 06/01/2017 as measured by Classroom/ student observations, final products/ performances that demonstrate mastery of State Course of Study standards, implementation of Courses of Study Lesson Plans..

Strategy1:

Digital Literacy Project Implementation - Teachers will implement Digital Literacy strategies learned over the last two years and apply those strategies and resources in their classrooms.

Category: Develop/Implement Student and School Culture Program

Research Cited: Discovery Education

Activity - Digital Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement and integrate Digital Literacy strategies with daily classroom instruction.	Direct Instruction Professional Learning	08/10/2016	06/01/2017	\$0 - District Funding	Classroom teachers, media specialists and school administration

Strategy2:

District provided digital resources - Teachers and staff will expand student accessibility and availability of district provided, high-quality, engaging, standards-based, digital medial resources. Students will utilize portfolio hosting.

Category: Develop/Implement Student and School Culture Program

Research Cited: CCRS Literacy Standards; Plan2020.

Activity - Digital Literacy Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategies learned in Digital Literacy Training and provide access to digital resources to students.	Academic Support Program Technology Direct Instruction	08/10/2016	06/01/2017	\$0 - District Funding	Classroom teachers, media specialists, and school administrators.

Measurable Objective 10:

55% of Eleventh grade students will demonstrate a proficiency college readiness benchmark in English Language Arts by 04/18/2017 as measured by state-wide ACT test administration.

Strategy1:

College Test Prep - Students will be provided college test prep classes during skinny blocks.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - College Test Prep Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elective courses taught by HQ teachers are offered to students to assist in preparation for ACT and other standardized tests.	Academic Support Program	08/10/2016	06/01/2017	\$7021 - Title I Schoolwide	HQ teachers assigned to College Test Prep elective classes for Aspire and ACT preparation

Measurable Objective 11:

100% of Eleventh grade Black or African-American students will demonstrate a proficiency reduce the gap between black and African American students and school average composite ACT scores from 2.8 points to 2.2 points or less in Writing by 04/18/2017 as measured by state-wide ACT test.

Strategy1:

College Test Prep - Students will be provided college test prep classes during skinny blocks.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - College Test Prep Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elective courses taught by HQ teachers are offered to students to assist in preparation for ACT and other standardized tests.	Academic Support Program	08/10/2016	06/01/2017	\$7021 - Title I Schoolwide	HQ teachers assigned to College Test Prep elective classes for Aspire and ACT preparation

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to utilize Digital Literacy Project training and activities in English Language arts to advance student learning, creativity, and innovation in all learning environments by 06/01/2017 as measured by project based learning and classroom observation.

Strategy1:

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W.P. Davidson High School

Support professional learning - Teachers will use technology and digital resources including Discovery Education to advance student learning

Category:

Research Cited: Transform 2020 survey and Alabama Courses of Study.

Activity - Teacher Training in Digital Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support professional learning to empower teachers to utilize digital and multi-media tools to empower students to learn in a variety of ways	Technology	08/10/2016	06/01/2017	\$0 - District Funding	Content area teachers, media specialists, administrators

Goal 3:

Provide digital tools and resources to all educators and students

Measurable Objective 1:

demonstrate a behavior of proficiency in the use of digital resources that assesses appropriate digital citizenship by 06/01/2017 as measured by proper use of digital tools to demonstrate effective, dynamic, interactive, adaptive digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.

Strategy1:

Modeling digital literacy - Students and teachers will be provided with digital tools and digital resources to enhance teaching and learning.

Category:

Research Cited: Transform 2020 survey, Discovery Education, Alabama Courses of Study, Common Core.

Activity - New technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand the use and quantity of digital tools provided by the district for high quality, engaging, standards-based learning.	Technology	08/10/2016	06/01/2017	\$21940 - Title I Schoolwide	Content teachers, administrators, media specialists, Title I facilitator

Strategy2:

BYOD School - Davidson High School will be transitioned to BYOD status through the addition of district provided technology and training and through the implementation of new technology based learning strategies in the classroom.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - BYOD School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement BYOD learning strategies within the classroom setting.	Technology Direct Instruction Academic Support Program	08/10/2016	06/01/2017	\$0 - District Funding	Teachers, Media Specialists, Administrators

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

Goal 1:

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

Measurable Objective 1:

A total of 10 All Students will demonstrate student proficiency (pass rate) completion of Credit Recovery courses in English Language Arts by 06/01/2017 as measured by credit recovery student activity reports.

Strategy1:

Credit Recovery - Title I Facilitator will provide instructional interventions and support to students who have failed courses previously or are in need of additional course credits to be eligible for graduation.

Category:

Research Cited:

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit Recovery classes	Academic Support Program	08/10/2016	06/01/2017	\$74373 - Title I Schoolwide	Title I Facilitator, Assigned teachers, Guidance Counselors, School Administrators

Measurable Objective 2:

A total of 5 All Students will demonstrate student proficiency (pass rate) completion of credit recovery courses in Mathematics by 06/01/2017 as measured by GradPoint course progress reports.

Strategy1:

Credit Recovery - Title I Facilitator will provide instructional interventions and support to students who have failed courses previously or are in need of additional course credits to be eligible for graduation.

Category:

Research Cited:

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit Recovery classes	Academic Support Program	08/10/2016	06/01/2017	\$74373 - Title I Schoolwide	Title I Facilitator, Assigned teachers, Guidance Counselors, School Administrators

Measurable Objective 3:

A total of 10 All Students will demonstrate student proficiency (pass rate) credit recovery courses in Social Studies by 06/01/2017 as measured by credit recovery student progress reports.

Strategy1:

Credit Recovery - Title I Facilitator will provide instructional interventions and support to students who have failed courses previously or are in need of additional course credits to be eligible for graduation.

Category:

Research Cited:

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit Recovery classes	Academic Support Program	08/10/2016	06/01/2017	\$74373 - Title I Schoolwide	Title I Facilitator, Assigned teachers, Guidance Counselors, School Administrators

Measurable Objective 4:

95% of All Students will collaborate to increase the digital media use to improve understanding of English and foreign language strategies taught in English Language Arts by 06/01/2017 as measured by the implementation of the Digital Literacy Project, lesson plans, and resources used.

Strategy1:

Digital Literacy Project Implementation - Teachers will implement Digital Literacy strategies learned over the last two years and apply those strategies and resources in their classrooms.

Category: Develop/Implement Student and School Culture Program

Research Cited: Discovery Education

Activity - Digital Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement and integrate Digital Literacy strategies with daily classroom instruction.	Professional Learning Direct Instruction	08/10/2016	06/01/2017	\$0 - District Funding	Classroom teachers, media specialists and school administration

Measurable Objective 5:

35% of Eleventh grade students will demonstrate a proficiency college readiness standard in Mathematics by 04/18/2017 as measured by state-wide ACT test.

Strategy1:

College Test Prep - Students will be provided college test prep classes during skinny blocks.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - College Test Prep Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elective courses taught by HQ teachers are offered to students to assist in preparation for ACT and other standardized tests.	Academic Support Program	08/10/2016	06/01/2017	\$7021 - Title I Schoolwide	HQ teachers assigned to College Test Prep elective classes for Aspire and ACT preparation

Measurable Objective 6:

55% of Eleventh grade students will demonstrate a proficiency college readiness benchmark in English Language Arts by 04/18/2017 as measured by state-wide ACT test administration.

Strategy1:

College Test Prep - Students will be provided college test prep classes during skinny blocks.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - College Test Prep Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elective courses taught by HQ teachers are offered to students to assist in preparation for ACT and other standardized tests.	Academic Support Program	08/10/2016	06/01/2017	\$7021 - Title I Schoolwide	HQ teachers assigned to College Test Prep elective classes for Aspire and ACT preparation

Measurable Objective 7:

95% of Twelfth grade students will collaborate to use digital tools, individually and collaboratively, to gather, organize, evaluate, and share and present information. in English Language Arts by 06/01/2017 as measured by Student portfolios, classroom and student observations, final products..

Strategy1:

Move to multimedia content. - Students will create portfolios for class project. Teachers will move to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.

Category:

Research Cited: Transform 2020 surveys, Alabama Courses of Study

Activity - Senior Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will produce a portfolio for senior project to present board night to judges.	Technology Career Preparation/ Orientation Direct Instruction Academic Support Program	08/10/2016	06/01/2017	\$0 - No Funding Required	Content teachers, administrators, media specialists.

Measurable Objective 8:

95% of All Students will demonstrate a proficiency effectively and responsibly use standards-based digital media materials, apps, social educational networking, and learning management systems to learn and communicate real-world applications of concepts and processes individually and collaboratively. in English Language Arts by 06/01/2017 as measured by Classroom/ student observations, final products/ performances that demonstrate mastery of State Course of Study standards, implementation of Courses of Study Lesson Plans..

Strategy1:

District provided digital resources - Teachers and staff will expand student accessibility and availability of district provided, high-quality, engaging, standards-based, digital medial resources. Students will utilize portfolio hosting.

Category: Develop/Implement Student and School Culture Program

Research Cited: CCRS Literacy Standards; Plan2020.

Activity - Digital Literacy Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategies learned in Digital Literacy Training and provide access to digital resources to students.	Technology Direct Instruction Academic Support Program	08/10/2016	06/01/2017	\$0 - District Funding	Classroom teachers, media specialists, and school administrators.

Strategy2:

Digital Literacy Project Implementation - Teachers will implement Digital Literacy strategies learned over the last two years and apply those strategies and resources in their classrooms.

Category: Develop/Implement Student and School Culture Program

Research Cited: Discovery Education

Activity - Digital Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement and integrate Digital Literacy strategies with daily classroom instruction.	Professional Learning Direct Instruction	08/10/2016	06/01/2017	\$0 - District Funding	Classroom teachers, media specialists and school administration

Measurable Objective 9:

100% of Eleventh grade Black or African-American students will demonstrate a proficiency reduce the gap between black and African American students and school average composite ACT scores from 2.8 points to 2.2 points or less in Writing by 04/18/2017 as measured by state-wide ACT test.

Strategy1:

College Test Prep - Students will be provided college test prep classes during skinny blocks.

Category: Develop/Implement Learning Supports

Research Cited:

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W.P. Davidson High School

Activity - College Test Prep Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elective courses taught by HQ teachers are offered to students to assist in preparation for ACT and other standardized tests.	Academic Support Program	08/10/2016	06/01/2017	\$7021 - Title I Schoolwide	HQ teachers assigned to College Test Prep elective classes for Aspire and ACT preparation

Measurable Objective 10:

A total of 10 All Students will demonstrate student proficiency (pass rate) credit recovery classes in Science by 06/01/2017 as measured by credit recovery student progress reports.

Strategy1:

Credit Recovery - Title I Facilitator will provide instructional interventions and support to students who have failed courses previously or are in need of additional course credits to be eligible for graduation.

Category:

Research Cited:

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit Recovery classes	Academic Support Program	08/10/2016	06/01/2017	\$74373 - Title I Schoolwide	Title I Facilitator, Assigned teachers, Guidance Counselors, School Administrators

Measurable Objective 11:

100% of Eleventh grade students will demonstrate a proficiency increasing school average score ACT score from 14.5 to 15.0 in Writing by 04/18/2017 as measured by state-wide ACT with writing test score.

Strategy1:

IB Writing Lab - Teachers will collaborate with IB writing lab students to assist in the development of effective writing skills for students taking the ACT and other standardized tests, and the completion of IB extended essays.

Category: Develop/Implement College and Career Ready Standards

Research Cited: International Baccalaureate Programme

Activity - IB Writing Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers from Year 1 workshop will collaborate with new participants to learn and implement effective strategies for teaching writing	Academic Support Program Professional Learning	09/06/2016	03/01/2017	\$2068 - Title I Schoolwide	IB EE mentor teachers, IB Coordinator, Administrators

Goal 2:

9th grade students at W.P. Davidson High School will decrease the percentage of course final grade failures by 1% from 16.32% to 15.32% measured quarterly by iNOW grade distribution reports for the 2016/17 school year by June 5, 2017

Measurable Objective 1:

A 1% increase of Ninth grade students will demonstrate student proficiency (pass rate) in all courses in English Language Arts by 06/05/2017 as measured by percentage of course failures.

Strategy1:

Cycle of Instruction - Classroom teachers will apply knowledge of research based cycle of instruction techniques to classroom instruction.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Cycle of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cycle of instruction including essential questions, bell ringers, direct instruction, collaboration, high level questions, and daily wrap ups will be implemented in the classroom	Direct Instruction	08/10/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, support staff, Title I Facilitator, School administration

Strategy2:

CFA 2.0 - Teachers and administrators will implement CFA 2.0 (Comprehensive Formative Assessments) and administer assessments in the classroom. Data from assessments will be collected, evaluated, and used to drive further classroom instruction.

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

Research Cited:

Activity - CFA 2.0	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will begin implementation of CFA 2.0 and implement strategies and assessments during the school year. Data from assessments will be used to drive further classroom instruction.	Professional Learning Academic Support Program Direct Instruction	09/06/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers and school administrators

Strategy3:

PST - Classroom teachers will progress monitor 9th grade students for attendance, behavior and academic achievement. Reports will be compiled monthly and evaluated and referrals made for interventions. Teachers will collaborate regarding shared students.

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

Research Cited: National Center on Response to Intervention. RtI Action Network

Activity - PST Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly monitor students for potential referral to the PST process and meet regularly to collaborate on effective strategies for interventions, and to discuss monitoring of students.	Parent Involvement Behavioral Support Program Academic Support Program	09/06/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, school administrators, guidance counselors, PST committee

Strategy4:

ESL Tutoring - Selected teachers will provide extended day tutoring for English language learners in all core subjects during October and November, 2016

Category: Develop/Implement Learning Supports

Research Cited: WIDA

Activity - ESL Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended day tutoring for English language learners in all core subjects.	Tutoring Academic Support Program	10/10/2016	11/18/2016	\$0 - No Funding Required	Selected teachers, administrators, ESL teacher and ESL supervisors.

Strategy5:

Attendance Monitoring/Tuancy Referral - Monthly attendance data from INow will be monitored to determine the ninth grade students with excessive absences. Those students who are close to, meeting, or exceeding district attendance parameters for truancy will be referred to the district attendance office for intervention.

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

Research Cited: National Center on Response to Intervention, RTI Action Network

Activity - Attendance/Tuancy Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly attendance monitoring of ninth grade students, targeting excessively absent students.	Behavioral Support Program Parent Involvement	09/01/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, school administrators, guidance counselors, school registrar, district attendance officer

Measurable Objective 2:

A 1% increase of Ninth grade students will demonstrate student proficiency (pass rate) in all courses in Mathematics by 06/05/2017 as measured by percentage of course failures.

Strategy1:

PST - Classroom teachers will progress monitor 9th grade students for attendance, behavior and academic achievement. Reports will be compiled monthly and evaluated and referrals made for interventions. Teachers will collaborate regarding shared students.

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

Research Cited: National Center on Response to Intervention. Rtl Action Network

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Activity - PST Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly monitor students for potential referral to the PST process and meet regularly to collaborate on effective strategies for interventions, and to discuss monitoring of students.	Academic Support Program Behavioral Support Program Parent Involvement	09/06/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, school administrators, guidance counselors, PST committee

Strategy2:

Attendance Monitoring/Tuancy Referral - Monthly attendance data from INow will be monitored to determine the ninth grade students with excessive absences. Those students who are close to, meeting, or exceeding district attendance parameters for truancy will be referred to the district attendance office for intervention.

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

Research Cited: National Center on Response to Intervention, RTI Action Network

Activity - Attendance/Tuancy Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly attendance monitoring of ninth grade students, targeting excessively absent students.	Behavioral Support Program Parent Involvement	09/01/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, school administrators, guidance counselors, school registrar, district attendance officer

Strategy3:

Cycle of Instruction - Classroom teachers will apply knowledge of research based cycle of instruction techniques to classroom instruction.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Cycle of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cycle of instruction including essential questions, bell ringers, direct instruction, collaboration, high level questions, and daily wrap ups will be implemented in the classroom	Direct Instruction	08/10/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, support staff, Title I Facilitator, School administration

Strategy4:

CFA 2.0 - Teachers and administrators will implement CFA 2.0 (Comprehensive Formative Assessments) and administer assessments in the classroom. Data from assessments will be collected, evaluated, and used to drive further classroom instruction.

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

Research Cited:

ACIP

W.P. Davidson High School

Activity - CFA 2.0	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will begin implementation of CFA 2.0 and implement strategies and assessments during the school year. Data from assessments will be used to drive further classroom instruction.	Direct Instruction Academic Support Program Professional Learning	09/06/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers and school administrators

Strategy5:

ESL Tutoring - Selected teachers will provide extended day tutoring for English language learners in all core subjects during October and November, 2016

Category: Develop/Implement Learning Supports

Research Cited: WIDA

Activity - ESL Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended day tutoring for English language learners in all core subjects.	Tutoring Academic Support Program	10/10/2016	11/18/2016	\$0 - No Funding Required	Selected teachers, administrators, ESL teacher and ESL supervisors.

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

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

Measurable Objective 1:

A total of 10 All Students will demonstrate student proficiency (pass rate) completion of Credit Recovery courses in English Language Arts by 06/01/2017 as measured by credit recovery student activity reports.

Strategy1:

Credit Recovery - Title I Facilitator will provide instructional interventions and support to students who have failed courses previously or are in need of additional course credits to be eligible for graduation.

Category:

Research Cited:

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit Recovery classes	Academic Support Program	08/10/2016	06/01/2017	\$74373 - Title I Schoolwide	Title I Facilitator, Assigned teachers, Guidance Counselors, School Administrators

Measurable Objective 2:

A total of 10 All Students will demonstrate student proficiency (pass rate) credit recovery classes in Science by 06/01/2017 as measured by credit recovery student progress reports.

Strategy1:

Credit Recovery - Title I Facilitator will provide instructional interventions and support to students who have failed courses previously or are in need of additional course credits to be eligible for graduation.

Category:

Research Cited:

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit Recovery classes	Academic Support Program	08/10/2016	06/01/2017	\$74373 - Title I Schoolwide	Title I Facilitator, Assigned teachers, Guidance Counselors, School Administrators

Measurable Objective 3:

55% of Eleventh grade students will demonstrate a proficiency college readiness benchmark in English Language Arts by 04/18/2017 as measured by state-wide ACT test administration.

Strategy1:

College Test Prep - Students will be provided college test prep classes during skinny blocks.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - College Test Prep Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elective courses taught by HQ teachers are offered to students to assist in preparation for ACT and other standardized tests.	Academic Support Program	08/10/2016	06/01/2017	\$7021 - Title I Schoolwide	HQ teachers assigned to College Test Prep elective classes for Aspire and ACT preparation

Measurable Objective 4:

35% of Eleventh grade students will demonstrate a proficiency college readiness standard in Mathematics by 04/18/2017 as measured by state-wide ACT test.

Strategy1:

College Test Prep - Students will be provided college test prep classes during skinny blocks.

Category: Develop/Implement Learning Supports

Research Cited:

ACIP

W.P. Davidson High School

Activity - College Test Prep Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elective courses taught by HQ teachers are offered to students to assist in preparation for ACT and other standardized tests.	Academic Support Program	08/10/2016	06/01/2017	\$7021 - Title I Schoolwide	HQ teachers assigned to College Test Prep elective classes for Aspire and ACT preparation

Measurable Objective 5:

95% of All Students will collaborate to increase the digital media use to improve understanding of English and foreign language strategies taught in English Language Arts by 06/01/2017 as measured by the implementation of the Digital Literacy Project, lesson plans, and resources used.

Strategy1:

Digital Literacy Project Implementation - Teachers will implement Digital Literacy strategies learned over the last two years and apply those strategies and resources in their classrooms.

Category: Develop/Implement Student and School Culture Program

Research Cited: Discovery Education

Activity - Digital Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement and integrate Digital Literacy strategies with daily classroom instruction.	Professional Learning Direct Instruction	08/10/2016	06/01/2017	\$0 - District Funding	Classroom teachers, media specialists and school administration

Measurable Objective 6:

100% of Eleventh grade Black or African-American students will demonstrate a proficiency reduce the gap between black and African American students and school average composite ACT scores from 2.8 points to 2.2 points or less in Writing by 04/18/2017 as measured by state-wide ACT test.

Strategy1:

College Test Prep - Students will be provided college test prep classes during skinny blocks.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - College Test Prep Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elective courses taught by HQ teachers are offered to students to assist in preparation for ACT and other standardized tests.	Academic Support Program	08/10/2016	06/01/2017	\$7021 - Title I Schoolwide	HQ teachers assigned to College Test Prep elective classes for Aspire and ACT preparation

Measurable Objective 7:

95% of All Students will demonstrate a proficiency effectively and responsibly use standards-based digital media materials, apps, social educational networking, and learning management systems to learn and communicate real-world applications of concepts and processes individually and collaboratively. in English Language Arts by 06/01/2017 as measured by Classroom/ student observations, final products/ SY 2016-2017

performances that demonstrate mastery of State Course of Study standards, implementation of Courses of Study Lesson Plans..

Strategy1:

Digital Literacy Project Implementation - Teachers will implement Digital Literacy strategies learned over the last two years and apply those strategies and resources in their classrooms.

Category: Develop/Implement Student and School Culture Program

Research Cited: Discovery Education

Activity - Digital Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement and integrate Digital Literacy strategies with daily classroom instruction.	Direct Instruction Professional Learning	08/10/2016	06/01/2017	\$0 - District Funding	Classroom teachers, media specialists and school administration

Strategy2:

District provided digital resources - Teachers and staff will expand student accessibility and availability of district provided, high-quality, engaging, standards-based, digital medial resources. Students will utilize portfolio hosting.

Category: Develop/Implement Student and School Culture Program

Research Cited: CCRS Literacy Standards; Plan2020.

Activity - Digital Literacy Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategies learned in Digital Literacy Training and provide access to digital resources to students.	Direct Instruction Academic Support Program Technology	08/10/2016	06/01/2017	\$0 - District Funding	Classroom teachers, media specialists, and school administrators.

Measurable Objective 8:

A total of 5 All Students will demonstrate student proficiency (pass rate) completion of credit recovery courses in Mathematics by 06/01/2017 as measured by GradPoint course progress reports.

Strategy1:

Credit Recovery - Title I Facilitator will provide instructional interventions and support to students who have failed courses previously or are in need of additional course credits to be eligible for graduation.

Category:

Research Cited:

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit Recovery classes	Academic Support Program	08/10/2016	06/01/2017	\$74373 - Title I Schoolwide	Title I Facilitator, Assigned teachers, Guidance Counselors, School Administrators

Measurable Objective 9:

95% of Twelfth grade students will collaborate to use digital tools, individually and collaboratively, to gather, organize, evaluate, and share and present information. in English Language Arts by 06/01/2017 as measured by Student portfolios, classroom and student observations, final products..

Strategy1:

Move to multimedia content. - Students will create portfolios for class project. Teachers will move to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.

Category:

Research Cited: Transform 2020 surveys, Alabama Courses of Study

Activity - Senior Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will produce a portfolio for senior project to present board night to judges.	Direct Instruction Career Preparation/ Orientation Academic Support Program Technology	08/10/2016	06/01/2017	\$0 - No Funding Required	Content teachers, administrators, media specialists.

Measurable Objective 10:

100% of Eleventh grade students will demonstrate a proficiency increasing school average score ACT score from 14.5 to 15.0 in Writing by 04/18/2017 as measured by state-wide ACT with writing test score.

Strategy1:

IB Writing Lab - Teachers will collaborate with IB writing lab students to assist in the development of effective writing skills for students taking the ACT and other standardized tests, and the completion of IB extended essays.

Category: Develop/Implement College and Career Ready Standards

Research Cited: International Baccalaureate Programme

Activity - IB Writing Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers from Year 1 workshop will collaborate with new participants to learn and implement effective strategies for teaching writing	Academic Support Program Professional Learning	09/06/2016	03/01/2017	\$2068 - Title I Schoolwide	IB EE mentor teachers, IB Coordinator, Administrators

Measurable Objective 11:

A total of 10 All Students will demonstrate student proficiency (pass rate) credit recovery courses in Social Studies by 06/01/2017 as measured by credit recovery student progress reports.

Strategy1:

Credit Recovery - Title I Facilitator will provide instructional interventions and support to students who have failed courses previously or are in need of additional course credits to be eligible for graduation.

Category:

Research Cited:

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit Recovery classes	Academic Support Program	08/10/2016	06/01/2017	\$74373 - Title I Schoolwide	Title I Facilitator, Assigned teachers, Guidance Counselors, School Administrators

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to utilize Digital Literacy Project training and activities in English Language arts to advance student learning, creativity, and innovation in all learning environments by 06/01/2017 as measured by project based learning and classroom observation.

Strategy1:

Support professional learning - Teachers will use technology and digital resources including Discovery Education to advance student learning

Category:

Research Cited: Transform 2020 survey and Alabama Courses of Study.

Activity - Teacher Training in Digital Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support professional learning to empower teachers to utilize digital and multi-media tools to empower students to learn in a variety of ways	Technology	08/10/2016	06/01/2017	\$0 - District Funding	Content area teachers, media specialists, administrators

Goal 3:

Provide digital tools and resources to all educators and students

Measurable Objective 1:

demonstrate a behavior of proficiency in the use of digital resources that assesses appropriate digital citizenship by 06/01/2017 as measured by proper use of digital tools to demonstrate effective, dynamic, interactive, adaptive digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.

Strategy1:

ACIP

W.P. Davidson High School

BYOD School - Davidson High School will be transitioned to BYOD status through the addition of district provided technology and training and through the implementation of new technology based learning strategies in the classroom.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - BYOD School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement BYOD learning strategies within the classroom setting.	Technology Direct Instruction Academic Support Program	08/10/2016	06/01/2017	\$0 - District Funding	Teachers, Media Specialists, Administrators

Strategy2:

Modeling digital literacy - Students and teachers will be provided with digital tools and digital resources to enhance teaching and learning.

Category:

Research Cited: Transform 2020 survey, Discovery Education, Alabama Courses of Study, Common Core.

Activity - New technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand the use and quantity of digital tools provided by the district for high quality, engaging, standards-based learning.	Technology	08/10/2016	06/01/2017	\$21940 - Title I Schoolwide	Content teachers, administrators, media specialists, Title I facilitator

Goal 4:

9th grade students at W.P. Davidson High School will decrease the percentage of course final grade failures by 1% from 16.32% to 15.32% measured quarterly by iNOW grade distribution reports for the 2016/17 school year by June 5, 2017

Measurable Objective 1:

A 1% increase of Ninth grade students will demonstrate student proficiency (pass rate) in all courses in English Language Arts by 06/05/2017 as measured by percentage of course failures.

Strategy1:

Cycle of Instruction - Classroom teachers will apply knowledge of research based cycle of instruction techniques to classroom instruction.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Cycle of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cycle of instruction including essential questions, bell ringers, direct instruction, collaboration, high level questions, and daily wrap ups will be implemented in the classroom	Direct Instruction	08/10/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, support staff, Title I Facilitator, School administration

Strategy2:

PST - Classroom teachers will progress monitor 9th grade students for attendance, behavior and academic achievement. Reports will be compiled monthly and evaluated and referrals made for interventions. Teachers will collaborate regarding shared students.

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

Research Cited: National Center on Response to Intervention. RtI Action Network

Activity - PST Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly monitor students for potential referral to the PST process and meet regularly to collaborate on effective strategies for interventions, and to discuss monitoring of students.	Parent Involvement Behavioral Support Program Academic Support Program	09/06/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, school administrators, guidance counselors, PST committee

Strategy3:

ESL Tutoring - Selected teachers will provide extended day tutoring for English language learners in all core subjects during October and November, 2016

Category: Develop/Implement Learning Supports

Research Cited: WIDA

Activity - ESL Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended day tutoring for English language learners in all core subjects.	Tutoring Academic Support Program	10/10/2016	11/18/2016	\$0 - No Funding Required	Selected teachers, administrators, ESL teacher and ESL supervisors.

Strategy4:

Attendance Monitoring/Truancy Referral - Monthly attendance data from INow will be monitored to determine the ninth grade students with excessive absences. Those students who are close to, meeting, or exceeding district attendance parameters for truancy will be referred to the district attendance office for intervention.

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

Research Cited: National Center on Response to Intervention, RTI Action Network

Activity - Attendance/Truancy Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly attendance monitoring of ninth grade students, targeting excessively absent students.	Parent Involvement Behavioral Support Program	09/01/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, school administrators, guidance counselors, school registrar, district attendance officer

Strategy5:

CFA 2.0 - Teachers and administrators will implement CFA 2.0 (Comprehensive Formative Assessments) and administer assessments in the classroom. Data from assessments will be collected, evaluated, and used to drive further classroom instruction.

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

Research Cited:

Activity - CFA 2.0	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will begin implementation of CFA 2.0 and implement strategies and assessments during the school year. Data from assessments will be used to drive further classroom instruction.	Professional Learning Direct Instruction Academic Support Program	09/06/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers and school administrators

Measurable Objective 2:

A 1% increase of Ninth grade students will demonstrate student proficiency (pass rate) in all courses in Mathematics by 06/05/2017 as measured by percentage of course failures.

Strategy1:

Cycle of Instruction - Classroom teachers will apply knowledge of research based cycle of instruction techniques to classroom instruction.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Cycle of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cycle of instruction including essential questions, bell ringers, direct instruction, collaboration, high level questions, and daily wrap ups will be implemented in the classroom	Direct Instruction	08/10/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, support staff, Title I Facilitator, School administration

Strategy2:

CFA 2.0 - Teachers and administrators will implement CFA 2.0 (Comprehensive Formative Assessments) and administer assessments in the classroom. Data from assessments will be collected, evaluated, and used to drive further classroom instruction.

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

Research Cited:

Activity - CFA 2.0	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will begin implementation of CFA 2.0 and implement strategies and assessments during the school year. Data from assessments will be used to drive further classroom instruction.	Professional Learning Direct Instruction Academic Support Program	09/06/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers and school administrators

Strategy3:

PST - Classroom teachers will progress monitor 9th grade students for attendance, behavior and academic achievement. Reports will be compiled monthly and evaluated and referrals made for interventions. Teachers will collaborate regarding shared students.

ACIP

W.P. Davidson High School

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

Research Cited: National Center on Response to Intervention. RtI Action Network

Activity - PST Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly monitor students for potential referral to the PST process and meet regularly to collaborate on effective strategies for interventions, and to discuss monitoring of students.	Parent Involvement Academic Support Program Behavioral Support Program	09/06/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, school administrators, guidance counselors, PST committee

Strategy4:

ESL Tutoring - Selected teachers will provide extended day tutoring for English language learners in all core subjects during October and November, 2016

Category: Develop/Implement Learning Supports

Research Cited: WIDA

Activity - ESL Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended day tutoring for English language learners in all core subjects.	Academic Support Program Tutoring	10/10/2016	11/18/2016	\$0 - No Funding Required	Selected teachers, administrators, ESL teacher and ESL supervisors.

Strategy5:

Attendance Monitoring/Tuancy Referral - Monthly attendance data from INow will be monitored to determine the ninth grade students with excessive absences. Those students who are close to, meeting, or exceeding district attendance parameters for truancy will be referred to the district attendance office for intervention.

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

Research Cited: National Center on Response to Intervention, RTI Action Network

Activity - Attendance/Tuancy Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly attendance monitoring of ninth grade students, targeting excessively absent students.	Behavioral Support Program Parent Involvement	09/01/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, school administrators, guidance counselors, school registrar, district attendance officer

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

Goal 1:

9th grade students at W.P. Davidson High School will decrease the percentage of course final grade failures by 1% from 16.32% to 15.32%

measured quarterly by iNOW grade distribution reports for the 2016/17 school year by June 5, 2017

Measurable Objective 1:

A 1% increase of Ninth grade students will demonstrate student proficiency (pass rate) in all courses in Mathematics by 06/05/2017 as measured by percentage of course failures.

Strategy1:

Attendance Monitoring/Tuancy Referral - Monthly attendance data from INow will be monitored to determine the ninth grade students with excessive absences. Those students who are close to, meeting, or exceeding district attendance parameters for truancy will be referred to the district attendance office for intervention.

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

Research Cited: National Center on Response to Intervention, RTI Action Network

Activity - Attendance/Tuancy Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly attendance monitoring of ninth grade students, targeting excessively absent students.	Behavioral Support Program Parent Involvement	09/01/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, school administrators, guidance counselors, school registrar, district attendance officer

Strategy2:

ESL Tutoring - Selected teachers will provide extended day tutoring for English language learners in all core subjects during October and November, 2016

Category: Develop/Implement Learning Supports

Research Cited: WIDA

Activity - ESL Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended day tutoring for English language learners in all core subjects.	Academic Support Program Tutoring	10/10/2016	11/18/2016	\$0 - No Funding Required	Selected teachers, administrators, ESL teacher and ESL supervisors.

Strategy3:

CFA 2.0 - Teachers and administrators will implement CFA 2.0 (Comprehensive Formative Assessments) and administer assessments in the classroom. Data from assessments will be collected, evaluated, and used to drive further classroom instruction.

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

Research Cited:

ACIP

W.P. Davidson High School

Activity - CFA 2.0	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will begin implementation of CFA 2.0 and implement strategies and assessments during the school year. Data from assessments will be used to drive further classroom instruction.	Direct Instruction Academic Support Program Professional Learning	09/06/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers and school administrators

Strategy4:

Cycle of Instruction - Classroom teachers will apply knowledge of research based cycle of instruction techniques to classroom instruction.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Cycle of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cycle of instruction including essential questions, bell ringers, direct instruction, collaboration, high level questions, and daily wrap ups will be implemented in the classroom	Direct Instruction	08/10/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, support staff, Title I Facilitator, School administration

Strategy5:

PST - Classroom teachers will progress monitor 9th grade students for attendance, behavior and academic achievement. Reports will be compiled monthly and evaluated and referrals made for interventions. Teachers will collaborate regarding shared students.

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

Research Cited: National Center on Response to Intervention. RtI Action Network

Activity - PST Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly monitor students for potential referral to the PST process and meet regularly to collaborate on effective strategies for interventions, and to discuss monitoring of students.	Parent Involvement Behavioral Support Program Academic Support Program	09/06/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, school administrators, guidance counselors, PST committee

Measurable Objective 2:

A 1% increase of Ninth grade students will demonstrate student proficiency (pass rate) in all courses in English Language Arts by 06/05/2017 as measured by percentage of course failures.

Strategy1:

PST - Classroom teachers will progress monitor 9th grade students for attendance, behavior and academic achievement. Reports will be compiled monthly and evaluated and referrals made for interventions. Teachers will collaborate regarding shared students.

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

Research Cited: National Center on Response to Intervention. RtI Action Network

ACIP

W.P. Davidson High School

Activity - PST Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly monitor students for potential referral to the PST process and meet regularly to collaborate on effective strategies for interventions, and to discuss monitoring of students.	Parent Involvement Academic Support Program Behavioral Support Program	09/06/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, school administrators, guidance counselors, PST committee

Strategy2:

Attendance Monitoring/Truancy Referral - Monthly attendance data from INow will be monitored to determine the ninth grade students with excessive absences. Those students who are close to, meeting, or exceeding district attendance parameters for truancy will be referred to the district attendance office for intervention.

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

Research Cited: National Center on Response to Intervention, RTI Action Network

Activity - Attendance/Truancy Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly attendance monitoring of ninth grade students, targeting excessively absent students.	Parent Involvement Behavioral Support Program	09/01/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, school administrators, guidance counselors, school registrar, district attendance officer

Strategy3:

ESL Tutoring - Selected teachers will provide extended day tutoring for English language learners in all core subjects during October and November, 2016

Category: Develop/Implement Learning Supports

Research Cited: WIDA

Activity - ESL Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended day tutoring for English language learners in all core subjects.	Academic Support Program Tutoring	10/10/2016	11/18/2016	\$0 - No Funding Required	Selected teachers, administrators, ESL teacher and ESL supervisors.

Strategy4:

CFA 2.0 - Teachers and administrators will implement CFA 2.0 (Comprehensive Formative Assessments) and administer assessments in the classroom. Data from assessments will be collected, evaluated, and used to drive further classroom instruction.

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

Research Cited:

Activity - CFA 2.0	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will begin implementation of CFA 2.0 and implement strategies and assessments during the school year. Data from assessments will be used to drive further classroom instruction.	Professional Learning Academic Support Program Direct Instruction	09/06/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers and school administrators

Strategy5:

Cycle of Instruction - Classroom teachers will apply knowledge of research based cycle of instruction techniques to classroom instruction.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Cycle of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cycle of instruction including essential questions, bell ringers, direct instruction, collaboration, high level questions, and daily wrap ups will be implemented in the classroom	Direct Instruction	08/10/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, support staff, Title I Facilitator, School administration

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

9th grade students at W.P. Davidson High School will decrease the percentage of course final grade failures by 1% from 16.32% to 15.32% measured quarterly by iNOW grade distribution reports for the 2016/17 school year by June 5, 2017

Measurable Objective 1:

A 1% increase of Ninth grade students will demonstrate student proficiency (pass rate) in all courses in English Language Arts by 06/05/2017 as measured by percentage of course failures.

Strategy1:

PST - Classroom teachers will progress monitor 9th grade students for attendance, behavior and academic achievement. Reports will be compiled monthly and evaluated and referrals made for interventions. Teachers will collaborate regarding shared students.

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

Research Cited: National Center on Response to Intervention. Rtl Action Network

ACIP

W.P. Davidson High School

Activity - PST Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly monitor students for potential referral to the PST process and meet regularly to collaborate on effective strategies for interventions, and to discuss monitoring of students.	Behavioral Support Program Parent Involvement Academic Support Program	09/06/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, school administrators, guidance counselors, PST committee

Strategy2:

CFA 2.0 - Teachers and administrators will implement CFA 2.0 (Comprehensive Formative Assessments) and administer assessments in the classroom. Data from assessments will be collected, evaluated, and used to drive further classroom instruction.

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

Research Cited:

Activity - CFA 2.0	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will begin implementation of CFA 2.0 and implement strategies and assessments during the school year. Data from assessments will be used to drive further classroom instruction.	Professional Learning Direct Instruction Academic Support Program	09/06/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers and school administrators

Strategy3:

ESL Tutoring - Selected teachers will provide extended day tutoring for English language learners in all core subjects during October and November, 2016

Category: Develop/Implement Learning Supports

Research Cited: WIDA

Activity - ESL Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended day tutoring for English language learners in all core subjects.	Academic Support Program Tutoring	10/10/2016	11/18/2016	\$0 - No Funding Required	Selected teachers, administrators, ESL teacher and ESL supervisors.

Strategy4:

Cycle of Instruction - Classroom teachers will apply knowledge of research based cycle of instruction techniques to classroom instruction.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Cycle of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cycle of instruction including essential questions, bell ringers, direct instruction, collaboration, high level questions, and daily wrap ups will be implemented in the classroom	Direct Instruction	08/10/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, support staff, Title I Facilitator, School administration

Measurable Objective 2:

A 1% increase of Ninth grade students will demonstrate student proficiency (pass rate) in all courses in Mathematics by 06/05/2017 as measured by percentage of course failures.

Strategy1:

PST - Classroom teachers will progress monitor 9th grade students for attendance, behavior and academic achievement. Reports will be compiled monthly and evaluated and referrals made for interventions. Teachers will collaborate regarding shared students.

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

Research Cited: National Center on Response to Intervention. Rtl Action Network

Activity - PST Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly monitor students for potential referral to the PST process and meet regularly to collaborate on effective strategies for interventions, and to discuss monitoring of students.	Academic Support Program Behavioral Support Program Parent Involvement	09/06/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, school administrators, guidance counselors, PST committee

Strategy2:

CFA 2.0 - Teachers and administrators will implement CFA 2.0 (Comprehensive Formative Assessments) and administer assessments in the classroom. Data from assessments will be collected, evaluated, and used to drive further classroom instruction.

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

Research Cited:

Activity - CFA 2.0	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will begin implementation of CFA 2.0 and implement strategies and assessments during the school year. Data from assessments will be used to drive further classroom instruction.	Academic Support Program Direct Instruction Professional Learning	09/06/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers and school administrators

Strategy3:

ESL Tutoring - Selected teachers will provide extended day tutoring for English language learners in all core subjects during October and November, 2016

Category: Develop/Implement Learning Supports

Research Cited: WIDA

ACIP

W.P. Davidson High School

Activity - ESL Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended day tutoring for English language learners in all core subjects.	Academic Support Program Tutoring	10/10/2016	11/18/2016	\$0 - No Funding Required	Selected teachers, administrators, ESL teacher and ESL supervisors.

Strategy4:

Cycle of Instruction - Classroom teachers will apply knowledge of research based cycle of instruction techniques to classroom instruction.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Cycle of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cycle of instruction including essential questions, bell ringers, direct instruction, collaboration, high level questions, and daily wrap ups will be implemented in the classroom	Direct Instruction	08/10/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, support staff, Title I Facilitator, School administration

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

Goal 1:

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

Measurable Objective 1:

A total of 10 All Students will demonstrate student proficiency (pass rate) credit recovery courses in Social Studies by 06/01/2017 as measured by credit recovery student progress reports.

Strategy1:

Credit Recovery - Title I Facilitator will provide instructional interventions and support to students who have failed courses previously or are in need of additional course credits to be eligible for graduation.

Category:

Research Cited:

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit Recovery classes	Academic Support Program	08/10/2016	06/01/2017	\$74373 - Title I Schoolwide	Title I Facilitator, Assigned teachers, Guidance Counselors, School Administrators

Measurable Objective 2:

SY 2016-2017

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ACIP

W.P. Davidson High School

A total of 10 All Students will demonstrate student proficiency (pass rate) credit recovery classes in Science by 06/01/2017 as measured by credit recovery student progress reports.

Strategy1:

Credit Recovery - Title I Facilitator will provide instructional interventions and support to students who have failed courses previously or are in need of additional course credits to be eligible for graduation.

Category:

Research Cited:

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit Recovery classes	Academic Support Program	08/10/2016	06/01/2017	\$74373 - Title I Schoolwide	Title I Facilitator, Assigned teachers, Guidance Counselors, School Administrators

Measurable Objective 3:

100% of Eleventh grade Black or African-American students will demonstrate a proficiency reduce the gap between black and African American students and school average composite ACT scores from 2.8 points to 2.2 points or less in Writing by 04/18/2017 as measured by state-wide ACT test.

Strategy1:

College Test Prep - Students will be provided college test prep classes during skinny blocks.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - College Test Prep Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elective courses taught by HQ teachers are offered to students to assist in preparation for ACT and other standardized tests.	Academic Support Program	08/10/2016	06/01/2017	\$7021 - Title I Schoolwide	HQ teachers assigned to College Test Prep elective classes for Aspire and ACT preparation

Measurable Objective 4:

35% of Eleventh grade students will demonstrate a proficiency college readiness standard in Mathematics by 04/18/2017 as measured by state-wide ACT test.

Strategy1:

College Test Prep - Students will be provided college test prep classes during skinny blocks.

Category: Develop/Implement Learning Supports

Research Cited:

ACIP

W.P. Davidson High School

Activity - College Test Prep Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elective courses taught by HQ teachers are offered to students to assist in preparation for ACT and other standardized tests.	Academic Support Program	08/10/2016	06/01/2017	\$7021 - Title I Schoolwide	HQ teachers assigned to College Test Prep elective classes for Aspire and ACT preparation

Measurable Objective 5:

95% of All Students will collaborate to increase the digital media use to improve understanding of English and foreign language strategies taught in English Language Arts by 06/01/2017 as measured by the implementation of the Digital Literacy Project, lesson plans, and resources used.

Strategy1:

Digital Literacy Project Implementation - Teachers will implement Digital Literacy strategies learned over the last two years and apply those strategies and resources in their classrooms.

Category: Develop/Implement Student and School Culture Program

Research Cited: Discovery Education

Activity - Digital Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement and integrate Digital Literacy strategies with daily classroom instruction.	Professional Learning Direct Instruction	08/10/2016	06/01/2017	\$0 - District Funding	Classroom teachers, media specialists and school administration

Measurable Objective 6:

55% of Eleventh grade students will demonstrate a proficiency college readiness benchmark in English Language Arts by 04/18/2017 as measured by state-wide ACT test administration.

Strategy1:

College Test Prep - Students will be provided college test prep classes during skinny blocks.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - College Test Prep Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elective courses taught by HQ teachers are offered to students to assist in preparation for ACT and other standardized tests.	Academic Support Program	08/10/2016	06/01/2017	\$7021 - Title I Schoolwide	HQ teachers assigned to College Test Prep elective classes for Aspire and ACT preparation

Measurable Objective 7:

A total of 5 All Students will demonstrate student proficiency (pass rate) completion of credit recovery courses in Mathematics by 06/01/2017 as measured by GradPoint course progress reports.

Strategy1:

Credit Recovery - Title I Facilitator will provide instructional interventions and support to students who have failed courses previously or are in need of additional course credits to be eligible for graduation.

Category:

Research Cited:

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit Recovery classes	Academic Support Program	08/10/2016	06/01/2017	\$74373 - Title I Schoolwide	Title I Facilitator, Assigned teachers, Guidance Counselors, School Administrators

Measurable Objective 8:

A total of 10 All Students will demonstrate student proficiency (pass rate) completion of Credit Recovery courses in English Language Arts by 06/01/2017 as measured by credit recovery student activity reports.

Strategy1:

Credit Recovery - Title I Facilitator will provide instructional interventions and support to students who have failed courses previously or are in need of additional course credits to be eligible for graduation.

Category:

Research Cited:

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Credit Recovery classes	Academic Support Program	08/10/2016	06/01/2017	\$74373 - Title I Schoolwide	Title I Facilitator, Assigned teachers, Guidance Counselors, School Administrators

Measurable Objective 9:

100% of Eleventh grade students will demonstrate a proficiency increasing school average score ACT score from 14.5 to 15.0 in Writing by 04/18/2017 as measured by state-wide ACT with writing test score.

Strategy1:

IB Writing Lab - Teachers will collaborate with IB writing lab students to assist in the development of effective writing skills for students taking the ACT and other standardized tests, and the completion of IB extended essays.

Category: Develop/Implement College and Career Ready Standards

Research Cited: International Baccalaureate Programme

ACIP

W.P. Davidson High School

Activity - IB Writing Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers from Year 1 workshop will collaborate with new participants to learn and implement effective strategies for teaching writing	Professional Learning Academic Support Program	09/06/2016	03/01/2017	\$2068 - Title I Schoolwide	IB EE mentor teachers, IB Coordinator, Administrators

Measurable Objective 10:

95% of Twelfth grade students will collaborate to use digital tools, individually and collaboratively, to gather, organize, evaluate, and share and present information. in English Language Arts by 06/01/2017 as measured by Student portfolios, classroom and student observations, final products..

Strategy1:

Move to multimedia content. - Students will create portfolios for class project. Teachers will move to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.

Category:

Research Cited: Transform 2020 surveys, Alabama Courses of Study

Activity - Senior Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will produce a portfolio for senior project to present board night to judges.	Career Preparation/ Orientation Direct Instruction Academic Support Program Technology	08/10/2016	06/01/2017	\$0 - No Funding Required	Content teachers, administrators, media specialists.

Measurable Objective 11:

95% of All Students will demonstrate a proficiency effectively and responsibly use standards-based digital media materials, apps, social educational networking, and learning management systems to learn and communicate real-world applications of concepts and processes individually and collaboratively. in English Language Arts by 06/01/2017 as measured by Classroom/ student observations, final products/ performances that demonstrate mastery of State Course of Study standards, implementation of Courses of Study Lesson Plans..

Strategy1:

District provided digital resources - Teachers and staff will expand student accessibility and availability of district provided, high-quality, engaging, standards-based, digital medial resources. Students will utilize portfolio hosting.

Category: Develop/Implement Student and School Culture Program

Research Cited: CCRS Literacy Standards; Plan2020.

ACIP

W.P. Davidson High School

Activity - Digital Literacy Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategies learned in Digital Literacy Training and provide access to digital resources to students.	Academic Support Program Direct Instruction Technology	08/10/2016	06/01/2017	\$0 - District Funding	Classroom teachers, media specialists, and school administrators.

Strategy2:

Digital Literacy Project Implementation - Teachers will implement Digital Literacy strategies learned over the last two years and apply those strategies and resources in their classrooms.

Category: Develop/Implement Student and School Culture Program

Research Cited: Discovery Education

Activity - Digital Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement and integrate Digital Literacy strategies with daily classroom instruction.	Professional Learning Direct Instruction	08/10/2016	06/01/2017	\$0 - District Funding	Classroom teachers, media specialists and school administration

Goal 2:

Provide digital tools and resources to all educators and students

Measurable Objective 1:

demonstrate a behavior of proficiency in the use of digital resources that assesses appropriate digital citizenship by 06/01/2017 as measured by proper use of digital tools to demonstrate effective, dynamic, interactive, adaptive digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.

Strategy1:

BYOD School - Davidson High School will be transitioned to BYOD status through the addition of district provided technology and training and through the implementation of new technology based learning strategies in the classroom.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - BYOD School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement BYOD learning strategies within the classroom setting.	Technology Academic Support Program Direct Instruction	08/10/2016	06/01/2017	\$0 - District Funding	Teachers, Media Specialists, Administrators

Strategy2:

Modeling digital literacy - Students and teachers will be provided with digital tools and digital resources to enhance teaching and learning.

Category:

Research Cited: Transform 2020 survey, Discovery Education, Alabama Courses of Study, Common Core.

Activity - New technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand the use and quantity of digital tools provided by the district for high quality, engaging, standards-based learning.	Technology	08/10/2016	06/01/2017	\$21940 - Title I Schoolwide	Content teachers, administrators, media specialists, Title I facilitator

Goal 3:

Prepare and support students through student support services

Measurable Objective 1:

collaborate to ensure students have access to a variety of support resources at the school and district levels by 06/01/2017 as measured by number of students served through the PST process, and the number of students referred to guidance counselors or district social workers..

Strategy1:

Attendance Monitoring - Teachers and staff will monitor student attendance, utilizing the school attendance action plan, and make appropriate referrals to district personnel when needed.

Category: Implement Guidance and Counseling Plan

Research Cited: Rtl

Activity - Attendance Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will monitor student attendance, utilizing the school attendance action plan, and make appropriate referrals to district personnel as needed.	Academic Support Program Behavioral Support Program Parent Involvement	08/10/2016	06/01/2017	\$0 - No Funding Required	Teachers, School Office Staff, Guidance Counselors and Administrators

Strategy2:

Implement PST - Teachers will follow district and school guidelines for the full implementation of the PST process, including referring students, making the necessary accommodations, monitoring student performance and behaviors, collaborating regularly with colleagues, and if necessary, referring for special education testing.

Category:

Research Cited: National Center on Response to Intervention, Rtl Action Network

Activity - Collaborative Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet regularly to collaborate on effective strategies for interventions, and to discuss monitoring of students.	Academic Support Program	08/10/2016	06/01/2017	\$0 - No Funding Required	Classroom teachers, administrators, guidance counselors

Goal 4:

9th grade students at W.P. Davidson High School will decrease the percentage of course final grade failures by 1% from 16.32% to 15.32% measured quarterly by iNOW grade distribution reports for the 2016/17 school year by June 5, 2017

Measurable Objective 1:

A 1% increase of Ninth grade students will demonstrate student proficiency (pass rate) in all courses in Mathematics by 06/05/2017 as measured by percentage of course failures.

Strategy1:

ESL Tutoring - Selected teachers will provide extended day tutoring for English language learners in all core subjects during October and November, 2016

Category: Develop/Implement Learning Supports

Research Cited: WIDA

Activity - ESL Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended day tutoring for English language learners in all core subjects.	Tutoring Academic Support Program	10/10/2016	11/18/2016	\$0 - No Funding Required	Selected teachers, administrators, ESL teacher and ESL supervisors.

Strategy2:

PST - Classroom teachers will progress monitor 9th grade students for attendance, behavior and academic achievement. Reports will be compiled monthly and evaluated and referrals made for interventions. Teachers will collaborate regarding shared students.

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

Research Cited: National Center on Response to Intervention. RtI Action Network

Activity - PST Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly monitor students for potential referral to the PST process and meet regularly to collaborate on effective strategies for interventions, and to discuss monitoring of students.	Parent Involvement Academic Support Program Behavioral Support Program	09/06/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, school administrators, guidance counselors, PST committee

Strategy3:

Attendance Monitoring/Tuancy Referral - Monthly attendance data from INow will be monitored to determine the ninth grade students with excessive absences. Those students who are close to, meeting, or exceeding district attendance parameters for truancy will be referred to the district attendance office for intervention.

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

Research Cited: National Center on Response to Intervention, RTI Action Network

Activity - Attendance/Truancy Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly attendance monitoring of ninth grade students, targeting excessively absent students.	Behavioral Support Program Parent Involvement	09/01/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, school administrators, guidance counselors, school registrar, district attendance officer

Strategy4:

Cycle of Instruction - Classroom teachers will apply knowledge of research based cycle of instruction techniques to classroom instruction.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Cycle of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cycle of instruction including essential questions, bell ringers, direct instruction, collaboration, high level questions, and daily wrap ups will be implemented in the classroom	Direct Instruction	08/10/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, support staff, Title I Facilitator, School administration

Strategy5:

CFA 2.0 - Teachers and administrators will implement CFA 2.0 (Comprehensive Formative Assessments) and administer assessments in the classroom. Data from assessments will be collected, evaluated, and used to drive further classroom instruction.

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

Research Cited:

Activity - CFA 2.0	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will begin implementation of CFA 2.0 and implement strategies and assessments during the school year. Data from assessments will be used to drive further classroom instruction.	Professional Learning Academic Support Program Direct Instruction	09/06/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers and school administrators

Measurable Objective 2:

A 1% increase of Ninth grade students will demonstrate student proficiency (pass rate) in all courses in English Language Arts by 06/05/2017 as measured by percentage of course failures.

Strategy1:

Cycle of Instruction - Classroom teachers will apply knowledge of research based cycle of instruction techniques to classroom instruction.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

ACIP

W.P. Davidson High School

Activity - Cycle of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cycle of instruction including essential questions, bell ringers, direct instruction, collaboration, high level questions, and daily wrap ups will be implemented in the classroom	Direct Instruction	08/10/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, support staff, Title I Facilitator, School administration

Strategy2:

CFA 2.0 - Teachers and administrators will implement CFA 2.0 (Comprehensive Formative Assessments) and administer assessments in the classroom. Data from assessments will be collected, evaluated, and used to drive further classroom instruction.

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

Research Cited:

Activity - CFA 2.0	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will begin implementation of CFA 2.0 and implement strategies and assessments during the school year. Data from assessments will be used to drive further classroom instruction.	Professional Learning Academic Support Program Direct Instruction	09/06/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers and school administrators

Strategy3:

PST - Classroom teachers will progress monitor 9th grade students for attendance, behavior and academic achievement. Reports will be compiled monthly and evaluated and referrals made for interventions. Teachers will collaborate regarding shared students.

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

Research Cited: National Center on Response to Intervention. RTI Action Network

Activity - PST Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly monitor students for potential referral to the PST process and meet regularly to collaborate on effective strategies for interventions, and to discuss monitoring of students.	Behavioral Support Program Academic Support Program Parent Involvement	09/06/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, school administrators, guidance counselors, PST committee

Strategy4:

Attendance Monitoring/Tuancy Referral - Monthly attendance data from INow will be monitored to determine the ninth grade students with excessive absences. Those students who are close to, meeting, or exceeding district attendance parameters for truancy will be referred to the district attendance office for intervention.

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

Research Cited: National Center on Response to Intervention, RTI Action Network

ACIP

W.P. Davidson High School

Activity - Attendance/Tuancy Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly attendance monitoring of ninth grade students, targeting excessively absent students.	Behavioral Support Program Parent Involvement	09/01/2016	06/05/2017	\$0 - No Funding Required	Classroom teachers, school administrators, guidance counselors, school registrar, district attendance officer

Strategy5:

ESL Tutoring - Selected teachers will provide extended day tutoring for English language learners in all core subjects during October and November, 2016

Category: Develop/Implement Learning Supports

Research Cited: WIDA

Activity - ESL Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended day tutoring for English language learners in all core subjects.	Academic Support Program Tutoring	10/10/2016	11/18/2016	\$0 - No Funding Required	Selected teachers, administrators, ESL teacher and ESL supervisors.

Component 3: Instruction by Qualified Staff

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

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

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

W.P. Davidson High School adheres to all local, state, and federal guidelines regarding its hiring practices. In addition, each employee candidate is interviewed and evaluated based on the educational needs of the students and the school.

Component 4: Strategies to Attract Qualified Teachers

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

For the 16/17 school year, 5 of 86 teaching positions have been filled with new teachers, a turnover rate of 5.8%

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

The majority of teachers in the building have 8 or more years of teaching experience. Only one of the new teaching hires is a first year teacher, all others come to DHS with previous teaching experience. The principal has over thirty years as the lead administrator AT THIS SCHOOL, and almost 50 years experience as a public educator in Mobile County.

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

We are not experiencing a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

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

The following high quality professional development with included in the plan are as follows:

CFA Training/Development with follow-up

Grad Point Training

Advanc-Ed Training

Traits Writing K-12 Training (consecutive sessions)

WIDA Training

Cycle of Instruction

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

ASSIST/Continuous Improvement Plan Committee Meetings (ACIP)

Faculty Meetings

Departmental Meetings

Guidance Department Scholarship Night

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

Teacher are provided with a master teacher mentor to meet monthly or as necessary with supportive documentation. Teachers are assigned to attend the New Teacher Orientation provided by Mobile County public schools. New teachers may also be required to attend training through the district based on the subject taught.

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

Professional development is sustained by sending teachers to district led training and/or conferences, where the teacher will get the training and return to the school to provide embedded professional development for all applicable teachers.

The administrator and leadership teams participate in district led professional development (PD), where they return to provide embedded PD for the department chairs and all applicable faculty.

The school has the option to sign-up for district and State PD through STI-PD and to conduct book studies to ensure that they are informed on all changes or updates to curriculum standards from the state and Federal Government. Reading Newsletters, articles and journals are inclusive, as well with follow-up.

Component 6: Transition Strategies

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

The strategies that support students in transitioning is as follows:

Bridges Program - Warrior Camp

School Newsletter- The Academy Specialist

School Supply List

Senior Scholarship Night

Eighth Grade Shadowing of Ninth Grade Students

Incoming Student Orientation

Component 7: Teacher Participation in Making Assessment Decisions

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

Teachers are able to participate in the decision making process through DATA/PST Meetings, where student performance is determined based on the analyzing of data, monitoring process and resolving of student issues.

Teachers are allowed to participate in the ACIP committee meeting through departmental representation.

The ACIP Committee Leadership Team provides the information to each department, to discuss needed strategies, the analyzing of data, and student needs (i.e. academic and non-academic).

Teachers are given a copy of the ACIP for review and input in the school-wide faculty meeting for teacher awareness.

There is a reflection and evaluation process conducted at the end of the year, where teachers are allowed to provide input, determining what strategies worked, did not work.

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

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

The students are identified through the ASPIRE scores administered to all 10th graders and STAR reading and math scores, during DATA/PST meetings on a monthly basis.

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

Timely, effective additional assistance is provided through the extension of the regular school day provided through After School Tutoring (Extended Day), Credit Recovery (Twilight Program), and Saturday School.

Davidson High School provides intervention classes through Credit Recovery (Academic Strategies Classes), as well.

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

Davidson High School utilizes the Cycle of instruction with a diverse method of instruction using direct instruction, group instruction, partners, technology based (SMART Board and BYOD) and guided instruction.

Students with special needs or those who have IEPs may be in an inclusive classroom and have adaptive accommodations as well as an inclusion teacher.

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

Individual teachers accommodate students by providing after-school tutoring.

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

Migrant: No identified student population.

ELL: Our ESL teacher teaches sections of English 9 and 10 and co-teaches sections of English 11 and 12. In addition, ESL electives are offered to support language acquisition for the lowest level of students. We have established sections of US History 10 and 11 specifically targeted to the ELL population, and have added sections of Algebra and Geometry for the same student population.

Economically Disadvantaged: With over 60% of our students classified as economically disadvantaged, all classroom instruction focuses on

the needs of these students.

Special Education: Many of our special education teachers spend part of their day co-teaching with regular education teachers in regular classrooms with high concentrations of special education students. In addition, a full complement of core courses are available for those students with needs beyond the regular classroom level. A full-time teacher unit is devoted solely to testing accommodations.

Neglected and Delinquent: All teachers have received training and are considered primary reporters of these conditions under Alabama Law. In addition, to reporting through DHR, teachers also report suspected issues to our school guidance department so that proper legal protocols can be followed. We have established strong working relationships with district social workers to provide resources and support to students with these issues or needs.

Homeless: Due to the confidential nature of this information, most teachers are not aware of this status among their students - however preliminary information provided by the district indicates that over 100 students (about 1 in 15) of our students meet the district guidelines to qualify as homeless. Non-confidential information about student welfare is shared with teachers regularly, and teachers are informed in crisis situations.

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

Davidson High School participates in the district led initiative of the child Nutrition Program (free breakfast and lunch) for all Mobile County Public School Students and we participate in the Anti-bully campaign to protect all of our students by creating a safe environment for them.

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

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

Twilight Program, State funded through At-risk

ESL teacher provided through State funds

Title I Facilitator, Extended Learning Teachers and Instructional Supplies provided through Title I

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

Federal monies provide:

Intervention teacher to assist students with Credit Recovery in all subject areas.

Retract aide to operate in-school suspension program to reduce the number of unexcused absences due to out of school suspensions.

Support to the IB Program through the payment of student participation fees and teacher stipends.

Support to all students through the purchase of test prep materials not provided by the district.

All other programs are supported with a combination of local, state, and other federal monies.

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

Our school nutrition program provides free breakfast and lunch to all students. We have observed that the addition of a free breakfast has helped increase attendance, and anecdotally, also increased student performance in morning classes.

Component 10: Evaluation

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

We evaluate standardized test scores on a multitude of assessments at the end of each school year, and conduct interim progress reporting meetings with the committee and members of district staff.

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

We look at performance data for individual demographic sub-groups compared to school and state averages to look for strengths and opportunities for improvement.

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

We regularly examine the performance of students through the evaluation of disaggregated data to measure the performance of targeted student populations, comparing their performance to that of their in-school peers, as well as state and national data for the same test instruments.

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

As a school, we examine each piece of data as it becomes available, and review those results against the plan and its goals. We update and revise the plan at regular intervals during the school year, as warranted by the results of those reviews.

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

We are retaining performance goals related to the ACT test results. While we remain the top-performing school in the district on the ACT, we still have demographic sub-groups that are performing at levels below what we consider acceptable, and will continue to try to improve student performance in those areas.

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

We consolidated some goals (Credit Recovery) for management purposes. We deleted goals related to most extended day services, as our plan does not meet requirements as specified by district requirements, and there is no feasible way to adjust the plan and still meet the SY 2016-2017

needs of our students.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	84.39	84	4,231,064.00
Administrator Units	1.00	1	132,189.00
Assistant Principal	2.50	2.5	217,413.00
Counselor	3.00	3	193,906.00
Librarian	2.00	2	104,048.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	16,122.00
Professional Development	0.00	0	6,072.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	38,599.00
Library Enhancement	0.00	0	2,024.00
Totals			4,941,437.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	205974.0

Provide a brief explanation and breakdown of expenses.

Facilitator/Intervention Teacher - Salary & Fringes	74,373
Retract Paraprofessional - Salary & Fringes	34,416
Mandatory Substitute Allocation - Salary & Fringes	688
Professional Development Subs - Salary & Fringes	2,908
Summer School Supplemental Staff - Salary & Fringes	5,985
Bridges Program - Salary & Fringes	3,292
Extended Day - Salary & Fringes	1,197
IB Writing Stipend - Salary & Fringes	2,068
Computer Equipment	21,940
ACT/Aspire Test Prep Materials	7,021
Teacher and Student Classroom Supplies	6,086
Library Books	1,000
International Baccalaureate Participation Fee	12,000
Plagiarism Software Annual Fee	5,000
Copier Services	25,000
Postage	3,000

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

Provide a brief explanation and a breakdown of expenses.

None Received

Title II

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

Provide a brief explanation and a breakdown of expenses.

None Received

Title III

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

Provide a brief explanation and a breakdown of expenses.

None Received

Title IV

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

Provide a brief explanation and a breakdown of expenses.

None Received

Title VI

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

Provide a brief explanation and a breakdown of expenses.

None Recieved

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

None Received

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

Provide a brief explanation and breakdown of expenses.

None Received

Other

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

Provide a brief explanation and a breakdown of expenses.

None Received

Local Funds

Label	Question	Value
1.	Provide the total	980148.0

Provide a brief explanation and breakdown of expenses

Teacher	55,753
Asst. Principal	46,614
Operatives	32,225
Service	33,108
Supplies/OT/Other	97,548
Employee Benefits	106,959
Property Services	2,856
Utilities	394,111
Instructional Supplies	5,000

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

During the first quarter that school is in session, Davidson High School holds its required annual meeting of Title I parents. Parents are notified of the meeting through (1) notices sent home to students, (2) posting on the DHS school sign at the front of the school, (3) School Messenger, (4) announcement on the school website, (5) posting on the DHS school Facebook page, and (6) posting on the DHS PTSA Facebook page. To assist in providing the opportunity for all parents to attend, the meeting is offered in the evening, and again the next morning.

Topics included in this year's meeting include:

1. What it Means to be a Title I School
2. The 1% Set Aside
3. The LEA Title I Plan
4. The LEA Parent Involvement Plan
5. The current year ACIP
6. The current LSI
7. The School Parent Involvement Plan including its annual evaluation, process for getting involved in all aspects of numbers 2-6 above, and #8 below.
8. School-Parent Compacts
9. How to request qualifications of your child's teacher
10. Notifications of teachers who are not Highly Qualified
11. Who and how to contact for school related issues
12. Timeline for parent involvement opportunities (outlined in #7 above)

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

1) The Annual Title I Parent Meeting is held twice - once in the evening, and again the next morning. In addition, the Title I Facilitator is available to parents or stakeholders during school hours or by appointment to provide information and materials or answer questions related to parental involvement, volunteer opportunities, or access to resources for at-risk students.

2) Davidson High School believes in involving parents in all aspects of its Title I programs. Guidance Counselors and the Title I Facilitator are primary contacts for parents. Any parent inquiries are directed initially to either of these offices. E-mails through the school website to the parenting link are answered by the Title I Facilitator. Parents are invited to participate in all aspects of the ACIP and the parental involvement plan. Parents are introduced to parent leaders and staff at the annual Title I Parent Meeting, and appropriate contact information is provided.

Regular information is provided through the school website and School Messenger. Parents are encouraged to participate in all aspects of
SY 2016-2017

the ACIP process and to become parent leaders and representatives. Parents are included in all school decisions such as the 1% set aside funds, surveys for the LEA Parental Involvement Plan, participation in various school committees, and coordination of resources and services from the community.

3) Davidson High School uses its parental involvement funds as follows: \$3,000 for postage for parent notifications including student report cards; \$1,224 for supplies, including student planners, for Warrior Camp - the annual 9th grade student orientation held each year that includes a parent orientation night and two days of sessions focused on the transition from middle to high school.

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

Multiple meetings, including Title I specific meetings, are held each year to provide information to parents, students and other stakeholders regarding academic programs, course offerings, program eligibility and participation, academic expectations, and other school related issues.

In addition, the Title I Facilitator, School Administration, and Guidance Counselors are available to meet with parents daily and to provide information and address concerns.

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

Davidson High School developed its school-parent compact for the current school year through a coordinated effort by school staff members, parents and school administrators.

Each spring, input is solicited from parents, staff and students regarding changes and updates to the school-parent compact. The ACIP committee makes recommendations to school administrators regarding changes, and accepted changes are incorporated to the compact in the subsequent year. (Spring 2016 for the 2016/17 school year compact.)

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

In May of each year, Davidson High School brings in its ACIP committee to review, evaluate, and revise its Continuous Improvement Plan. In addition, comments are solicited through the school website from parents and stakeholders not on the committee. Parents are asked to submit comments in writing, or via e-mail to school administration. School Administration and the ACIP Committee then review and modify/adjust the plan accordingly.

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

involvement.)

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

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

Each year, as part of our Warrior Camp activity, a parent meeting is hosted for parents of incoming 9th grade students to outline opportunities, objectives, and expectations for the upcoming school year. Parental involvement opportunities are highlighted during the meeting. With the addition of a full academy this year, additional parental communications are sent home on a regular basis.

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

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

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

We maintain a parent support library of materials in the Guidance area to provide information for parents about a variety of topics related to students, including how to study, how to prepare for college, etc. Many of the documents are available in both English and Spanish.

In addition, we host workshops on college admissions, financial aid, and specific college recruitment.

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

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

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

Each teacher is encouraged to communicate with each of their student's parents/guardians. This communication can be written, electronic, or oral. Parent Contact Logs are kept and submitted quarterly.

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

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve

student academic achievement, our school:

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

A parent resource center is maintained by the guidance office and is available to all parents.

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

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

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

Our primary communications are in English, in either written or oral form - however, we have the ability to translate most documents and communications into other languages when requested by parents. Our ESL teacher coordinates most translation efforts.

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

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

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

Not Examined.

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

The school follows all district guidelines for these communications. Our ESL teacher is the primary contact for communicating with parents limited English proficiency and our special education department and administrators make all of the necessary accommodation for those parents with disabilities.