



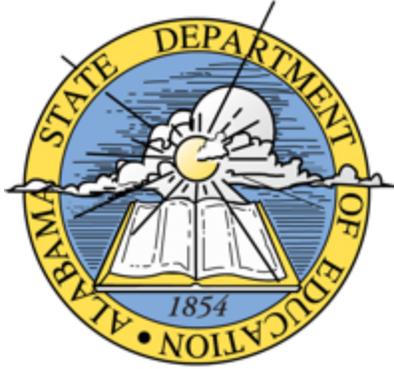
Mobile County

PUBLIC SCHOOLS

File includes the following documents:

ACIP- Mary B. Austin Elementary School

ACIP- Alma Bryant High School



ACIP

Mary B. Austin Elementary School

Mobile County Board of Education

Mrs. Amanda C. Jones, Principal
150 Provident Lane
Mobile, AL 36608

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Executive Summary

Introduction

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

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

Description of the School

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

Mary B. Austin has been at the heart of the Spring Hill community for over a century. Mary B. Austin School began as Spring Hill School just prior to 1900 on a site across Stein Street from our present location. The main building was opened on the present site in September, 1910, with a principal and two teachers. Additions were made in 1929 to the small building. In 1943, the name was changed at the request of the parents to honor Miss Mary B. Austin, who had served for over 20 years as principal. The school system built the "annex" in 1946 with parents adding the cafeteria in 1947. The PTA added two extra classrooms in 1959. The facilities were renovated in 1967. The original Spring Hill School wood frame building was moved onto the campus by the PTA in 1988 and currently serves as an open classroom for our student body. In September 2002, Austin was placed in a new two-story building. A new administration, media center and classroom addition was completed and opened March 2003. Bricks and cornices from the original main building were saved before its demolition and are now incorporated into the school sign located at Stein and Provident.

In addition to Miss Austin, principals have included Miss Catherine Lining (1943-1966), Miss Flora Mary Pearson (1966-1978), Mrs. Glenys Mason (1978-1989), Mrs. Lexie Barnett (1989-1999), Mrs. Jackie Zeigler (1999- 2013) and Mrs. Amanda Jones (2013-present).

Austin serves a student body of racial, economic and cultural diversity. Many prominent Mobile citizens are Austin alumni who retain fond memories of "Old Ann," Play Day, and excellent teachers. Austin is noted for achieving a high rate of academic success for its students in an atmosphere of caring concern for each individual and with the involvement of the parents, community and staff, past and present.

The school has 501 students with 50% Black/African American, 4% Asian, 5% Hispanic and 41% white. We have a 50% poverty rate. We have approximately 50 staff members, including a full time nurse, registrar, bookkeeper, half-time counselor, 2 physical education teachers with one aide, 2 special education teachers, 3 paraprofessionals, a speech teacher, an ESL teacher, a PACE teacher, 4 innovative lab teachers and 21 classroom teachers. We currently do not have an assistant principal.

With over twenty active community partners and strong parental support, Austin continues to provide the best that education has to offer. In the last three years, we have implemented the Talents Unlimited program and also a focus on the integration of the 4Cs 21st Century Skills throughout the curriculum.

One of Austin's greatest challenges is lack of space. Because Austin is located within a residential neighborhood, building space and parking are limited with little room for growth. This presents a challenge, because we have great parental involvement and many parents seeking transfers to our school year after year. Unfortunately, we cannot accommodate all who wish to attend Austin.

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.

Vision:

The vision of Mary B. Austin is to develop life-long learners who graduate from high school prepared for future endeavors.

Mission:

The mission of Mary B. Austin is to engage all students through relevant, individualized instruction that empowers students to take ownership of their learning and gain the skills necessary to think creatively, critically and independently within a safe and encouraging learning environment.

Values and/or Beliefs:

We believe that all of our students are making dramatic gains in student achievement. Our focus will remain true and expectations raised even higher. At Austin, we firmly believe all children deserve an educational program that will enable them to learn and succeed.

Motto: "Roots to Success"

Respect ourselves and others

Own our learning

Own our actions

Treasure our Talents

Serve our community

The overarching goal that drives the innovations at Mary B. Austin is for students to transition from our school prepared for future endeavors and proficient in 21 century skills. Our school theme is: "Holding firm to our roots as we branch into the future!" We incorporate the "Four Cs- 21st Century Skills" to prepare our students for future careers that have yet to be invented. Our students are coined, "Austin Innovators" to create a culture of risk-taking, creativity and a love for learning. Teachers analyze STAR and Aspire data, as well as student work samples to determine the success of our plans and make adjustments as needed.

Our "roots" have provided us with a firm foundation, and now our "branches" will assist us in reaching new heights. Franklin D. Roosevelt once stated, "We cannot build the future for our youth-but we can build our youth for the future." This is our ultimate purpose- to prepare our students for the future.

Mary B. Austin offers:

- Rigorous High-Quality Instruction

- Traits Writing

- STAR Early Literacy, STAR Reading and STAR Math

ACIP

Mary B. Austin Elementary School

- Accelerated Reader
- After School Intervention
- Talents International Demonstration Site
- School of Innovation
- Innovative Labs- Emerging Technology and Communication
- Bi-weekly Classes in the Media Center and Computer Lab
- MiDevice Initiative/ Technology Integration
- 4Cs Curriculum Integration (Communication, Creativity, Critical Thinking, and Collaboration)
- Art/Music Curriculum
- Symphony Preludes Instruction and Strings Instruction
- Student Electives- students' choice
- Competitive Physical Education Program
- Big Universe, Moodle (grads 3-5), Seesaw (grades K-2), Discovery Education, Learning.com, Project Based Learning
- Digital Literacy
- Student Council
- National Elementary Honor Society
- School - Wide Intervention
- PACE (Gifted Program)
- Young Author's Conference
- Enrichment and Acceleration Opportunities
- Supportive, Active PTA
- Safe Environment

- Extended Day Care

- Student-Led Live Morning Announcements

- Loving, Creative Staff

- Little Language Spanish Classes

- Fresh fruits and vegetables twice a week (grant)

Mary B. Austin is currently a Talents International Demonstration Site. Austin will continue to pursue academic excellence by implementing the Talents Unlimited Program which prepares our students to generate ideas, think creatively, reason, problem solve and communicate effectively. We will continue to implement the College and Career Ready Standards adopted by our state. With the support of PTA, Austin will also continue its focus on the arts, understanding that music and art instruction develops a well-rounded individual and can improve student academic success.

In addition to the aforementioned activities, Austin will prepare our students for their future by integrating 21st century skills through the 4Cs model: Critical Thinking, Creativity, Collaboration and Communication. Austin was named a Mobile County Public School of Innovation in 2014. Mary B. Austin integrates the latest technologies into instruction, using technology as a tool for more personalized student learning and utilizing project-based learning instruction within classrooms to make learning relevant to students. Mary B. Austin is also a Mi-Device school. All classrooms also have smart boards and additional supplemental devices. Additionally, all students are exposed to our innovative communication and emerging technologies labs featuring 3D printers, a 3D scanner, robotics, coding, programming, video production, and creation of digital products. These labs are utilized in conjunction with our computer lab and media center as an extension to the classroom. Austin students are also exposed to additional electives during the school week.

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.

In the last three years, we have implemented the Talents Unlimited Program school-wide and we became a Talents International Demonstration Site. We are a NCLB National Blue Ribbon School. We have implemented the MiDevice program and added more technology tools for the classrooms (SMART boards, iPads, laptops). We have formed two innovative labs, Emerging Tech and Communication, and equipped the labs with laptops, Ipads, collaboration tables, 3D printers, coding devices, recording and production equipment. We offer electives weekly where students participate in their chosen electives such as Choir, Broadcast Journalism, STEM, Recycling, etc.

Some teachers have been implementing blogging and some aspects of Moodle in their lessons. All teachers collaborate and create interactive lessons using OneNote Notebook. We have implemented a school-wide focus on the 4Cs (communication, collaboration, creativity, and critical thinking). We have used the school-wide theme: Holding Firm to Our Roots as We Branch into the Future to reinforce the integration of the 21st Century Skills (4Cs) as well as quarterly themes that teachers use to develop project based learning units. Also, teachers have been using social media to communicate more effectively with parents. (Facebook, Twitter, Weebly, Class Dojo, and Remind 101).

When looking at overall performance on the ACT Aspire test for 3rd, 4th, and 5th grade, our school has seen statistically significant increases over a three year time period.

Over the next three years, we will strive to continue to build on what we have implemented through our school-wide themes, 4Cs curriculum integration, project based learning, and Innovative Labs. We will work to provide rigorous instruction and improve student collaboration, critical thinking and self-evaluation to create 21st century learners who can succeed in an ever changing and challenging world.

Additional Information

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

- PTA funds additional Music and Art teachers throughout our school year.

- Teachers are exposed to various new teaching strategies in multiple professional development opportunities through professional learning teams, "flipped" faculty meetings, workshops offered through the District, support from our District Reading Coach, and professional development offered by the technology teacher and writing coach.

- The students participate in community service projects such as Jump Rope for Heart, The Buddy Walk, Special Olympics, collected food for The Ronald McDonald House, raised money for the chili cook-off to benefit The American Cancer Society, collected food for the Bay Area Food Bank and our choir performed at the Bellingrath Gardens Christmas Program.

- We have an exceptionally active PTA that supports teachers and students in various programs such as Duty Free Lunch for teachers, Art from the Heart, AR store, Spring Fling, Fall Festival and a used uniform sale.

- Mary B. Austin has exceptional support from our Partners in Education. Springhill Presbyterian volunteers work year round in the school, parents who own businesses organize activities for the school and offer their time, expertise and provide important resources.

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 leadership, faculty and staff at Mary B. Austin Elementary School has a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings and opportunities for parental involvement. Our Annual Title I meeting for parents was offered face-to-face in September, 2016 and was also created in a digital format and shared on our school's website as a convenient method of communication.

Parents are encouraged to provide input concerning Austin's improvement plan during the annual Title I parent meeting, Open House and through contact with the school's administration and Austin's parenting contact.

In October, parents will receive information concerning their child's progress on the ACT Aspire for those who participated, as well as more information concerning how to assist their child for upcoming administrations. This parent data meeting will provide parents with information concerning how to interpret scores for ASPIRE and STAR assessments, so parents and teachers can work together to assist students. The school's improvement plan will be explained and feedback will again be gathered at that time.

Austin's Parent Teacher Association (PTA) serves as the primary spokespersons for parents. PTA officers are selected through nomination and voted on at a parent meeting opened to all parents and interested community members. These representatives are informed of their role in the school's improvement plan through a meeting with administration at the beginning of each school year prior to the development of the plan.

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

Austin's stakeholder groups that participated in the development of the improvement plan were the parent liaison, principal, classroom teachers, Title I facilitator, PTA board members and a community representative. These members served as representatives in the decision making process and received input from the faculty and parents to answer questions about the Parental Involvement Plan. Quarterly meetings will be held in PLTs to analyze data and identify areas of strength and areas in need of improvement. All members have the opportunity to give input during meetings and through contact with the administrator. Team members share information discussed with their constituents. ACIP committee members include: Leslie Thompson, Amanda Jones, Amanda Delaney, Kristy McElroy, PTA representative, community representative, Katie Parker, Nancy Haywood, Kristyn Rose, Jennifer Fischer, Patricia Dunn, and Kristin Mahtani.

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

Austin's leadership, faculty, and staff believe in presenting parents with information in a timely matter and in a format that is understood by the parent. Therefore, parents are informed through the school website, Facebook, Twitter and Instagram accounts of Austin's SY 2016-2017

achievements, plans, instruction and school events.

PTA officers serve as representatives during improvement plan meetings and help disseminate information to other parents and community stakeholders. In addition, Austin has a number of parents who also serve as pastors throughout our community who can serve to facilitate collaborative efforts and communicate information to the community.

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	The STAR Screening Report, ACT Aspire data, and ACCESS assessment are valid and reliable. Measures are taken to provide an environment conducive for testing. See data attachment for Student Performance Data 2016-2017.	Austin School Data

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

Overall, there was positive growth in the percentage of benchmark students in reading from the beginning of the year to the end of the year screenings on STAR. 1st-5th grade increased from 63% proficient to 68% proficient. Fifth grade and fourth grade showed the most significant growth in Reading according to the STAR Reading Screening Report. Overall, there was positive growth in the percentage of benchmark students in math from the beginning of the year to the end of the year screenings on STAR. 1st-5th grade increased from 71% proficient to 74% proficient. First grade showed the most significant growth in Math according to the STAR Math Screening Report. They increased from 81% to 87% proficient during the 2015-2016 school year. On the ACCESS for ELLs 2.0 assessment, 86% of Austin's ELL students made AMAO-A (.5 gain). The target was 55%. 44% of Austin's ELL students made AMAO-B (exited). The target was 21%.

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

Overall, reading and math showed a positive growth trend according to the STAR assessment data. ACT Aspire data shows positive growth in assessed areas as well. For total reading proficiency on the ACT Aspire, Mary B. Austin has increased in proficiency from 36% (2014), to 44% (2015), to 50.2% (2016). For total math, Austin has increased in proficiency from 40.1% (2014), to 51.9% (2015), to 65.3% (2016). For science, Austin has increased in proficiency from 39.5%(2014), to 44.8% (2015), to 49.2% (2016).

Which area(s) indicate the overall highest performance?

Fifth grade reading was the highest percentage of growth comparing the beginning and ending screening in reading through STAR assessment. First grade math was the highest percentage of growth comparing the beginning and ending screenings in math through STAR assessment. ACT Aspire data shows growth in grades 3-5 in math.

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

All subgroups show a trend toward increasing performance.

Between which subgroups is the achievement gap closing?

Gaps are closing among all subgroups.

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

A general increase in students achievement has been indicated on STAR and other data such as the ACT Aspire.

Areas in Need of Improvement

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

Second grade reading is below expected levels because they decreased from 63% at/above benchmark in the fall to 61% at/above benchmark in the spring. Fourth grade math is below expected levels because they decreased from 76% at/above benchmark in the fall to 69% at/above benchmark in the spring. Fifth grade science proficiency decreased from 42.1% to 41.1% according to the ACT Aspire assessment. Fifth grade reading proficiency decreased from 35.5% to 30.1% according to the ACT Aspire assessment. When examining our Fall 2016 Alabama ACT Aspire Screening reports, we see that our students need to grow. The following is the % at/above benchmark for reading for each grade level: 2nd grade- 50%, 3rd grade- 36%, 4th grade- 47%, and 5th grade- 45%. The following is the % at/above benchmark for math for each grade level: 2nd grade- 59%, 3rd grade- 51%, 4th grade-60%, and 5th grade- 57%.

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

Fifth grade reading and science show a negative trend in performance according to the ACT Aspire assessment. Fifth grade reading proficiency was 38.9% (2014), 35.5% (2015), and 30.1% (2016). Fifth grade science proficiency was 42.9% (2014), 42.1% (2015), and 41.1% (2016).

Which area(s) indicate the overall lowest performance?

Fifth grade reading shows the lowest performance overall with 30.1% proficient according to the ACT Aspire assessment.

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

Zero subgroups show a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

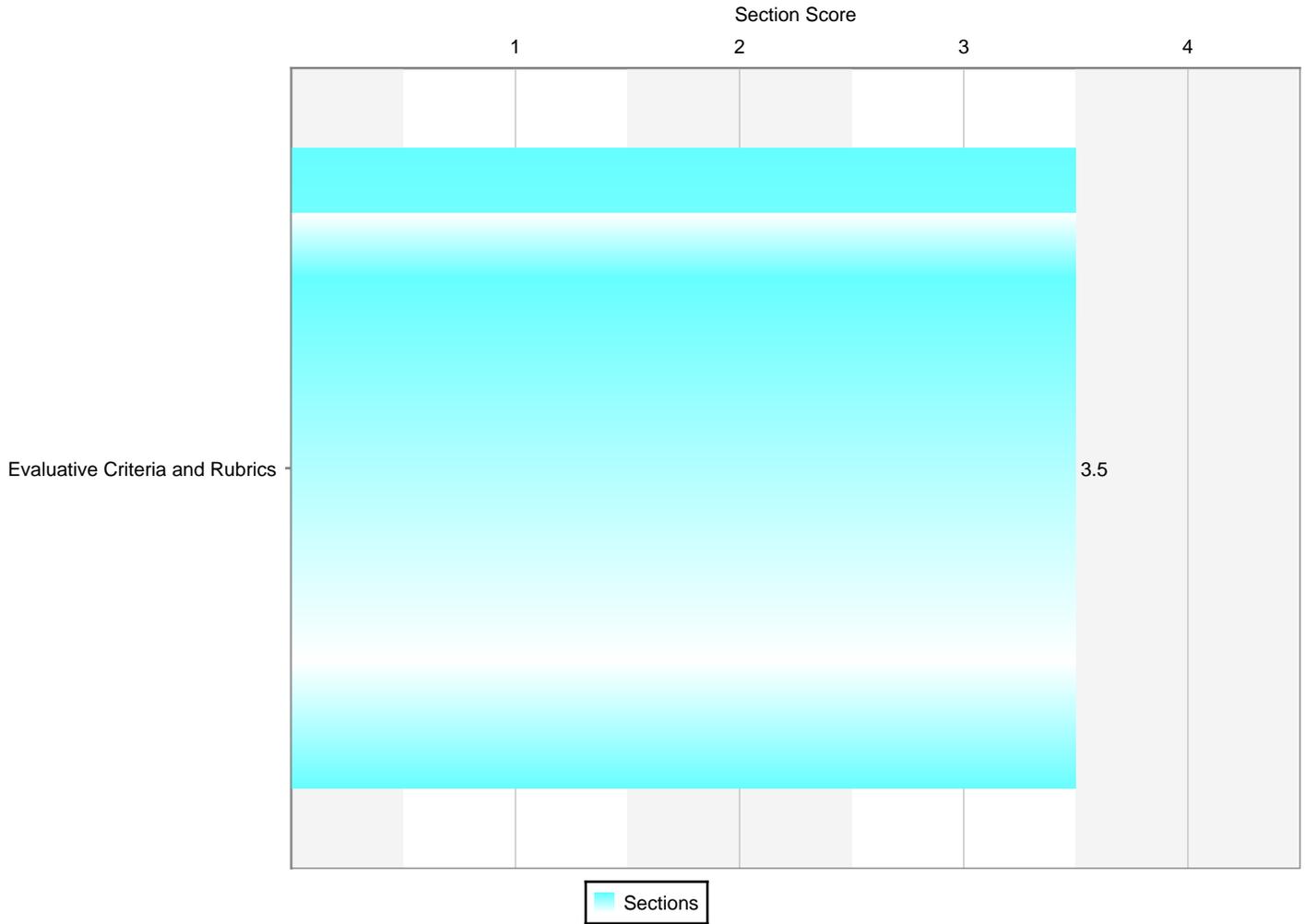
The achievement gap is greatest between SPE and regular education.

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

Both STAR Reading in fifth grade and the percentile ranking of fifth grade reading on the ACT Aspire showed the least amount of growth.

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	The CIP team members are: Dr. Amanda Jones- Principal, Leslie Thompson- School Improvement Specialist, Susan Mims- Special Education Teacher, Amanda Delaney- ELA/Tech Coach/Title I Facilitator, Chasity Lamber-Media Specialist, Kristin Mahtain- 5th grade teacher/Co-Facilitator, Patricia Dunn- 4th grade teacher, Jennifer Fischer- 3rd grade teacher, Kristy Rose- 2nd grade teacher, Nancy Haywood- 1st grade teacher, Katie Parker- Kindergarten teacher, and Kristy McElroy- counselor.	2016-2017 ACIP Members Signatures

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Principal Dr. Amanda Jones 150 Provident Lane Mobile, Alabama 36608	Principal Signature

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Principal Dr. Amanda Jones 150 Provident Lane Mobile, Alabama 36608	Principal Signature

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

ACIP

Mary B. Austin Elementary 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	The Austin Parent Compact for 2016-2017 is attached.	2016-2017 Austin Parent Compact

2016-2017 Plan for ACIP

Overview

Plan Name

2016-2017 Plan for ACIP

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: 4 Strategies: 4 Activities: 7	Academic	\$17125
2	Prepare and support teachers to graduate College and Career Ready students.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$6000
3	Prepare and support students through student support services.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$20000
4	All Educators and Students will have digital tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$6700
5	Mary B. Austin's 5th grade students will increase from 61% scoring at/above benchmark when tested in the Spring of 2016 to 63% scoring at/above benchmark in the Spring of 2017 as measured by STAR Reading School Benchmark Screening Report.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

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

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in Comprehension in Reading by 06/02/2017 as measured by STAR Reading ACT Aspire Screening Report.

Strategy 1:

Best Practices - All K-5 and Special Education teachers will implement Best Practice Strategies through the cycle of instruction using the K-3 Literacy Framework, in addition to small groups, intervention, close reading strategies, and implementation of CFAs and Instructional Planning and Pacing that will ensure application of CCRS across the curriculum. Quarterly STAR assessments will provide data for objectives mastered or not yet mastered.

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

Research Cited: <http://visible-learning.org/>

Activity - Small Group Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 and Special Education teachers will implement small group reading instruction to assist students in dissecting complex texts through the implementation of close reading and provide needed intervention using Sondag System.	Direct Instruction	08/10/2016	06/02/2017	\$5000	Title I Schoolwide	General Education Teachers, Special Education Teachers, Administrators
Activity - Title 1 Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 3-5 students identified in PST will be invited to participate in the after school tutoring program. Teachers will use the Sondag System as a resource during tutoring.	Direct Instruction, Tutoring	01/02/2017	06/02/2017	\$7100	Title I Schoolwide	General Education Teachers, Special Education Teachers, administrators
Activity - Teacher Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All K-5 and Special Education teachers will participate in professional learning through ELA PLT, faculty, and grade level meetings. They will participate in professional learning and implementation of the K-3 Literacy Framework, close reading, CFAs, instructional planning and pacing, intervention, and small group instruction.	Professional Learning	08/10/2016	06/02/2017	\$0	No Funding Required	All K-5 and Special Education teachers, administration, and ELA coaches.
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Measurable Objective 2:

A 3% increase of English Learners students will demonstrate a proficiency in reading comprehension in Reading by 06/02/2017 as measured by STAR Reading ACT Aspire Screening Reports.

Strategy 1:

Implementation of the Core Program - English Learners will increase in reading proficiency on the STAR Reading tests through the effective implementation of instruction utilizing Specially Designed Academic Instruction in English.

Category: Develop/Implement College and Career Ready Standards

Research Cited: USDOE, American Psychological Association, United Nations High Commission for Refugees (UNHCR)

Activity - ESL pull out	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will work with the ESL coordinator the ensure students' needs are being met in all core subject areas.	Direct Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	EL Coordinator, content teachers, administrators

Measurable Objective 3:

A 3% increase of All Students will demonstrate a proficiency in problem solving in Mathematics by 06/02/2017 as measured by the STAR Math ACT Aspire Screening Report.

Strategy 1:

Professional Development - Teachers will participate in ongoing professional development throughout the year.

Category: Develop/Implement Professional Learning and Support

Research Cited: Math Talk Moves; The Four C's; PBL

Activity - Math PLT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math professional learning team will review data to assess content area needs, study math best practices, such as accountability talk, rigorous questioning, math journals, and weekly fact drills. They will review resources such as MCPSS Pacing Guide, Engage NY and Georgia Standards. Math lead teachers will participate in professional learning in Math Design Collaborative Training	Professional Learning	08/10/2016	06/02/2017	\$0	No Funding Required	Math Lead Teachers, PLT members

Measurable Objective 4:

A 3% increase of Fifth grade students will demonstrate a proficiency in application of content in Science by 06/02/2017 as measured by ACT Aspire Science Assessment.

Strategy 1:

Hands-On Learning - All K-5 and special education teachers will implement Best Practice Strategies in Science through the cycle of instruction and project based learning units.

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

Research Cited: <http://www.nsta.org/about/positions/leadership.aspx>

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in project based learning that ensures the application of the CCRS standards.	Other - Instructional Strategy	08/10/2016	06/02/2017	\$5025	Title I Schoolwide	General education teachers, special education teachers, administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science lead teachers will participate in professional development through the Science PLT and through district training on research based programs and materials such as Stemsopes and Picture Perfect.	Professional Learning	08/10/2016	06/02/2017	\$0	No Funding Required	Science lead teachers

Goal 2: Prepare and support teachers to graduate College and Career Ready students.

Measurable Objective 1:

collaborate to increase student achievement by 06/02/2017 as measured by the participation and attendance of all teachers on Professional Learning Teams.

Strategy 1:

Professional Learning Teams - Each teacher will participate on a vertical Professional Learning team to increase their learning to improve student achievement.

Teachers will review data to assess content area needs, study best practices, and plan for implementation of best practices as well as continue integration of the 4Cs 21st Century Skills.

Category: Develop/Implement Professional Learning and Support

Research Cited: Preparing 21st Century Students for a Global Society; An Educator's Guide to the "Four C's"

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Mary B. Austin Elementary School

Teachers will participate in professional learning on PLT's in reading, math, writing/ELA, and science.	Professional Learning	08/10/2016	06/02/2017	\$6000	Title I Schoolwide	All general education teachers, special education teachers, administrators
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Activity - Grade Level	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During grade level planning meetings, teachers will collaborate and discuss PLT information as well as new research.	Professional Learning	08/10/2016	06/02/2017	\$0	No Funding Required	General Education Teachers, Special Education Teachers, administrators

Goal 3: Prepare and support students through student support services.**Measurable Objective 1:**

collaborate to improve the overall climate of the school by 06/02/2017 as measured by a 2% decrease in the number of student discipline referral to the office from the previous school year..

Strategy 1:

21st Century Learning Opportunities - Students will have the opportunity to participate in both elective options and innovative labs that infuse 21st century skills of communication, collaboration, creativity, and critical thinking.

Category: Other - Curriculum Enrichment and Integration

Research Cited: <http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>

Activity - Student Electives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-5 students will have the opportunity to participate in electives of their choice.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Classroom teachers, special education teachers, and support teachers, such as the media specialist and writing coach.

ACIP

Mary B. Austin Elementary School

Activity - Innovative Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in K-5 will have the opportunity to participate in Innovative Lab classes each week. Small groups of students will visit the Emerging Technologies Lab and the Communications Lab to complete activities that integrate technology and content standards. Also, entire classes will visit the computer lab and media center to complete activities that align with 21st century skills and our innovation plan.	Academic Support Program	08/10/2016	06/02/2017	\$20000	Title I Schoolwide	Mrs. Fischer and Mrs. Hamilton-Emerging Technologies Lab, Mrs. Pouliot-Communications Lab, Mrs. Delaney-computer lab, Mrs. Lambert-media center.

Strategy 2:

PBIS - Teachers will implement positive behavioral interventions and supports.

Category: Develop/Implement Student and School Culture Program

Research Cited: <https://www.pbis.org/>

Activity - Student of the Month	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each classroom teacher will choose a student of the month that demonstrates the character focus for that month.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Each classroom teacher will be responsible for choosing the student of the month and our counselor, Mrs. McElroy, will organize the student of the month celebration.

Activity - Positive Postcards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Mary B. Austin Elementary School

Teachers and support staff will recognize positive student behavior using "positive postcards". Teachers will turn in special positive messages about student behavior to be shared on the live morning announcements, The Morning Buzz.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Classroom teachers will be responsible for completing the "positive postcards" and sending them home to parents. The Morning Buzz team will be responsible for sharing the positive announcements on live morning announcements when they are received.
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Activity - School-wide Discipline Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will implement the steps in our school-wide discipline plan.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Classroom teachers and special education teachers will implement the steps in the discipline plan before referring students to the office. Administrators will be responsible for receiving discipline referrals.

Goal 4: All Educators and Students will have digital tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to locate and promote the use of high-quality cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's College and Career Ready Standards by 06/02/2017 as measured by student digital products.

Strategy 1:

Professional Development - Attend and support high-quality and appropriate professional development not only in the use of technology tools but also the creative strategies for incorporating technology-based resources in the learning environment.

Category: Develop/Implement Professional Learning and Support

Research Cited: Horizon Report, (2011). Retrieved from <http://www.educause.edu/library/resources/2012-horizon-report>

"Technology Integration Research Review" Vanessa Vega. <http://www.edutopia.org/technology-integration-research-learning-outcomes>

Activity - Digital Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Digital Literacy Team will participate in professional development provided by Discovery Education. The Digital Literacy Team will share this information with the staff and collaborate to implement these strategies in the classroom to support technology integration and project based learning activities.	Technology	08/10/2016	06/02/2017	\$6700	Title I Schoolwide	Digital Literacy Team- Mrs. Lambert (Media Specialist), Mrs. Golden (2nd grade teacher), Mrs. Pouliot (Emerging Tech Lab teacher), and Mrs. Gronowski (1st grade teacher), Classroom teachers, administrators

Activity - Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will participate in various workshops throughout the year that focus on the integration of technology and the implementation of 21st century skills.	Technology	08/10/2016	06/02/2017	\$0	No Funding Required	Classroom teachers will participate in workshops led by other teachers, teacher leaders, coaches, and workshop instructors.
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Goal 5: Mary B. Austin's 5th grade students will increase from 61% scoring at/above benchmark when tested in the Spring of 2016 to 63% scoring at/above benchmark in the Spring of 2017 as measured by STAR Reading School Benchmark Screening Report.

Measurable Objective 1:

A 2% increase of Fifth grade students will demonstrate a proficiency in comprehension in Reading by 06/02/2017 as measured by STAR School Benchmark Screening Report.

Strategy 1:

Professional Development - The Mobile County Reading Coach assigned to Mary B. Austin will work with teachers to provide support as well as professional development in areas such as the Souday System and close reading. Teachers will also participate in professional development through Reading PLT.

Category: Develop/Implement Professional Learning and Support

Research Cited: <http://www2.ed.gov/programs/readingfirst/support/effectivenessfinal.pdf>

<http://www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf>

Activity - Literacy Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mary B. Austin's district reading coach will meet regularly with teachers to support their reading instruction and provide professional development, particularly for close reading and the Souday System.	Academic Support Program, Professional Learning	08/29/2016	06/02/2017	\$0	No Funding Required	District Literacy Coach

Activity - ELA PLT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Mary B. Austin Elementary School

The ELA PLT will meet at least once a quarter to review reading data and participate in professional development to learn about effective instructional strategies in the area of reading and writing.	Professional Learning	08/10/2016	06/05/2017	\$0	No Funding Required	ELA PLT teacher members and administration
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Project Based Learning	Students will participate in project based learning that ensures the application of the CCRS standards.	Other - Instructional Strategy	08/10/2016	06/02/2017	\$5025	General education teachers, special education teachers, administrators
Professional Learning	Teachers will participate in professional learning on PLT's in reading, math, writing/ELA, and science.	Professional Learning	08/10/2016	06/02/2017	\$6000	All general education teachers, special education teachers, administrators
Small Group Reading Instruction	K-5 and Special Education teachers will implement small group reading instruction to assist students in dissecting complex texts through the implementation of close reading and provide needed intervention using Souday System.	Direct Instruction	08/10/2016	06/02/2017	\$5000	General Education Teachers, Special Education Teachers, Administrators
Title 1 Tutoring	All 3-5 students identified in PST will be invited to participate in the after school tutoring program. Teachers will use the Souday System as a resource during tutoring.	Direct Instruction, Tutoring	01/02/2017	06/02/2017	\$7100	General Education Teachers, Special Education Teachers, administrators

ACIP

Mary B. Austin Elementary School

Digital Literacy	The Digital Literacy Team will participate in professional development provided by Discovery Education. The Digital Literacy Team will share this information with the staff and collaborate to implement these strategies in the classroom to support technology integration and project based learning activities.	Technology	08/10/2016	06/02/2017	\$6700	Digital Literacy Team- Mrs. Lambert (Media Specialist), Mrs. Golden (2nd grade teacher), Mrs. Pouliot (Emerging Tech Lab teacher), and Mrs. Gronowski (1st grade teacher), Classroom teachers, administrators
Innovative Labs	Students in K-5 will have the opportunity to participate in Innovative Lab classes each week. Small groups of students will visit the Emerging Technologies Lab and the Communications Lab to complete activities that integrate technology and content standards. Also, entire classes will visit the computer lab and media center to complete activities that align with 21st century skills and our innovation plan.	Academic Support Program	08/10/2016	06/02/2017	\$20000	Mrs. Fischer and Mrs. Hamilton-Emerging Technologies Lab, Mrs. Pouliot-Communications Lab, Mrs. Delaney-computer lab, Mrs. Lambert-media center.
Total					\$49825	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Electives	All K-5 students will have the opportunity to participate in electives of their choice.	Academic Support Program	08/10/2016	06/02/2017	\$0	Classroom teachers, special education teachers, and support teachers, such as the media specialist and writing coach.

ACIP

Mary B. Austin Elementary School

Math PLT	The math professional learning team will review data to assess content area needs, study math best practices, such as accountability talk, rigorous questioning, math journals, and weekly fact drills. They will review resources such as MCPSS Pacing Guide, Engage NY and Georgia Standards. Math lead teachers will participate in professional learning in Math Design Collaborative Training	Professional Learning	08/10/2016	06/02/2017	\$0	Math Lead Teachers, PLT members
Student of the Month	Each classroom teacher will choose a student of the month that demonstrates the character focus for that month.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	Each classroom teacher will be responsible for choosing the student of the month and our counselor, Mrs. McElroy, will organize the student of the month celebration.
School-wide Discipline Plan	Teachers and staff will implement the steps in our school-wide discipline plan.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	Classroom teachers and special education teachers will implement the steps in the discipline plan before referring students to the office. Administrators will be responsible for receiving discipline referrals.
Grade Level	During grade level planning meetings, teachers will collaborate and discuss PLT information as well as new research.	Professional Learning	08/10/2016	06/02/2017	\$0	General Education Teachers, Special Education Teachers, administrators
Professional Development	Science lead teachers will participate in professional development through the Science PLT and through district training on research based programs and materials such as Stemsopes and Picture Perfect.	Professional Learning	08/10/2016	06/02/2017	\$0	Science lead teachers

ACIP

Mary B. Austin Elementary School

ESL pull out	Teacher will work with the ESL coordinator the ensure students' needs are being met in all core subject areas.	Direct Instruction	08/10/2016	06/02/2017	\$0	EL Coordinator, content teachers, administrators
Literacy Coach	Mary B. Austin's district reading coach will meet regularly with teachers to support their reading instruction and provide professional development, particularly for close reading and the Souday System.	Academic Support Program, Professional Learning	08/29/2016	06/02/2017	\$0	District Literacy Coach
ELA PLT	The ELA PLT will meet at least once a quarter to review reading data and participate in professional development to learn about effective instructional strategies in the area of reading and writing.	Professional Learning	08/10/2016	06/05/2017	\$0	ELA PLT teacher members and administration
Workshops	Teachers will participate in various workshops throughout the year that focus on the integration of technology and the implementation of 21st century skills.	Technology	08/10/2016	06/02/2017	\$0	Classroom teachers will participate in workshops led by other teachers, teacher leaders, coaches, and workshop instructors.
Teacher Professional Learning	All K-5 and Special Education teachers will participate in professional learning through ELA PLT, faculty, and grade level meetings. They will participate in professional learning and implementation of the K-3 Literacy Framework, close reading, CFAs, instructional planning and pacing, intervention, and small group instruction.	Professional Learning	08/10/2016	06/02/2017	\$0	All K-5 and Special Education teachers, administration , and ELA coaches.

ACIP

Mary B. Austin Elementary School

Positive Postcards	Teachers and support staff will recognize positive student behavior using "positive postcards". Teachers will turn in special positive messages about student behavior to be shared on the live morning announcements, The Morning Buzz.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	Classroom teachers will be responsible for completing the "positive postcards" and sending them home to parents. The Morning Buzz team will be responsible for sharing the positive announcements on live morning announcements when they are received.
Total					\$0	

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	2016-2017 Stakeholder Feedback Data Document is attached.	2016-2017 Stakeholder Feedback Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

Areas of Notable Achievement

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

Both parents and staff strongly agreed that our school's purpose statement is clearly focused on student success. Staff strongly agreed that our school's leaders support an innovative and collaborative culture and expect staff members to hold all students to high academic standards. Parents also strongly agreed that our school has high expectations for students in all classes and their child has up-to-date computers and other technology to learn. Students strongly agreed that their teachers want them to do their best work and that their school has computer to help them learn.

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

Parents feel that our school's purpose is clearly focused on student success. The parents noted that the school has high expectations for students in all classes.

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

Parents feel that the school has high expectations for students in all classes and that our school's purpose statement is clearly focused on student success.

Areas in Need of Improvement

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

Parents indicated that support services (counseling, etc...) is a need. Students felt that more teachers and the principal should ask them how they feel about school.

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

Some parents feel that students are not being supported enough through student support services.

What are the implications for these stakeholder perceptions?

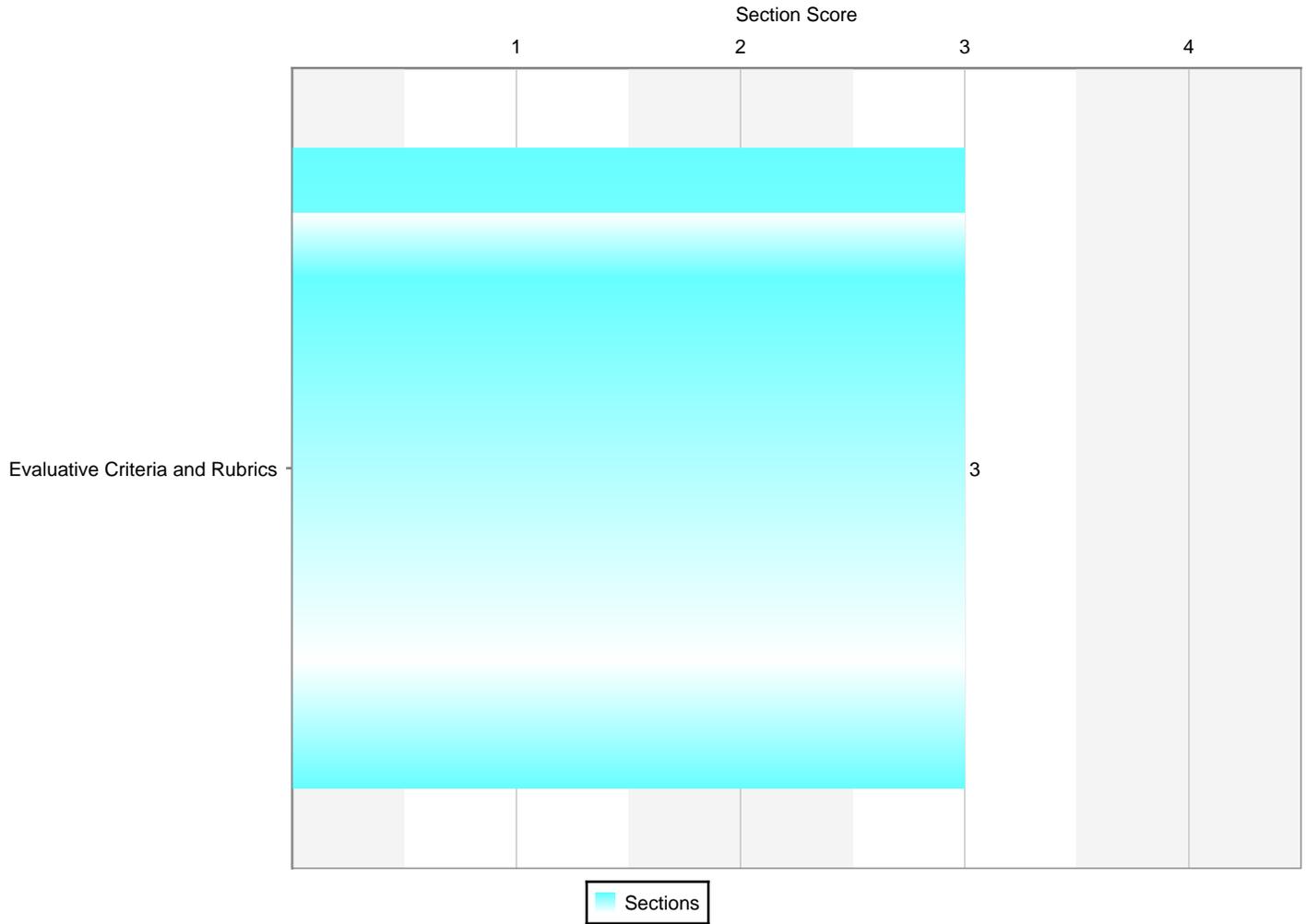
The implications for these stakeholders is that student support services must improve to meet all of the needs of our students.

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

The parents feel that student support services at our school need improvement.

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 by analyzing Reading, Math and Science ACT Aspire data and ACCESS data to determine school-wide strengths and areas in need of improvement. Parent, staff and student survey data was also analyzed. The group of lead teachers, administrators and stakeholders met on August 8th, 2016 and divided into content area teams to analyze data and determine the next steps. Goals, strategies and activities were agreed upon in an effort to provide continuous improvement. All K-5 and SPE teachers attended the meeting to determine a plan of action for this school year. The meeting minutes and information were noted on a school action plan in a OneNote collaborative document. Each content area team then presented its findings and plan of action in a whole group meeting at the end of the day.

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

Results: The ACT Aspire data showed an increase in 3rd grade reading proficiency from 43.5% to 55.6%, an increase in 4th grade reading proficiency from 52.5% to 61.6%, and a decrease in 5th grade reading proficiency from 35.5% to 30.1%. Therefore, indicating that 5th grade reading should be a focus for needing improvement. The ACT Aspire Math data showed an increase in proficiency across all grade levels. The ACT Aspire Science data showed that 3rd grade maintained at 50% proficient, 4th grade increased from 41.3% to 55.4%, and 5th grade decreased a little from 42.1% to 41.1%. Therefore, science would be a second focus and need for improvement.

3. What conclusions were drawn from the results?

While gains were evident across the board, there is still room for improvement, especially in reading and science.

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

Parents, staff and students have a common perception that Austin has a culture of high expectations for all. Parents perceive that clearer communication can be made in regards to reporting student progress and that there is room for improvement with student support services. Austin continues to improve in regards to student achievement, but we will continue to adjust strategies in an attempt to continuously improve.

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

The school's goals reflect areas identified by academic, demographic and perception data as areas of need.

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

ACIP goals were developed from the following data sources:

STAR Data

ACT Aspire Data

Perception Survey Data

Demographic Data

ACCESS Data

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

ACIP addressed the needs of all students by incorporating strategies for all learners including those deemed at risk.

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:

A 3% increase of English Learners students will demonstrate a proficiency in reading comprehension in Reading by 06/02/2017 as measured by STAR Reading ACT Aspire Screening Reports.

Strategy1:

Implementation of the Core Program - English Learners will increase in reading proficiency on the STAR Reading tests through the effective implementation of instruction utilizing Specially Designed Academic Instruction in English.

Category: Develop/Implement College and Career Ready Standards

Research Cited: USDOE, American Psychological Association, United Nations High Commission for Refugees (UNHCR)

Activity - ESL pull out	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will work with the ESL coordinator the ensure students' needs are being met in all core subject areas.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	EL Coordinator, content teachers, administrators

Measurable Objective 2:

A 3% increase of All Students will demonstrate a proficiency in problem solving in Mathematics by 06/02/2017 as measured by the STAR Math ACT Aspire Screening Report.

Strategy1:

Professional Development - Teachers will participate in ongoing professional development throughout the year.

Category: Develop/Implement Professional Learning and Support

Research Cited: Math Talk Moves; The Four C's; PBL

ACIP

Mary B. Austin Elementary School

Activity - Math PLT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math professional learning team will review data to assess content area needs, study math best practices, such as accountability talk, rigorous questioning, math journals, and weekly fact drills. They will review resources such as MCPSS Pacing Guide, Engage NY and Georgia Standards. Math lead teachers will participate in professional learning in Math Design Collaborative Training	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Math Lead Teachers, PLT members

Measurable Objective 3:

A 3% increase of Fifth grade students will demonstrate a proficiency in application of content in Science by 06/02/2017 as measured by ACT Aspire Science Assessment.

Strategy1:

Hands-On Learning - All K-5 and special education teachers will implement Best Practice Strategies in Science through the cycle of instruction and project based learning units.

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

Research Cited: <http://www.nsta.org/about/positions/leadership.aspx>

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science lead teachers will participate in professional development through the Science PLT and through district training on research based programs and materials such as Stemsscopes and Picture Perfect.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Science lead teachers

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in project based learning that ensures the application of the CCRS standards.	Other - Instructional Strategy	08/10/2016	06/02/2017	\$5025 - Title I Schoolwide	General education teachers, special education teachers, administrators

Measurable Objective 4:

A 3% increase of All Students will demonstrate a proficiency in Comprehension in Reading by 06/02/2017 as measured by STAR Reading ACT Aspire Screening Report.

Strategy1:

Best Practices - All K-5 and Special Education teachers will implement Best Practice Strategies through the cycle of instruction using the K-3 Literacy Framework, in addition to small groups, intervention, close reading strategies, and implementation of CFAs and Instructional Planning and Pacing that will ensure application of CCRS across the curriculum. Quarterly STAR assessments will provide data for objectives mastered or not yet mastered.

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

Research Cited: <http://visible-learning.org/>

ACIP

Mary B. Austin Elementary School

Activity - Title 1 Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 3-5 students identified in PST will be invited to participate in the after school tutoring program. Teachers will use the Sondag System as a resource during tutoring.	Tutoring Direct Instruction	01/02/2017	06/02/2017	\$7100 - Title I Schoolwide	General Education Teachers, Special Education Teachers, administrators

Activity - Small Group Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 and Special Education teachers will implement small group reading instruction to assist students in dissecting complex texts through the implementation of close reading and provide needed intervention using Sondag System.	Direct Instruction	08/10/2016	06/02/2017	\$5000 - Title I Schoolwide	General Education Teachers, Special Education Teachers, Administrators

Goal 2:

Prepare and support teachers to graduate College and Career Ready students.

Measurable Objective 1:

collaborate to increase student achievement by 06/02/2017 as measured by the participation and attendance of all teachers on Professional Learning Teams.

Strategy1:

Professional Learning Teams - Each teacher will participate on a vertical Professional Learning team to increase their learning to improve student achievement. Teachers will review data to assess content area needs, study best practices, and plan for implementation of best practices as well as continue integration of the 4Cs 21st Century Skills.

Category: Develop/Implement Professional Learning and Support

Research Cited: Preparing 21st Century Students for a Global Society; An Educator's Guide to the "Four C's"

Activity - Grade Level	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During grade level planning meetings, teachers will collaborate and discuss PLT information as well as new research.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	General Education Teachers, Special Education Teachers, administrators

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional learning on PLT's in reading, math, writing/ELA, and science.	Professional Learning	08/10/2016	06/02/2017	\$6000 - Title I Schoolwide	All general education teachers, special education teachers, administrators

Goal 3:

ACIP

Mary B. Austin Elementary School

Mary B. Austin's 5th grade students will increase from 61% scoring at/above benchmark when tested in the Spring of 2016 to 63% scoring at/above benchmark in the Spring of 2017 as measured by STAR Reading School Benchmark Screening Report.

Measurable Objective 1:

A 2% increase of Fifth grade students will demonstrate a proficiency in comprehension in Reading by 06/02/2017 as measured by STAR School Benchmark Screening Report.

Strategy1:

Professional Development - The Mobile County Reading Coach assigned to Mary B. Austin will work with teachers to provide support as well as professional development in areas such as the Souday System and close reading. Teachers will also participate in professional development through Reading PLT.

Category: Develop/Implement Professional Learning and Support

Research Cited: <http://www2.ed.gov/programs/readingfirst/support/effectivenessfinal.pdf>

<http://www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf>

Activity - Literacy Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mary B. Austin's district reading coach will meet regularly with teachers to support their reading instruction and provide professional development, particularly for close reading and the Souday System.	Academic Support Program Professional Learning	08/29/2016	06/02/2017	\$0 - No Funding Required	District Literacy Coach

Activity - ELA PLT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELA PLT will meet at least once a quarter to review reading data and participate in professional development to learn about effective instructional strategies in the area of reading and writing.	Professional Learning	08/10/2016	06/05/2017	\$0 - No Funding Required	ELA PLT teacher members and administration

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:

A 3% increase of All Students will demonstrate a proficiency in problem solving in Mathematics by 06/02/2017 as measured by the STAR Math ACT Aspire Screening Report.

Strategy1:

Professional Development - Teachers will participate in ongoing professional development throughout the year.

Category: Develop/Implement Professional Learning and Support

Research Cited: Math Talk Moves; The Four C's; PBL

Activity - Math PLT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math professional learning team will review data to assess content area needs, study math best practices, such as accountability talk, rigorous questioning, math journals, and weekly fact drills. They will review resources such as MCPSS Pacing Guide, Engage NY and Georgia Standards. Math lead teachers will participate in professional learning in Math Design Collaborative Training	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Math Lead Teachers, PLT members

Measurable Objective 2:

A 3% increase of All Students will demonstrate a proficiency in Comprehension in Reading by 06/02/2017 as measured by STAR Reading ACT Aspire Screening Report.

Strategy1:

Best Practices - All K-5 and Special Education teachers will implement Best Practice Strategies through the cycle of instruction using the K-3 Literacy Framework, in addition to small groups, intervention, close reading strategies, and implementation of CFAs and Instructional Planning and Pacing that will ensure application of CCRS across the curriculum. Quarterly STAR assessments will provide data for objectives mastered or not yet mastered.

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

Research Cited: <http://visible-learning.org/>

Activity - Small Group Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 and Special Education teachers will implement small group reading instruction to assist students in dissecting complex texts through the implementation of close reading and provide needed intervention using Sunday System.	Direct Instruction	08/10/2016	06/02/2017	\$5000 - Title I Schoolwide	General Education Teachers, Special Education Teachers, Administrators

Activity - Title 1 Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 3-5 students identified in PST will be invited to participate in the after school tutoring program. Teachers will use the Sunday System as a resource during tutoring.	Tutoring Direct Instruction	01/02/2017	06/02/2017	\$7100 - Title I Schoolwide	General Education Teachers, Special Education Teachers, administrators

Measurable Objective 3:

A 3% increase of Fifth grade students will demonstrate a proficiency in application of content in Science by 06/02/2017 as measured by ACT Aspire Science Assessment.

Strategy1:

Hands-On Learning - All K-5 and special education teachers will implement Best Practice Strategies in Science through the cycle of instruction and project based learning units.

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

Research Cited: <http://www.nsta.org/about/positions/leadership.aspx>

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science lead teachers will participate in professional development through the Science PLT and through district training on research based programs and materials such as Stemsopes and Picture Perfect.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Science lead teachers

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in project based learning that ensures the application of the CCRS standards.	Other - Instructional Strategy	08/10/2016	06/02/2017	\$5025 - Title I Schoolwide	General education teachers, special education teachers, administrators

Goal 2:

Prepare and support teachers to graduate College and Career Ready students.

Measurable Objective 1:

collaborate to increase student achievement by 06/02/2017 as measured by the participation and attendance of all teachers on Professional Learning Teams.

Strategy1:

Professional Learning Teams - Each teacher will participate on a vertical Professional Learning team to increase their learning to improve student achievement. Teachers will review data to assess content area needs, study best practices, and plan for implementation of best practices as well as continue integration of the 4Cs 21st Century Skills.

Category: Develop/Implement Professional Learning and Support

Research Cited: Preparing 21st Century Students for a Global Society; An Educator's Guide to the "Four C's"

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional learning on PLT's in reading, math, writing/ELA, and science.	Professional Learning	08/10/2016	06/02/2017	\$6000 - Title I Schoolwide	All general education teachers, special education teachers, administrators

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Activity - Grade Level	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During grade level planning meetings, teachers will collaborate and discuss PLT information as well as new research.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	General Education Teachers, Special Education Teachers, administrators

Goal 3:

Mary B. Austin's 5th grade students will increase from 61% scoring at/above benchmark when tested in the Spring of 2016 to 63% scoring at/above benchmark in the Spring of 2017 as measured by STAR Reading School Benchmark Screening Report.

Measurable Objective 1:

A 2% increase of Fifth grade students will demonstrate a proficiency in comprehension in Reading by 06/02/2017 as measured by STAR School Benchmark Screening Report.

Strategy1:

Professional Development - The Mobile County Reading Coach assigned to Mary B. Austin will work with teachers to provide support as well as professional development in areas such as the Soudy System and close reading. Teachers will also participate in professional development through Reading PLT.

Category: Develop/Implement Professional Learning and Support

Research Cited: <http://www2.ed.gov/programs/readingfirst/support/effectivenessfinal.pdf>

<http://www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf>

Activity - ELA PLT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELA PLT will meet at least once a quarter to review reading data and participate in professional development to learn about effective instructional strategies in the area of reading and writing.	Professional Learning	08/10/2016	06/05/2017	\$0 - No Funding Required	ELA PLT teacher members and administration

Activity - Literacy Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mary B. Austin's district reading coach will meet regularly with teachers to support their reading instruction and provide professional development, particularly for close reading and the Soudy System.	Academic Support Program Professional Learning	08/29/2016	06/02/2017	\$0 - No Funding Required	District Literacy Coach

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 3% increase of Fifth grade students will demonstrate a proficiency in application of content in Science by 06/02/2017 as measured by ACT Aspire Science Assessment.

Strategy1:

Hands-On Learning - All K-5 and special education teachers will implement Best Practice Strategies in Science through the cycle of instruction and project based learning units.

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

Research Cited: <http://www.nsta.org/about/positions/leadership.aspx>

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in project based learning that ensures the application of the CCRS standards.	Other - Instructional Strategy	08/10/2016	06/02/2017	\$5025 - Title I Schoolwide	General education teachers, special education teachers, administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science lead teachers will participate in professional development through the Science PLT and through district training on research based programs and materials such as Stemsscopes and Picture Perfect.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Science lead teachers

Measurable Objective 2:

A 3% increase of All Students will demonstrate a proficiency in Comprehension in Reading by 06/02/2017 as measured by STAR Reading ACT Aspire Screening Report.

Strategy1:

Best Practices - All K-5 and Special Education teachers will implement Best Practice Strategies through the cycle of instruction in addition to small groups, intervention and close reading strategies that will ensure application of CCRS across the curriculum. Quarterly STAR assessments will provide data for objectives mastered or not yet mastered.

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

Research Cited: <http://visible-learning.org/>

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Activity - Small Group Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 and Special Education teachers will implement small group reading instruction to assist students in dissecting complex texts through the implementation of close reading and provide needed intervention using Souday System.	Direct Instruction	08/10/2016	06/02/2017	\$5000 - Title I Schoolwide	General Education Teachers, Special Education Teachers, Administrators

Activity - Title 1 Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 3-5 students identified in PST will be invited to participate in the after school tutoring program. Teachers will use the Souday System as a resource during tutoring.	Direct Instruction Tutoring	01/02/2017	06/02/2017	\$7100 - Title I Schoolwide	General Education Teachers, Special Education Teachers, administrators

Goal 2:

Prepare and support students through student support services.

Measurable Objective 1:

collaborate to improve the overall climate of the school by 06/02/2017 as measured by a decrease in the number of student discipline referrals to the office.

Strategy1:

PBIS - Teachers will implement positive behavioral interventions and supports.

Category: Develop/Implement Student and School Culture Program

Research Cited: <https://www.pbis.org/>

Activity - Student of the Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each classroom teacher will choose a student of the month that demonstrates the character focus for that month.	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Each classroom teacher will be responsible for choosing the student of the month and our counselor, Mrs. McElroy, will organize the student of the month celebration.

Activity - Positive Postcards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and support staff will recognize positive student behavior using "positive postcards". Teachers will turn in special positive messages about student behavior to be shared on the live morning announcements, The Morning Buzz.	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Classroom teachers will be responsible for completing the "positive postcards" and sending them home to parents. The Morning Buzz team will be responsible for sharing the positive announcements on live morning announcements when they are received.

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Activity - School-wide Discipline Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will implement the steps in our school-wide discipline plan.	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Classroom teachers and special education teachers will implement the steps in the discipline plan before referring students to the office. Administrators will be responsible for receiving discipline referrals.

Goal 3:

Mary B. Austin's 5th grade students will increase from 61% scoring at/above benchmark when tested in the Spring of 2016 to 63% scoring at/above benchmark in the Spring of 2017 as measured by STAR Reading School Benchmark Screening Report.

Measurable Objective 1:

A 2% increase of Fifth grade students will demonstrate a proficiency in comprehension in Reading by 06/02/2017 as measured by STAR School Benchmark Screening Report.

Strategy1:

Professional Development - The Mobile County Reading Coach assigned to Mary B. Austin will work with teachers to provide support as well as professional development in areas such as the Soliday System and close reading. Teachers will also participate in professional development through Reading PLT.

Category: Develop/Implement Professional Learning and Support

Research Cited: <http://www2.ed.gov/programs/readingfirst/support/effectivenessfinal.pdf>

<http://www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf>

Activity - ELA PLT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELA PLT will meet at least once a quarter to review reading data and participate in professional development to learn about effective instructional strategies in the area of reading and writing.	Professional Learning	08/10/2016	06/05/2017	\$0 - No Funding Required	ELA PLT teacher members and administration

Activity - Literacy Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mary B. Austin's district reading coach will meet regularly with teachers to support their reading instruction and provide professional development, particularly for close reading and the Soliday System.	Professional Learning Academic Support Program	08/29/2016	06/02/2017	\$0 - No Funding Required	District Literacy Coach

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 3% increase of Fifth grade students will demonstrate a proficiency in application of content in Science by 06/02/2017 as measured by ACT Aspire Science Assessment.

Strategy1:

Hands-On Learning - All K-5 and special education teachers will implement Best Practice Strategies in Science through the cycle of instruction and project based learning units.

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

Research Cited: <http://www.nsta.org/about/positions/leadership.aspx>

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science lead teachers will participate in professional development through the Science PLT and through district training on research based programs and materials such as Stemsopes and Picture Perfect.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Science lead teachers

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in project based learning that ensures the application of the CCRS standards.	Other - Instructional Strategy	08/10/2016	06/02/2017	\$5025 - Title I Schoolwide	General education teachers, special education teachers, administrators

Measurable Objective 2:

A 3% increase of All Students will demonstrate a proficiency in Comprehension in Reading by 06/02/2017 as measured by STAR Reading ACT Aspire Screening Report.

Strategy1:

Best Practices - All K-5 and Special Education teachers will implement Best Practice Strategies through the cycle of instruction in addition to small groups, intervention and close reading strategies that will ensure application of CCRS across the curriculum. Quarterly STAR assessments will provide data for objectives mastered or not yet mastered.

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

Research Cited: <http://visible-learning.org/>

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Activity - Small Group Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 and Special Education teachers will implement small group reading instruction to assist students in dissecting complex texts through the implementation of close reading and provide needed intervention using Souday System.	Direct Instruction	08/10/2016	06/02/2017	\$5000 - Title I Schoolwide	General Education Teachers, Special Education Teachers, Administrators

Activity - Title 1 Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 3-5 students identified in PST will be invited to participate in the after school tutoring program. Teachers will use the Souday System as a resource during tutoring.	Direct Instruction Tutoring	01/02/2017	06/02/2017	\$7100 - Title I Schoolwide	General Education Teachers, Special Education Teachers, administrators

Goal 2:

Mary B. Austin's 5th grade students will increase from 61% scoring at/above benchmark when tested in the Spring of 2016 to 63% scoring at/above benchmark in the Spring of 2017 as measured by STAR Reading School Benchmark Screening Report.

Measurable Objective 1:

A 2% increase of Fifth grade students will demonstrate a proficiency in comprehension in Reading by 06/02/2017 as measured by STAR School Benchmark Screening Report.

Strategy1:

Professional Development - The Mobile County Reading Coach assigned to Mary B. Austin will work with teachers to provide support as well as professional development in areas such as the Souday System and close reading. Teachers will also participate in professional development through Reading PLT.

Category: Develop/Implement Professional Learning and Support

Research Cited: <http://www2.ed.gov/programs/readingfirst/support/effectivenessfinal.pdf>

<http://www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf>

Activity - Literacy Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mary B. Austin's district reading coach will meet regularly with teachers to support their reading instruction and provide professional development, particularly for close reading and the Souday System.	Academic Support Program Professional Learning	08/29/2016	06/02/2017	\$0 - No Funding Required	District Literacy Coach

Activity - ELA PLT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELA PLT will meet at least once a quarter to review reading data and participate in professional development to learn about effective instructional strategies in the area of reading and writing.	Professional Learning	08/10/2016	06/05/2017	\$0 - No Funding Required	ELA PLT teacher members and administration

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

Goal 1:

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

Measurable Objective 1:

A 3% increase of English Learners students will demonstrate a proficiency in reading comprehension in Reading by 06/02/2017 as measured by STAR Reading ACT Aspire Screening Reports.

Strategy1:

Implementation of the Core Program - English Learners will increase in reading proficiency on the STAR Reading tests through the effective implementation of instruction utilizing Specially Designed Academic Instruction in English.

Category: Develop/Implement College and Career Ready Standards

Research Cited: USDOE, American Psychological Association, United Nations High Commission for Refugees (UNHCR)

Activity - ESL pull out	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will work with the ESL coordinator to ensure students' needs are being met in all core subject areas.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	EL Coordinator, content teachers, administrators

Measurable Objective 2:

A 3% increase of All Students will demonstrate a proficiency in Comprehension in Reading by 06/02/2017 as measured by STAR Reading ACT Aspire Screening Report.

Strategy1:

Best Practices - All K-5 and Special Education teachers will implement Best Practice Strategies through the cycle of instruction in addition to small groups, intervention and close reading strategies that will ensure application of CCRS across the curriculum. Quarterly STAR assessments will provide data for objectives mastered or not yet mastered.

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

Research Cited: <http://visible-learning.org/>

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Activity - Title 1 Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 3-5 students identified in PST will be invited to participate in the after school tutoring program. Teachers will use the Sondag System as a resource during tutoring.	Direct Instruction Tutoring	01/02/2017	06/02/2017	\$7100 - Title I Schoolwide	General Education Teachers, Special Education Teachers, administrators

Activity - Small Group Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 and Special Education teachers will implement small group reading instruction to assist students in dissecting complex texts through the implementation of close reading and provide needed intervention using Sondag System.	Direct Instruction	08/10/2016	06/02/2017	\$5000 - Title I Schoolwide	General Education Teachers, Special Education Teachers, Administrators

Goal 2:

Mary B. Austin's 5th grade students will increase from 61% scoring at/above benchmark when tested in the Spring of 2016 to 63% scoring at/above benchmark in the Spring of 2017 as measured by STAR Reading School Benchmark Screening Report.

Measurable Objective 1:

A 2% increase of Fifth grade students will demonstrate a proficiency in comprehension in Reading by 06/02/2017 as measured by STAR School Benchmark Screening Report.

Strategy1:

Professional Development - The Mobile County Reading Coach assigned to Mary B. Austin will work with teachers to provide support as well as professional development in areas such as the Sondag System and close reading. Teachers will also participate in professional development through Reading PLT.

Category: Develop/Implement Professional Learning and Support

Research Cited: <http://www2.ed.gov/programs/readingfirst/support/effectivenessfinal.pdf>

<http://www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf>

Activity - ELA PLT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ELA PLT will meet at least once a quarter to review reading data and participate in professional development to learn about effective instructional strategies in the area of reading and writing.	Professional Learning	08/10/2016	06/05/2017	\$0 - No Funding Required	ELA PLT teacher members and administration

Activity - Literacy Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mary B. Austin's district reading coach will meet regularly with teachers to support their reading instruction and provide professional development, particularly for close reading and the Sondag System.	Professional Learning Academic Support Program	08/29/2016	06/02/2017	\$0 - No Funding Required	District Literacy Coach

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

Goal 1:

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

Measurable Objective 1:

A 3% increase of English Learners students will demonstrate a proficiency in reading comprehension in Reading by 06/02/2017 as measured by STAR Reading ACT Aspire Screening Reports.

Strategy1:

Implementation of the Core Program - English Learners will increase in reading proficiency on the STAR Reading tests through the effective implementation of instruction utilizing Specially Designed Academic Instruction in English.

Category: Develop/Implement College and Career Ready Standards

Research Cited: USDOE, American Psychological Association, United Nations High Commission for Refugees (UNHCR)

Activity - ESL pull out	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will work with the ESL coordinator to ensure students' needs are being met in all core subject areas.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	EL Coordinator, content teachers, administrators

7. Identify the strategies in the schoolwide 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 3% increase of Fifth grade students will demonstrate a proficiency in application of content in Science by 06/02/2017 as measured by ACT Aspire Science Assessment.

Strategy1:

Hands-On Learning - All K-5 and special education teachers will implement Best Practice Strategies in Science through the cycle of

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instruction and project based learning units.

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

Research Cited: <http://www.nsta.org/about/positions/leadership.aspx>

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science lead teachers will participate in professional development through the Science PLT and through district training on research based programs and materials such as Stemsscopes and Picture Perfect.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Science lead teachers

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in project based learning that ensures the application of the CCRS standards.	Other - Instructional Strategy	08/10/2016	06/02/2017	\$5025 - Title I Schoolwide	General education teachers, special education teachers, administrators

Measurable Objective 2:

A 3% increase of All Students will demonstrate a proficiency in problem solving in Mathematics by 06/02/2017 as measured by the STAR Math ACT Aspire Screening Report.

Strategy1:

Professional Development - Teachers will participate in ongoing professional development throughout the year.

Category: Develop/Implement Professional Learning and Support

Research Cited: Math Talk Moves; The Four C's; PBL

Activity - Math PLT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math professional learning team will review data to assess content area needs, study math best practices, such as accountability talk, rigorous questioning, math journals, and weekly fact drills. They will review resources such as MCPSS Pacing Guide, Engage NY and Georgia Standards. Math lead teachers will participate in professional learning in Math Design Collaborative Training	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Math Lead Teachers, PLT members

Goal 2:

Prepare and support students through student support services.

Measurable Objective 1:

collaborate to improve the overall climate of the school by 06/02/2017 as measured by a decrease in the number of student discipline referrals to the office.

Strategy1:

21st Century Learning Opportunities - Students will have the opportunity to participate in both elective options and innovative labs that infuse 21st century skills of communication, collaboration, creativity, and critical thinking.

Category: Other - Curriculum Enrichment and Integration

Research Cited: <http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>

Activity - Student Electives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-5 students will have the opportunity to participate in electives of their choice.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Classroom teachers, special education teachers, and support teachers, such as the media specialist and writing coach.

Activity - Innovative Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in K-5 will have the opportunity to participate in Innovative Lab classes each week. Small groups of students will visit the Emerging Technologies Lab and the Communications Lab to complete activities that integrate technology and content standards. Also, entire classes will visit the computer lab and media center to complete activities that align with 21st century skills and our innovation plan.	Academic Support Program	08/10/2016	06/02/2017	\$20000 - Title I Schoolwide	Mrs. Fischer and Mrs. Hamilton- Emerging Technologies Lab, Mrs. Pouliot-Communications Lab, Mrs. Delaney-computer lab, Mrs. Lambert- media center.

Goal 3:

All Educators and Students will have digital tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to locate and promote the use of high-quality cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's College and Career Ready Standards by 06/02/2017 as measured by student digital products.

Strategy1:

Professional Development - Attend and support high-quality and appropriate professional development not only in the use of technology tools but also the creative strategies for incorporating technology-based resources in the learning environment.

Category: Develop/Implement Professional Learning and Support

Research Cited: Horizon Report, (2011). Retrieved from <http://www.educause.edu/library/resources/2012-horizon-report>

"Technology Integration Research Review" Vanessa Vega. <http://www.edutopia.org/technology-integration-research-learning-outcomes>

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Activity - Digital Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Digital Literacy Team will participate in professional development provided by Discovery Education. The Digital Literacy Team will share this information with the staff and collaborate to implement these strategies in the classroom to support technology integration and project based learning activities.	Technology	08/10/2016	06/02/2017	\$6700 - Title I Schoolwide	Digital Literacy Team- Mrs. Lambert (Media Specialist), Mrs. Golden (2nd grade teacher), Mrs. Pouliot (Emerging Tech Lab teacher), and Mrs. Gronowski (1st grade teacher), Classroom teachers, administrators

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	All instructional paraprofessionals meet the state requirements.	

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	All teachers at Mary B. Austin Elementary School meet the requirements for highly qualified. The LEA supports Austin to attract and maintain a highly qualified staff by providing official annual HW status from Human Resources for all teachers and ensuring assignments are made based on HQ status and certifications.	Austin Certified Employee List

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

Assignments are made based on HQ status and certifications along with teacher observations by administrators. This helps ensure that highly qualified, well trained teachers effectively address identified academic needs. The hiring process is often a team decision. The administrator interviews qualified applicants and calls promising candidates back for a second interview along with a team of teachers who assist with the hiring decision. The final decision is made by the administrator.

Component 4: Strategies to Attract Qualified Teachers

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

The turnover rate was 19%. There were three teachers that retired, 2 teachers that left the system and moved to another state, 1 teacher that transferred to a private school, and 1 teacher that transferred to another school system in the state.

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

All but one teacher at Mary B. Austin have more than one year teaching experience.

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

There is not typically a high turnover rate at Mary B. Austin. Last year was an exception because two teachers moved out of the state for personal reasons and three teachers retired. However, our school typically has a lower turnover rate because we are an innovative school. Teachers work collaboratively with administrators to develop and pace curriculum. Teachers feel they have administrative support with planning and carrying out plans.

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?

Professional Learning Teams have been created vertically so that all teachers can learn from one another across grade levels. Teachers are continuing to focus on the 4Cs using "Preparing 21st Century Students for a Global Society: An Educator's Guide to the Four Cs. Teachers will participate in professional development on close reading, the Souday System, and Visible Learning, Also, teachers will receive professional learning on math and science hands-on learning through Picture Perfect, Stem Scopes, and Dynamic Math Design. At Mary B. Austin, we also use faculty meeting for professional learning (ELL updates, Behavior 360, Digital Literacy).

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

Teachers, faculty, staff and parents have ample opportunities for professional development. This year teachers work on Professional Learning Teams as well as with grade levels to research and plan. Administrators also use faculty meetings to implement research and professional development/training for all teachers, paraprofessionals, and staff. The district reading coach will provide additional professional development as well. Parents are invited to attend Parenting Day as well as other workshops and an academic night in the spring.

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.

For the 2016-2017 school year, there is only one new teacher to the system and to Austin. This teacher has been given an assigned master teacher and will be given support throughout the school year.

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

Professional Development is embedded in PLTs, grade level planning, and faculty meetings. Teachers have the opportunity to collaborate with specials teachers as well as other teachers across grade levels. Teachers can also participate in technology professional development provided by the TST throughout the year.

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.

Austin Elementary provides transitional support to students through our Bridges Program. This program is for our students entering kindergarten. Neighboring daycares and preschools tour the school and children are provided with information and experiences to prepare them for daycare to school transition. We also provide visits to and from area middle schools for our fifth grade students. Middle School counselors are also welcome to come speak during counseling times to the fifth grade students about the transition to middle school. The school counselor meets with students who have transferred to Mary B. Austin from another school. These meetings take place to make sure the student is adjusting and transitioning well. Students and parents are encouraged to participate in pre-registration activities as well as Meet and Greet (prior to beginning school). At Meet and Greet teachers provide information on new grade level requirements and curriculum. Open House activities are held for all parents to acclimate families to Mary B. Austin.

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 given planning days at the end of each quarter. These days are used for professional development, data analysis, and planning. Teachers are allowed to share in decision making in regards to next steps and needed actions based on planning and data analysis. ACT Aspire data is reviewed through professional learning teams to determine areas of strength and needs for improvement. PLTs discuss best practice strategies and plans for continuous improvement.

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?

PST/DATA meetings are held regularly and students' names are submitted who are on urgent intervention based on the STAR assessment. Students who show a need based on class performance may also be submitted for intervention help/PST documentation during these meetings. Intervention strategies are discussed at this time with the problem solving team. Teachers identify strategies to utilize during intervention to assist struggling students with mastering objectives. Students identified as special needs students receive additional services as stated in their IEP. ELL students receive Tier III interventions from Austin's ELL resource teacher.

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?

The teachers provide additional intervention for these students in the classroom. In some cases, TIER III intervention is also provided for those who are experiencing difficulty mastering the state's academic achievement assessment standards. Students identified as special needs students receive additional services as stated in their IEP. ELL students receive Tier III interventions from Austin's ELL resource teacher.

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

Students' individual needs are being addressed through differentiated instruction in the classroom by small groups, math groups, reading groups, enrichment activities and interventions. Differentiated software is also utilized on devices.

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

Students are invited to after school tutoring based on the following:

Submission of name to the PST

Data from STAR Early Literacy, STAR reading, STAR math

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.

All homeless, migratory, delinquent, neglected, and LEP students have equal access to the same Alabama education as all other students. Students are identified through the district. The district has resource personnel who provide support on an individual basis for students and families identified as homeless, migratory, delinquent, neglected, and LEP. A confidential list of students is forwarded to the local school. Austin's list is maintained by the administrator in her office. Students are provided with the opportunity meet the same challenging state content and performance standards to which all students are held without isolation or being stigmatized. Students participate in local and state assessments on the same basis as all other students.

Comprehensive services for each subgroup are provided by the following district wide initiatives:

1. Migrant-Department of Special Programs
2. LEP-Department of Special Programs
3. Neglected or Delinquent-Division of Federal Programs
4. Homeless-Student Support Services

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.

n/a

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?

Federal, state, and local funds and resources are used to support strategies in place to support school wide goals. Funds are used for the integration of technology, to hire substitutes for ongoing professional development, development of our communication and project labs, tutoring for struggling learners, etc.

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.

Austin Elementary uses all funds to improve instruction and increase student achievement in all subject areas. We review our budgets carefully to verify that all resources are used to supplant what the SDE and local funds provide. State funds provide Austin with teacher support, technology, library, counselor, administration, and teachers. With local funds, we are provided art and music teachers as well as paraprofessionals and instructional materials. Title 1 funds are used for technology, substitutes for professional development, professional development materials, and after school tutoring. Teachers are also able to attend conferences inside and outside of the district to enhance teaching and learning. Through careful planning and coordination of all services we ensure efficient and productive use of funds.

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

All students have the opportunity to eat breakfast and lunch with no cost to the student or family.

Component 10: Evaluation

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

Multiple sources of data are evaluated to determine the success of the implementation of school wide goals. STAR testing data as well as the ACT Aspire is used to determine measureable growth in the subject areas of reading, writing, and math. Formative Assessments as well as project rubrics will be used to determine success of the implementation of project based learning and thematic units.

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?

ACT Aspire data will be analyzed by the school leadership team and grade levels teams to determine areas of strength and opportunities for improvement. The results of this analysis will be used to determine areas of focus. Areas of focus will be prioritized and action will be taken to address concerns.

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?

The PST committee meets to discuss the students furthest from achieving the standards. Students falling into urgent intervention on the STAR in reading, math, or both subject areas will be analyzed and assessed to see which objectives are not being mastered or met. Through this assessment, Austin can make changes and improve the program in place to ensure student achievement.

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?

Faculty members meet by grade levels, in PST's, as well as PLT's to revise, evaluate, and review the school wide program.

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

Austin is continuing with a goal of reading improvement from last year. This year we are continuing the implementation of thematic units, project based learning, as well as continuing with after school tutoring in hopes of meeting or exceeding our goal for reading. Our school also feels that continuing professional development and grade level planning is key to a successful school.

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

We changed our writing goal from last year to a science goal for this year. We experienced growth in writing, but saw a slight decrease in
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science on the ACT Aspire assessment.

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	34.00	34.0	0.00
Administrator Units	1.00	1.0	0.00
Assistant Principal	0.00	0.0	0.00
Counselor	1.00	0.5	0.00
Librarian	1.00	1.0	0.00
Career and Technical Education Administrator	0.00	0.0	0.00
Career and Technical Education Counselor	0.00	0.0	0.00
Technology	0.00	0	5,780.00
Professional Development	0.00	0	2,176.00
State ELL Funds	0.00	.5	0.00
Instructional Supplies	0.00	0	13,804.00
Library Enhancement	0.00	0	748.00
Totals			22,508.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	57810.0

Provide a brief explanation and breakdown of expenses.

Substitutes for Teacher Professional Development: 5572.00
Extended Day, Title I Support Stipends: 5930.00, 1598.00
Copier Expenses and Postage: 6300.00
Computer Hardware/Electronic Devices: 20000.00
Parenting Materials/Supplies, Classroom Materials/Supplies, Computer Software: 17910.00
Books/Periodicals for Library: 500.00

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

Provide a brief explanation and a breakdown of expenses.

We do not receive ARRA funds.

Title II

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

Provide a brief explanation and a breakdown of expenses.

We have not received Title II funds for this academic year.

Title III

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

Provide a brief explanation and a breakdown of expenses.

Our local school did not receive Title III funds.

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.

Our local school did not receive Title IV funds.

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.

Our local school did not receive Title VI funds.

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.

N/A

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

Provide a brief explanation and breakdown of expenses.

NA

Other

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

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

Label	Question	Value
1.	Provide the total	252739.89

Provide a brief explanation and breakdown of expenses

Teacher: 52232.00

Aide: 45345.00

Service: 17310.00

Suppl/OT/Other: 1000.00

Employee Benefits: 61229.00

Property Services: 3287.03

Utilities: 72336.86

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 September, Mary B. Austin Elementary School held its required annual meeting of Title 1 parents. Parents are notified of the meeting through School Messenger, teacher contact, and the school's website. To assist in providing the opportunity for all parents to attend, the meeting was offered in the evening after school and was also created in a digital format and uploaded to the school's website for parents unable to attend. Topics discussed at this year's meeting were: What it means to be a Title 1 school: the 1 % set aside; the process for involvement in the 1 % set aside by parents (the money will aid in purchasing parenting resources), community members, and any stake holders in our school; opportunities to share in decisions making; Mobile County's Title 1 Plan; the annual evaluation of Mobile County's Parental Involvement Plan; Austin's Parent Involvement Plan; the annual evaluation of Austin's Parental Involvement Plan; revision of Austin's Parent Involvement Plan; locations of Austin's Parental Involvement Plan and Austin's Continuous Improvement Plan for review; requesting the qualifications of a child's teacher; introduction of parent leaders/contacts; notifications to parents if their child's teacher is not highly qualified; timeline for this year's parent involvement activities and School/Parent/Student Compacts.

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.

2.1 The leadership, faculty, and staff of Mary B. Austin Elementary School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our Annual Title 1 meeting for parents will be offered during the first quarter of school, once during the evening and also in a digital format that can be accessed on Austin's website. We will also offer one parent activity/workshop each quarter. Two activities will be held during the school day and two activities will be held during the evening. We will convene one Parent Advisory Council meeting each semester. First semester's meeting will be held during the school day and the second semester meeting will be held in the evening so that all parents will have the opportunity to attend at least one meeting during the school year.

2.2 The leadership and staff of Mary B. Austin Elementary School also believe in the importance of all parents having the opportunity for involvement throughout every step of the decision making progress. Therefore, parents are notified vial School Messenger, teacher communication, and the school's website, Facebook and Twitter pages whenever there are opportunities for involvement in decision making. We provide various opportunities for involvement in planning, reviewing, and improving our Title 1 program through our parental meetings. Meetings are held on a flexible schedule so that parents have various opportunities for involvement. We also encourage parents to submit their ideas, comments and/or concerns about Title 1 programs and activities in writing to our Parent Organizer, the principal, the classroom teacher, and/or the Title 1 Facilitator. The Parent Organizer(s) (who also serves as a classroom teacher, Jennifer Fischer/Amanda Delaney-NOT PAID OUT OF TITLE I FUNDS) will serve as a representative on decision-making committees and as the contact person for parents to answer questions about parental involvement and parental rights. The Parent Organizers keeps parents informed of opportunities to be involved in committee work and receive input from parents for committee decisions. The Parent Organizers assists in evaluating the Parental Involvement Plan, the School Home Compact, and the parenting portion of the Continuous Improvement Plan (CIP). The Parent Organizers also assists in planning parent activities and they assist in training other parents to be parent leaders.

2.3 The leadership, staff, and parents of Mary B. Austin Elementary School use its parental involvement funds to fund all materials and supplies for our school's parenting activities/workshops, and to fund all materials and supplies needed to provide parents with resources as
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needed. The leadership, faculty, and staff of Mary B. Austin Elementary School believes in presenting parents with information in a timely manner and in a format that is understood by the parent. Austin's parenting funds for 2016-17 total 1185.41.

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.

The leadership, faculty, and staff of Mary B. Austin Elementary School believe in presenting parents with information in a timely matter and in a format that is understood by the parent. Therefore, during the first semester of school, Mary B. Austin holds a Parenting Day for all parents. This Parenting Day is a series of workshops with breakout sessions that parents can attend. These sessions provide information about the Title 1 program, the curriculum, forms of academic assessments used, ESL/ELL programs available, and other district or community organizations available for their assistance. Parents also learn about priority goals in reading and math, how to interpret information from reports on high stakes testing, and how to involve their child in setting and monitoring their reading and math goals for the year. Parents are also given an opportunity to schedule a conference with their child's teacher. Written information is provided to parents in a language they can understand. If requested or the need is demonstrated, parents will be provided an interpreter during the meeting if possible.

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).

The leadership, faculty, staff, and parents of Mary B. Austin Elementary School believe in shared responsibility for the success of our students. Therefore, we maintain a contract with parents and students concerning our shared responsibilities for improved academic achievement of all students. This contract is referred to as the School/Parent/Student Compact. The Compact is a contractual agreement between the school, parent, and student. It is signed by the principal, the classroom teacher, the parent, and the student. It outlines each party's responsibility to the other signees. Three copies of the Compact are distributed once it is signed. One is to be maintained at home by the parent and child. A second copy is maintained in the classroom. It is to be utilized during parent/teacher/student conferences as a means of ensuring everyone is adhering to his/her part in improving the student's academic achievement. A third copy is maintained in the main office for Title 1 documentation. Parents, students, and teachers will discuss the Compact during their first parent/teacher/student conference of the school year. Additions, deletions, or substitution will be completed if needed. The compact will be signed by the teacher, parent, and student to signify their agreement to be partners in the academic achievement of the student. The Compact should be revisited during conferences or phone calls to ensure all parties are fulfilling their obligations. In May of each year the Parent Representative and/or Title 1 Facilitators will meet to review and/or revise the School/Parent/Student Compact based on information received from the Annual Title 1 Parent Survey, classroom teachers, and students.

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

The leadership, faculty, and staff of Mary B. Austin Elementary School believe parents have a right to submit their comments of satisfaction

or comments of dissatisfaction concerning every aspect of the operations of our school, especially our CIP. Therefore, in May of every year we conduct a Parent Survey to determine parental satisfaction with our school. We also encourage parents to submit in writing to the CIP committee, parent leaders, the principal, or Title 1 Facilitators any comments of satisfaction or dissatisfaction with the Plan. Once the survey results are compiled, parents are notified, and are welcome to come to the planning meetings and/or submit their comments in writing to the principal or parent organizer. In May, the CIP team, along with the parent organizer will meet and begin the process to review, evaluate, and revise the plan based on comments and survey results from parents. In September, the team meets again to finalize the plan. After the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, he/she has the right to submit his/her concerns in writing to the school. The school will submit those concerns to the Central Office. Elementary school parents can also request a meeting with the principal to discuss concerns with the Continuous Improvement Plan. The concerns will be addressed and the parents will be informed of the date for the next meetings where the concerns may be addressed and resolved amid the group.

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)

Mary B. Austin will hold a parenting day in the fall which is a series of workshops that include breakout sessions for parents. The sessions will cover the following topics: Content Standards, achievement standards, national, state, and local academic assessments, monitoring student progress, and working with teachers to improve student achievement. This parenting day will be hosted by the principal, lead teachers, Title 1 Facilitator, the Parent Organizer, and possibly even presenters from the community. The requirements of Title 1 and its required components will be discussed at our annual Title 1 meeting held during the first semester of school.

The leadership, faculty, and staff at Mary B. Austin Elementary will provide training in math and reading via technology during the school year. During second semester, Mary B. Austin Elementary will hold an Academic Night for our families. This gives parents time to see the resources being used and the standards being taught in the classroom. Parents will also have access to materials and resources in the school's parent resource room. The Parent Organizer will display materials and resources throughout the school year. These materials are available to parents during regular school hours. All parents of the students are encouraged to become partners in education regardless of ethnicity, language, disability, and background.

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)

The leadership, faculty, and staff of Mary B. Austin hold a Parenting Day for all parents. This day is a series of workshops and breakout

sessions. These sessions are informative and provide parents with information about the Title 1 program, the curriculum, academic assessment, ESL/ELL programs available, and other district or community organizations available as needed. Parents learn of priority goals in math, reading, writing/ELA, and technology. Parents are shown how to interpret data from high stakes testing as well as given lists of resources to help support academic achievement. Parents can schedule a conference with teachers during this time. All information is provided to parents in a language they are able to understand. The Parent Organizer will ensure parents are notified of the materials and resources available for check out and viewing at school. These materials and resources will allow for parents to see grade level standards, specific objectives, and tips on how to help students achieve and master these standards.

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)

The administration and lead teachers of Mary B. Austin will continue to work with its teachers through in-services, faculty meetings, and grade level meetings to ensure teachers understand the importance of parental involvement and to acknowledge parents as partners in education. Periodically, the faculty/staff will address the importance of parental involvement during instructional meetings. Parents are always made to feel welcome and appreciated for their input and ideas. The principal will monitor teachers, paraprofessionals, the office staff, custodial staff, and cafeteria staff to ensure every parent is met courteously and is made to feel welcome at Mary B. Austin. Parents and community members are welcomed as volunteers to partner with teachers to assist with intervention, enrichment, reading to classes, etc. Austin partners regularly with Spring Hill College for tutors, Spring Hill Presbyterian for volunteers as well as additional parents and community members who serve our school in the best interest of students.

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)

The Parent Organizer of Mary B. Austin has a resource room available in the back of the library with materials available for parent use. These materials provide parents with ideas for working with their children to improve academic achievement. Parents of Mary B. Austin Elementary have access to math and reading materials for all grades. Parenting Day allows for parent involvement and communication between parents, the administrators, teachers, and community organizations.

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)

At present Mary B. Austin Elementary School has ELL students of various backgrounds and languages. The LEA provides a teacher who works with these students in their language on a weekly basis. Information related to school and parent programs, meetings, and other activities are listed on the school's website. Parents have access to a translation tool on the website if needed. Parents are notified about information related to the school and parent programs through the school's website, the school messenger, teacher newsletters, and other digital forms of communication. This ensures parents have access to our school information in a manner that best suits their needs and is in an understandable language.

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.)

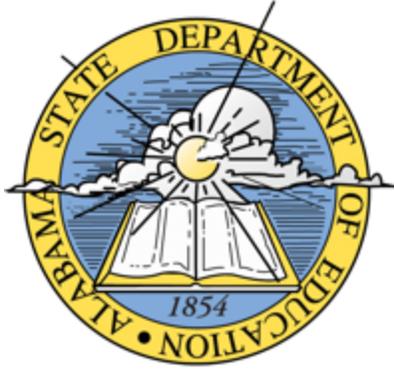
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

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

The leadership, faculty, and staff of Mary B. Austin Elementary School make every effort with parents in meeting their requests as related to their involvement in their child's education. Parents are encouraged to visit our school website, follow the school on Twitter, Facebook and Instagram and sign up for Messenger. Teacher newsletters and the REMIND 101 site allow for parent involvement.

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 leadership and staff at Mary B. Austin Elementary School, to the extent practicable, provide opportunities for the participation of parents with English proficiency and parents with disabilities. The LEA provides a teacher who works with these students on a weekly basis. The teacher is also a liaison between the school and ELL parents. Information related to school and parent programs, meetings, and other activities is listed on our school website. Parents have access to a transition tool on the website if needed. The tool translates information on the website into any language desired. Identified migrant students are accommodated with the help of the Office of Migrant and Homeless Education. Every effort is made to accommodate parents with disabilities. Our building and parking lot are handicapped-accessible.



ACIP

Alma Bryant High School

Mobile County Board of Education

Mr. Doug Estle
14001 Hurricane Boulevard
Irvington, AL 36544

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Executive Summary

Introduction

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

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

Description of the School

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

Located at 14001 Hurricane Boulevard in Irvington, Alabama, Alma Bryant High School is one of twelve public high schools in the Mobile County Public School System, the largest and oldest public school system within the state of Alabama, and is located in the southern most portion of the county. Opening its doors in 1998, Alma Bryant High School merged two rival high schools into one powerhouse. Those two high schools ultimately became the feeder pattern middle schools: Alba Middle School and Grand Bay Middle School. Six elementary schools also feed into Alma Bryant High School: Dauphin Island Elementary School, Dixon Elementary School, Booth Elementary School, St. Elmo Elementary School, Castlen Elementary School, and Breitting Elementary School. Alma Bryant High School brings together 1730 students, grades 9 through 12, who reside within the largest land-area of all high schools within the county including the cities of Dauphin Island, Coden, Bayou La Batre, St. Elmo, Irvington, Grand Bay, as well as Theodore.

Largely reliant on the natural resources of the area as industry, the communities of Alma Bryant High School have endured both Hurricane Katrina (2005) and the BP oil spill (2010). Both devastating to the coastline and the economy, these events have impacted the overall demographics of the student body. Of the 1730 students enrolled, 77% are Caucasian, 12% are African-American, 7.5% are Asian, and 3.5% are Hispanic. Nearly 2.8% of Alma Bryant students are migrant. Additionally, 0.5% are ESL students. The percentage of students eligible for free/reduced lunch continues to be above 60%. Nevertheless, the perseverance of these communities is evident: Alma Bryant's attendance rate remains steady at 92%.

Consistently increasing average daily attendance can be contributed to the dedication and talents of the 97 faculty members of Alma Bryant High School. Of these 97 educators, 91 are Caucasian, 6 are African-American, and 1 is Hispanic. All members of the Alma Bryant certified teaching staff are highly qualified in their area of expertise. The turnover at Alma Bryant High School is minimal; in fact, positions within the Alma Bryant faculty are coveted and highly sought-after. Additionally, 35 of the 97 faculty members live within the community they serve. Alma Bryant High School strives to provide a solid support network through department meetings, PST (Problem Solving Team) meetings, faculty meetings, as well as embedded professional development sessions. Furthermore, mentors are provided for all new teachers.

The 97 dedicated educators of Alma Bryant High School all contribute to the successes of our students. Our faculty, as well as our staff, provide academic, athletic, artistic, and service opportunities valuable to students' personal growth through educational and social experiences. During the 2013-2014 school year, Alma Bryant High School initiated their signature academy. The Academy of Coastal Studies has been designed to provide the foundation for those aspiring to protect and enhance the delicate, crucial resources and wildlife found along the Gulf Coast. Five pathways of studies are currently provided within this academy: Coastal Environmental Sciences, Environmental Management, Fisheries Management and Aquaculture, Maritime and Industrial Technologies, as well as Recreation, Travel, and Tourism. Enrollment into the Academy of Coastal Studies will allow students both the academic footing and the field experience within the pathway of their choice.

To provide ample opportunities for all of our students, additional pathways have been introduced within Alma Bryant's academy. In addition to Coastal Studies, students may choose Business, Management, and Administration; JROTC; Performing Arts; Visual Arts; or an Honors, Advanced Placement, and Dual Enrollment pathway. We are presently establishing a Sports Administration pathway as well. Furthermore, students may also pursue opportunities career opportunities at the Bryant Career and Technical Center. Needless to say, Alma Bryant High School is a comprehensive high school with abundant resources and opportunities to ensure each student can be college and career ready.

The faculty and staff work tirelessly to offer a rigorous and relevant curriculum to every student through this wide range of course offerings, academies, dual enrollment, advanced placement, as well as access to Bryant Career Tech Center. Students' diverse strengths and needs are met through a variety of clubs and organizations, numerous competitive 7A sports teams, and Extended Day programs. Support services are available in special education, credit recovery programs, speech/language therapy, ESL, and occupational/physical therapy.

Alma Bryant High School is truly a comprehensive high school.

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.

Our mission, at Alma Bryant High School, is to unify several communities as one graduating body by enhancing the athletic, academic, artistic, and service talents of the students individually and of the school holistically, thereby, increasing their educational and social experiences as well as their personal growth.

Our vision - Creating a culture of higher learning, higher standards, and higher expectations.

Our values -

At Alma Bryant High School, we believe in higher learning -

We will maximize learning by making data-driven decisions to guide the implementation of scientifically research-based practice and to guide multiple learning opportunities ensuring that learning extends beyond the classroom.

At Alma Bryant High School, we believe in higher standards -

We will model what we expect from others. We will treat all stakeholders with mutual respect and dignity. We will develop positive relationships with every student, parent, and stakeholder. We will share responsibility for each student's learning with all stakeholders including students, parent, staff, and community.

At Alma Bryant High School, we believe in higher expectations -

We will ensure all students meet or exceed essential skill proficiency. We will measure success based on student learning. We will measure continuous learning for all staff and students. We acknowledge that our potential has no limit.

The school embodies its purpose by providing programs and learning venues that promote academic achievements, career technical opportunities, and holistic growth for each student. The overall goal of Alma Bryant High School is to create an exceptional environment that engages, challenges, and supports all student so that they may thrive and achieve their academic potential every year while preparing them to pursue college and career readiness opportunities. To achieve this goal our school invests in research-based practices to support the curriculum and to ensure instructional strategies are current and rigorous.

Alma Bryant High School challenges students with a rigorous curriculum, incorporating instructional strategies that impact students in a positive manner. Beginning its Literacy Initiative in 2010, the faculty has progressively focused on reading strategies, formative assessments, and quality questioning techniques through campus-wide professional development. These efforts, in conjunction with district initiatives, are to ensure Alma Bryant students obtain quality instruction in an effective learning environment. Faculty collaboration through departmental data meetings, PST meetings, as well as faculty meetings additionally desegregate and disseminate data relevant to the assurance of creating a culture of higher learning, higher standards, and higher expectations.

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.

Alma Bryant High School has numerous notable achievements that bring pride to both faculty and students. Currently, Alma Bryant is a leader among the county high schools in average daily attendance; our current average is 92.46%. Additionally, our graduation rates have continued to increase each year (2010-2011=70%; 2011-2012=77%; 2012-2013=78%; 2013-2014=82%; 2014-2015=87%). The Advanced Placement program also has shown improvement annually: the number of students participating as well as the number of tests scoring 3+ have increased each year since 2011. Additionally, the number of dual enrollment credits earned will steadily increase with this year's introduction of two more college-level courses being offered; during the 2015-2016 year, 594 college credit hours were earned by Alma Bryant students. Providing students with college credits while in high school provides additional incentives for our students to stretch themselves academically.

Programs worthy of mentioning include an organized emphasis on credit recovery, a structured school-wide literacy plan, and targeted after-school tutoring.

Student achievement is always a reason to celebrate. Our 2015 graduates earned \$10,124,614 in scholarships; 2016 graduates, \$11,166,352.

While in a transitional phase, Alma Bryant will continue to monitor common core implementation as well as high stakes testing. The 2014 ACT state testing provided benchmark data; 2015 ACT results revealed that our efforts are positively impacting student achievement; 2016 ACT results continues to show growth. The 2015-2016 school year was also the first state testing for early high school ACT Aspire; this high-stakes test's results will be used to evaluate student growth from 3rd grade through 10th grade. Aspire data, used as an accountability measurement, will further provide insight to our students' achievements. Overall, fine tuning our efforts while properly analyzing and using available data will provide insight to student and faculty needs. Continual focus on the strengthening of effective classroom strategies will incorporate collaborative learning within the Cycle of Instruction.

While we have met our goals each year over the past three years, we continue to evaluate and revise our goals to best meet our students' needs. Over the next three years, we plan to transform many of our classrooms into differentiated, student-centered classrooms through the county's digital literacy plan. This transformation will provide the platform for more effective Tier I and Tier II instruction, especially in the mathematics classroom. Strengthening literacy skills will continue to be a campus wide focus. And, as a Focus School, we will continue to strive to close the gap between our general ed and the Special Education subgroup by providing additional academic supports during the day as well as after school to ensure all students have ample opportunities to become college and career ready.

Additional Information

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

In November 2015 after completing a thorough and stringent application process, Alma Bryant High School became the first high school in the state of Alabama to be certified as a Cambridge International School by Cambridge International Examinations. Through a partnership with Cambridge Assessment, a department of the University of Cambridge in England, Alma Bryant students will be able to take specialized classes that are recognized and valued by universities and employers around the world. Students will be challenged through rigorous courses and will be able to earn college credit by passing internationally benchmarked exams.

Students interested in enrolling within the Cambridge Program at Alma Bryant High School were encouraged to complete an application process that highlighted a student's academic achievements, campus and community involvement, as well as effective communication skills. Of the 71 initial applicants, 31 candidates were accepted into the first Cambridge cohort. These freshmen will be the torchbearers for the Cambridge Program at Alma Bryant High School being the example for both MCPSS and the state of Alabama.

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.

Alma Bryant High School's CIP Committee is comprised of the members of the Instructional Leadership Team, several parents, and several students. The Instructional Leadership Team includes all administrators, all counselors, lead teachers from each department, our Academy Specialist, our Reading Specialist/PST Coordinator, our Athletic Director, our Technology Support Teacher/Testing Coordinator, our ELL Resource Teacher, our Title I Facilitator, as well as our School Improvement Specialist from MCPSS Federal Programs.

Parents are considered based on their investment and concern for the learning communities' best interests. Both parents and students are carefully selected to ensure a balanced representation of the campus population.

Minimally, CIP Committee members meet quarterly to review current data and revise the CIP. Meetings are arranged to accommodate the majority of all committee members.

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

All members contribute an expert perception of the available data from his/her field. Each member's insight and expertise are valuable to the compilation of data when reviewing and revising the CIP. All input is necessary to fine tune comprehensive efforts at Alma Bryant High School.

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 CIP was made available to all stakeholders via the school website. The Instructional Leadership Team also has access to the finalized CIP for purposes of additional team building as well as for continual progress monitoring through department meetings.

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		2015-2016 ACIP Review

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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

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

Areas of Notable Achievement

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

Attendance continues to be above the expected level of performance.

AP (Advance Placement) courses, in general, showed a 20% decline in 1's earned throughout the past five years. Additionally, AP courses have also shown an 8.8% increase in 3+'s during the past five years. A total of 46 students (21.5%) earned scores of 3 or higher. Nine students were recognized by AP College Board as AP Scholars, an increase from last year's six.

Bryant was able to exceed the 80/20 goal (a minimum of 80% graduating by 2020) within the 2014 cohort which graduated 81%. The 2015 cohort graduated 87%.

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

Bryant has continued to increase its graduation rate each year: 2010-2011=70%; 2011-2012=77%; 2012-2013=78%; 2013-2014=81%; 2015=87%.

Alma Bryant HS also continues to show a positive trend in the total amount of awarded scholarships: 2016 graduates earned \$11,166,352.00. 2015 graduates earned \$10,123,614.00 (an increase of \$1,430,906.00 from 2014).

The April 2014 ACT testing data served as benchmark data for Alma Bryant High School. The April 2015 ACT testing data revealed an increase in the percentage of students meeting the benchmarks within English, Mathematics, and Reading. Also, the percentage of students meeting at least 1 benchmark increased nearly 16%; the percentage of students meeting all benchmarks increased nearly 17%. 2016 results continue to show a positive trend with increases in the percentage of students meeting the benchmarks with all four content areas. Furthermore, the percentage of students meeting all benchmarks increased over 70%.

WorkKeys results show a positive trend - 60.1% of those tested in 2015 earned a CRI; 68.6% of those tested in 2016 earned a CRI.

Which area(s) indicate the overall highest performance?

The Math Innovation Plan implemented during the 2014-2015 school year proved to be effective. The April 2015 ACT results revealed a 57% increase in the number of students meeting the benchmark of the Mathematics portion of the test. Furthermore, the percentage of students earning credits in core mathematics courses increased slightly. The Math Innovation Plan, in its second year, continued to prove effective revealing an additional 27% increase in the number of students meeting the benchmark of the mathematics portion of the ACT. Additionally, as seen in the 2015-2016 Local School Indicator, the percentage of students earning an Algebra 1 credit increased to 78% from the previous year's 64%. There was also a positive impact in the percentage of students earning a credit in Geometry (from 81.4% to 87.7%).

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

With the adoption of the state report card, the percentage of students earning a CRI (Career Readiness Indicator) is used as a means of accountability. ACT Prep courses hosted for all juniors during the 3rd Period mini block become crucial to many of our juniors' success. Furthermore, providing support through WorkKeys Prep for our struggling students, Special Education students as well as PST (Problem Solving Team) students, will assist in the assurance that our students are college and career ready.

A percentage of 72.3% of Alma Bryant High School's 2015 graduated earned a CRI; while 81.9% of 2016 graduates earned a CRI. This increase can be attributed to additional WorkKeys prep as well as additional dual enrollment opportunities.

Between which subgroups is the achievement gap closing?

Alma Bryant High School works closely with all subgroups to ensure achievement gaps are closing. With the full analysis of the April 2014 and April 2015 ACT results, achievement gaps will be noted and actions to close these gaps will be taken.

Furthermore, a plan to close the noted achievement gap of Special Ed students' WorkKeys testing results has been fully implemented and will be closely monitored throughout the 2015-2016 school year (30-60-90 Day Plan). These results revealed a decrease as a result of only one student missing the mark in CRI achievement; due to a small population, the percentages are misleading. Efforts will continue to support both SpEd and PST students in efforts to close achievement gaps.

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

Improvement in the AP program is consistent with the district initiative.

Increased graduation rates are also in alignment with district goals.

Areas in Need of Improvement

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

The ALSDE implemented the Aspire to sophomores for the first time in April 2016. The results revealed a grave deficiency in all areas, especially reading and math. Only 27% of tenth graders were deemed proficient on the reading portion; only 9% on the math.

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

With the focus on the Aspire - a trend has not been established.

Which area(s) indicate the overall lowest performance?

Literacy will continue to be the campus-wide focus - CCRS focus on close reading strategies and text complexity awareness. The science department will be working closely with the district science supervisor to ensure the use of effective literacy strategies to support their curriculum. Math will work through Math Design Collaborative to further support efforts to improve mathematics teaching and learning. ELA and Social Studies, reading intensive courses, will fine tune their efforts to assist struggling readers in preparation for the 2017 Aspire, 2017 ACT, and 2017 WorkKeys tests.

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

With the focus on the Aspire - a trend has not been established.

Between which subgroups is the achievement gap becoming greater?

Alma Bryant High School works closely with all subgroups to ensure achievement gaps are closing. With the full analysis of the April 2014 and April 2015 ACT results, achievement gaps will be noted and actions to close these gaps will be taken.

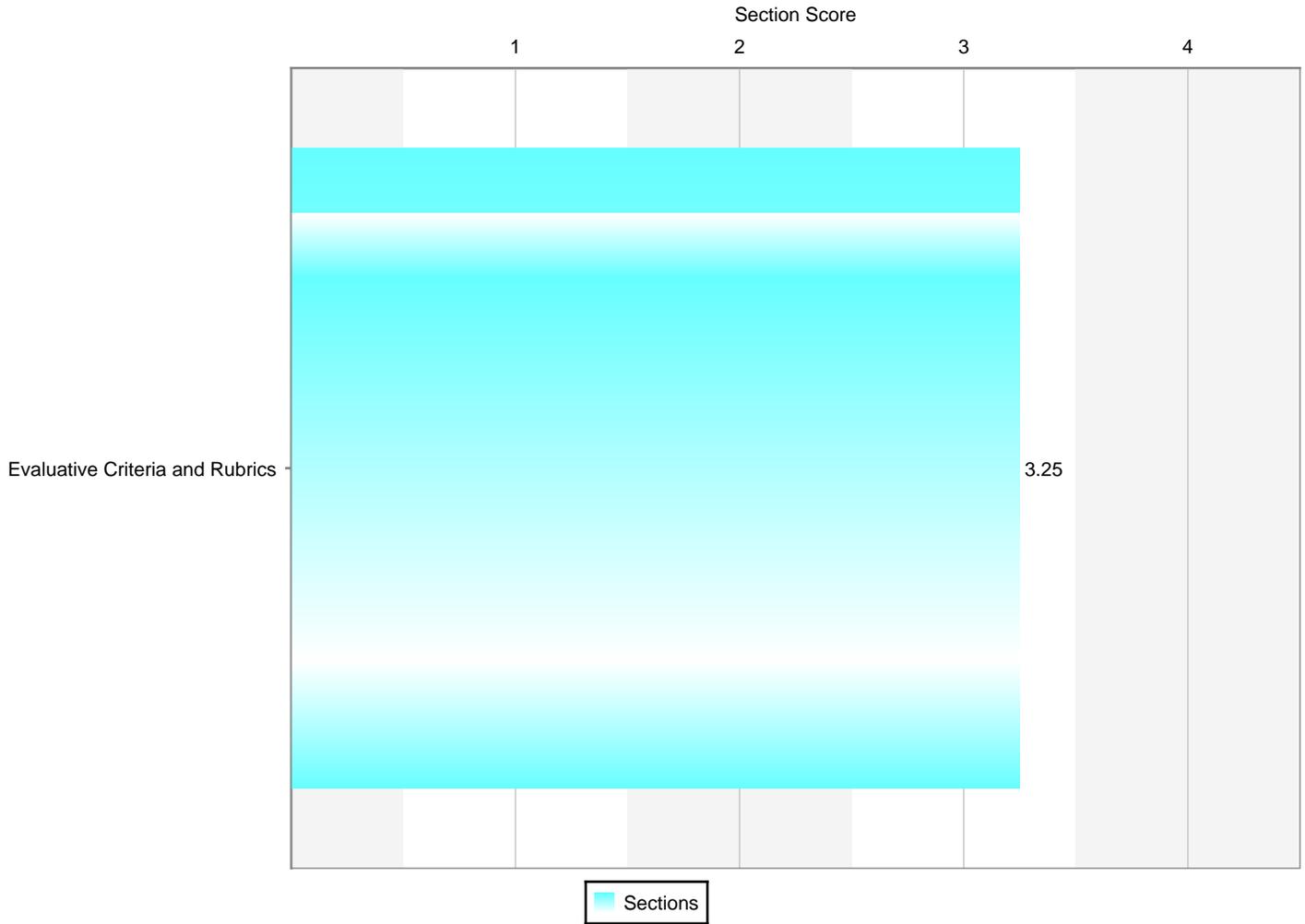
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Which of the above reported findings are consistent with findings from other data sources?

Aspire results were consistent with district data.

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		Assurance #1

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		Assurance #2

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		Assurance #3

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		Assurance #4

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		Assurance #5

Alma Bryant High School 2016-2017 ACIP

Overview

Plan Name

Alma Bryant High School 2016-2017 ACIP

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	Prepare and Support Teachers to graduate College and Career Ready Students	Objectives: 6 Strategies: 7 Activities: 7	Organizational	\$26372
2	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: 4 Strategies: 7 Activities: 19	Academic	\$203065
3	Prepare and Support Students through Student Support Services	Objectives: 2 Strategies: 5 Activities: 11	Organizational	\$6308364
4	All educators and students will have digital tools to access a comprehensive viable infrastructure when and where needed	Objectives: 3 Strategies: 3 Activities: 3	Organizational	\$50854
5	Local School Indicator: retain 70% enrollment from a baseline of zero within the Cambridge Program as measured by program enrollment.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to ensure all ELs are receiving appropriate accommodations to facilitate learner success in the content areas by 06/02/2017 as measured by ACCESS for ELL state mandated assessment, accommodation documentation present for teachers of ESL students, accommodation training sign in sheets, and percentage participation in ESL PD.

Strategy 1:

Provide personalized instruction for EL students - Bryant's ESL teacher will provide ESL training on accommodations, alternate assessments, instructional strategies, and requesting an interpreter.

Category: Develop/Implement Learning Supports

Research Cited: USDOE, American Psychological Association, United Nations High Commission for Refugees (UNHRC)

Activity - Provide personalized instruction for EL students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bryant's ESL teacher will provide ESL training on accommodations, alternate assessments, instructional strategies, and requesting an interpreter.	Professional Learning	08/08/2016	06/02/2017	\$0	Title II Part D	Administrators, EL Coordinator

Measurable Objective 2:

collaborate to improve reading comprehension campuswide through the participation in PD focused on common formative assessment, close reading, and text complexity by 06/02/2017 as measured by improved Aspire Reading scores.

Strategy 1:

Literacy Initiative - Faculty will collaborate within department-based PLTs to research, model, and implement research-based, content-specific literacy strategies that enhance students' literacy skills including close reading strategies and text complexity analysis

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

Research Cited: Better Learning Through Structured Teaching, Building Teachers' Capacity for Success

Activity - Literacy Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will collaborate within department-based PLTs to research, model, and implement research-based, content-specific literacy strategies that enhance students' literacy skills including close reading strategies and text complexity analysis	Professional Learning	08/08/2016	06/02/2017	\$0	Title I Part A	All Faculty; Administration

Measurable Objective 3:

collaborate to improve numeracy skills campuswide through differentiated instruction within regular math classrooms by 06/02/2017 as measured by improved Aspire Math scores.

Strategy 1:

Differentiated Math Instruction - Provide PD for math teachers in the implementation of differentiated instruction within a mathematics classroom; provide available software with necessary PD to assist with effective Tier II instruction

Category: Develop/Implement Learning Supports

Research Cited: ASCD, Best Practices

Activity - Differentiated Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide PD for math teachers in the implementation of differentiated instruction within a mathematics classroom; provide available software with necessary PD to assist with effective Tier II instruction	Professional Learning	08/08/2016	06/02/2017	\$0	Title I Part A	Math Department, Administration, Consultant

Strategy 2:

Mathematics Design Collaborative - District Initiative - PD to be provided for math teachers in the implementation of Mathematics Design Collaborative (MDC) through Southern Regional Educational Board (SREB) - a program that supports problem solving and higher order thinking skills

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

Research Cited: SREB - MDC

Activity - Mathematics Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in the district initiative professional development Mathematics Design Collaborative (MDC)	Professional Learning	08/10/2016	06/02/2017	\$0	No Funding Required	All mathematics teachers, District

Measurable Objective 4:

demonstrate a behavior of using technology and digital resources incorporating standards-based instruction and authentic learning activities in all content areas to facilitate real-life experiences that advance student learning, creativity, and innovation by 06/02/2017 as measured by administration observations AND the decrease usage of paper and hard copy materials.

Strategy 1:

Technology and Digital Resources PD - Support Professional Learning designed to help faculty move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways

Category: Develop/Implement Professional Learning and Support

Activity - Technology and Digital Resources PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide and support technology and digital resources PD	Professional Learning	08/08/2016	06/02/2017	\$0	No Funding Required	Administration, TRT, Central Office

Measurable Objective 5:

collaborate to design common formative assessments of the prioritized standards within each core course that efficiently evaluate student achievement and teacher effectiveness by 06/02/2017 as measured by a reduction of course failures.

Strategy 1:

Common Formative Assessment - Core Content Teachers will collaborate within PLTs to design and to analyze the results of CFAs

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: CFA 2.0

Activity - Common Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All general ed core content teachers will collaborate to design common formative assessments for the sole purpose of generating reliable and consistent data to validly measure student achievement and teacher effectiveness. (\$--- allocated to provide substitutes so core teachers have opportunities to collaborate during CFA PD and development; \$---- allocated to provide summer stipends to continue CFA PD and development)	Policy and Process, Professional Learning	08/08/2016	06/02/2017	\$0	Title I Part A	All general ed core content teachers, administration

Measurable Objective 6:

collaborate to implement Year 2 of Cambridge curriculum by 06/02/2017 as measured by the number of recruited students into the school-within-a-school.

Strategy 1:

Cambridge - Select teachers, admin, and counselors to collaborate efforts to prepare for Year 2 of Cambridge at Alma Bryant - collaboration to include planning, recruiting, and professionally developing.

Category: Develop/Implement Professional Learning and Support

Research Cited: Cambridge International Examinations

Activity - Cambridge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select team to collaborate efforts to plan, recruit, and complete necessary professional development in preparation for Year 2 of the Cambridge Program. \$15,000 from Title I purchased services and Title I purchased services of travel to Cambridge workshops/AP certification conferences \$11,372	Professional Learning, Recruitment and Retention	08/08/2016	06/02/2017	\$26372	Title I Schoolwide	Administration, Counselors/Academy Specialist, Cambridge Lead Team

Goal 2: 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:

50% of Tenth grade students will demonstrate a proficiency within College and Career Readiness Standards in Reading by 06/02/2017 as measured by meeting/exceeding the Aspire Reading benchmark..

Strategy 1:

Literacy Initiative - Improve Reading Comprehension - Improve reading comprehension through the continued school-wide implementation of Bryant's Literacy Initiative through implementation of Professional Learning Teams, Common Formative Assessment (CFA) PD, and a campus focus on close reading strategies and text complexity.

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

Research Cited: CFA 2.0; Literacy Across the Curriculum

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate within departments to align efforts, both horizontally and vertically, to ensure CCR/ACT standards are being presented through application-focused lesson plans and balanced common formative assessments; these lessons are to be presented using the Cycle of Instruction. state instructional supplies (\$ 43,825), Title I materials and supplies (\$8,658+headsets\$1,500= \$10,158) Hire two instructional paraprofessionals to support instruction under the direction of a certified teacher \$ 67,639 for salaries and fringes	Policy and Process	08/08/2016	06/02/2017	\$121622	State Funds, Title I Schoolwide, Title I Schoolwide	ALL Faculty -
Activity - Gradual Release of Responsibility (GRR) Framework PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GRR Framework PD will be provided to assist all faculty with the full transformation into a DSEI (Daggett System for Effective Instruction) classroom. Utilize state PD funds (\$ 6,895) Use Educate/Lead Alabama as designed for professional growth.	Professional Learning	08/08/2016	05/31/2017	\$6895	State Funds	Faculty will be selected based on PDP needs.
Activity - Campus Wide Focal Literacy Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ALL teachers will invest in concentrated efforts to include close reading strategies and text complexity within daily lessons and common assessments. Departments will collaborate as PLTs to determine the most effective, research-based strategies needed to support literacy initiative within each content area; additional support provided by district also includes traits writing. (duplicate state \$43,825 and Title I \$10,158 funds for instruction) Utilize state library enhancement funds \$ 2,298 and Title I Xerox Copier purchased services \$12,000 and \$2,000 for Title I PD substitutes	Direct Instruction	08/08/2016	06/02/2017	\$16298	State Funds, Title I Schoolwide	ALL teachers

ACIP

Alma Bryant High School

Activity - Common Formative Assessment PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All general ed core content teachers will collaborate to design common formative assessments ensuring rigor and multiple-format assessments.	Policy and Process, Academic Support Program, Professional Learning	08/08/2016	06/02/2017	\$0	No Funding Required	All general ed core content teachers

Strategy 2:

Additional Academic Opportunities - Literacy - To ensure all students show growth, additional academic opportunities will be provided.

Category: Develop/Implement Learning Supports

Research Cited: Better Learning Through Structured Teaching, ACT, AP College Board

Activity - ACT Prep Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACT Prep courses will be provided to all juniors. The course is divided into the four subject areas of the ACT: English/Writing, Mathematics, Reading, and Science. One subject area of the ACT will be explored per quarter; each content area exploration is lead by a HQ teacher within that field.	Academic Support Program	08/08/2016	06/02/2017	\$0	No Funding Required	16 teachers (4 English/Writing, 4 Mathematics, 4 Reading, 4 Science)

Activity - Extended Day Program- Twilight	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of remediation and/or enrichment in any of the four core subject areas may gain assistance within the Extended Day Program held from 2:45 until 3:45 Tuesday through Thursday afternoons. (Title I \$14,400 \$25/hr for teacher salary/fringes allocated to Extended Day sessions; \$15,000 (Other state funds) allocated to compensate educators who manage and monitor Twilight sessions) School Improvement/Focus funds salaries and fringes (\$ 25,850)	Academic Support Program	08/08/2016	06/02/2017	\$55250	Title I School Improvement (ISI), Title I Schoolwide, Other	Title I Facilitator, Extended Day Tutors

Activity - AP Prep Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP students will be provided after-school opportunities to further prepare for AP testing. (\$3000.00 salaries and fringes of teachers to provide additional assistance for AP testing) duplicate of \$14,400 in Title I	Academic Support Program	08/08/2016	06/02/2017	\$3000	Other	AP Coordinator, AP teachers

Activity - Aspire Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Within the freshman and sophomore mini-block courses, additional support will be provided in preparation for Aspire testing through the addition of DEAR time as well as Aspire-based bell ringers. Additionally, SREB High School Readiness courses will be provided for those students identified as Close on their 8th grade Aspire Reading and 8th grade Aspire Math tests.	Academic Support Program	08/08/2016	06/02/2017	\$0	No Funding Required	Administration , Career Prep and Project Citizen teachers, SREB teachers, Central Office support staff
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Measurable Objective 2:

50% of Tenth grade students will demonstrate a proficiency within College and Career Readiness Standards in Mathematics by 06/02/2017 as measured by meeting/exceeding the Aspire Mathematics benchmark.

Strategy 1:

Differentiated Math Instruction - Teachers will design and implement effective differentiated instruction within all regular math classrooms providing proper Tier II support when necessary.

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

Research Cited: Best practices

Activity - Close Reading - Math Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math department will collaborate to continue close reading strategy/activity for use with word problems within all math class courses.	Professional Learning	08/08/2016	06/02/2017	\$0	No Funding Required	Math Department, Administration

Activity - Common Formative Assessment PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All general ed core content teachers will collaborate to design common formative assessments ensuring rigor and multiple-format assessments.	Policy and Process, Professional Learning	08/08/2016	06/02/2017	\$0	No Funding Required	All general ed core content teachers

Activity - Differentiated Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement effective differentiated instruction to ensure proper Tier II support within classrooms.	Technology, Direct Instruction	08/08/2016	06/02/2017	\$0	No Funding Required	Administration , Math Teachers

Strategy 2:

Additional Academic Opportunities - Numeracy - To ensure all students show growth, additional academic opportunities will be provided.

Category: Develop/Implement Learning Supports

Research Cited: Better Learning Through Structured Teaching, ACT, AP College Board

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Activity - ACT Prep Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACT Prep courses will be provided to all juniors. The course is divided into the four subject areas of the ACT: English/Writing, Mathematics, Reading, and Science. One subject area of the ACT will be explored per quarter; each content area exploration is lead by a HQ teacher within that field.	Academic Support Program	08/08/2016	06/02/2017	\$0	No Funding Required	16 teachers (4 English/Writing, 4 Mathematics, 4 Reading, 4 Science)
Activity - Extended Day Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of additional academic assistance may gain assistance within the Extended Day Program held from 2:45 until 3:45 Monday through Thursday afternoons (reteach/retest), classroom/homework/project assistance and support or special groups (AP, Cambridge,etc)	Academic Support Program	08/08/2016	06/02/2017	\$0	Title I Part A	Title I Facilitator, Extended Day Tutors, Twilight (credit recovery teachers/administrators
Activity - AP Prep Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP students will be provided after-school opportunities to further prepare for AP testing.	Academic Support Program	08/08/2016	06/02/2017	\$0	Title I Part A	AP Coordinator, AP teachers
Activity - Aspire Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within the freshman and sophomore mini-block courses, additional support will be provided in preparation for Aspire testing through the addition of DEAR time as well as Aspire-based bell ringers. Additionally, SREB High School Readiness courses will be provided for those students identified as Close on their 8th grade Aspire Reading and 8th grade Aspire Math tests.	Academic Support Program	08/08/2016	06/02/2017	\$0	No Funding Required	Administration , Career Prep and Project Citizen course teachers, SREB teachers, Central Office support staff

Strategy 3:

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

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

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

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

Activity - Close Reading - Math Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in all math classes will read for a general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and solve the problem.	Direct Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	All mathematics teachers

Measurable Objective 3:

57% of English Learners students will demonstrate a proficiency of meeting or exceeding the state APLA of 57% of students achieving a 0.5 gain in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy 1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas

Category: Develop/Implement Professional Learning and Support

Research Cited: WIDA World-Class Instructional Design and Assessment

Activity - Provide personalized instruction for EL students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD provided by ESL department to ensure personalized instruction for ELs is provided by content teachers	Professional Learning, Direct Instruction	08/08/2016	06/02/2017	\$0	District Funding	Content teachers, administrators, EL Coordinator

Measurable Objective 4:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior of understanding human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom in Career & Technical by 06/01/2016 as measured by successful completion of Digital Citizenship online module.

Strategy 1:

Digital Citizenship Awareness - Lead teacher designed an opening-of-school presentation which included a Digital Citizenship module - students to view presentation and complete an exit slip summarizing

(ALSO AVAILABLE - District Initiative - Offer a learning module to be completed by every student each year that teaches and assesses appropriate digital citizenship)

Category: Develop/Implement Learning Supports

Research Cited: Alabama Plan 2020 ESEA Flexibility Request; International Society for Technology in Education; State Superintendent of Public Instruction Education

Technology Task Force

Activity - Digital Citizenship Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will view and discuss provided Digital Citizenship module as well as complete an exit slip summarizing contents within homeroom during opening-of-school routine; signed homeroom rosters within evidence box detailing student completion	Technology	08/10/2016	08/12/2016	\$0	No Funding Required	All faculty and staff

Goal 3: Prepare and Support Students through Student Support Services

Measurable Objective 1:

demonstrate a behavior of meeting graduation requirements within the prescribed cohort by 06/02/2017 as measured by the guidelines established by 80/20 and MCPSS policies.

Strategy 1:

Guidance - Provide proper and strategic guidance to ensure appropriate course placement for each student; KUDER Career Exploration and Academy opportunities will be considered. Use guidance and counseling to support the culture and climate of school environment and utilize all available resources. Utilize state funds (0001-special use code) of 97.05 state teachers placed (instruction) principal/2.5 assistant principals (administration), 3 counselors (guidance) and 2 librarians (media services) \$5,396,451. Utilize district (local funding) for 1.04 teacher, .5 assistant principal, 2 special education paraprofessionals, employee benefits, instructional supplies, utilities and property services \$670,897.58.

Category: Implement Guidance and Counseling Plan

Research Cited: KUDER, Cambridge International Examinations

Activity - KUDER Career Exploration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement and manage KUDER Career Exploration and Portfolio management through CTE department.	Career Preparation/Orientation	08/08/2016	06/02/2017	\$0	No Funding Required	CTE Faculty and Counselors

Activity - Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide academic opportunities to explore a variety of career pathways within the Academy of Coastal Studies, Academy of Business and Leadership, Humanities Academy, as well as the CTE Academy. To be monitored through involvement stats, CTE completer stats, and CRI earning stats.	Career Preparation/Orientation, Recruitment and Retention	08/08/2016	06/02/2017	\$6067348	Other, District Funding	Academy Specialist, Counselors, Administration

Activity - Transition Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Counselors will collaborate to provide transition activities for eighth graders including campus tours during the spring, 8th Grade Parent Night as part of the preregistration process, as well as Bridges to Bryant during registration. (Title I Parent minimum of \$4,585*allocated for Parent Materials & Supplies; In addition Title I Parent Organizer salary and fringes of \$8,500 and \$2000.00 allocated for USPS postage)	Career Preparation/Orientation	08/08/2016	06/02/2017	\$17085	Title I Schoolwide	Counselors
Counselors will collaborate to provide transition activities for seniors to explore post-secondary educational opportunities including college tours and college recruiter sessions. Title I (\$2,000 allocated for the expense of college tours during the spring-purchased service- charter bus						

Activity - Cambridge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Year 2 - Continue recruitment for Cohort 2021; design and implement program retention supports (LSI) Provide for educational services (Title I purchased service \$15,000-duplicate) of Cambridge for students to transition for college /career	Academic Support Program	08/08/2016	06/02/2017	\$0	Title I Schoolwide	Administration, Counselors/Academy Specialist, Cambridge Lead Team

Strategy 2:

Attendance - Carefully monitor attendance to ensure improvement of the ADA continues (2012-2013=91.97%; 2013-2014=92.47%; 2014-2015=92.35%; 2015-2016=92.46%).

Category: Implement Guidance and Counseling Plan

Research Cited: Reality

Activity - Attendance Management	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Design and implement an efficient and timely process for properly managing and reporting student attendance; monitor the management process with fidelity. An attendance clerk on staff to assist with this management. A LPN on staff to properly manage and monitor students with health concerns in an effort to minimize students' loss of instructional time. An instructional paraprofessional also on staff to assist students with discipline concerns in an effort to minimize students' loss of instructional time. (Attendance Clerk = \$36,576; LPN = \$37,355) for salaries and fringes \$73,931	Policy and Process	08/08/2016	06/02/2017	\$73931	Title I Schoolwide	ALL faculty and staff; administration ; PST Behavior Committee, attendance paraprofessional and LPN

Strategy 3:

PST (Problem Solving Team) - Continue to monitor students struggling to achieve proficiency within Tier I of the Rtl Model: provide assistance for Tier II and Tier III students through a mentor lab and Refocus Room.

Category: Other - PST

SY 2016-2017

Research Cited: Rtl-alsde.edu

Activity - Mentor Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Mentor Lab throughout the school day to assist struggling students through peer tutoring. (\$375.00 allocated to purchase Think Through Math student licenses) state funds	Academic Support Program	08/08/2016	06/02/2017	\$0	State Funds	Reading Specialist

Strategy 4:

Close Special Education Gap - Provide necessary support systems for both special education students as well as the special education teacher in efforts to ensure meeting graduation requirements

Category: Develop/Implement Learning Supports

Research Cited: WorkKeys, Better Learning Through Structured Teaching, Building Teachers' Capacity for Success

Activity - WorkKeys Career Readiness Courseware Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bryant will provide additional support for all SpEd and PST students in an effort for them to earn a CRI (Career Readiness Indicator) through WorkKeys testing. Pacing guides have been established for the implementation of WorkKeys training through 3rd Period SpEd classes; technology grant has provided the necessary hardware. Year 3 (enhance PST lab = teacher laptop + 32 tiny desktop bundles)	Career Preparation/Orientation	08/08/2016	06/02/2017	\$0	Title I School Improvement (ISI)	Admin, LEA, SpEd Dept, Reading Specialist, select gen ed teachers, Mr. Holmes (tech support)

Activity - PBIS (Positive Behavior Improvement System)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Decrease discipline referrals and suspensions through the full implementation of PBIS, including the use of Review 360 for SpEd students in need of behavioral support	Behavioral Support Program	08/08/2016	06/02/2017	\$0	No Funding Required	Administration, SpEd teachers, PST Chairperson

Measurable Objective 2:

achieve college and career readiness through the provision of additional after school and summer programs by 06/30/2017 as measured by the goals established within the awarded 21st Century grant.

Strategy 1:

21st Century Program - Provide academic enrichment (ACT Prep, Credit Recovery, after-school tutoring, college/university tours, university speakers) and STEM activities (Robotics Team, Science Bowl, field trips), as well as community involvement opportunities focusing on health/wellness to expand efforts to ensure students are college and career ready

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACT, U.S. Department of Health & Human Services Physical Activity Manual

Activity - Academic Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide ACT Prep, Credit Recovery, after school tutoring, college/university visits, community speakers, fun activities according to approved grant \$101,470 for salaries and fringes, \$18,500 for purchased services \$7,000 for other mileage and charter buses for out of county field trips/college tours \$ 4,900 for PD mileage, meals and lodging for ACEA fall and spring conferences and registration (\$900 spring conference 3-people) \$12,624.75 for instructional materials and supplies and \$5,505.25 for indirect costs= \$150,000 21st CCLC Total	Academic Support Program, Community Engagement, Tutoring, Field Trip	10/03/2016	09/30/2017	\$150000	Title IV Part B	Administration , 21st Century Coordinator/D irector and staff
Activity - STEM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a STEM program that includes Robotics, Science Bowl, and various field trips Duplicate 21st CCLC \$150,000 : according to approved grant \$101,470 for salaries and fringes, \$18,500 for purchased services \$7,000 for other mileage and charter buses for out of county field trips/college tours \$ 4,900 for PD mileage, meals and lodging for ACEA fall and spring conferences and registration (\$900 spring conference 3-people) \$12,624.75 for instructional materials and supplies and \$5,505.25 for indirect costs= \$150,000	Academic Support Program, Community Engagement, Technology, Field Trip	10/03/2016	06/30/2017	\$0	Title IV Part B	Administration , 21st Century staff
Activity - Health/Wellness Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunities for stakeholders and their students to be involved in various physical fitness activities (i.e. dance class, aerobic classes, archery) as well as provide health support groups and provide field trips Duplicate funding 21st CCLC \$150,000 according to approved grant \$101,470 for salaries and fringes, \$18,500 for purchased services \$7,000 for other mileage and charter buses for out of county field trips/college tours \$ 4,900 for PD mileage, meals and lodging for ACEA fall and spring conferences and registration (\$900 spring conference 3-people) \$12,624.75 for instructional materials and supplies and \$5,505.25 for indirect costs= \$150,000	Community Engagement, Field Trip	10/03/2016	06/30/2017	\$0	Title IV Part B	Administration , 21st Century Coordinator/D irector and staff

Goal 4: All educators and students will have digital tools to access a comprehensive viable infrastructure when and where needed

Measurable Objective 1:

demonstrate a behavior of ensuring that every student, teacher, and administrator has access to an Internet Connected Device(ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 06/02/2017 as measured by administration observations AND the decrease usage of paper and hard copy materials.

Strategy 1:

Equitable Access - District Initiative - Work to provide funding for an ICD for every student and educator through district, school, and other funding and also Bring Your Own Device options for student use

Category: Other - Technology

Activity - Equitable Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure equitable access by ensuring every student, teacher, and administrator has access to an ICD with viable access points and appropriate software and Web-based resources (Utilize State Funds for technology \$ 18,304 allocated for the purchase of additional computers), school improvement funds/focus school \$32,550 for computer cart and computers	Academic Support Program, Technology	08/08/2016	06/02/2017	\$50854	Title I School Improvement (ISI), State Funds	Administration , Media Specialists, TRT

Measurable Objective 2:

demonstrate a behavior of locating and promoting the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's CCRS by 06/02/2017 as measured by administration observations AND the decrease usage of paper and hard copy materials AND usage reports (when available).

Strategy 1:

Digital Content - Locate and promote the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's CCRS

Category: Develop/Implement Learning Supports

Activity - Digital Content	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Locate and promote the use of high-quality, cost-effective digital content; provide appropriate professional development not only in the use of technology tools but also the creative strategies for incorporating technology-based resources in the learning environment (\$15,000.00 allocated for copier services license agreement; \$10,623.00 allocated for technology tools, including iPads, MacBook, and LCD/Sound Board)	Technology	08/08/2016	06/02/2017	\$0	No Funding Required	Administration ; Media Specialists; TRT

Measurable Objective 3:

demonstrate a behavior of using Office 365 to efficiently manage communication among colleagues and departments within the MCPSS by 06/01/2016 as measured by the decrease in the consumption of paper/copies.

Strategy 1:

Office 365 - Teachers will use the resources within Office 365 to communicate and to collaborate professional efforts.

Category:

Activity - Office 365	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Office 365 to communicate and to collaborate professional efforts.	Policy and Process, Technology, Professional Learning	08/06/2015	06/01/2016	\$0	No Funding Required	All faculty and staff

Goal 5: Local School Indicator: retain 70% enrollment from a baseline of zero within the Cambridge Program as measured by program enrollment.

Measurable Objective 1:

collaborate to retain 70% enrollment, from a baseline of zero, of the initial 27 students within the Cambridge Program and completing appropriate Cambridge activities/portfolios to be maintained at 19 students or greater by 05/26/2017 as measured by program enrollment.

Strategy 1:

Retention - Provide the proper support and guidance for Cambridge students throughout the extent of the program including Camp Cambridge prior to freshman year, quarterly face-to-face sessions between student and administration and counseling, as well as hosting Cambridge Parent Night

Category: Implement Guidance and Counseling Plan

Research Cited: cie.org.uk

Activity - Camp Cambridge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide a bridge program for incoming Cambridge students to ensure a smooth transition from middle school into high school	Academic Support Program, Recruitment and Retention	07/25/2016	07/26/2016	\$0	No Funding Required	Administration, Counselors, Cambridge educators

Activity - Checkpoint Cambridge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide support through quarterly sessions, minimally, with each Cambridge student to ensure students are finding success with time management and study skills	Recruitment and Retention	08/08/2016	05/26/2017	\$0	No Funding Required	Administration, Counselors, Cambridge Educators

Activity - Cambridge Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Host a parent night for Cambridge students within the month of January to highlight the accomplishments during 1st Semester, to review expectations for 2nd Semester, and to provide insight to upcoming testing	Parent Involvement, Recruitment and Retention	08/08/2016	02/03/2017	\$0	No Funding Required	Administration, Cambridge Educators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academy	Provide academic opportunities to explore a variety of career pathways within the Academy of Coastal Studies, Academy of Business and Leadership, Humanities Academy, as well as the CTE Academy . To be monitored through involvement stats, CTE completer stats, and CRI earning stats.	Career Preparation/Orientation, Recruitment and Retention	08/08/2016	06/02/2017	\$5396451	Academy Specialist, Counselors, Administration
AP Prep Sessions	AP students will be provided after-school opportunities to further prepare for AP testing. (\$3000.00 salaries and fringes of teachers to provide additional assistance for AP testing) duplicate of \$14,400 in Title I	Academic Support Program	08/08/2016	06/02/2017	\$3000	AP Coordinator, AP teachers
Extended Day Program-Twilight	Students in need of remediation and/or enrichment in any of the four core subject areas may gain assistance within the Extended Day Program held from 2:45 until 3:45 Tuesday through Thursday afternoons. (Title I \$14,400 \$25/hr for teacher salary/fringes allocated to Extended Day sessions; \$15,000 (Other state funds) allocated to compensate educators who manage and monitor Twilight sessions) School Improvement/Focus funds salaries and fringes (\$ 25,850)	Academic Support Program	08/08/2016	06/02/2017	\$15000	Title I Facilitator, Extended Day Tutors
Total					\$5414451	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Campus Wide Focal Literacy Strategies	ALL teachers will invest in concentrated efforts to include close reading strategies and text complexity within daily lessons and common assessments. Departments will collaborate as PLTs to determine the most effective, research-based strategies needed to support literacy initiative within each content area; additional support provided by district also includes traits writing. (duplicate state \$43,825 and Title I \$10,158 funds for instruction) Utilize state library enhancement funds \$ 2,298 and Title I Xerox Copier purchased services \$12,000 and \$2,000 for Title I PD substitutes	Direct Instruction	08/08/2016	06/02/2017	\$2298	ALL teachers

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Professional Learning Teams	Teachers will collaborate within departments to align efforts, both horizontally and vertically, to ensure CCR/ACT standards are being presented through application-focused lesson plans and balanced common formative assessments; these lessons are to be presented using the Cycle of Instruction. state instructional supplies (\$ 43,825), Title I materials and supplies (\$8,658+headsets\$1,500= \$10,158) Hire two instructional paraprofessionals to support instruction under the direction of a certified teacher \$ 67,639 for salaries and fringes	Policy and Process	08/08/2016	06/02/2017	\$43825	ALL Faculty -
Equitable Access	Ensure equitable access by ensuring every student, teacher, and administrator has access to an ICD with viable access points and appropriate software and Web-based resources (Utilize State Funds for technology \$ 18,304 allocated for the purchase of additional computers), school improvement funds/focus school \$32,550 for computer cart and computers	Academic Support Program, Technology	08/08/2016	06/02/2017	\$18304	Administration , Media Specialists, TRT
Mentor Lab	Provide Mentor Lab throughout the school day to assist struggling students through peer tutoring. (\$375.00 allocated to purchase Think Through Math student licenses) state funds	Academic Support Program	08/08/2016	06/02/2017	\$0	Reading Specialist
Gradual Release of Responsibility (GRR) Framework PD	GRR Framework PD will be provided to assist all faculty with the full transformation into a DSEI (Daggett System for Effective Instruction) classroom. Utilize state PD funds (\$ 6,895) Use Educate/Lead Alabama as designed for professional growth.	Professional Learning	08/08/2016	05/31/2017	\$6895	Faculty will be selected based on PDP needs.
Total					\$71322	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day Program-Twilight	Students in need of remediation and/or enrichment in any of the four core subject areas may gain assistance within the Extended Day Program held from 2:45 until 3:45 Tuesday through Thursday afternoons. (Title I \$14,400 \$25/hr for teacher salary/fringes allocated to Extended Day sessions; \$15,000 (Other state funds)allocated to compensate educators who manage and monitor Twilight sessions) School Improvement/Focus funds salaries and fringes (\$ 25,850)	Academic Support Program	08/08/2016	06/02/2017	\$25850	Title I Facilitator, Extended Day Tutors

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WorkKeys Career Readiness Courseware Implementation	Bryant will provide additional support for all SpEd and PST students in an effort for them to earn a CRI (Career Readiness Indicator) through WorkKeys testing. Pacing guides have been established for the implementation of WorkKeys training through 3rd Period SpEd classes; technology grant has provided the necessary hardware. Year 3 (enhance PST lab = teacher laptop + 32 tiny desktop bundles)	Career Preparation/Orientation	08/08/2016	06/02/2017	\$0	Admin, LEA, SpEd Dept, Reading Specialist, select gen ed teachers, Mr. Holmes (tech support)
Equitable Access	Ensure equitable access by ensuring every student, teacher, and administrator has access to an ICD with viable access points and appropriate software and Web-based resources (Utilize State Funds for technology \$ 18,304 allocated for the purchase of additional computers), school improvement funds/focus school \$32,550 for computer cart and computers	Academic Support Program, Technology	08/08/2016	06/02/2017	\$32550	Administration, Media Specialists, TRT
Total					\$58400	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academy	Provide academic opportunities to explore a variety of career pathways within the Academy of Coastal Studies, Academy of Business and Leadership, Humanities Academy, as well as the CTE Academy . To be monitored through involvement stats, CTE completer stats, and CRI earning stats.	Career Preparation/Orientation, Recruitment and Retention	08/08/2016	06/02/2017	\$670897	Academy Specialist, Counselors, Administration
Provide personalized instruction for EL students	PD provided by ESL department to ensure personalized instruction for ELs is provided by content teachers	Professional Learning, Direct Instruction	08/08/2016	06/02/2017	\$0	Content teachers, administrators, EL Coordinator
Total					\$670897	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Checkpoint Cambridge	Provide support through quarterly sessions, minimally, with each Cambridge student to ensure students are finding success with time management and study skills	Recruitment and Retention	08/08/2016	05/26/2017	\$0	Administration, Counselors, Cambridge Educators
Close Reading - Math Literacy	Students in all math classes will read for a general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and solve the problem.	Direct Instruction	08/10/2016	06/02/2017	\$0	All mathematics teachers

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Mathematics Design Collaborative	Teachers will participate in the district initiative professional development Mathematics Design Collaborative (MDC)	Professional Learning	08/10/2016	06/02/2017	\$0	All mathematics teachers, District
Technology and Digital Resources PD	Provide and support technology and digital resources PD	Professional Learning	08/08/2016	06/02/2017	\$0	Administration, TRT, Central Office
Close Reading - Math Literacy	Math department will collaborate to continue close reading strategy/activity for use with word problems within all math class courses.	Professional Learning	08/08/2016	06/02/2017	\$0	Math Department, Administration
Aspire Test Prep	Within the freshman and sophomore mini-block courses, additional support will be provided in preparation for Aspire testing through the addition of DEAR time as well as Aspire-based bell ringers. Additionally, SREB High School Readiness courses will be provided for those students identified as Close on their 8th grade Aspire Reading and 8th grade Aspire Math tests.	Academic Support Program	08/08/2016	06/02/2017	\$0	Administration, Career Prep and Project Citizen teachers, SREB teachers, Central Office support staff
Office 365	Teachers will use Office 365 to communicate and to collaborate professional efforts.	Policy and Process, Technology, Professional Learning	08/06/2015	06/01/2016	\$0	All faculty and staff
Digital Content	Locate and promote the use of high-quality, cost-effective digital content; provide appropriate professional development not only in the use of technology tools but also the creative strategies for incorporating technology-based resources in the learning environment (\$15,000.00 allocated for copier services license agreement; \$10,623.00 allocated for technology tools, including iPads, MacBook, and LCD/Sound Board)	Technology	08/08/2016	06/02/2017	\$0	Administration; Media Specialists; TRT
PBIS (Positive Behavior Improvement System)	Decrease discipline referrals and suspensions through the full implementation of PBIS, including the use of Review 360 for SpEd students in need of behavioral support	Behavioral Support Program	08/08/2016	06/02/2017	\$0	Administration, SpEd teachers, PST Chairperson
Differentiated Math Instruction	Teachers will implement effective differentiated instruction to ensure proper Tier II support within classrooms.	Technology, Direct Instruction	08/08/2016	06/02/2017	\$0	Administration, Math Teachers
KUDER Career Exploration	Implement and manage KUDER Career Exploration and Portfolio management through CTE department.	Career Preparation/Orientation	08/08/2016	06/02/2017	\$0	CTE Faculty and Counselors
Cambridge Parent Night	Host a parent night for Cambridge students within the month of January to highlight the accomplishments during 1st Semester, to review expectations for 2nd Semester, and to provide insight to upcoming testing	Parent Involvement, Recruitment and Retention	08/08/2016	02/03/2017	\$0	Administration, Cambridge Educators

ACIP

Alma Bryant High School

ACT Prep Course	ACT Prep courses will be provided to all juniors. The course is divided into the four subject areas of the ACT: English/Writing, Mathematics, Reading, and Science. One subject area of the ACT will be explored per quarter; each content area exploration is lead by a HQ teacher within that field.	Academic Support Program	08/08/2016	06/02/2017	\$0	16 teachers (4 English/Writing, 4 Mathematics, 4 Reading, 4 Science)
Digital Citizenship Awareness	Students will view and discuss provided Digital Citizenship module as well as complete an exit slip summarizing contents within homeroom during opening-of-school routine; signed homeroom rosters within evidence box detailing student completion	Technology	08/10/2016	08/12/2016	\$0	All faculty and staff
ACT Prep Course	ACT Prep courses will be provided to all juniors. The course is divided into the four subject areas of the ACT: English/Writing, Mathematics, Reading, and Science. One subject area of the ACT will be explored per quarter; each content area exploration is lead by a HQ teacher within that field.	Academic Support Program	08/08/2016	06/02/2017	\$0	16 teachers (4 English/Writing, 4 Mathematics, 4 Reading, 4 Science)
Common Formative Assessment PD	All general ed core content teachers will collaborate to design common formative assessments ensuring rigor and multiple-format assessments.	Policy and Process, Professional Learning	08/08/2016	06/02/2017	\$0	All general ed core content teachers
Camp Cambridge	Provide a bridge program for incoming Cambridge students to ensure a smooth transition from middle school into high school	Academic Support Program, Recruitment and Retention	07/25/2016	07/26/2016	\$0	Administration, Counselors, Cambridge educators
Common Formative Assessment PD	All general ed core content teachers will collaborate to design common formative assessments ensuring rigor and multiple-format assessments.	Policy and Process, Academic Support Program, Professional Learning	08/08/2016	06/02/2017	\$0	All general ed core content teachers
Aspire Test Prep	Within the freshman and sophomore mini-block courses, additional support will be provided in preparation for Aspire testing through the addition of DEAR time as well as Aspire-based bell ringers. Additionally, SREB High School Readiness courses will be provided for those students identified as Close on their 8th grade Aspire Reading and 8th grade Aspire Math tests.	Academic Support Program	08/08/2016	06/02/2017	\$0	Administration, Career Prep and Project Citizen course teachers, SREB teachers, Central Office support staff
Mathematics Design Collaborative	Students in all mathematics classes will use Mathematics Design Collaborative strategies to complete tasks daily during classroom activities.	Direct Instruction	08/10/2016	06/02/2017	\$0	All mathematics teachers
Total					\$0	

Title II Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Provide personalized instruction for EL students	Bryant's ESL teacher will provide ESL training on accommodations, alternate assessments, instructional strategies, and requesting an interpreter.	Professional Learning	08/08/2016	06/02/2017	\$0	Administrators, EL Coordinator
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Transition Strategies	Counselors will collaborate to provide transition activities for eighth graders including campus tours during the spring, 8th Grade Parent Night as part of the preregistration process, as well as Bridges to Bryant during registration. (Title I Parent minimum of \$4,585*allocated for Parent Materials & Supplies; In addition Title I Parent Organizer salary and fringes of \$8,500 and \$2000.00 allocated for USPS postage) Counselors will collaborate to provide transition activities for seniors to explore post-secondary educational opportunities including college tours and college recruiter sessions. Title I (\$2,000 allocated for the expense of college tours during the spring- purchased service- charter bus	Career Preparation/Orientation	08/08/2016	06/02/2017	\$17085	Counselors
Cambridge	Year 2 - Continue recruitment for Cohort 2021; design and implement program retention supports (LSI) Provide for educational services (Title I purchased service \$15,000- duplicate) of Cambridge for students to transition for college /career	Academic Support Program	08/08/2016	06/02/2017	\$0	Administration, Counselors/Academy Specialist, Cambridge Lead Team
Cambridge	Select team to collaborate efforts to plan, recruit, and complete necessary professional development in preparation for Year 2 of the Cambridge Program. \$15,000 from Title I purchased services and Title I purchased services of travel to Cambridge workshops/AP certification conferences \$11,372	Professional Learning, Recruitment and Retention	08/08/2016	06/02/2017	\$26372	Administration, Counselors/Academy Specialist, Cambridge Lead Team

ACIP

Alma Bryant High School

Professional Learning Teams	Teachers will collaborate within departments to align efforts, both horizontally and vertically, to ensure CCR/ACT standards are being presented through application-focused lesson plans and balanced common formative assessments; these lessons are to be presented using the Cycle of Instruction. state instructional supplies (\$ 43,825), Title I materials and supplies (\$8,658+headsets\$1,500= \$10,158) Hire two instructional paraprofessionals to support instruction under the direction of a certified teacher \$ 67,639 for salaries and fringes	Policy and Process	08/08/2016	06/02/2017	\$67639	ALL Faculty -
Campus Wide Focal Literacy Strategies	ALL teachers will invest in concentrated efforts to include close reading strategies and text complexity within daily lessons and common assessments. Departments will collaborate as PLTs to determine the most effective, research-based strategies needed to support literacy initiative within each content area; additional support provided by district also includes traits writing. (duplicate state \$43,825 and Title I \$10,158 funds for instruction) Utilize state library enhancement funds \$ 2,298 and Title I Xerox Copier purchased services \$12,000 and \$2,000 for Title I PD substitutes	Direct Instruction	08/08/2016	06/02/2017	\$14000	ALL teachers
Extended Day Program-Twilight	Students in need of remediation and/or enrichment in any of the four core subject areas may gain assistance within the Extended Day Program held from 2:45 until 3:45 Tuesday through Thursday afternoons. (Title I \$14,400 \$25/hr for teacher salary/fringes allocated to Extended Day sessions; \$15,000 (Other state funds) allocated to compensate educators who manage and monitor Twilight sessions) School Improvement/Focus funds salaries and fringes (\$ 25,850)	Academic Support Program	08/08/2016	06/02/2017	\$14400	Title I Facilitator, Extended Day Tutors
Professional Learning Teams	Teachers will collaborate within departments to align efforts, both horizontally and vertically, to ensure CCR/ACT standards are being presented through application-focused lesson plans and balanced common formative assessments; these lessons are to be presented using the Cycle of Instruction. state instructional supplies (\$ 43,825), Title I materials and supplies (\$8,658+headsets\$1,500= \$10,158) Hire two instructional paraprofessionals to support instruction under the direction of a certified teacher \$ 67,639 for salaries and fringes	Policy and Process	08/08/2016	06/02/2017	\$10158	ALL Faculty -

ACIP

Alma Bryant High School

Attendance Management	Design and implement an efficient and timely process for properly managing and reporting student attendance; monitor the management process with fidelity. An attendance clerk on staff to assist with this management. A LPN on staff to properly manage and monitor students with health concerns in an effort to minimize students' loss of instructional time. An instructional paraprofessional also on staff to assist students with discipline concerns in an effort to minimize students' loss of instructional time. (Attendance Clerk = \$36,576; LPN = \$37,355) for salaries and fringes \$73,931	Policy and Process	08/08/2016	06/02/2017	\$73931	ALL faculty and staff; administration ; PST Behavior Committee, attendance paraprofessional and LPN
Total					\$223585	

Title IV Part B

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STEM	Provide a STEM program that includes Robotics, Science Bowl, and various field trips Duplicate 21st CCLC \$150,000 : according to approved grant \$101,470 for salaries and fringes, \$18,500 for purchased services \$7,000 for other mileage and charter buses for out of county field trips/college tours \$ 4,900 for PD mileage, meals and lodging for ACEA fall and spring conferences and registration (\$900 spring conference 3-people) \$12,624.75 for instructional materials and supplies and \$5,505.25 for indirect costs= \$150,000	Academic Support Program, Community Engagement, Technology, Field Trip	10/03/2016	06/30/2017	\$0	Administration , 21st Century staff
Academic Enrichment	Provide ACT Prep, Credit Recovery, after school tutoring, college/university visits, community speakers, fun activities according to approved grant \$101,470 for salaries and fringes, \$18,500 for purchased services \$7,000 for other mileage and charter buses for out of county field trips/college tours \$ 4,900 for PD mileage, meals and lodging for ACEA fall and spring conferences and registration (\$900 spring conference 3-people) \$12,624.75 for instructional materials and supplies and \$5,505.25 for indirect costs= \$150,000 21st CCLC Total	Academic Support Program, Community Engagement, Tutoring, Field Trip	10/03/2016	09/30/2017	\$150000	Administration , 21st Century Coordinator/D irector and staff
Health/Wellness Program	Provide opportunities for stakeholders and their students to be involved in various physical fitness activities (i.e. dance class, aerobic classes, archery) as well as provide health support groups and provide field trips Duplicate funding 21st CCLC \$150,000 according to approved grant \$101,470 for salaries and fringes, \$18,500 for purchased services \$7,000 for other mileage and charter buses for out of county field trips/college tours \$ 4,900 for PD mileage, meals and lodging for ACEA fall and spring conferences and registration (\$900 spring conference 3-people) \$12,624.75 for instructional materials and supplies and \$5,505.25 for indirect costs= \$150,000	Community Engagement, Field Trip	10/03/2016	06/30/2017	\$0	Administration , 21st Century Coordinator/D irector and staff

Total

\$150000

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Formative Assessment	All general ed core content teachers will collaborate to design common formative assessments for the sole purpose of generating reliable and consistent data to validly measure student achievement and teacher effectiveness. (\$--- allocated to provide substitutes so core teachers have opportunities to collaborate during CFA PD and development; \$---- allocated to provide summer stipends to continue CFA PD and development)	Policy and Process, Professional Learning	08/08/2016	06/02/2017	\$0	All general ed core content teachers, administration
AP Prep Sessions	AP students will be provided after-school opportunities to further prepare for AP testing.	Academic Support Program	08/08/2016	06/02/2017	\$0	AP Coordinator, AP teachers
Literacy Initiative	Faculty will collaborate within department-based PLTs to research, model, and implement research-based, content-specific literacy strategies that enhance students' literacy skills including close reading strategies and text complexity analysis	Professional Learning	08/08/2016	06/02/2017	\$0	All Faculty; Administration
Differentiated Math Instruction	Provide PD for math teachers in the implementation of differentiated instruction within a mathematics classroom; provide available software with necessary PD to assist with effective Tier II instruction	Professional Learning	08/08/2016	06/02/2017	\$0	Math Department, Administration, Consultant
Extended Day Program	Students in need of additional academic assistance may gain assistance within the Extended Day Program held from 2:45 until 3:45 Monday through Thursday afternoons (reteach/retest), classroom/homework/project assistance and support or special groups (AP, Cambridge, etc)	Academic Support Program	08/08/2016	06/02/2017	\$0	Title I Facilitator, Extended Day Tutors, Twilight (credit recovery teachers/administrators)
Total					\$0	

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		Student Fall 2015 Teacher Fall 2015 Parent Fall 2015 Student Spring 2016 Teacher Spring 2016

Evaluative Criteria and Rubrics

Overall Rating: 1.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of less than 3.2 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were poorly analyzed and presented unclearly.	Level 1

Areas of Notable Achievement

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

Due to the lack of participation in the AdvancED questionnaires, the data is unavailable.

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

Due to the lack of participation in the AdvancED questionnaires, the data is unavailable.

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

Due to the lack of participation in the AdvancED questionnaires, the data is unavailable.

Efforts will be made in Fall 2016 to greatly improve participation levels.

Areas in Need of Improvement

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

Due to the lack of participation in the AdvancED questionnaires, the data is unavailable.

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

Due to the lack of participation in the AdvancED questionnaires, the data is unavailable.

What are the implications for these stakeholder perceptions?

Due to the lack of participation in the AdvancED questionnaires, the data is unavailable.

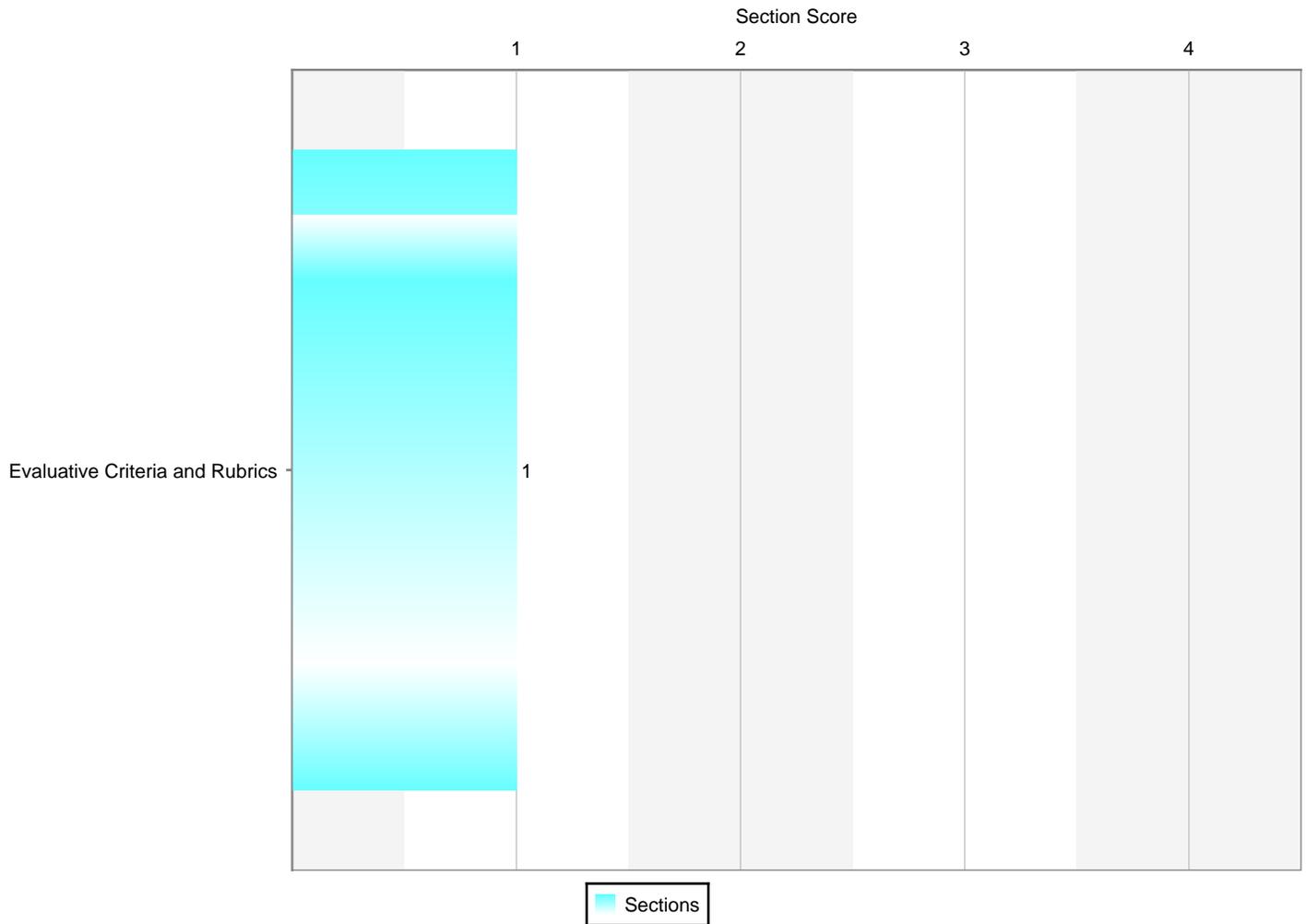
Efforts will be made in Fall 2016 to greatly improve participation levels.

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

Due to the lack of participation in the AdvancED questionnaires, the data is unavailable.

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 Instructional Leadership Team of Alma Bryant High School met on 28 July 2016 to review the effectiveness of the 2015-2016 ACIP; the team reflected on the implemented practices and analyzed the available data, including attendance rates, discipline stats, PST data, AP data, ACT data, WorkKeys testing results, and course failure rates and grade level retention percentages. The percentage of students earning a CRI (Career Readiness Indicator) was considered. Additionally, the percentage of students within each of the four levels on the Aspire within the subjects of Mathematics, Reading, and Science were analyzed; data for English and Writing were also reviewed.

The MCPSS (Mobile County Public School System), Alma Bryant High School included, has fully implemented the Math and ELA common core (CCRS), using ACT assessments as indicators of achievement (including ACT Aspire grades 3-10, ACT, and WorkKeys), to accomplish the goals established within the ALSDE Plan 2020. Additional foci include intense AP/College Board programs, dual enrollment opportunities, as well as providing credentialing possibilities through academy pathways. Alma Bryant High School uses all available data to appropriately steer its stakeholders, especially students and educators, in the most beneficial direction for the communities in which it services. Furthermore, continued refinement of Rtl, including the Cycle of Instruction and PST, will continue to focus on formative assessments as well as the development, analysis, and proper implementation of quality questioning strategies to ensure the proper adoption of the CCRS. Furthermore, Alma Bryant High School will continue to invest in the crucial transformation into the gradual release of responsibility instructional framework supporting the necessity of differentiated instruction; its effectiveness within the classroom with be highlighted through the common formative assessment process. Continual refinement of the campus wide literacy focus will include close reading strategies appropriate for each content area.

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

Data presentation available upon request for the 2015-2016 ACIP Review.

Attendance: Attendance continues to hold steady at just above 92%; efforts to improve attendance will continue, i.e. Behavior PST, First Aid availability, and parental involvement.

Discipline: There was an 11% decrease in the number of referrals between the 2014-2015 year and the 2015-2016 year; however, Skipping and Acts of Willful Disobedience continue to be disciplinary infractions of concern.

Academics:

Mathematics: 16.30% of tested juniors met the ACT benchmark (28% more students met the benchmark) - an increase from the previous year's 12.84%; course completion rates increased as well, notably in Algebra 1 increasing from 64% to 78%

Science: 22.01% of tested juniors met the ACT benchmark (88% more students met the benchmark) - an increase from the previous year's 11.75%; course completion rates are concerning, especially in Physical Science

Reading: 27.45% of tested juniors met the ACT benchmark (26% more students met the benchmark) - an increase from the previous year's 21.86%; course completion rates in Social Studies showed minor improvements

English: 39.40% of tested juniors met the ACT benchmark (0.69% more students met the benchmark) - a minimal decrease from the previous year's 39.43%; course completion rates in ELA are concerning, especially in 9th and 10th grades

*48.36% of tested juniors met at least one benchmark (equal number of students from the previous year)

**9.8% of tested juniors met all benchmarks (71.42% more students met all benchmarks) - an increase from the previous year's 5.74%

17.5% (89:510) of 9th grade students were retained - a decrease from the previous year's 22.4%

13.5% (64:475) of 10th grade students were retained - an increase from the previous year's 10.8%

4.3% (17:394) of 11th grade students were retained - a decrease from the previous year's 4.3%

2.1% (8:384) of 12th grade students were retained - a minimal increase from the previous year's 2.0%

AP testing results show minimal improvement from the previous year; however, since MCPSS began financially supporting testing for all students in 2012, Alma Bryant has had a 20% decrease in 1's earned AND an 8.8% increase in 3+'s earned (2012-2016 testing); 46 students (21.5%) scored 3+ during the 2016 testing; 9 AP Scholars were recognized in 2016 (5 in 2015)

Dual Enrollment credits earned by Alma Bryant High School students in the 2015-2016 year totaled 594 college credit hours

Scholarships and other monetary awards increased from \$8,693,708.00 (2014 graduates) to \$10,124,614.00 (2015 graduates) to \$11,166,352.00 (2016 graduates)

Year 2 of ACT WorkKeys testing demonstrates growth:

In 2015, 82.1% of total students tested earned a certificate (60.1% earned a CRI) while only 43% of SpEd students tested earned a certificate (14.3% earned a CRI)

In 2016, 86.6% of total students tested earned a certificate (68.6% earned a CRI) while only 43% of SpEd students tested earned a certificate (9.5% earned a CRI)

Year 2 of measuring CRI achievement also demonstrates growth:

In 2015, 72.3% (261:361 total graduates) earned a CRI (Career Readiness Indicator) -45.5% (10:22 SpEd graduates) earned a CRI

In 2016, 81.9% (307:375 total graduates) earned a CRI (Career Readiness Indicator) -33.3% (7:21 SpEd graduates) earned a CRI

As a Focus School, efforts must continue to close the gap between general ed students and the SpEd subgroup.

3. What conclusions were drawn from the results?

Attendance: collaboration with the district to promote an attendance campaign as well as continuing campus efforts to encourage attendance should assist with the maintenance and possible improvement of the current attendance rate

Discipline: ensuring consistency and timeliness in discipline practice as well as following progress discipline protocols by administration has positively impacted the classroom; educators in need of classroom management support are provided proper professional development

Academics:

The Math Innovation Plan (Year 2), initiated during the 2014-2015 school year, has proven to be effective. Both course completion rates and ACT data shows improvement. The 2015-2016 LSI was achieved through this plan bringing the Algebra 1 course completion rate from 64% to 78%.

Additionally, U.S. History courses as well as physical science course completion rates improved.

Areas of concern were noted in 9th and 10th grade ELA courses. Additional support will be provided to assist with close reading strategies as well as text complexity.

The ACT Prep course will be provided for all juniors once again this year. ACT Prep Teams, four sets of four teachers (one for each ACT discipline tested), will collaborate in an effort to best prepare all juniors for the April test. Also, a campus-wide focus on literacy to include close reading strategies will continue.

The ACT Aspire results reveal a substantial deficit in skills in all areas. Professional development needs include a focus on close reading strategies as well as on differentiated instruction techniques. Academic supports will be provided through the mini block courses for 9th and 10th grade students. Additional academic supports will be provided through PST efforts, Extended Day opportunities, as well as effective Tier I and Tier II instruction.

AP efforts will continue: LAP Program, AP Prep Sessions, student incentives, and proper PD/vertical teaming.

WorkKeys results continue to reveal an achievement gap. A Title I grant was awarded that funded the necessary hardware and PD to provide the support for our Special Ed and PST students striving to earn a CRI. KeyTrain software will be used throughout the year as supplemental instruction; pacing guides and protocols have been established and fully implemented. Additional School Improvement funds will allow for the continued efforts to close the gap providing additional academic opportunities as well as necessary hardware and software to provide Tier II and Tier III academic support.

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

Survey results (student, parent, and faculty) have revealed an overwhelming lack of participation in previous years; however, with a concerted effort, participation has increased. The level of participation still has much room for improvement. Please note, however, attendance to parent nights and extracurricular events have improved over the past three years.

Student achievement, priority at Alma Bryant, has shown improvement throughout the past five years as demonstrated through increased graduation rates, improved ACT scores, and improved AP scores. Increases in the amount of scholarship moneys earned, in the number of students earning a CRI, as well as in the number of dual enrollment credits earned also shows improvement. The current focus is on showing improvement in the percentage of students demonstrating proficiency within both the math and reading portions of the ACT Aspire. With the adoption of ACT products to progress monitor academic achievement, the MCPSS has completed its transition away from the AHSGE fully: this transition includes the shift to an aligned testing that provides formative data beginning in grade 3 and continuing through grade 10 (Aspire) for assistance with ACT success in grade 11. Lastly, the ACT WorkKeys test will be provided during grade 12. All transitions should ultimately provide fluid data to be used as formative assessment tools to best monitor effective instruction and student achievement.

Alma Bryant will continue to align its efforts with the district and the district's goals. Common formative assessments will be used to monitor both teaching effectiveness and student achievement. Reading will continue to be a focus - close reading strategies will be used within each content area. The Cycle of Instruction, Gradual Release of Responsibility, and differentiated instruction will meld together to improve learner engagement.

Student support services will continue to ensure proper course placement and to provide necessary remedial services and enrichment opportunities.

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

All school goals are directly connected to both priority needs and the needs assessment.

Academic goals address improving ACT Aspire results through literacy and numeracy foci, increasing ELL proficiencies, as well as supporting the district's Digital Citizenship initiative.

Organizational goals address the necessary professional development to support academic goals, i.e. ELL awareness, literacy focus (close reading and text complexity), Math Design Collaborative, and digital resources support. Additional organizational goals address meeting the 80/20 obligations through attendance monitoring, proper guidance infrastructures, as well as PST implementation. Providing equitable access to technology and developing digitally literate and responsible citizens are also organizational goals.

The 2016-2017 LSI focuses on the growth of the newly established Cambridge Program.

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

All goals reflect the results of the needs assessment as prescribed by the available data.

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

All students are expected to graduate college and career ready; all students are striving for the same diploma; all students must take the ACT Aspire, the ACT, and the ACT WorkKeys tests.

Thus, all students will be provided Aspire support, ACT Prep, and WorkKeys support. All students will be monitored for proper course placement, provided timely remedial support and enrichment opportunities, and empowered through college and career readiness standards. Additional support is provided for ESL learner as well as Special Ed and PST subgroups.

Alma Bryant High School is a Title I school and invest all Title I funds to support all academic and organizational goals.

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:

57% of English Learners students will demonstrate a proficiency of meeting or exceeding the state APLA of 57% of students achieving a 0.5 gain in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas

Category: Develop/Implement Professional Learning and Support

Research Cited: WIDA World-Class Instructional Design and Assessment

Activity - Provide personalized instruction for EL students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD provided by ESL department to ensure personalized instruction for ELs is provided by content teachers	Professional Learning Direct Instruction	08/08/2016	06/02/2017	\$0 - District Funding	Content teachers, administrators, EL Coordinator

Measurable Objective 2:

50% of Tenth grade students will demonstrate a proficiency within College and Career Readiness Standards in Mathematics by 06/02/2017 as measured by meeting/exceeding the Aspire Mathematics benchmark.

Strategy1:

Differentiated Math Instruction - Teachers will design and implement effective differentiated instruction within all regular math classrooms providing proper Tier II support when necessary.

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

Research Cited: Best practices

Activity - Close Reading - Math Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math department will collaborate to continue close reading strategy/activity for use with word problems within all math class courses.	Professional Learning	08/08/2016	06/02/2017	\$0 - No Funding Required	Math Department, Administration

Activity - Common Formative Assessment PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All general ed core content teachers will collaborate to design common formative assessments ensuring rigor and multiple-format assessments.	Policy and Process Professional Learning	08/08/2016	06/02/2017	\$0 - No Funding Required	All general ed core content teachers

Activity - Differentiated Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement effective differentiated instruction to ensure proper Tier II support within classrooms.	Direct Instruction Technology	08/08/2016	06/02/2017	\$0 - No Funding Required	Administration, Math Teachers

Strategy2:

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

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

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

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

Activity - Close Reading - Math Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all math classes will read for a general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and solve the problem.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All mathematics teachers

Strategy3:

Additional Academic Opportunities - Numeracy - To ensure all students show growth, additional academic opportunities will be provided.

Category: Develop/Implement Learning Supports

Research Cited: Better Learning Through Structured Teaching, ACT, AP College Board

Activity - AP Prep Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AP students will be provided after-school opportunities to further prepare for AP testing.	Academic Support Program	08/08/2016	06/02/2017	\$0 - Title I Part A	AP Coordinator, AP teachers

ACIP

Alma Bryant High School

Activity - Extended Day Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in need of remediation and/or enrichment in any of the four core subject areas may gain assistance within the Extended Day Program held from 2:45 until 3:45 Monday through Thursday afternoons.	Academic Support Program	08/08/2016	06/02/2017	\$0 - Title I Part A	Title I Facilitator, Extended Day Tutors

Activity - ACT Prep Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Prep courses will be provided to all juniors. The course is divided into the four subject areas of the ACT: English/Writing, Mathematics, Reading, and Science. One subject area of the ACT will be explored per quarter; each content area exploration is lead by a HQ teacher within that field.	Academic Support Program	08/08/2016	06/02/2017	\$0 - No Funding Required	16 teachers (4 English/Writing, 4 Mathematics, 4 Reading, 4 Science)

Activity - Aspire Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the freshman and sophomore mini-block courses, additional support will be provided in preparation for Aspire testing through the addition of DEAR time as well as Aspire-based bell ringers. Additionally, SREB High School Readiness courses will be provided for those students identified as Close on their 8th grade Aspire Reading and 8th grade Aspire Math tests.	Academic Support Program	08/08/2016	06/02/2017	\$0 - No Funding Required	Administration, Career Prep and Project Citizen course teachers, SREB teachers, Central Office support staff

Measurable Objective 3:

50% of Tenth grade students will demonstrate a proficiency within College and Career Readiness Standards in Reading by 06/02/2017 as measured by meeting/exceeding the Aspire Reading benchmark..

Strategy1:

Additional Academic Opportunities - Literacy - To ensure all students show growth, additional academic opportunities will be provided.

Category: Develop/Implement Learning Supports

Research Cited: Better Learning Through Structured Teaching, ACT, AP College Board

Activity - Extended Day Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in need of remediation and/or enrichment in any of the four core subject areas may gain assistance within the Extended Day Program held from 2:45 until 3:45 Tuesday through Thursday afternoons. (\$20,500.00 allocated to compensate educators who manage and monitor Extended Day sessions; \$18,106.00 allocated to compensate educators who manage and monitor Twilight sessions)	Academic Support Program	08/08/2016	06/02/2017	\$18106 - State Funds \$20500 - Title I Part A	Title I Facilitator, Extended Day Tutors

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Activity - AP Prep Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AP students will be provided after-school opportunities to further prepare for AP testing. (\$3000.00 allocated to compensate AP teachers who manage and monitor after-school prep sessions)	Academic Support Program	08/08/2016	06/02/2017	\$3000 - Title I Part A	AP Coordinator, AP teachers

Activity - Aspire Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the freshman and sophomore mini-block courses, additional support will be provided in preparation for Aspire testing through the addition of DEAR time as well as Aspire-based bell ringers. Additionally, SREB High School Readiness courses will be provided for those students identified as Close on their 8th grade Aspire Reading and 8th grade Aspire Math tests.	Academic Support Program	08/08/2016	06/02/2017	\$0 - No Funding Required	Administration, Career Prep and Project Citizen teachers, SREB teachers, Central Office support staff

Activity - ACT Prep Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Prep courses will be provided to all juniors. The course is divided into the four subject areas of the ACT: English/Writing, Mathematics, Reading, and Science. One subject area of the ACT will be explored per quarter; each content area exploration is lead by a HQ teacher within that field.	Academic Support Program	08/08/2016	06/02/2017	\$0 - No Funding Required	16 teachers (4 English/Writing, 4 Mathematics, 4 Reading, 4 Science)

Strategy2:

Literacy Initiative - Improve Reading Comprehension - Improve reading comprehension through the continued school-wide implementation of Bryant's Literacy Initiative through implementation of Professional Learning Teams, Common Formative Assessment (CFA) PD, and a campus focus on close reading strategies and text complexity.

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

Research Cited: CFA 2.0; Literacy Across the Curriculum

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate within departments to align efforts, both horizontally and vertically, to ensure CCR/ACT standards are being presented through application-focused lesson plans and balanced common formative assessments; these lessons are to be presented using the Cycle of Instruction. (\$--- allocated - \$---/teacher - for classroom instructional materials/supplies)	Policy and Process	08/08/2016	06/02/2017	\$0 - No Funding Required	ALL Faculty -

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Activity - Campus Wide Focal Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALL teachers will invest in concentrated efforts to include close reading strategies and text complexity within daily lessons and common assessments. Departments will collaborate as PLTs to determine the most effective, research-based strategies needed to support literacy initiative within each content area.	Direct Instruction	08/08/2016	06/02/2017	\$0 - No Funding Required	ALL teachers

Activity - Common Formative Assessment PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All general ed core content teachers will collaborate to design common formative assessments ensuring rigor and multiple-format assessments.	Professional Learning Academic Support Program Policy and Process	08/08/2016	06/02/2017	\$0 - No Funding Required	All general ed core content teachers

Measurable Objective 4:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior of understanding human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom in Career & Technical by 06/01/2016 as measured by successful completion of Digital Citizenship online module.

Strategy1:

Digital Citizenship Awareness - Lead teacher designed an opening-of-school presentation which included a Digital Citizenship module - students to view presentation and complete an exit slip summarizing

(ALSO AVAILABLE - District Initiative - Offer a learning module to be completed by every student each year that teaches and assesses appropriate digital citizenship)

Category: Develop/Implement Learning Supports

Research Cited: Alabama Plan 2020 ESEA Flexibility Request; International Society for Technology in Education; State Superintendent of Public Instruction Education Technology Task Force

Activity - Digital Citizenship Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will view and discuss provided Digital Citizenship module as well as complete an exit slip summarizing contents within homeroom during opening-of-school routine; signed homeroom rosters within evidence box detailing student completion	Technology	08/10/2016	08/12/2016	\$0 - No Funding Required	All faculty and staff

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to ensure all ELs are receiving appropriate accommodations to facilitate learner success in the content areas by 06/02/2017 as measured by ACCESS for ELL state mandated assessment, accommodation documentation present for teachers of ESL students, accommodation training sign in sheets, and percentage participation in ESL PD.

Strategy1:

Provide personalized instruction for EL students - Bryant's ESL teacher will provide ESL training on accommodations, alternate assessments, instructional strategies, and requesting an interpreter.

Category: Develop/Implement Learning Supports

Research Cited: USDOE, American Psychological Association, United Nations High Commission for Refugees (UNHRC)

Activity - Provide personalized instruction for EL students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bryant's ESL teacher will provide ESL training on accommodations, alternate assessments, instructional strategies, and requesting an interpreter.	Professional Learning	08/08/2016	06/02/2017	\$0 - Title II Part D	Administrators, EL Coordinator

Measurable Objective 2:

demonstrate a behavior of using technology and digital resources incorporating standards-based instruction and authentic learning activities in all content areas to facilitate real-life experiences that advance student learning, creativity, and innovation by 06/02/2017 as measured by administration observations AND the decrease usage of paper and hard copy materials.

Strategy1:

Technology and Digital Resources PD - Support Professional Learning designed to help faculty move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Technology and Digital Resources PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide and support technology and digital resources PD	Professional Learning	08/08/2016	06/02/2017	\$0 - No Funding Required	Administration, TRT, Central Office

Measurable Objective 3:

collaborate to improve numeracy skills campuswide through differentiated instruction within regular math classrooms by 06/02/2017 as measured by improved Aspire Math scores.

Strategy1:

Mathematics Design Collaborative - District Initiative - PD to be provided for math teachers in the implementation of Mathematics Design

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Collaborative (MDC) through Southern Regional Educational Board (SREB) - a program that supports problem solving and higher order thinking skills

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

Research Cited: SREB - MDC

Activity - Mathematics Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the district initiative professional development Mathematics Design Collaborative (MDC)	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	All mathematics teachers, District

Strategy2:

Differentiated Math Instruction - Provide PD for math teachers in the implementation of differentiated instruction within a mathematics classroom; provide available software with necessary PD to assist with effective Tier II instruction

Category: Develop/Implement Learning Supports

Research Cited: ASCD, Best Practices

Activity - Differentiated Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide PD for math teachers in the implementation of differentiated instruction within a mathematics classroom; provide available software with necessary PD to assist with effective Tier II instruction	Professional Learning	08/08/2016	06/02/2017	\$0 - Title I Part A	Math Department, Administration, Consultant

Measurable Objective 4:

collaborate to design common formative assessments of the prioritized standards within each core course that efficiently evaluate student achievement and teacher effectiveness by 06/02/2017 as measured by a reduction of course failures.

Strategy1:

Common Formative Assessment - Core Content Teachers will collaborate within PLTs to design and to analyze the results of CFAs

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: CFA 2.0

Activity - Common Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All general ed core content teachers will collaborate to design common formative assessments for the sole purpose of generating reliable and consistent data to validly measure student achievement and teacher effectiveness. (\$--- allocated to provide substitutes so core teachers have opportunities to collaborate during CFA PD and development; \$---- allocated to provide summer stipends to continue CFA PD and development)	Policy and Process Professional Learning	08/08/2016	06/02/2017	\$0 - Title I Part A	All general ed core content teachers, administration

Measurable Objective 5:

collaborate to improve reading comprehension campuswide through the participation in PD focused on common formative assessment, close reading, and text complexity by 06/02/2017 as measured by improved Aspire Reading scores.

Strategy1:

Literacy Initiative - Faculty will collaborate within department-based PLTs to research, model, and implement research-based, content-specific literacy strategies that enhance students' literacy skills including close reading strategies and text complexity analysis

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

Research Cited: Better Learning Through Structured Teaching, Building Teachers' Capacity for Success

Activity - Literacy Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will collaborate within department-based PLTs to research, model, and implement research-based, content-specific literacy strategies that enhance students' literacy skills including close reading strategies and text complexity analysis	Professional Learning	08/08/2016	06/02/2017	\$0 - Title I Part A	All Faculty; Administration

Measurable Objective 6:

collaborate to implement Year 2 of Cambridge curriculum by 06/02/2017 as measured by the number of recruited students into the school-within-a-school.

Strategy1:

Cambridge - Select teachers, admin, and counselors to collaborate efforts to prepare for Year 2 of Cambridge at Alma Bryant - collaboration to include planning, recruiting, and professionally developing.

Category: Develop/Implement Professional Learning and Support

Research Cited: Cambridge International Examinations

Activity - Cambridge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select team to collaborate efforts to plan, recruit, and complete necessary professional development in preparation for Year 2 of the Cambridge Program. (\$-----)	Professional Learning Recruitment and Retention	08/08/2016	06/02/2017	\$0 - Title I Part A	Administration, Counselors/Academy Specialist, Cambridge Lead Team

Goal 3:

All educators and students will have digital tools to access a comprehensive viable infrastructure when and where needed

Measurable Objective 1:

demonstrate a behavior of locating and promoting the use of high-quality, cost-effective, complete and supplementatl managed interactive, digital content curriculum materials and text aligned with Alabama's CCRS by 06/02/2017 as measured by administration observations AND the decrease usage of paper and hard copy materials AND usage reports (when available).

Strategy1:

Digital Content - Locate and promote the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's CCRS

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Digital Content	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Locate and promote the use of high-quality, cost-effective digital content; provide appropriate professional development not only in the use of technology tools but also the creative strategies for incorporating technology-based resources in the learning environment (\$15,000.00 allocated for copier services license agreement; \$10,623.00 allocated for technology tools, including iPads, MacBook, and LCD/Sound Board)	Technology	08/08/2016	06/02/2017	\$0 - Title I Part A	Administration; Media Specialists; TRT

Measurable Objective 2:

demonstrate a behavior of ensuring that every student, teacher, and administrator has access to an Internet Connected Device(ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 06/02/2017 as measured by administration observations AND the decrease usage of paper and hard copy materials.

Strategy1:

Equitable Access - District Initiative - Work to provide funding for an ICD for every student and educator through district, school, and other funding and also Bring Your Own Device options for student use

Category: Other - Technology

Research Cited:

Activity - Equitable Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure equitable access by ensuring every student, teacher, and administrator has access to an ICD with viable access points and appropriate software and Web-based resources (\$10,219.68 Carryover Funds AND \$6345.00 State Funds allocated for the purchase of additional computers)	Technology	08/08/2016	06/02/2017	\$0 - State Funds \$0 - Title I Part A	Administration, Media Specialists, TRT

Goal 4:

Prepare and Support Students through Student Support Services

Measurable Objective 1:

demonstrate a behavior of meeting graduation requirements within the prescribed cohort by 06/02/2017 as measured by the guidelines established by 80/20 and MCPSS policies.

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Strategy1:

Attendance - Carefully monitor attendance to ensure improvement of the ADA continues (2012-2013=91.97%; 2013-2014=92.47%; 2014-2015=92.35%; 2015-2016=92.46%).

Category: Implement Guidance and Counseling Plan

Research Cited: Reality

Activity - Attendance Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Design and implement an efficient and timely process for properly managing and reporting student attendance; monitor the management process with fidelity. An attendance clerk on staff to assist with this management. A LPN on staff to properly manage and monitor students with health concerns in an effort to minimize students' loss of instructional time. An instructional paraprofessional also on staff to assist students with discipline concerns in an effort to minimize students' loss of instructional time. (Attendance Clerk = \$34,915.10; LPN = 36,033.74; Instructional Paraprofessional = 34,674.63)	Policy and Process	08/08/2016	06/02/2017	\$0 - Title I Part A	ALL faculty and staff; administration; PST Behavior Committee

Strategy2:

Close Special Education Gap - Provide necessary support systems for both special education students as well as the special education teacher in efforts to ensure meeting graduation requirements

Category: Develop/Implement Learning Supports

Research Cited: WorkKeys, Better Learning Through Structured Teaching, Building Teachers' Capacity for Success

Activity - WorkKeys Career Readiness Courseware Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bryant will provide additional support for all SpEd and PST students in an effort for them to earn a CRI (Career Readiness Indicator) through WorkKeys testing. Pacing guides have been established for the implementation of WorkKeys training through 3rd Period SpEd classes; technology grant has provided the necessary hardware. (\$35,000.00 from 4120 allocated to enhance PST lab = teacher laptop + 32 tiny desktop bundles) (\$6,678.94 allocated for additional instructional paraprofessional)	Career Preparation/Orientation	08/08/2016	06/02/2017	\$6679 - Title I Part A \$35000 - Title I School Improvement (ISI)	Admin, LEA, SpEd Dept, Reading Specialist, select gen ed teachers, Mr. Holmes (tech support)

Strategy3:

PST (Problem Solving Team) - Continue to monitor students struggling to achieve proficiency within Tier I of the RtI Model: provide assistance for Tier II and Tier III students through a mentor lab and Refocus Room.

Category: Other - PST

Research Cited: RtI-alsde.edu

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Activity - Mentor Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Mentor Lab throughout the school day to assist struggling students through peer tutoring. (\$375.00 allocated to purchase Think Through Math student licenses)	Academic Support Program	08/08/2016	06/02/2017	\$375 - State Funds	Reading Specialist

Strategy4:

Guidance - Provide proper and strategic guidance to ensure appropriate course placement for each student; KUDER Career Exploration and Academy opportunities will be considered.

Category: Implement Guidance and Counseling Plan

Research Cited: KUDER, Cambridge International Examinations

Activity - Cambridge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Year 2 - Continue recruitment for Cohort 2021; design and implement program retention supports (LSI)	Academic Support Program	08/08/2016	06/02/2017	\$0 - Title I Part A	Administration, Counselors/Academy Specialist, Cambridge Lead Team

Activity - KUDER Career Exploration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement and manage KUDER Career Exploration and Portfolio management through CTE department.	Career Preparation/Orientation	08/08/2016	06/02/2017	\$0 - No Funding Required	CTE Faculty and Counselors

Activity - Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide academic opportunities to explore a variety of career pathways within the Academy of Coastal Studies, Academy of Business and Leadership, Humanities Academy, as well as the CTE Academy . To be monitored through involvement stats, CTE completer stats, and CRI earning stats.	Career Preparation/Orientation Recruitment and Retention	08/08/2016	06/02/2017	\$0 - No Funding Required	Academy Specialist, Counselors, Administration

Activity - Transition Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will collaborate to provide transition activities for eighth graders including campus tours during the spring, 8th Grade Parent Night as part of the preregistration process, as well as Bridges to Bryant during registration. (\$--- allocated for Parent Organizer; \$--- allocated for Parent Materials & Supplies; \$2000.00 allocated for USPS postage) Counselors will collaborate to provide transition activities for seniors to explore post-secondary educational opportunities including college tours and college recruiter sessions. (\$---- allocated for the expense of college tours during the spring.)	Career Preparation/Orientation	08/08/2016	06/02/2017	\$8499 - Title I Part A \$4278 - Title I Part A \$2000 - Title I Part A \$3000 - Title I Part A	Counselors

Measurable Objective 2:

achieve college and career readiness through the provision of additional after school and summer programs by 06/30/2017 as measured by the goals established within the awarded 21st Century grant.

Strategy1:

21st Century Program - Provide academic enrichment (ACT Prep, Credit Recovery, after-school tutoring, college/university tours, university speakers) and STEM activities (Robotics Team, Science Bowl, field trips), as well as community involvement opportunities focusing on health/wellness to expand efforts to ensure students are college and career ready

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACT, U.S. Department of Health & Human Services Physical Activity Manual

Activity - STEM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a STEM program that includes Robotics, Science Bowl, and various field trips	Technology Community Engagement Field Trip Academic Support Program	10/03/2016	06/30/2017	\$1 - Other	Administration, 21st Century staff

Activity - Health/Wellness Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for stakeholders and their students to be involved in various physical fitness activities (i.e. dance class, aerobic classes, archery) as well as provide health support groups and provide field trips	Field Trip Community Engagement	10/03/2016	06/30/2017	\$1 - Other	Administration, 21st Century staff

Activity - Academic Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ACT Prep, Credit Recovery, after school tutoring, college/university visits, community speakers	Tutoring Community Engagement Field Trip Academic Support Program	10/03/2016	06/30/2017	\$1 - Other	Administration, 21st Century staff

Goal 5:

Local School Indicator: retain 70% enrollment within the Cambridge Program as measured by program enrollment.

Measurable Objective 1:

collaborate to retain 70% enrollment of the initial 27 students within the Cambridge Program and completing appropriate Cambridge activities/portfolios to be maintained at 19 students or greater by 05/26/2017 as measured by program enrollment.

Strategy1:

Retention - Provide the proper support and guidance for Cambridge students throughout the extent of the program including Camp Cambridge prior to freshman year, quarterly face-to-face sessions between student and administration and counseling, as well as hosting Cambridge Parent Night

Category: Implement Guidance and Counseling Plan

Research Cited: cie.org.uk

Activity - Checkpoint Cambridge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support through quarterly sessions, minimally, with each Cambridge student to ensure students are finding success with time management and study skills	Recruitment and Retention	08/08/2016	05/26/2017	\$0 - No Funding Required	Administration, Counselors, Cambridge Educators

Activity - Cambridge Parent Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Host a parent night for Cambridge students within the month of January to highlight the accomplishments during 1st Semester, to review expectations for 2nd Semester, and to provide insight to upcoming testing	Recruitment and Retention Parent Involvement	08/08/2016	02/03/2017	\$0 - No Funding Required	Administration, Cambridge Educators

Activity - Camp Cambridge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a bridge program for incoming Cambridge students to ensure a smooth transition from middle school into high school	Academic Support Program Recruitment and Retention	07/25/2016	07/26/2016	\$0 - No Funding Required	Administration, Counselors, Cambridge educators

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

Goal 1:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to implement Year 2 of Cambridge curriculum by 06/02/2017 as measured by the number of recruited students into the school-within-a-school.

Strategy1:

Cambridge - Select teachers, admin, and counselors to collaborate efforts to prepare for Year 2 of Cambridge at Alma Bryant - collaboration to include planning, recruiting, and professionally developing.

Category: Develop/Implement Professional Learning and Support

Research Cited: Cambridge International Examinations

Activity - Cambridge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select team to collaborate efforts to plan, recruit, and complete necessary professional development in preparation for Year 2 of the Cambridge Program. (\$-----)	Professional Learning Recruitment and Retention	08/08/2016	06/02/2017	\$0 - Title I Part A	Administration, Counselors/Academy Specialist, Cambridge Lead Team

Measurable Objective 2:

collaborate to improve reading comprehension campuswide through the participation in PD focused on common formative assessment, close reading, and text complexity by 06/02/2017 as measured by improved Aspire Reading scores.

Strategy1:

Literacy Initiative - Faculty will collaborate within department-based PLTs to research, model, and implement research-based, content-specific literacy strategies that enhance students' literacy skills including close reading strategies and text complexity analysis

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

Research Cited: Better Learning Through Structured Teaching, Building Teachers' Capacity for Success

Activity - Literacy Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will collaborate within department-based PLTs to research, model, and implement research-based, content-specific literacy strategies that enhance students' literacy skills including close reading strategies and text complexity analysis	Professional Learning	08/08/2016	06/02/2017	\$0 - Title I Part A	All Faculty; Administration

Measurable Objective 3:

demonstrate a behavior of using technology and digital resources incorporating standards-based instruction and authentic learning activities in all content areas to facilitate real-life experiences that advance student learning, creativity, and innovation by 06/02/2017 as measured by administration observations AND the decrease usage of paper and hard copy materials.

Strategy1:

Technology and Digital Resources PD - Support Professional Learning designed to help faculty move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Technology and Digital Resources PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide and support technology and digital resources PD	Professional Learning	08/08/2016	06/02/2017	\$0 - No Funding Required	Administration, TRT, Central Office

Measurable Objective 4:

collaborate to improve numeracy skills campuswide through differentiated instruction within regular math classrooms by 06/02/2017 as measured by improved Aspire Math scores.

Strategy1:

Mathematics Design Collaborative - District Initiative - PD to be provided for math teachers in the implementation of Mathematics Design Collaborative (MDC) through Southern Regional Educational Board (SREB) - a program that supports problem solving and higher order thinking skills

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

Research Cited: SREB - MDC

Activity - Mathematics Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the district initiative professional development Mathematics Design Collaborative (MDC)	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	All mathematics teachers, District

Strategy2:

Differentiated Math Instruction - Provide PD for math teachers in the implementation of differentiated instruction within a mathematics classroom; provide available software with necessary PD to assist with effective Tier II instruction

Category: Develop/Implement Learning Supports

Research Cited: ASCD, Best Practices

Activity - Differentiated Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide PD for math teachers in the implementation of differentiated instruction within a mathematics classroom; provide available software with necessary PD to assist with effective Tier II instruction	Professional Learning	08/08/2016	06/02/2017	\$0 - Title I Part A	Math Department, Administration, Consultant

Measurable Objective 5:

collaborate to design common formative assessments of the prioritized standards within each core course that efficiently evaluate student achievement and teacher effectiveness by 06/02/2017 as measured by a reduction of course failures.

Strategy1:

Common Formative Assessment - Core Content Teachers will collaborate within PLTs to design and to analyze the results of CFAs

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: CFA 2.0

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Activity - Common Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All general ed core content teachers will collaborate to design common formative assessments for the sole purpose of generating reliable and consistent data to validly measure student achievement and teacher effectiveness. (\$--- allocated to provide substitutes so core teachers have opportunities to collaborate during CFA PD and development; \$---- allocated to provide summer stipends to continue CFA PD and development)	Professional Learning Policy and Process	08/08/2016	06/02/2017	\$0 - Title I Part A	All general ed core content teachers, administration

Measurable Objective 6:

collaborate to ensure all ELs are receiving appropriate accommodations to facilitate learner success in the content areas by 06/02/2017 as measured by ACCESS for ELL state mandated assessment, accommodation documentation present for teachers of ESL students, accommodation training sign in sheets, and percentage participation in ESL PD.

Strategy1:

Provide personalized instruction for EL students - Bryant's ESL teacher will provide ESL training on accommodations, alternate assessments, instructional strategies, and requesting an interpreter.

Category: Develop/Implement Learning Supports

Research Cited: USDOE, American Psychological Association, United Nations High Commission for Refugees (UNHRC)

Activity - Provide personalized instruction for EL students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bryant's ESL teacher will provide ESL training on accommodations, alternate assessments, instructional strategies, and requesting an interpreter.	Professional Learning	08/08/2016	06/02/2017	\$0 - Title II Part D	Administrators, EL Coordinator

Goal 2:

All educators and students will have digital tools to access a comprehensive viable infrastructure when and where needed

Measurable Objective 1:

demonstrate a behavior of ensuring that every student, teacher, and administrator has access to an Internet Connected Device(ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 06/02/2017 as measured by administration observations AND the decrease usage of paper and hard copy materials.

Strategy1:

Equitable Access - District Initiative - Work to provide funding for an ICD for every student and educator through district, school, and other funding and also Bring Your Own Device options for student use

Category: Other - Technology

Research Cited:

ACIP

Alma Bryant High School

Activity - Equitable Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure equitable access by ensuring every student, teacher, and administrator has access to an ICD with viable access points and appropriate software and Web-based resources (\$10,219.68 Carryover Funds AND \$6345.00 State Funds allocated for the purchase of additional computers)	Technology	08/08/2016	06/02/2017	\$0 - State Funds \$0 - Title I Part A	Administration, Media Specialists, TRT

Measurable Objective 2:

demonstrate a behavior of locating and promoting the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's CCRS by 06/02/2017 as measured by administration observations AND the decrease usage of paper and hard copy materials AND usage reports (when available).

Strategy1:

Digital Content - Locate and promote the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's CCRS

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Digital Content	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Locate and promote the use of high-quality, cost-effective digital content; provide appropriate professional development not only in the use of technology tools but also the creative strategies for incorporating technology-based resources in the learning environment (\$15,000.00 allocated for copier services license agreement; \$10,623.00 allocated for technology tools, including iPads, MacBook, and LCD/Sound Board)	Technology	08/08/2016	06/02/2017	\$0 - Title I Part A	Administration; Media Specialists; TRT

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

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

demonstrate a behavior of using technology and digital resources incorporating standards-based instruction and authentic learning activities in all content areas to facilitate real-life experiences that advance student learning, creativity, and innovation by 06/02/2017 as measured by administration observations AND the decrease usage of paper and hard copy materials.

Strategy1:

Technology and Digital Resources PD - Support Professional Learning designed to help faculty move from static, text-based resources to

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effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Technology and Digital Resources PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide and support technology and digital resources PD	Professional Learning	08/08/2016	06/02/2017	\$0 - No Funding Required	Administration, TRT, Central Office

Measurable Objective 2:

collaborate to ensure all ELs are receiving appropriate accommodations to facilitate learner success in the content areas by 06/02/2017 as measured by ACCESS for ELL state mandated assessment, accommodation documentation present for teachers of ESL students, accommodation training sign in sheets, and percentage participation in ESL PD.

Strategy1:

Provide personalized instruction for EL students - Bryant's ESL teacher will provide ESL training on accommodations, alternate assessments, instructional strategies, and requesting an interpreter.

Category: Develop/Implement Learning Supports

Research Cited: USDOE, American Psychological Association, United Nations High Commission for Refugees (UNHRC)

Activity - Provide personalized instruction for EL students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bryant's ESL teacher will provide ESL training on accommodations, alternate assessments, instructional strategies, and requesting an interpreter.	Professional Learning	08/08/2016	06/02/2017	\$0 - Title II Part D	Administrators, EL Coordinator

Measurable Objective 3:

collaborate to design common formative assessments of the prioritized standards within each core course that efficiently evaluate student achievement and teacher effectiveness by 06/02/2017 as measured by a reduction of course failures.

Strategy1:

Common Formative Assessment - Core Content Teachers will collaborate within PLTs to design and to analyze the results of CFAs

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: CFA 2.0

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Activity - Common Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All general ed core content teachers will collaborate to design common formative assessments for the sole purpose of generating reliable and consistent data to validly measure student achievement and teacher effectiveness. (\$--- allocated to provide substitutes so core teachers have opportunities to collaborate during CFA PD and development; \$---- allocated to provide summer stipends to continue CFA PD and development)	Professional Learning Policy and Process	08/08/2016	06/02/2017	\$0 - Title I Part A	All general ed core content teachers, administration

Measurable Objective 4:

collaborate to improve numeracy skills campuswide through differentiated instruction within regular math classrooms by 06/02/2017 as measured by improved Aspire Math scores.

Strategy1:

Mathematics Design Collaborative - District Initiative - PD to be provided for math teachers in the implementation of Mathematics Design Collaborative (MDC) through Southern Regional Educational Board (SREB) - a program that supports problem solving and higher order thinking skills

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

Research Cited: SREB - MDC

Activity - Mathematics Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the district initiative professional development Mathematics Design Collaborative (MDC)	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	All mathematics teachers, District

Strategy2:

Differentiated Math Instruction - Provide PD for math teachers in the implementation of differentiated instruction within a mathematics classroom; provide available software with necessary PD to assist with effective Tier II instruction

Category: Develop/Implement Learning Supports

Research Cited: ASCD, Best Practices

Activity - Differentiated Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide PD for math teachers in the implementation of differentiated instruction within a mathematics classroom; provide available software with necessary PD to assist with effective Tier II instruction	Professional Learning	08/08/2016	06/02/2017	\$0 - Title I Part A	Math Department, Administration, Consultant

Measurable Objective 5:

collaborate to implement Year 2 of Cambridge curriculum by 06/02/2017 as measured by the number of recruited students into the school-within-a-school.

Strategy1:

Cambridge - Select teachers, admin, and counselors to collaborate efforts to prepare for Year 2 of Cambridge at Alma Bryant - collaboration to include planning, recruiting, and professionally developing.

Category: Develop/Implement Professional Learning and Support

Research Cited: Cambridge International Examinations

Activity - Cambridge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select team to collaborate efforts to plan, recruit, and complete necessary professional development in preparation for Year 2 of the Cambridge Program. (\$-----)	Recruitment and Retention Professional Learning	08/08/2016	06/02/2017	\$0 - Title I Part A	Administration, Counselors/Academy Specialist, Cambridge Lead Team

Measurable Objective 6:

collaborate to improve reading comprehension campuswide through the participation in PD focused on common formative assessment, close reading, and text complexity by 06/02/2017 as measured by improved Aspire Reading scores.

Strategy1:

Literacy Initiative - Faculty will collaborate within department-based PLTs to research, model, and implement research-based, content-specific literacy strategies that enhance students' literacy skills including close reading strategies and text complexity analysis

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

Research Cited: Better Learning Through Structured Teaching, Building Teachers' Capacity for Success

Activity - Literacy Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will collaborate within department-based PLTs to research, model, and implement research-based, content-specific literacy strategies that enhance students' literacy skills including close reading strategies and text complexity analysis	Professional Learning	08/08/2016	06/02/2017	\$0 - Title I Part A	All Faculty; Administration

Goal 2:

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

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior of understanding human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom in Career & Technical by 06/01/2016 as measured by successful completion of Digital Citizenship online module.

Strategy1:

Digital Citizenship Awareness - Lead teacher designed an opening-of-school presentation which included a Digital Citizenship module - students to view presentation and complete an exit slip summarizing

(ALSO AVAILABLE - District Initiative - Offer a learning module to be completed by every student each year that teaches and assesses appropriate digital citizenship)

Category: Develop/Implement Learning Supports

Research Cited: Alabama Plan 2020 ESEA Flexibility Request; International Society for Technology in Education; State Superintendent of Public Instruction Education Technology Task Force

Activity - Digital Citizenship Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will view and discuss provided Digital Citizenship module as well as complete an exit slip summarizing contents within homeroom during opening-of-school routine; signed homeroom rosters within evidence box detailing student completion	Technology	08/10/2016	08/12/2016	\$0 - No Funding Required	All faculty and staff

Measurable Objective 2:

50% of Tenth grade students will demonstrate a proficiency within College and Career Readiness Standards in Mathematics by 06/02/2017 as measured by meeting/exceeding the Aspire Mathematics benchmark.

Strategy1:

Additional Academic Opportunities - Numeracy - To ensure all students show growth, additional academic opportunities will be provided.

Category: Develop/Implement Learning Supports

Research Cited: Better Learning Through Structured Teaching, ACT, AP College Board

Activity - Extended Day Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in need of remediation and/or enrichment in any of the four core subject areas may gain assistance within the Extended Day Program held from 2:45 until 3:45 Monday through Thursday afternoons.	Academic Support Program	08/08/2016	06/02/2017	\$0 - Title I Part A	Title I Facilitator, Extended Day Tutors

Activity - Aspire Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the freshman and sophomore mini-block courses, additional support will be provided in preparation for Aspire testing through the addition of DEAR time as well as Aspire-based bell ringers. Additionally, SREB High School Readiness courses will be provided for those students identified as Close on their 8th grade Aspire Reading and 8th grade Aspire Math tests.	Academic Support Program	08/08/2016	06/02/2017	\$0 - No Funding Required	Administration, Career Prep and Project Citizen course teachers, SREB teachers, Central Office support staff

Activity - ACT Prep Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Prep courses will be provided to all juniors. The course is divided into the four subject areas of the ACT: English/Writing, Mathematics, Reading, and Science. One subject area of the ACT will be explored per quarter; each content area exploration is lead by a HQ teacher within that field.	Academic Support Program	08/08/2016	06/02/2017	\$0 - No Funding Required	16 teachers (4 English/Writing, 4 Mathematics, 4 Reading, 4 Science)

Activity - AP Prep Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AP students will be provided after-school opportunities to further prepare for AP testing.	Academic Support Program	08/08/2016	06/02/2017	\$0 - Title I Part A	AP Coordinator, AP teachers

Strategy2:

Differentiated Math Instruction - Teachers will design and implement effective differentiated instruction within all regular math classrooms providing proper Tier II support when necessary.

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

Research Cited: Best practices

Activity - Common Formative Assessment PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All general ed core content teachers will collaborate to design common formative assessments ensuring rigor and multiple-format assessments.	Professional Learning Policy and Process	08/08/2016	06/02/2017	\$0 - No Funding Required	All general ed core content teachers

Activity - Differentiated Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement effective differentiated instruction to ensure proper Tier II support within classrooms.	Technology Direct Instruction	08/08/2016	06/02/2017	\$0 - No Funding Required	Administration, Math Teachers

Activity - Close Reading - Math Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math department will collaborate to continue close reading strategy/activity for use with word problems within all math class courses.	Professional Learning	08/08/2016	06/02/2017	\$0 - No Funding Required	Math Department, Administration

Strategy3:

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

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

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

Activity - Close Reading - Math Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all math classes will read for a general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and solve the problem.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All mathematics teachers

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

Measurable Objective 3:

57% of English Learners students will demonstrate a proficiency of meeting or exceeding the state APLA of 57% of students achieving a 0.5 gain in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas

Category: Develop/Implement Professional Learning and Support

Research Cited: WIDA World-Class Instructional Design and Assessment

Activity - Provide personalized instruction for EL students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD provided by ESL department to ensure personalized instruction for ELs is provided by content teachers	Professional Learning Direct Instruction	08/08/2016	06/02/2017	\$0 - District Funding	Content teachers, administrators, EL Coordinator

Measurable Objective 4:

50% of Tenth grade students will demonstrate a proficiency within College and Career Readiness Standards in Reading by 06/02/2017 as measured by meeting/exceeding the Aspire Reading benchmark..

Strategy1:

Additional Academic Opportunities - Literacy - To ensure all students show growth, additional academic opportunities will be provided.

Category: Develop/Implement Learning Supports

Research Cited: Better Learning Through Structured Teaching, ACT, AP College Board

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Activity - AP Prep Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AP students will be provided after-school opportunities to further prepare for AP testing. (\$3000.00 allocated to compensate AP teachers who manage and monitor after-school prep sessions)	Academic Support Program	08/08/2016	06/02/2017	\$3000 - Title I Part A	AP Coordinator, AP teachers

Activity - ACT Prep Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Prep courses will be provided to all juniors. The course is divided into the four subject areas of the ACT: English/Writing, Mathematics, Reading, and Science. One subject area of the ACT will be explored per quarter; each content area exploration is lead by a HQ teacher within that field.	Academic Support Program	08/08/2016	06/02/2017	\$0 - No Funding Required	16 teachers (4 English/Writing, 4 Mathematics, 4 Reading, 4 Science)

Activity - Aspire Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the freshman and sophomore mini-block courses, additional support will be provided in preparation for Aspire testing through the addition of DEAR time as well as Aspire-based bell ringers. Additionally, SREB High School Readiness courses will be provided for those students identified as Close on their 8th grade Aspire Reading and 8th grade Aspire Math tests.	Academic Support Program	08/08/2016	06/02/2017	\$0 - No Funding Required	Administration, Career Prep and Project Citizen teachers, SREB teachers, Central Office support staff

Activity - Extended Day Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in need of remediation and/or enrichment in any of the four core subject areas may gain assistance within the Extended Day Program held from 2:45 until 3:45 Tuesday through Thursday afternoons. (\$20,500.00 allocated to compensate educators who manage and monitor Extended Day sessions; \$18,106.00 allocated to compensate educators who manage and monitor Twilight sessions)	Academic Support Program	08/08/2016	06/02/2017	\$18106 - State Funds \$20500 - Title I Part A	Title I Facilitator, Extended Day Tutors

Strategy2:

Literacy Initiative - Improve Reading Comprehension - Improve reading comprehension through the continued school-wide implementation of Bryant's Literacy Initiative through implementation of Professional Learning Teams, Common Formative Assessment (CFA) PD, and a campus focus on close reading strategies and text complexity.

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

Research Cited: CFA 2.0; Literacy Across the Curriculum

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Activity - Common Formative Assessment PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All general ed core content teachers will collaborate to design common formative assessments ensuring rigor and multiple-format assessments.	Professional Learning Academic Support Program Policy and Process	08/08/2016	06/02/2017	\$0 - No Funding Required	All general ed core content teachers

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate within departments to align efforts, both horizontally and vertically, to ensure CCR/ACT standards are being presented through application-focused lesson plans and balanced common formative assessments; these lessons are to be presented using the Cycle of Instruction. (\$--- allocated - \$---/teacher - for classroom instructional materials/supplies)	Policy and Process	08/08/2016	06/02/2017	\$0 - No Funding Required	ALL Faculty -

Activity - Campus Wide Focal Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALL teachers will invest in concentrated efforts to include close reading strategies and text complexity within daily lessons and common assessments. Departments will collaborate as PLTs to determine the most effective, research-based strategies needed to support literacy initiative within each content area.	Direct Instruction	08/08/2016	06/02/2017	\$0 - No Funding Required	ALL teachers

Goal 3:

Prepare and Support Students through Student Support Services

Measurable Objective 1:

achieve college and career readiness through the provision of additional after school and summer programs by 06/30/2017 as measured by the goals established within the awarded 21st Century grant.

Strategy1:

21st Century Program - Provide academic enrichment (ACT Prep, Credit Recovery, after-school tutoring, college/university tours, university speakers) and STEM activities (Robotics Team, Science Bowl, field trips), as well as community involvement opportunities focusing on health/wellness to expand efforts to ensure students are college and career ready

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACT, U.S. Department of Health & Human Services Physical Activity Manual

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Activity - STEM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a STEM program that includes Robotics, Science Bowl, and various field trips	Academic Support Program Community Engagement Technology Field Trip	10/03/2016	06/30/2017	\$1 - Other	Administration, 21st Century staff

Activity - Health/Wellness Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for stakeholders and their students to be involved in various physical fitness activities (i.e. dance class, aerobic classes, archery) as well as provide health support groups and provide field trips	Field Trip Community Engagement	10/03/2016	06/30/2017	\$1 - Other	Administration, 21st Century staff

Activity - Academic Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ACT Prep, Credit Recovery, after school tutoring, college/university visits, community speakers	Academic Support Program Tutoring Field Trip Community Engagement	10/03/2016	06/30/2017	\$1 - Other	Administration, 21st Century staff

Measurable Objective 2:

demonstrate a behavior of meeting graduation requirements within the prescribed cohort by 06/02/2017 as measured by the guidelines established by 80/20 and MCPSS policies.

Strategy1:

Close Special Education Gap - Provide necessary support systems for both special education students as well as the special education teacher in efforts to ensure meeting graduation requirements

Category: Develop/Implement Learning Supports

Research Cited: WorkKeys, Better Learning Through Structured Teaching, Building Teachers' Capacity for Success

Activity - WorkKeys Career Readiness Courseware Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bryant will provide additional support for all SpEd and PST students in an effort for them to earn a CRI (Career Readiness Indicator) through WorkKeys testing. Pacing guides have been established for the implementation of WorkKeys training through 3rd Period SpEd classes; technology grant has provided the necessary hardware. (\$35,000.00 from 4120 allocated to enhance PST lab = teacher laptop + 32 tiny desktop bundles) (\$6,678.94 allocated for additional instructional paraprofessional)	Career Preparation/ Orientation	08/08/2016	06/02/2017	\$35000 - Title I School Improvement (ISI) \$6679 - Title I Part A	Admin, LEA, SpEd Dept, Reading Specialist, select gen ed teachers, Mr. Holmes (tech support)

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Strategy2:

Attendance - Carefully monitor attendance to ensure improvement of the ADA continues (2012-2013=91.97%; 2013-2014=92.47%; 2014-2015=92.35%; 2015-2016=92.46%).

Category: Implement Guidance and Counseling Plan

Research Cited: Reality

Activity - Attendance Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Design and implement an efficient and timely process for properly managing and reporting student attendance; monitor the management process with fidelity. An attendance clerk on staff to assist with this management. A LPN on staff to properly manage and monitor students with health concerns in an effort to minimize students' loss of instructional time. An instructional paraprofessional also on staff to assist students with discipline concerns in an effort to minimize students' loss of instructional time. (Attendance Clerk = \$34,915.10; LPN = 36,033.74; Instructional Paraprofessional = 34,674.63)	Policy and Process	08/08/2016	06/02/2017	\$0 - Title I Part A	ALL faculty and staff; administration; PST Behavior Committee

Strategy3:

Guidance - Provide proper and strategic guidance to ensure appropriate course placement for each student; KUDER Career Exploration and Academy opportunities will be considered.

Category: Implement Guidance and Counseling Plan

Research Cited: KUDER, Cambridge International Examinations

Activity - Transition Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will collaborate to provide transition activities for eighth graders including campus tours during the spring, 8th Grade Parent Night as part of the preregistration process, as well as Bridges to Bryant during registration. (\$--- allocated for Parent Organizer; \$---- allocated for Parent Materials & Supplies; \$2000.00 allocated for USPS postage)	Career Preparation/ Orientation	08/08/2016	06/02/2017	\$8499 - Title I Part A	Counselors
\$3000 - Title I Part A					
Counselors will collaborate to provide transition activities for seniors to explore post-secondary educational opportunities including college tours and college recruiter sessions. (\$---- allocated for the expense of college tours during the spring.)				\$4278 - Title I Part A \$2000 - Title I Part A	

Activity - Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide academic opportunities to explore a variety of career pathways within the Academy of Coastal Studies, Academy of Business and Leadership, Humanities Academy, as well as the CTE Academy . To be monitored through involvement stats, CTE completer stats, and CRI earning stats.	Recruitment and Retention Career Preparation/ Orientation	08/08/2016	06/02/2017	\$0 - No Funding Required	Academy Specialist, Counselors, Administration

Activity - KUDER Career Exploration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement and manage KUDER Career Exploration and Portfolio management through CTE department.	Career Preparation/Orientation	08/08/2016	06/02/2017	\$0 - No Funding Required	CTE Faculty and Counselors

Activity - Cambridge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Year 2 - Continue recruitment for Cohort 2021; design and implement program retention supports (LSI)	Academic Support Program	08/08/2016	06/02/2017	\$0 - Title I Part A	Administration, Counselors/Academy Specialist, Cambridge Lead Team

Strategy4:

PST (Problem Solving Team) - Continue to monitor students struggling to achieve proficiency within Tier I of the Rtl Model: provide assistance for Tier II and Tier III students through a mentor lab and Refocus Room.

Category: Other - PST

Research Cited: Rtl-alsde.edu

Activity - Mentor Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Mentor Lab throughout the school day to assist struggling students through peer tutoring. (\$375.00 allocated to purchase Think Through Math student licenses)	Academic Support Program	08/08/2016	06/02/2017	\$375 - State Funds	Reading Specialist

Goal 4:

All educators and students will have digital tools to access a comprehensive viable infrastructure when and where needed

Measurable Objective 1:

demonstrate a behavior of locating and promoting the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's CCRS by 06/02/2017 as measured by administration observations AND the decrease usage of paper and hard copy materials AND usage reports (when available).

Strategy1:

Digital Content - Locate and promote the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's CCRS

Category: Develop/Implement Learning Supports

Research Cited:

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Activity - Digital Content	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Locate and promote the use of high-quality, cost-effective digital content; provide appropriate professional development not only in the use of technology tools but also the creative strategies for incorporating technology-based resources in the learning environment (\$15,000.00 allocated for copier services license agreement; \$10,623.00 allocated for technology tools, including iPads, MacBook, and LCD/Sound Board)	Technology	08/08/2016	06/02/2017	\$0 - Title I Part A	Administration; Media Specialists; TRT

Measurable Objective 2:

demonstrate a behavior of ensuring that every student, teacher, and administrator has access to an Internet Connected Device(ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 06/02/2017 as measured by administration observations AND the decrease usage of paper and hard copy materials.

Strategy1:

Equitable Access - District Initiative - Work to provide funding for an ICD for every student and educator through district, school, and other funding and also Bring Your Own Device options for student use

Category: Other - Technology

Research Cited:

Activity - Equitable Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure equitable access by ensuring every student, teacher, and administrator has access to an ICD with viable access points and appropriate software and Web-based resources (\$10,219.68 Carryover Funds AND \$6345.00 State Funds allocated for the purchase of additional computers)	Technology	08/08/2016	06/02/2017	\$0 - State Funds \$0 - Title I Part A	Administration, Media Specialists, TRT

Goal 5:

Local School Indicator: retain 70% enrollment within the Cambridge Program as measured by program enrollment.

Measurable Objective 1:

collaborate to retain 70% enrollment of the initial 27 students within the Cambridge Program and completing appropriate Cambridge activities/portfolios to be maintained at 19 students or greater by 05/26/2017 as measured by program enrollment.

Strategy1:

Retention - Provide the proper support and guidance for Cambridge students throughout the extent of the program including Camp Cambridge prior to freshman year, quarterly face-to-face sessions between student and administration and counseling, as well as hosting Cambridge Parent Night

Category: Implement Guidance and Counseling Plan

Research Cited: cie.org.uk

Activity - Camp Cambridge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a bridge program for incoming Cambridge students to ensure a smooth transition from middle school into high school	Recruitment and Retention Academic Support Program	07/25/2016	07/26/2016	\$0 - No Funding Required	Administration, Counselors, Cambridge educators

Activity - Checkpoint Cambridge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support through quarterly sessions, minimally, with each Cambridge student to ensure students are finding success with time management and study skills	Recruitment and Retention	08/08/2016	05/26/2017	\$0 - No Funding Required	Administration, Counselors, Cambridge Educators

Activity - Cambridge Parent Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Host a parent night for Cambridge students within the month of January to highlight the accomplishments during 1st Semester, to review expectations for 2nd Semester, and to provide insight to upcoming testing	Recruitment and Retention Parent Involvement	08/08/2016	02/03/2017	\$0 - No Funding Required	Administration, Cambridge Educators

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:

50% of Tenth grade students will demonstrate a proficiency within College and Career Readiness Standards in Reading by 06/02/2017 as measured by meeting/exceeding the Aspire Reading benchmark..

Strategy1:

Literacy Initiative - Improve Reading Comprehension - Improve reading comprehension through the continued school-wide implementation of Bryant's Literacy Initiative through implementation of Professional Learning Teams, Common Formative Assessment (CFA) PD, and a campus focus on close reading strategies and text complexity.

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

Research Cited: CFA 2.0; Literacy Across the Curriculum

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Activity - Campus Wide Focal Literacy Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALL teachers will invest in concentrated efforts to include close reading strategies and text complexity within daily lessons and common assessments. Departments will collaborate as PLTs to determine the most effective, research-based strategies needed to support literacy initiative within each content area.	Direct Instruction	08/08/2016	06/02/2017	\$0 - No Funding Required	ALL teachers

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate within departments to align efforts, both horizontally and vertically, to ensure CCR/ACT standards are being presented through application-focused lesson plans and balanced common formative assessments; these lessons are to be presented using the Cycle of Instruction. (\$--- allocated - \$---/teacher - for classroom instructional materials/supplies)	Policy and Process	08/08/2016	06/02/2017	\$0 - No Funding Required	ALL Faculty -

Activity - Common Formative Assessment PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All general ed core content teachers will collaborate to design common formative assessments ensuring rigor and multiple-format assessments.	Academic Support Program Policy and Process Professional Learning	08/08/2016	06/02/2017	\$0 - No Funding Required	All general ed core content teachers

Strategy2:

Additional Academic Opportunities - Literacy - To ensure all students show growth, additional academic opportunities will be provided.

Category: Develop/Implement Learning Supports

Research Cited: Better Learning Through Structured Teaching, ACT, AP College Board

Activity - AP Prep Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AP students will be provided after-school opportunities to further prepare for AP testing. (\$3000.00 allocated to compensate AP teachers who manage and monitor after-school prep sessions)	Academic Support Program	08/08/2016	06/02/2017	\$3000 - Title I Part A	AP Coordinator, AP teachers

Activity - ACT Prep Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Prep courses will be provided to all juniors. The course is divided into the four subject areas of the ACT: English/Writing, Mathematics, Reading, and Science. One subject area of the ACT will be explored per quarter; each content area exploration is lead by a HQ teacher within that field.	Academic Support Program	08/08/2016	06/02/2017	\$0 - No Funding Required	16 teachers (4 English/Writing, 4 Mathematics, 4 Reading, 4 Science)

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Activity - Extended Day Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in need of remediation and/or enrichment in any of the four core subject areas may gain assistance within the Extended Day Program held from 2:45 until 3:45 Tuesday through Thursday afternoons. (\$20,500.00 allocated to compensate educators who manage and monitor Extended Day sessions; \$18,106.00 allocated to compensate educators who manage and monitor Twilight sessions)	Academic Support Program	08/08/2016	06/02/2017	\$18106 - State Funds \$20500 - Title I Part A	Title I Facilitator, Extended Day Tutors

Activity - Aspire Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the freshman and sophomore mini-block courses, additional support will be provided in preparation for Aspire testing through the addition of DEAR time as well as Aspire-based bell ringers. Additionally, SREB High School Readiness courses will be provided for those students identified as Close on their 8th grade Aspire Reading and 8th grade Aspire Math tests.	Academic Support Program	08/08/2016	06/02/2017	\$0 - No Funding Required	Administration, Career Prep and Project Citizen teachers, SREB teachers, Central Office support staff

Measurable Objective 2:

57% of English Learners students will demonstrate a proficiency of meeting or exceeding the state APLA of 57% of students achieving a 0.5 gain in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas

Category: Develop/Implement Professional Learning and Support

Research Cited: WIDA World-Class Instructional Design and Assessment

Activity - Provide personalized instruction for EL students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD provided by ESL department to ensure personalized instruction for ELs is provided by content teachers	Direct Instruction Professional Learning	08/08/2016	06/02/2017	\$0 - District Funding	Content teachers, administrators, EL Coordinator

Measurable Objective 3:

50% of Tenth grade students will demonstrate a proficiency within College and Career Readiness Standards in Mathematics by 06/02/2017 as measured by meeting/exceeding the Aspire Mathematics benchmark.

Strategy1:

Differentiated Math Instruction - Teachers will design and implement effective differentiated instruction within all regular math classrooms providing proper Tier II support when necessary.

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

Research Cited: Best practices

Activity - Common Formative Assessment PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All general ed core content teachers will collaborate to design common formative assessments ensuring rigor and multiple-format assessments.	Policy and Process Professional Learning	08/08/2016	06/02/2017	\$0 - No Funding Required	All general ed core content teachers

Activity - Differentiated Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement effective differentiated instruction to ensure proper Tier II support within classrooms.	Direct Instruction Technology	08/08/2016	06/02/2017	\$0 - No Funding Required	Administration, Math Teachers

Activity - Close Reading - Math Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math department will collaborate to continue close reading strategy/activity for use with word problems within all math class courses.	Professional Learning	08/08/2016	06/02/2017	\$0 - No Funding Required	Math Department, Administration

Strategy2:

Additional Academic Opportunities - Numeracy - To ensure all students show growth, additional academic opportunities will be provided.

Category: Develop/Implement Learning Supports

Research Cited: Better Learning Through Structured Teaching, ACT, AP College Board

Activity - Aspire Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the freshman and sophomore mini-block courses, additional support will be provided in preparation for Aspire testing through the addition of DEAR time as well as Aspire-based bell ringers. Additionally, SREB High School Readiness courses will be provided for those students identified as Close on their 8th grade Aspire Reading and 8th grade Aspire Math tests.	Academic Support Program	08/08/2016	06/02/2017	\$0 - No Funding Required	Administration, Career Prep and Project Citizen course teachers, SREB teachers, Central Office support staff

Activity - AP Prep Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AP students will be provided after-school opportunities to further prepare for AP testing.	Academic Support Program	08/08/2016	06/02/2017	\$0 - Title I Part A	AP Coordinator, AP teachers

Activity - Extended Day Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in need of remediation and/or enrichment in any of the four core subject areas may gain assistance within the Extended Day Program held from 2:45 until 3:45 Monday through Thursday afternoons.	Academic Support Program	08/08/2016	06/02/2017	\$0 - Title I Part A	Title I Facilitator, Extended Day Tutors

Activity - ACT Prep Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Prep courses will be provided to all juniors. The course is divided into the four subject areas of the ACT: English/Writing, Mathematics, Reading, and Science. One subject area of the ACT will be explored per quarter; each content area exploration is lead by a HQ teacher within that field.	Academic Support Program	08/08/2016	06/02/2017	\$0 - No Funding Required	16 teachers (4 English/Writing, 4 Mathematics, 4 Reading, 4 Science)

Strategy3:

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

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

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

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

Activity - Close Reading - Math Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all math classes will read for a general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and solve the problem.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All mathematics teachers

Measurable Objective 4:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior of understanding human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom in Career & Technical by 06/01/2016 as measured by successful completion of Digital Citizenship online module.

Strategy1:

Digital Citizenship Awareness - Lead teacher designed an opening-of-school presentation which included a Digital Citizenship module - students to view presentation and complete an exit slip summarizing

(ALSO AVAILABLE - District Initiative - Offer a learning module to be completed by every student each year that teaches and assesses appropriate digital citizenship)

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Category: Develop/Implement Learning Supports

Research Cited: Alabama Plan 2020 ESEA Flexibility Request; International Society for Technology in Education; State Superintendent of Public Instruction Education Technology Task Force

Activity - Digital Citizenship Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will view and discuss provided Digital Citizenship module as well as complete an exit slip summarizing contents within homeroom during opening-of-school routine; signed homeroom rosters within evidence box detailing student completion	Technology	08/10/2016	08/12/2016	\$0 - No Funding Required	All faculty and staff

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to ensure all ELs are receiving appropriate accommodations to facilitate learner success in the content areas by 06/02/2017 as measured by ACCESS for ELL state mandated assessment, accommodation documentation present for teachers of ESL students, accommodation training sign in sheets, and percentage participation in ESL PD.

Strategy1:

Provide personalized instruction for EL students - Bryant's ESL teacher will provide ESL training on accommodations, alternate assessments, instructional strategies, and requesting an interpreter.

Category: Develop/Implement Learning Supports

Research Cited: USDOE, American Psychological Association, United Nations High Commission for Refugees (UNHRC)

Activity - Provide personalized instruction for EL students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bryant's ESL teacher will provide ESL training on accommodations, alternate assessments, instructional strategies, and requesting an interpreter.	Professional Learning	08/08/2016	06/02/2017	\$0 - Title II Part D	Administrators, EL Coordinator

Measurable Objective 2:

collaborate to improve reading comprehension campuswide through the participation in PD focused on common formative assessment, close reading, and text complexity by 06/02/2017 as measured by improved Aspire Reading scores.

Strategy1:

Literacy Initiative - Faculty will collaborate within department-based PLTs to research, model, and implement research-based, content-specific literacy strategies that enhance students' literacy skills including close reading strategies and text complexity analysis

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

Research Cited: Better Learning Through Structured Teaching, Building Teachers' Capacity for Success

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Activity - Literacy Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will collaborate within department-based PLTs to research, model, and implement research-based, content-specific literacy strategies that enhance students' literacy skills including close reading strategies and text complexity analysis	Professional Learning	08/08/2016	06/02/2017	\$0 - Title I Part A	All Faculty; Administration

Measurable Objective 3:

demonstrate a behavior of using technology and digital resources incorporating standards-based instruction and authentic learning activities in all content areas to facilitate real-life experiences that advance student learning, creativity, and innovation by 06/02/2017 as measured by administration observations AND the decrease usage of paper and hard copy materials.

Strategy1:

Technology and Digital Resources PD - Support Professional Learning designed to help faculty move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Technology and Digital Resources PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide and support technology and digital resources PD	Professional Learning	08/08/2016	06/02/2017	\$0 - No Funding Required	Administration, TRT, Central Office

Measurable Objective 4:

collaborate to design common formative assessments of the prioritized standards within each core course that efficiently evaluate student achievement and teacher effectiveness by 06/02/2017 as measured by a reduction of course failures.

Strategy1:

Common Formative Assessment - Core Content Teachers will collaborate within PLTs to design and to analyze the results of CFAs

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: CFA 2.0

Activity - Common Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All general ed core content teachers will collaborate to design common formative assessments for the sole purpose of generating reliable and consistent data to validly measure student achievement and teacher effectiveness. (\$--- allocated to provide substitutes so core teachers have opportunities to collaborate during CFA PD and development; \$---- allocated to provide summer stipends to continue CFA PD and development)	Professional Learning Policy and Process	08/08/2016	06/02/2017	\$0 - Title I Part A	All general ed core content teachers, administration

Measurable Objective 5:

collaborate to improve numeracy skills campuswide through differentiated instruction within regular math classrooms by 06/02/2017 as measured by improved Aspire Math scores.

Strategy1:

Differentiated Math Instruction - Provide PD for math teachers in the implementation of differentiated instruction within a mathematics classroom; provide available software with necessary PD to assist with effective Tier II instruction

Category: Develop/Implement Learning Supports

Research Cited: ASCD, Best Practices

Activity - Differentiated Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide PD for math teachers in the implementation of differentiated instruction within a mathematics classroom; provide available software with necessary PD to assist with effective Tier II instruction	Professional Learning	08/08/2016	06/02/2017	\$0 - Title I Part A	Math Department, Administration, Consultant

Strategy2:

Mathematics Design Collaborative - District Initiative - PD to be provided for math teachers in the implementation of Mathematics Design Collaborative (MDC) through Southern Regional Educational Board (SREB) - a program that supports problem solving and higher order thinking skills

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

Research Cited: SREB - MDC

Activity - Mathematics Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in the district initiative professional development Mathematics Design Collaborative (MDC)	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	All mathematics teachers, District

Measurable Objective 6:

collaborate to implement Year 2 of Cambridge curriculum by 06/02/2017 as measured by the number of recruited students into the school-within-a-school.

Strategy1:

Cambridge - Select teachers, admin, and counselors to collaborate efforts to prepare for Year 2 of Cambridge at Alma Bryant - collaboration to include planning, recruiting, and professionally developing.

Category: Develop/Implement Professional Learning and Support

Research Cited: Cambridge International Examinations

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Activity - Cambridge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select team to collaborate efforts to plan, recruit, and complete necessary professional development in preparation for Year 2 of the Cambridge Program. (\$-----)	Recruitment and Retention Professional Learning	08/08/2016	06/02/2017	\$0 - Title I Part A	Administration, Counselors/Academy Specialist, Cambridge Lead Team

Goal 3:

Prepare and Support Students through Student Support Services

Measurable Objective 1:

achieve college and career readiness through the provision of additional after school and summer programs by 06/30/2017 as measured by the goals established within the awarded 21st Century grant.

Strategy1:

21st Century Program - Provide academic enrichment (ACT Prep, Credit Recovery, after-school tutoring, college/university tours, university speakers) and STEM activities (Robotics Team, Science Bowl, field trips), as well as community involvement opportunities focusing on health/wellness to expand efforts to ensure students are college and career ready

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACT, U.S. Department of Health & Human Services Physical Activity Manual

Activity - Academic Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ACT Prep, Credit Recovery, after school tutoring, college/university visits, community speakers	Community Engagement Tutoring Academic Support Program Field Trip	10/03/2016	06/30/2017	\$1 - Other	Administration, 21st Century staff

Activity - STEM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a STEM program that includes Robotics, Science Bowl, and various field trips	Academic Support Program Technology Community Engagement Field Trip	10/03/2016	06/30/2017	\$1 - Other	Administration, 21st Century staff

Activity - Health/Wellness Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for stakeholders and their students to be involved in various physical fitness activities (i.e. dance class, aerobic classes, archery) as well as provide health support groups and provide field trips	Community Engagement Field Trip	10/03/2016	06/30/2017	\$1 - Other	Administration, 21st Century staff

Measurable Objective 2:

demonstrate a behavior of meeting graduation requirements within the prescribed cohort by 06/02/2017 as measured by the guidelines established by 80/20 and MCPSS policies.

Strategy1:

Attendance - Carefully monitor attendance to ensure improvement of the ADA continues (2012-2013=91.97%; 2013-2014=92.47%; 2014-2015=92.35%; 2015-2016=92.46%).

Category: Implement Guidance and Counseling Plan

Research Cited: Reality

Activity - Attendance Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Design and implement an efficient and timely process for properly managing and reporting student attendance; monitor the management process with fidelity. An attendance clerk on staff to assist with this management. A LPN on staff to properly manage and monitor students with health concerns in an effort to minimize students' loss of instructional time. An instructional paraprofessional also on staff to assist students with discipline concerns in an effort to minimize students' loss of instructional time. (Attendance Clerk = \$34,915.10; LPN = 36,033.74; Instructional Paraprofessional = 34,674.63)	Policy and Process	08/08/2016	06/02/2017	\$0 - Title I Part A	ALL faculty and staff; administration; PST Behavior Committee

Strategy2:

Close Special Education Gap - Provide necessary support systems for both special education students as well as the special education teacher in efforts to ensure meeting graduation requirements

Category: Develop/Implement Learning Supports

Research Cited: WorkKeys, Better Learning Through Structured Teaching, Building Teachers' Capacity for Success

Activity - WorkKeys Career Readiness Courseware Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bryant will provide additional support for all SpEd and PST students in an effort for them to earn a CRI (Career Readiness Indicator) through WorkKeys testing. Pacing guides have been established for the implementation of WorkKeys training through 3rd Period SpEd classes; technology grant has provided the necessary hardware. (\$35,000.00 from 4120 allocated to enhance PST lab = teacher laptop + 32 tiny desktop bundles) (\$6,678.94 allocated for additional instructional paraprofessional)	Career Preparation/ Orientation	08/08/2016	06/02/2017	\$6679 - Title I Part A \$35000 - Title I School Improvement (ISI)	Admin, LEA, SpEd Dept, Reading Specialist, select gen ed teachers, Mr. Holmes (tech support)

Strategy3:

Guidance - Provide proper and strategic guidance to ensure appropriate course placement for each student; KUDER Career Exploration and

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Academy opportunities will be considered.

Category: Implement Guidance and Counseling Plan

Research Cited: KUDER, Cambridge International Examinations

Activity - Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide academic opportunities to explore a variety of career pathways within the Academy of Coastal Studies, Academy of Business and Leadership, Humanities Academy, as well as the CTE Academy . To be monitored through involvement stats, CTE completer stats, and CRI earning stats.	Recruitment and Retention Career Preparation/Orientation	08/08/2016	06/02/2017	\$0 - No Funding Required	Academy Specialist, Counselors, Administration

Activity - Transition Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors will collaborate to provide transition activities for eighth graders including campus tours during the spring, 8th Grade Parent Night as part of the preregistration process, as well as Bridges to Bryant during registration. (\$--- allocated for Parent Organizer; \$---- allocated for Parent Materials & Supplies; \$2000.00 allocated for USPS postage) Counselors will collaborate to provide transition activities for seniors to explore post-secondary educational opportunities including college tours and college recruiter sessions. (\$---- allocated for the expense of college tours during the spring.)	Career Preparation/Orientation	08/08/2016	06/02/2017	\$8499 - Title I Part A \$2000 - Title I Part A \$4278 - Title I Part A \$3000 - Title I Part A	Counselors

Activity - KUDER Career Exploration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement and manage KUDER Career Exploration and Portfolio management through CTE department.	Career Preparation/Orientation	08/08/2016	06/02/2017	\$0 - No Funding Required	CTE Faculty and Counselors

Activity - Cambridge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Year 2 - Continue recruitment for Cohort 2021; design and implement program retention supports (LSI)	Academic Support Program	08/08/2016	06/02/2017	\$0 - Title I Part A	Administration, Counselors/Academy Specialist, Cambridge Lead Team

Strategy4:

PST (Problem Solving Team) - Continue to monitor students struggling to achieve proficiency within Tier I of the RtI Model: provide assistance for Tier II and Tier III students through a mentor lab and Refocus Room.

Category: Other - PST

Research Cited: RtI-alsde.edu

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Activity - Mentor Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Mentor Lab throughout the school day to assist struggling students through peer tutoring. (\$375.00 allocated to purchase Think Through Math student licenses)	Academic Support Program	08/08/2016	06/02/2017	\$375 - State Funds	Reading Specialist

Goal 4:

All educators and students will have digital tools to access a comprehensive viable infrastructure when and where needed

Measurable Objective 1:

demonstrate a behavior of locating and promoting the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's CCRS by 06/02/2017 as measured by administration observations AND the decrease usage of paper and hard copy materials AND usage reports (when available).

Strategy1:

Digital Content - Locate and promote the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's CCRS

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Digital Content	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Locate and promote the use of high-quality, cost-effective digital content; provide appropriate professional development not only in the use of technology tools but also the creative strategies for incorporating technology-based resources in the learning environment (\$15,000.00 allocated for copier services license agreement; \$10,623.00 allocated for technology tools, including iPads, MacBook, and LCD/Sound Board)	Technology	08/08/2016	06/02/2017	\$0 - Title I Part A	Administration; Media Specialists; TRT

Measurable Objective 2:

demonstrate a behavior of ensuring that every student, teacher, and administrator has access to an Internet Connected Device(ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption by 06/02/2017 as measured by administration observations AND the decrease usage of paper and hard copy materials.

Strategy1:

Equitable Access - District Initiative - Work to provide funding for an ICD for every student and educator through district, school, and other funding and also Bring Your Own Device options for student use

Category: Other - Technology

Research Cited:

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Activity - Equitable Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure equitable access by ensuring every student, teacher, and administrator has access to an ICD with viable access points and appropriate software and Web-based resources (\$10,219.68 Carryover Funds AND \$6345.00 State Funds allocated for the purchase of additional computers)	Technology	08/08/2016	06/02/2017	\$0 - State Funds \$0 - Title I Part A	Administration, Media Specialists, TRT

Goal 5:

Local School Indicator: retain 70% enrollment within the Cambridge Program as measured by program enrollment.

Measurable Objective 1:

collaborate to retain 70% enrollment of the initial 27 students within the Cambridge Program and completing appropriate Cambridge activities/portfolios to be maintained at 19 students or greater by 05/26/2017 as measured by program enrollment.

Strategy1:

Retention - Provide the proper support and guidance for Cambridge students throughout the extent of the program including Camp Cambridge prior to freshman year, quarterly face-to-face sessions between student and administration and counseling, as well as hosting Cambridge Parent Night

Category: Implement Guidance and Counseling Plan

Research Cited: cie.org.uk

Activity - Cambridge Parent Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Host a parent night for Cambridge students within the month of January to highlight the accomplishments during 1st Semester, to review expectations for 2nd Semester, and to provide insight to upcoming testing	Recruitment and Retention Parent Involvement	08/08/2016	02/03/2017	\$0 - No Funding Required	Administration, Cambridge Educators

Activity - Checkpoint Cambridge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support through quarterly sessions, minimally, with each Cambridge student to ensure students are finding success with time management and study skills	Recruitment and Retention	08/08/2016	05/26/2017	\$0 - No Funding Required	Administration, Counselors, Cambridge Educators

Activity - Camp Cambridge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a bridge program for incoming Cambridge students to ensure a smooth transition from middle school into high school	Recruitment and Retention Academic Support Program	07/25/2016	07/26/2016	\$0 - No Funding Required	Administration, Counselors, Cambridge educators

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

Goal 1:

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

Measurable Objective 1:

50% of Tenth grade students will demonstrate a proficiency within College and Career Readiness Standards in Reading by 06/02/2017 as measured by meeting/exceeding the Aspire Reading benchmark..

Strategy1:

Additional Academic Opportunities - Literacy - To ensure all students show growth, additional academic opportunities will be provided.

Category: Develop/Implement Learning Supports

Research Cited: Better Learning Through Structured Teaching, ACT, AP College Board

Activity - Extended Day Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in need of remediation and/or enrichment in any of the four core subject areas may gain assistance within the Extended Day Program held from 2:45 until 3:45 Tuesday through Thursday afternoons. (\$20,500.00 allocated to compensate educators who manage and monitor Extended Day sessions; \$18,106.00 allocated to compensate educators who manage and monitor Twilight sessions)	Academic Support Program	08/08/2016	06/02/2017	\$20500 - Title I Part A \$18106 - State Funds	Title I Facilitator, Extended Day Tutors

Activity - ACT Prep Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Prep courses will be provided to all juniors. The course is divided into the four subject areas of the ACT: English/Writing, Mathematics, Reading, and Science. One subject area of the ACT will be explored per quarter; each content area exploration is lead by a HQ teacher within that field.	Academic Support Program	08/08/2016	06/02/2017	\$0 - No Funding Required	16 teachers (4 English/Writing, 4 Mathematics, 4 Reading, 4 Science)

Activity - Aspire Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the freshman and sophomore mini-block courses, additional support will be provided in preparation for Aspire testing through the addition of DEAR time as well as Aspire-based bell ringers. Additionally, SREB High School Readiness courses will be provided for those students identified as Close on their 8th grade Aspire Reading and 8th grade Aspire Math tests.	Academic Support Program	08/08/2016	06/02/2017	\$0 - No Funding Required	Administration, Career Prep and Project Citizen teachers, SREB teachers, Central Office support staff

Measurable Objective 2:

50% of Tenth grade students will demonstrate a proficiency within College and Career Readiness Standards in Mathematics by 06/02/2017 as measured by meeting/exceeding the Aspire Mathematics benchmark.

Strategy1:

Additional Academic Opportunities - Numeracy - To ensure all students show growth, additional academic opportunities will be provided.

Category: Develop/Implement Learning Supports

Research Cited: Better Learning Through Structured Teaching, ACT, AP College Board

Activity - Aspire Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the freshman and sophomore mini-block courses, additional support will be provided in preparation for Aspire testing through the addition of DEAR time as well as Aspire-based bell ringers. Additionally, SREB High School Readiness courses will be provided for those students identified as Close on their 8th grade Aspire Reading and 8th grade Aspire Math tests.	Academic Support Program	08/08/2016	06/02/2017	\$0 - No Funding Required	Administration, Career Prep and Project Citizen course teachers, SREB teachers, Central Office support staff

Activity - ACT Prep Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Prep courses will be provided to all juniors. The course is divided into the four subject areas of the ACT: English/Writing, Mathematics, Reading, and Science. One subject area of the ACT will be explored per quarter; each content area exploration is lead by a HQ teacher within that field.	Academic Support Program	08/08/2016	06/02/2017	\$0 - No Funding Required	16 teachers (4 English/Writing, 4 Mathematics, 4 Reading, 4 Science)

Activity - Extended Day Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in need of remediation and/or enrichment in any of the four core subject areas may gain assistance within the Extended Day Program held from 2:45 until 3:45 Monday through Thursday afternoons.	Academic Support Program	08/08/2016	06/02/2017	\$0 - Title I Part A	Title I Facilitator, Extended Day Tutors

Strategy2:

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

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

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

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Activity - Close Reading - Math Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all math classes will read for a general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and solve the problem.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All mathematics teachers

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

Strategy3:

Differentiated Math Instruction - Teachers will design and implement effective differentiated instruction within all regular math classrooms providing proper Tier II support when necessary.

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

Research Cited: Best practices

Activity - Differentiated Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement effective differentiated instruction to ensure proper Tier II support within classrooms.	Technology Direct Instruction	08/08/2016	06/02/2017	\$0 - No Funding Required	Administration, Math Teachers

Activity - Close Reading - Math Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math department will collaborate to continue close reading strategy/activity for use with word problems within all math class courses.	Professional Learning	08/08/2016	06/02/2017	\$0 - No Funding Required	Math Department, Administration

Goal 2:

Prepare and Support Students through Student Support Services

Measurable Objective 1:

demonstrate a behavior of meeting graduation requirements within the prescribed cohort by 06/02/2017 as measured by the guidelines established by 80/20 and MCPSS policies.

Strategy1:

Close Special Education Gap - Provide necessary support systems for both special education students as well as the special education teacher in efforts to ensure meeting graduation requirements

Category: Develop/Implement Learning Supports

Research Cited: WorkKeys, Better Learning Through Structured Teaching, Building Teachers' Capacity for Success

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Activity - WorkKeys Career Readiness Courseware Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bryant will provide additional support for all SpEd and PST students in an effort for them to earn a CRI (Career Readiness Indicator) through WorkKeys testing. Pacing guides have been established for the implementation of WorkKeys training through 3rd Period SpEd classes; technology grant has provided the necessary hardware. (\$35,000.00 from 4120 allocated to enhance PST lab = teacher laptop + 32 tiny desktop bundles) (\$6,678.94 allocated for additional instructional paraprofessional)	Career Preparation/Orientation	08/08/2016	06/02/2017	\$35000 - Title I School Improvement (ISI) \$6679 - Title I Part A	Admin, LEA, SpEd Dept, Reading Specialist, select gen ed teachers, Mr. Holmes (tech support)

Measurable Objective 2:

achieve college and career readiness through the provision of additional after school and summer programs by 06/30/2017 as measured by the goals established within the awarded 21st Century grant.

Strategy1:

21st Century Program - Provide academic enrichment (ACT Prep, Credit Recovery, after-school tutoring, college/university tours, university speakers) and STEM activities (Robotics Team, Science Bowl, field trips), as well as community involvement opportunities focusing on health/wellness to expand efforts to ensure students are college and career ready

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACT, U.S. Department of Health & Human Services Physical Activity Manual

Activity - Health/Wellness Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for stakeholders and their students to be involved in various physical fitness activities (i.e. dance class, aerobic classes, archery) as well as provide health support groups and provide field trips	Field Trip Community Engagement	10/03/2016	06/30/2017	\$1 - Other	Administration, 21st Century staff

Activity - STEM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a STEM program that includes Robotics, Science Bowl, and various field trips	Technology Academic Support Program Field Trip Community Engagement	10/03/2016	06/30/2017	\$1 - Other	Administration, 21st Century staff

Activity - Academic Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ACT Prep, Credit Recovery, after school tutoring, college/university visits, community speakers	Field Trip Community Engagement Academic Support Program Tutoring	10/03/2016	06/30/2017	\$1 - Other	Administration, 21st Century staff

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

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

Measurable Objective 1:

57% of English Learners students will demonstrate a proficiency of meeting or exceeding the state APLA of 57% of students achieving a 0.5 gain in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Provide personalized instruction for EL students - English Learners will meet or exceed the state APLA of 57% on the ACCESS for ELL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas

Category: Develop/Implement Professional Learning and Support

Research Cited: WIDA World-Class Instructional Design and Assessment

Activity - Provide personalized instruction for EL students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD provided by ESL department to ensure personalized instruction for ELs is provided by content teachers	Direct Instruction Professional Learning	08/08/2016	06/02/2017	\$0 - District Funding	Content teachers, administrators, EL Coordinator

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to ensure all ELs are receiving appropriate accommodations to facilitate learner success in the content areas by 06/02/2017 as measured by ACCESS for ELL state mandated assessment, accommodation documentation present for teachers of ESL students, accommodation training sign in sheets, and percentage participation in ESL PD.

Strategy1:

Provide personalized instruction for EL students - Bryant's ESL teacher will provide ESL training on accommodations, alternate assessments, instructional strategies, and requesting an interpreter.

Category: Develop/Implement Learning Supports

Research Cited: USDOE, American Psychological Association, United Nations High Commission for Refugees (UNHRC)

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Activity - Provide personalized instruction for EL students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bryant's ESL teacher will provide ESL training on accommodations, alternate assessments, instructional strategies, and requesting an interpreter.	Professional Learning	08/08/2016	06/02/2017	\$0 - Title II Part D	Administrators, EL Coordinator

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

Goal 1:

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

Measurable Objective 1:

50% of Tenth grade students will demonstrate a proficiency within College and Career Readiness Standards in Mathematics by 06/02/2017 as measured by meeting/exceeding the Aspire Mathematics benchmark.

Strategy1:

Additional Academic Opportunities - Numeracy - To ensure all students show growth, additional academic opportunities will be provided.

Category: Develop/Implement Learning Supports

Research Cited: Better Learning Through Structured Teaching, ACT, AP College Board

Activity - AP Prep Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AP students will be provided after-school opportunities to further prepare for AP testing.	Academic Support Program	08/08/2016	06/02/2017	\$0 - Title I Part A	AP Coordinator, AP teachers

Activity - ACT Prep Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Prep courses will be provided to all juniors. The course is divided into the four subject areas of the ACT: English/Writing, Mathematics, Reading, and Science. One subject area of the ACT will be explored per quarter; each content area exploration is lead by a HQ teacher within that field.	Academic Support Program	08/08/2016	06/02/2017	\$0 - No Funding Required	16 teachers (4 English/Writing, 4 Mathematics, 4 Reading, 4 Science)

Measurable Objective 2:

50% of Tenth grade students will demonstrate a proficiency within College and Career Readiness Standards in Reading by 06/02/2017 as measured by meeting/exceeding the Aspire Reading benchmark..

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Strategy1:

Additional Academic Opportunities - Literacy - To ensure all students show growth, additional academic opportunities will be provided.

Category: Develop/Implement Learning Supports

Research Cited: Better Learning Through Structured Teaching, ACT, AP College Board

Activity - AP Prep Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AP students will be provided after-school opportunities to further prepare for AP testing. (\$3000.00 allocated to compensate AP teachers who manage and monitor after-school prep sessions)	Academic Support Program	08/08/2016	06/02/2017	\$3000 - Title I Part A	AP Coordinator, AP teachers

Activity - ACT Prep Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Prep courses will be provided to all juniors. The course is divided into the four subject areas of the ACT: English/Writing, Mathematics, Reading, and Science. One subject area of the ACT will be explored per quarter; each content area exploration is lead by a HQ teacher within that field.	Academic Support Program	08/08/2016	06/02/2017	\$0 - No Funding Required	16 teachers (4 English/Writing, 4 Mathematics, 4 Reading, 4 Science)

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

collaborate to implement Year 2 of Cambridge curriculum by 06/02/2017 as measured by the number of recruited students into the school-within-a-school.

Strategy1:

Cambridge - Select teachers, admin, and counselors to collaborate efforts to prepare for Year 2 of Cambridge at Alma Bryant - collaboration to include planning, recruiting, and professionally developing.

Category: Develop/Implement Professional Learning and Support

Research Cited: Cambridge International Examinations

Activity - Cambridge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select team to collaborate efforts to plan, recruit, and complete necessary professional development in preparation for Year 2 of the Cambridge Program. (\$-----)	Professional Learning Recruitment and Retention	08/08/2016	06/02/2017	\$0 - Title I Part A	Administration, Counselors/Academy Specialist, Cambridge Lead Team

Goal 3:

Prepare and Support Students through Student Support Services

Measurable Objective 1:

demonstrate a behavior of meeting graduation requirements within the prescribed cohort by 06/02/2017 as measured by the guidelines established by 80/20 and MCPSS policies.

Strategy1:

Guidance - Provide proper and strategic guidance to ensure appropriate course placement for each student; KUDER Career Exploration and Academy opportunities will be considered.

Category: Implement Guidance and Counseling Plan

Research Cited: KUDER, Cambridge International Examinations

Activity - Cambridge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Year 2 - Continue recruitment for Cohort 2021; design and implement program retention supports (LSI)	Academic Support Program	08/08/2016	06/02/2017	\$0 - Title I Part A	Administration, Counselors/Academy Specialist, Cambridge Lead Team

Goal 4:

Local School Indicator: retain 70% enrollment within the Cambridge Program as measured by program enrollment.

Measurable Objective 1:

collaborate to retain 70% enrollment of the initial 27 students within the Cambridge Program and completing appropriate Cambridge activities/portfolios to be maintained at 19 students or greater by 05/26/2017 as measured by program enrollment.

Strategy1:

Retention - Provide the proper support and guidance for Cambridge students throughout the extent of the program including Camp Cambridge prior to freshman year, quarterly face-to-face sessions between student and administration and counseling, as well as hosting Cambridge Parent Night

Category: Implement Guidance and Counseling Plan

Research Cited: cie.org.uk

Activity - Camp Cambridge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a bridge program for incoming Cambridge students to ensure a smooth transition from middle school into high school	Academic Support Program Recruitment and Retention	07/25/2016	07/26/2016	\$0 - No Funding Required	Administration, Counselors, Cambridge educators

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Activity - Checkpoint Cambridge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide support through quarterly sessions, minimally, with each Cambridge student to ensure students are finding success with time management and study skills	Recruitment and Retention	08/08/2016	05/26/2017	\$0 - No Funding Required	Administration, Counselors, Cambridge Educators

Activity - Cambridge Parent Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Host a parent night for Cambridge students within the month of January to highlight the accomplishments during 1st Semester, to review expectations for 2nd Semester, and to provide insight to upcoming testing	Recruitment and Retention Parent Involvement	08/08/2016	02/03/2017	\$0 - No Funding Required	Administration, Cambridge Educators

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.

The process of staffing Alma Bryant High School is a competitive one, as BHS is a great place to work, and every open position is a coveted one. This allows our administrators the opportunity to hire only Highly Qualified professionals who are equipped with excellent credentials and abilities to effectively address our students' needs. Professional development and other training are continuously implemented to ensure the staff is well-versed in the latest educational research-based techniques and tools.

Currently all teachers are highly qualified. The Mobile County Public School System's Department of Human Resources determines the HQ status of potential applicants before they are approved for interviewing at the local school level. All applicants must be certified and must have earned a Bachelor's degree or higher from a regionally accredited institution of higher learning, as well as meet all requirements set forth by the Alabama State Department of Education.

Component 4: Strategies to Attract Qualified Teachers

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

Bryant has a well-established faculty with little turnover. Do to little turnover, many have approached retirement. When a position becomes vacant, it is quickly filled; furthermore, there is seldom a lack of many Highly Qualified applicants in which to choose from. All new faculty is paired with a mentor/veteran teacher and collaboration is encouraged. Lead teachers and department chairs also support and mentor new faculty members, especially those new to the profession.

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

Alma Bryant's Leadership Team, consisting of 23 educators, share a total of 429 years of classroom experience. Additionally, one of every three faculty members has a Master's degree or higher.

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

Currently, there is not 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?

Professional development included in the school-wide plan that are high quality, effective, and research-based include the following:

Literacy - PLC-driven collaboration designed to enhance students' literacy skills including close reading strategies and text complexity analysis

Differentiated Instruction - campus-wide professional development with a focus in the transformation of the mathematics classroom

Mathematics Design Collaborative - a district-provided PD that supports problem solving and higher order thinking skills

Technology and Digital Resources - timely and necessary PD designed to assist faculty move from static, text-based resources to effective, dynamic, interactive, adaptive multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways

Common Formative Assessment - a campus-wide, district initiative detailing a system of intentionally aligned components (standards, instruction, assessments, and data analysis) designed to enable educators to make more accurate inferences about student understanding so they can adjust instruction to improve student learning

Cambridge PD -designed to prepare for Year 2 of the Alma Bryant High School Cambridge Program

ELL Support - district-provided

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

All PD is designed to be high-quality, effective, and research-based.

Additional PD provided throughout the year may include technology-based PD specifically requested by individuals or small groups as well as classroom management PD for educators in need.

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

Mentor Training is provided by the district. Those new and/or inexperienced teachers are partnered with mentors; mentoring activities are then monitored locally.

At this time, Alma Bryant High School has one new teacher and several novice teachers who will work closely with department chairs and lead teachers to ensure professional growth and support. The one new teacher will also be provided support from the district's Mentor Program.

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

Alma Bryant High School began its Literacy Initiative in 2011-2012. Each year's professional development focus provided insight to faculty and student needs and foci for the following year. Additionally, adoption of the CCRS as well as the shifting accountability measurements within the recent years has contributed to the heightened focus on literacy strategies.

Furthermore, Alma Bryant's Innovation Plan was designed to provide the support and flexibility to transform the mathematics classroom into a learner-centered, "do to learn" environment focusing on the priority skills necessary for the college and career ready student. Year 2's success provided full credit for the 2015-2016 LSI by increasing the Algebra 1 course completion rate from 64% to 78%. This year's focus provides differentiated instruction professional development to assist with the transformation and to provide a platform for students to gain effective Tier I and Tier II instruction within the classroom.

Professional development is "sustained and ongoing" due to necessity. Alma Bryant's students need their teachers to be the best.

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.

Counselors collaborate to provide transition activities for incoming freshman students including campus tours during the spring of the 8th grade year, 8th grade Parent Night during the preregistration process, as well as a Bridges to Bryant during the registration process.

Counselors collaborate to provide transition activities for seniors to explore post-secondary opportunities including university tours and recruiter sessions.

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?

Weekly Lead Team meetings provide necessary time for reflection and planning while monthly department meetings provide opportunity for members of the Leadership Team to desegregate and discuss the results of assessments. Faculty meetings also provide opportunity to collaborate efforts for improvement.

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?

All available data is considered when providing additional academic support for students. Students struggling to master standards within a particular content area are referred to Extended Day tutoring where reteach-retest opportunities are provided. Those students struggling in multiple content areas are referred to PST for progress monitoring.

All Special Education students and PST students are provided additional support through KeyTrains software to better prepare them for the ACT WorkKeys testing. Additionally, all juniors are required to participate in the ACT Prep course. Aspire awareness and enrichment are folded into 9th and 10th grade mini-block courses. Both academic supports are provided as a means for students to achieve their CRI (Career Readiness Indicator).

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?

In addition to the Extended Day program, PST services include a literacy lab in which students gain assistance with both reading comprehension and writing assignments, a mentor lab in which students are assigned to peer tutors for one-on-one academic support, as well as Tier III support through various content-specific academic programs, i.e. Grad Point, Twilight, Credit Recovery, KeyTrain.

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

All teachers are encouraged to provide differentiated instruction in the classroom. Professional development focusing on the implementation of common formative assessments will further assist teachers with ensuring students' individual needs are being addressed and proper data analysis is driving instructional decisions.

Review of the 2015-2016 data reveals a strong need for differentiated instruction professional development.

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.

The Extended Day program provides reteach/retest opportunities for all students Tuesday through Thursday from 2:45 until 3:45 for the four core subject areas.

Additionally, Grad Point and Twilight programs allow struggling students additional opportunities to acquire necessary credits.

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.

The Board of Education provides resource personnel on an individual basis. All homeless, migratory, delinquent, neglected and LEP students have equal access to the same free and appropriate Alabama education. All homeless, migratory, delinquent, neglected and LEP students are provided with the opportunity to meet the same challenging state content and performance standards which all students are held without isolation or being stigmatized.

Comprehensive services for each of these sub-groups (Migrant, Limited English Proficient, Neglected or Delinquent, and Homeless) are provided through the following district wide initiatives:

Migrant - Department of Special Programs

LEP - Department of Special Programs

Neglected or Delinquent - Division of Federal Programs

Homeless - Student Support Services

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.

The Mobile County Public School System prohibits discrimination in all its programs and activities based on race, color, national origin, sex, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Persons with disabilities who require means for communication of program information (Braille, large print, audiotape, etc.) will contact the Human Resources Department of Mobile County Public School at (251) 221-4531. Instructors in the Career and Technical Education programs meet with the IEP committees of the students with disabilities to ensure that all accommodations are being met.

Career and Technical Education (CTE) in the Mobile County Public School System actively recruits underserved populations and reports enrollment data as required by the Perkins Act. Students are actively recruited through the following: tours of the Career and Technical Education Centers, recruiting fliers mailed to students, bulletin boards housed in individual high schools, parent meetings, Career and Technical Student Organization meetings, as well as through academy recruitment/counseling.

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?

All school-wide goals focus on the engagement and empowerment of the learner through high quality instruction, only to be achieved through the proper preparation and support of teachers as well as the proper preparation and support of students through student support services. All programs are coordinated and integrated to achieve one goal - graduate a college and career ready student.

To ensure our goals are met we employ a highly qualified staff who are given opportunities to develop new skills through professional development offered through the school and the system.

All funds that enter the school are used to enhance instruction. The school is aware of the school-wide authority of Title I schools and ensures that state and local funds and resources are used first to refute the assumption of supplanting. State and locally funded allocation include one principal, three assistant principals, three guidance counselors, and two Special Education paraprofessionals. There are also eight teachers at Bryant High School funded for the Career and Technical Education Program. The principal serves as the instructional leader of the school. The assistance principals provide instructional support as well as dealing with issues related to the everyday operations of the school. They provide and coordinate ongoing professional development from the district to ensure appropriate instructional methods are presented and implemented. The guidance counselors play critical roles in working with target groups in meeting the needs of At-Risk students. They serve as graduation liaisons, and provide support for career technical pathways and parent engagement. Title I allows for the hiring of a parent manager, an LPN, an attendance paraprofessional, and two instructional paraprofessionals. Through careful planning, all services and programs are coordinated to offer efficient and productive use of funds.

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.

To ensure our students are college and career ready we require all students to participate in online assessments or surveys. The information obtained through these methods is utilized to guide students towards goals that align them with their individual interests.

National level: Kuder Career Assessment provides the student with advanced training in digital technology, personal finance, leadership, and community development.

State level: All eleventh grade students must participate in the spring ACT testing. The test is administered during the school day free of charge. Additionally, all tenth grade students must take the ACT Aspire, a measurement tool predicting success and fully aligned with the ACT. Twelfth grade students must take the ACT WorkKeys test, a measurement tool predicting career capacity and soft skills abilities.

Local level: The school offers career and technical classes throughout the day on campus and off, with transportation being provided free of charge. We also offer many advanced level courses that allow students the opportunity to acquire college credit.

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.

Violence prevention: Guest speakers are invited to educate students and adults. The Teen Center and Penelope House are two local agencies.

Nutrition programs: All CNP managers attend a statewide meeting, other cafeteria employees attend local meetings that provide training in safe food handling and serving of healthy foods. All employees must have a current food handler's card. Students are served a healthy breakfast and lunch free of charge. Banners and posters are visible in the cafeteria promoting healthy food choices.

Housing programs: The district provides a social service worker to assist those students and their families who are in need.

Adult education: Parent coordinator is available on an as needed basis for questions and assistance.

Vocational and technical education: We provide instruction in several vocational courses and partner with the Bryant Center that provides a number of technical courses.

Job training: We offer co-operative training; the school partners with local businesses that employ our students. The co-op teachers provide the students with information on successfully completing a job application and the interview process.

Component 10: Evaluation

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

Alma Bryant High School's Leadership Team collaborates during the summer to reflect on the past year's ACIP and available data to begin the planning process for the upcoming year's ACIP. Goals, strategies, and activities are evaluated for effectiveness and revised to meet our students' needs.

A MidYear Review in the month of January provides an opportunity for the Leadership Team to evaluate the school-wide implementation of the current ACIP. Revisions in goals, strategies, and activities are made when necessary. Budget concerns are addressed. Stakeholder feedback provides additional insight to effectiveness.

Prior to the close of the school year, the Leadership Team reflects on the year's implementation of the ACIP. Professional development for the summer months the upcoming year are discussed and planned.

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?

All available data is considered when analyzing the effectiveness of the current ACIP: Aspire/ACT/WorkKeys results, CFAs/EQTs, AP test results, course failure rates, grade retention rates/cohort status, discipline data, attendance, ESL data, walkthrough data.

Discrepancies and/or trends analyzed within available data provide insight to areas of concern or areas of strength. Data is evaluated to note both; trends in subgroups are also evaluate.

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

Data reflecting an improvement in academic achievement within particular subgroups provides evidence the school-wide efforts have positively impacted those furthers from achieving the standards.

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?

Adjustments to the plan are made routinely to ensure the implemented strategies are effective and timely. Continually supporting the teachers through professional development provides the foundation for teachers continually supporting their students.

The Leadership Team is instrumental in the evaluation of the available data to ensure the ACIP provides Bryant's students with the necessary support to be college and career ready graduates.

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

There are several goals being kept from the previous year:

Literacy will continue to be a campus-wide focus at Alma Bryant High School; educators collaborate within PLCs to fine tune strategies that will best prepare them for rigorous coursework and pending high stakes testing.

The Extended Day Program and AP Prep Sessions will be offered once again to ensure those students in need are provided after-hours support.

The ACT Prep Course will also be provided for all juniors during their 3rd Period class.

CFA development and data analysis will continue to ensure effective instruction based on data driven decisions.

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

Two goals were added:

Math Design Collaborative - a district-provided professional development focusing on critical thinking skills within the mathematics classroom

Differentiated Instruction professional development will be provided to further assist with the gradual release of responsibility framework.

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	96.73	97.05	4,774,018.00
Administrator Units	1.00	1.00	115,648.00
Assistant Principal	2.50	2.50	200,222.00
Counselor	3.00	3.00	197,762.00
Librarian	2.00	2.00	108,801.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	18,304.00
Professional Development	0.00	0	6,895.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	43,825.00
Library Enhancement	0.00	0	2,298.00
Totals			5,467,773.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	223585.0

Provide a brief explanation and breakdown of expenses.

Bryant High School FY'17

Total Title I Budget \$ 223,585

Base Allocation \$ 219,000

Parent Requirement* \$ 4,585

Total Salaries/Fringes- Staffing \$ 141,570

- Attendance Paraprofessional (\$22,536 +\$14,040)= \$ 36,576
- 2 Instructional Paraprofessionals (\$40,467 + \$27,172) = \$67,639
- LPN (\$ 23,187+ \$14,168)= \$ 37,355

Total Salaries/Fringes \$ 24,900

- PD Substitutes \$ (\$ 1,857 + \$143) = \$2,000
- PD Stipends \$ 0 (\$0base+ 0fringes)
- Extended Day Stipends (\$12,031 base + \$2,369 fringes)= \$14,400
- Parent Organizer Stipend (\$7,894 salary+ \$606fringes) = \$ 8,500

Total Materials and Supplies \$ 14,743

- Parent Materials/Supplies* \$4,585
- Instructional Materials/Supplies \$ 8,658
- Headsets for computers \$ 1,599

Total Purchased Services \$ 31, 000

- Copier Maintenance \$12,000
- Charter Bus College Tours \$2,000
- Postage \$2,000
- Cambridge Fees \$15,000

Total Travel \$ 11,372

- In-state \$ 0
- Out of State \$ 13,372 Cambridge mileage meals lodging

Total Title I Budget \$223,585

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

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.

N/A

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.

N/A

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.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	208400.0

Provide a brief explanation and a breakdown of expenses.

School Improvement Budget: \$58,400

-Extended day/year salaries and fringes (\$ 21,595+\$4,255=\$25,850)

-30 computers for student use \$ 32,550

Total budget \$58,400

Total \$150,000 21st CCLC and School Improvement \$58,400 = \$208,400

21st CCLC \$150,000

Salaries and Fringes for teachers and administrators \$ 85,428+ \$16,042= \$101,470

- \$11,319 admin salary +2,231 admin fringes = \$13,550

- \$74,109 instructional staff salary+ \$13,811= 87,920

- Total salary and fringes \$101,470

Educational Purchased Services \$ 18, 500

- Dee Thomas- educational instruction \$5,000

- EZ Reports software agreement \$1,000

- D. Henry- Evaluator - \$7,500

- Goodwill Easter Seals- GED support \$5,000

Other Purchased Services \$7,000

- MCPSS Bus Mileage \$2,000

- Charter Bus \$5,000

-

Travel Professional Development \$4,900

- ACEA New Grantee Training (R) Orange Beach, AL \$ 1,600

- ACEA Spring Conference AL (R) \$2,400

- Registration Fees Spring Conference \$900

ACIP

Alma Bryant High School

Instructional Supplies \$ 12,624.75

-Instructional Supplies \$5,624.75

- cameras \$ 2,000

- computers/ipads \$ 5,000

Indirect Costs \$5,505.25

Total 21sCCLC Budget \$150,000

Local Funds

Label	Question	Value
1.	Provide the total	670897.58

Provide a brief explanation and breakdown of expenses

LOCAL REVENUES

01 Teacher 1.04 58,485.00

03 Asst Principal 0.50 39,671.00

10 Aide 2.00 44,670.00

19 Suppl/OT/Other 95,002.00

20 Employee Benefits 80,822.00

34 Property Services 3,619.38

37 Utilities 343,628.20

41 Instruction Supplies 5,000.00

LOCAL REVENUES TOTAL 3.54 670,897.58

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.

Each September we call for a meeting to inform our parents of their right to be involved in our school. We provide them information with regards to the requirements of their involvement in planning and implementing the Title I program. We also encourage their participation in Parent Compacts and inform them of various methods of communication used to ensure their awareness, i.e. Parent Bulletins, campus websites, Facebook, Twitter, School Messenger, etc. We also make them aware of the 1% of available parenting funds to be used for their involvement.

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.

The faculty and staff believe that parental involvement is the most important variable and therefore will place helpful tools into position:

1. Parent meetings, workshops, and activities will be planned and implemented with parental input and involvement.
2. A Parent Advisory Board will be established consisting of 3 parents of children from each grade level and a Parent Program Manager. Bryant encourages parents to serve on the committees to improve the school's Parental Involvement Policy and the Continuous Improvement Plan.
3. Parents will have the right to have an input of how parenting funds are being used: \$4585 parenting supplies, \$2000 for postage for parent newsletters and mailouts, and \$8500 to employ parent organizer.

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.

Bryant will provide parents with information in a timely manner: School Messenger, Parent Bulletins, updates website information.

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).

Bryant High School students and parents will be given a School-Parent Compact for all students and will be used during parent-teacher-student and/or student/teacher conferences. The school will use the compact as a working document to help with the improvement of the students and school success. The Parenting Advisory Board helped with the development of the compact and will review it annually for changes/updates. The review will be conducted in May of every school year.

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

All parents are notified in our Parent Bulletins and website that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office at the same time that the CIP is submitted. Bryant High School parents can also request a meeting with the principal and/or Title I facilitator to discuss the concerns with the CIP. The concerns will be addressed immediately.

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)

Bryant is committed to helping the parents with the understanding and implementation of the No Child Left Behind Act 2001. Bryant will provide parents with information and materials regarding the use of iNOW to continually monitor their student's progress: the participation in campus events including CIP development, Parent Compact revisions, and PTSO; as well as the involvement in the educational decision making of their child. A link on Bryant's website (almabryanth.com) provides information concerning parent meetings and events.

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)

Bryant has a parent center which is equipped with parenting resources. The school employs a Parent Organizer. The center houses materials for parents to check out to learn about how they can help their child to be successful. Throughout the year, parenting classes will be held on various topics including, but not limited to, iNOW home student grade access and diploma types, internet study skills, effective parenting, financial aid, and ACT preparation.

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)

Messages are sent alerting parents of opportunities to attend meetings and information is posted on the website/Facebook/Twitter concerning dates and times of these activities. Various programs have been implemented to include parents of all students, including future students. Opportunities through these programs encourage parents to attend the planned activities with their children.

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)

Bryant parent involvement program coordinates with the District Attendance Office and City of Bayou La Batre. In the effort to help with the drop-out rate, the attendance office and parent manager will help with implementation of parenting meetings to help with encouragement of attendance and academic achievement with the 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)

All information will be readily available on the school website, within the parent center, as well as through School Messenger. The information will be sent in the proper format. English is the primary language of the students at Bryant; translated information will be provided upon request.

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

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

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

Parents are given opportunities throughout the school year to participate in all activities within the school. All parents may submit requests to

the office or the parent coordinator if they have concerns that have not been addressed in previous meetings or newsletters.

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

Every parent is encouraged to participate in every school event and activity. Bryant has parents with disabilities and will accommodate the parents with staff members who are highly qualified in special education to help aid in verbal communication. Bryant is a handicapped-accessible school. All ELL parents shall have all notices readily available in their native language upon request.