



Mobile County

PUBLIC SCHOOLS

File includes the following documents:

Scarborough Middle School ACIP

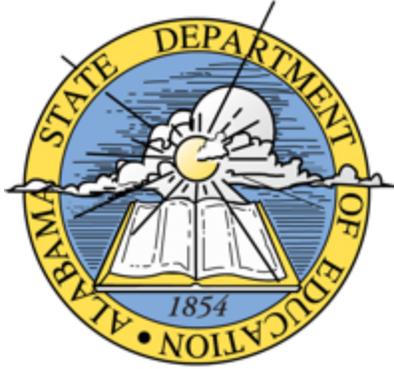
See Indicator 1.3 for Additional Plans

Austin Elementary School ACIP

Bryant High School ACIP

School Action Plan Hankins Middle School

School Action Plan Pillans Middle School



ACIP

C.L. Scarborough Middle School

Mobile County Board of Education

Mrs. Andrea L Dennis, Principal
1800 Phillips Ln
Mobile, AL 36618-1832

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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?

Scarborough Model Middle School is nestled in a working-class community in the Northwest part of Mobile, Alabama. The school's enrollment is approximately 550 students in grades 6-8. The ethnic breakdown of the student population is 95% black/African-American, 3% White, and 2% Hispanic, Asian, and American Indian/Alaskan Native. The vast majority of our student body (98%) qualifies for free or reduced lunch. Scarborough has 60 staff members including certified and classified employees. Average daily attendance was 95% during 2015-2016. Rezoning and our "choice school" designation have contributed to an increase in enrollment for the current year.

This year, Scarborough adopted the model design. Model middle schools align personnel and resources in a teaming structure to foster cross-curricular instruction that is engaging, relevant, and prepares students for the rigorous high school curriculum. This instructional model empowers students to act as primary agents in the acquisition of knowledge and allows teachers to facilitate collaborative learning. Technology is infused throughout the school as a tool to individualize instruction and promote innovation. This year, we became a BYOD (Bring Your Own Device) school to personalize learning and cater to the specific needs of our students. Our goal is to promote a cultural shift in which every experience is viewed as an opportunity to learn.

Test data for the past three years indicate a deficiency in math and reading skills. While gains have been made on ACT ASPIRE results and STAR performance, our students remain below benchmark levels. In order to address deficiencies in foundational skills, a seventh period was added to the master schedule during which varied instructional tools are used to hone content knowledge. In order to engage students and provide a level of autonomy to their schedule, four electives were added: band, chorus, dance, and drama. Scarborough Model offers accelerated classes that incorporate enrichment curricula including robotics, keyboarding, and creative writing. An instructional coach and technology specialist now serve to aid teacher development and enhance classroom instructional practices. Several mentoring programs have been integrated including the Boat Building Program designed to strengthen students' math skills. A parent organizer was added to the staff to improve parental and community support and collaboration. These and many other strategies are being implemented to provide a high-quality and rigorous learning environment for all of our students.

School's Purpose

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

The mission of Scarborough Model Middle School is to provide a rigorous, relevant, and engaging learning experience that allows students to thrive and empowers them to be life-long learners.

The vision for Scarborough Model Middle School is to foster peer collaboration and promote student ownership of learning. We are a community of staff, students, and parents who strive to establish a safe, supportive, academically challenging culture that produces confident and creative students. The faculty and staff promote goal-setting and encourage high expectations for student achievement. Scarborough's students will take responsibility for their actions and for their education to maximize their potential and prepare for a successful transition to high school. Scarborough's students will be well-rounded, independent thinkers as they mature and develop into respectful members of society. This will be accomplished in a climate that promotes high expectations and strives to meet individual needs.

The school carries out its mission and vision by providing a safe and secure environment for teachers and students. The school has attempted to meet that goal by developing a school wide discipline plan that would help to fairly and consistently discipline students. The school has also implemented strategies from Positive Behavior Support to provide incentives for good behavior and to reward exceptional behavior.

Programs are continuously being implemented to provide a more rigorous and challenging curriculum to students. Scarborough Model prepares students to be college and career ready by offering a variety of courses. Accelerated classes have been implemented for all grade levels that offer enhancement curricula including robotics, keyboarding, creative writing, and yearbook. A guided studies period was added to address deficiencies in reading and math skills for struggling students. Varied online platforms including Stride Academy and IXL are being used to identify non-mastered standards and remediate students. Additional support systems for academics and behavior are provided through our extended day program and Saturday school.

Over the past three years, Scarborough has broadened the number of clubs and organizations that are offered to students. The addition of these programs has improved the students' social and academic skills and equipped them with knowledge and skills to successfully transition to high school. Mentoring programs such as the 100 Black Men, Inc. of Greater Mobile have proven to be an avenue of success for students within our community.

Each day, the vision of Scarborough Model Middle is implemented through high-quality instruction, personalized learning, and a nurturing environment. Our focused efforts collectively ensure that Scarborough is a place "Where Learning and Innovation Are a Way of Life."

Notable Achievements and Areas of Improvement

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

The administration and staff are proud of the achievements, improvements, and accomplishments that Scarborough has made in the last three years. Initial notable improvements this school year include a reduction of class sizes from 40 students to 20 due to increased staffing. Four elective courses have been added. Three-year trend data indicate a rise in proficiency on the ASPIRE for both reading and math. Library book circulation for the 1st month of school surged from 72 during school year 2015-2016 to 970 during school year 2016-2017. There have been continued improvements to the culture and climate of the school. The school continues to maintain a clean and inviting appearance on the inside and outside of the building. The teachers and administration have been successful in decreasing the number of discipline referrals and student suspensions. More students are being recognized for academic accomplishments, behavior improvements and acts of kindness and good citizenship. Each year the school has seen slight progress in academic test scores, as well as a reduction in course failures.

Scarborough Model Middle School continues to increase the number of academic clubs and organizations for students. The school has also increased the number of curriculum offerings for students. Scarborough Middle School will continue offer a night alternative program to students who are not being successful in the regular school environment. The teachers and administrators are excited about this opportunity for our at-risk students.

Additional Information

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

None at this time.

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.

Stakeholders were included in the development of the improvement plan by inviting them to attend leadership team meetings. During meetings with the leadership team the improvement plan was discussed as well as areas of strengths and weaknesses of the school. Strategies were also discussed during the meeting. This gave the stakeholders opportunities to see the needs of the school as well as celebrate the successes of the school. Stakeholders invited to attend were parents, student representatives, and community members such as our partners in education and mentors who work with our students. Stakeholders were allowed to give input and also asked of ways they could help reach developed goals.

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

Stakeholders represented were students, parents, business partners from our partners in education. All representatives met with the leadership team during several meetings to discuss strategies for the school improvement plan. A parent advisory meeting was also scheduled to discuss the plan with the parents. Stakeholders informed of the contents of the plan as well as given an opportunity to give input. Once the plan has been completed, a meeting will be held with the leadership team as well as the stakeholders to review the completed plan.

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

The final improvement plan was presented to stakeholders during a meeting. A meeting was held with the Leadership team and the stakeholders. Parents were presented with the plan during a Parent Advisory Meeting. The plan will also be shared with parents at the next PTA meeting. Stakeholders will receive quarterly updated information via meetings and school website.

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 | C. L. Scarborough Model Middle School faculty and staff met at the beginning of the school year to review and analyze all data and to identify strengths and weaknesses. The following data was discussed and analyzed: ASPIRE, EQTs, STAR Math, STAR Reading, Course Failures, Attendance, Discipline, and Surveys. | SMMS Data Analysis 2016 |

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 well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected. | Level 4 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 4. | Equity of Learning | Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps. | Level 1 |

Areas of Notable Achievement

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

Although gains have been made, no area noted in the area of above expected level of performance. However, gains were made on End of Quarter Tests (English Language Arts); and ASPIRE 2016 Reading and Math.

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

Positive trends have been seen in attendance rate, English Language Arts EQT, and ASPIRE 2016 Reading and Math.

Although there was a decrease in attendance 96% (2014-2015); the attendance goal was met for (2015-2016): 95.2%

An increase in proficiency on ELA EQTs:

ELA from 50% (2014-2015) to 62% (2015-2016)

ASPIRE:

A 5.3% increase was noted in the area of Reading on ASPIRE, from 9% (2014-2015) to 14.3% (2015-2016).

A 2.7% increase was noted in the area of Math on ASPIRE, from 9% ((2014-2015) to 11.7% (2015-2016)

Which area(s) indicate the overall highest performance?

Overall highest performance is in the area of English Language Arts EQTs. 62% overall proficiency for 2015-2016.

For the past three years there has been an increase in 6th and 7th Grade ASPIRE Math.

6th Grade Math ASPIRE from 12% (2013-2014) to 17% (2014-2015) to 22.6% (2015-2016).

7th Grade Math ASPIRE from 3% (2013-2014) to 6% (2014-2015) to 8.5% (2015-2016).

For the past two years, there has been an increase in all grades on ASPIRE Reading>

6th Grade Reading ASPIRE from 7% (2014-2015) to 13% (2015-2016).

7th Grade Reading ASPIRE from 7% (2014-2015) to 9.1% (2015-2016).

8th Grade Reading ASPIRE from 13% (2014-2015) to 20.8% (2015-2016).

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

Special Education Students have shown a small increase in performance.

Between which subgroups is the achievement gap closing?

Although an increase in performance has been noted in Special Education Students, there is minimal closing of the achievement gap between General Education students and Special Education students.

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

All data sources are consistent with End of Quarter Tests, STAR Reading and Math, ACT ASPIRE, and Grades.

Areas in Need of Improvement

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

Although gains were made on End of Quarter Tests, STAR Reading and Math, and ASPIRE; students performed below expected levels of performance.

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

Negative trends noted for the 2015-2016 school were noted in the areas of tardies, discipline (out of school suspensions), course failures, ASPIRE Science, and End of Quarter Tests (Math, Social Studies, and Science).

There was an increase in the number of tardies: from 2725 to 3785.

There was an increase in the number of out of school suspensions: from 349 to 414.

There was an increase in the number of course failures in the areas of Reading and Math: from 2 to 7.

There was a decrease in proficiency on ASPIRE Science: from 7.3% to 6.7%.

There was decrease in proficiency on EQTs (Math, Social Studies, and Science)

Math: from 26% to 14%

Social Studies: from 46% to 42%

Science: from 65% to 45%.

Which area(s) indicate the overall lowest performance?

Overall lowest performance in the areas of Math, Reading, and Science.

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

Subgroups have been consistent over the past three years.

Between which subgroups is the achievement gap becoming greater?

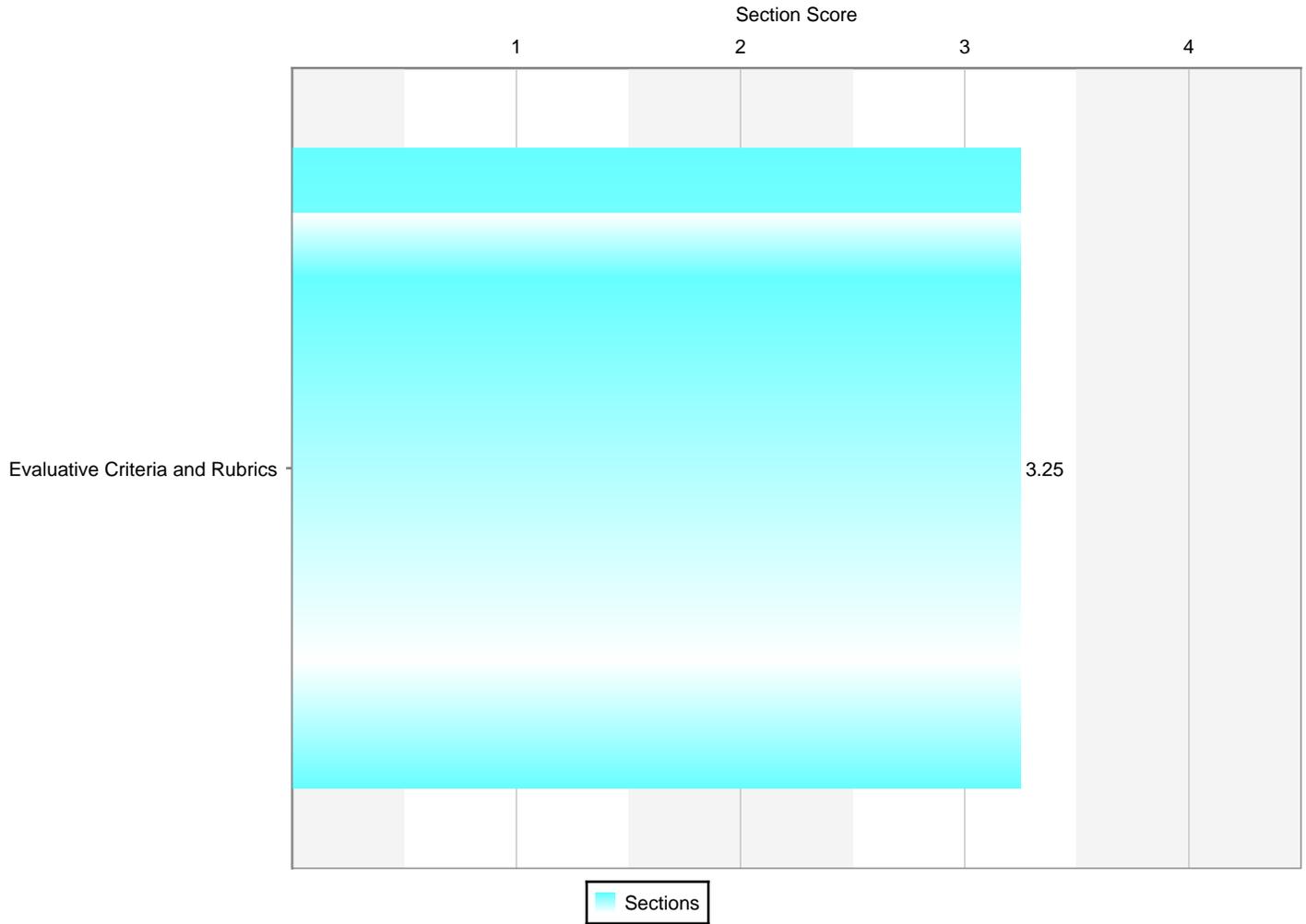
There is no evidence in any subgroup showing the achievement gap is becoming greater.

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

Scores are consistent on End of Quarter Test, ASPIRE, and STAR assessments.

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 | Andrea Dennis, Principal Luther Harris, Assistant Principal Lionell Smith, Assistant Principal Tivella Davis, Instructional Specialist Tiffany Harris, Title I Facilitator/ACIP Chair Barclay Harle, Digital Literacy Specialist Stephanie Locke, Special Education Department Chair Melinda Williams, Math Department Chair Christyn Livingston, Science Department Chair Alecia Lyles, English Language Arts Department Chair Joyce Jiles, Social Studies Department Chair Apryle Williams, Counselor Denise Wiggins, Parent Kendall Law, Student Tonja Paige, Parent Taylor Stafford, Student | Committee 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's 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 | Andrea Dennis, Principal C. L. Scarborough Model Middle School 1800 Phillips Lane Mobile, AL 36618 251-221-2323 | Principal's 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 | | SMMS Parental Involvement Plan 2016-2017 |

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

2016-2017 Continuous Improvement Plan

Overview

Plan Name

2016-2017 Continuous Improvement Plan

Plan Description

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|---|---|----------------|---------------|
| 1 | Scarborough Model Middle School will demonstrate proficiency in sixth-grade reading by 06/02/17 as measured by an increase in Star Reading Test by 3% from 10% (Fall 2016) to 13% (Spring 2017). | Objectives: 1 Strategies: 1 Activities: 2 | Academic | \$0 |
| 2 | Prepare and support students through student support services. | Objectives: 1 Strategies: 1 Activities: 2 | Organizational | \$1000 |
| 3 | Prepare and Support Teachers to graduate College and Career Ready Students. | Objectives: 3 Strategies: 3 Activities: 4 | Organizational | \$42161 |
| 4 | Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instructions, and assessment for all core content areas. | Objectives: 3 Strategies: 3 Activities: 6 | Organizational | \$93109 |
| 5 | Provide digital tools and resources to all educators and students. (All educators and students will have digital tools to access a comprehensible viable infrastructure when and where they need it.) | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$27688 |

Goal 1: Scarborough Model Middle School will demonstrate proficiency in sixth-grade reading by 06/02/17 as measured by an increase in Star Reading Test by 3% from 10% (Fall 2016) to 13% (Spring 2017).

Measurable Objective 1:

A 3% increase of Sixth grade students will demonstrate a proficiency scoring ready or exceeding in Reading by 06/02/2017 as measured by Universal Star Reading Reports.

Strategy 1:

Sonday System Implementation - 6th Grade English Language Arts Teachers will implement SONDAY System daily in all classes.

Category: Develop/Implement Learning Supports

Research Cited: SONDAY System

| Activity - SONDAY System Implementation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| 6th Grade English Language Arts Teachers will implement SONDAY System Program daily in all classes. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$0 | No Funding Required | Administrators Instructional Coach Teachers |

| Activity - Celebration of Success | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------------------|------------|------------|-------------------|---------------------|---|
| Students demonstrating growth on STAR Reading will be recognized for their success after each universal screening. | Other - Academic Recognition | 08/10/2016 | 06/02/2017 | \$0 | No Funding Required | Administrators, Instructional Coach, Teachers, Media Specialist, Counselor, and Parent Organizer |

Goal 2: Prepare and support students through student support services.

Measurable Objective 1:

collaborate to to decrease the rate of out of school suspensions by 5% by 06/02/2017 as measured by INOW reports..

Strategy 1:

Develop Discipline Plan - The Discipline Committee along with the faculty and staff of Scarborough Model Middle School will meet to develop a discipline plan. The Discipline plan will be shared with students, faculty, and parents. The discipline plan will be reviewed as needed.

Category: Other - Develop Discipline Pan

Research Cited: PBIS (Positive Behavior Supports)

| Activity - Discipline Plan Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|------------|------------|-------------------|---------------------|--------------------------------------|
| The Discipline Committee, faculty and staff will develop a discipline plan for Scarborough Model Middle School. Once developed, the discipline plan will be shared with all stakeholders. The discipline plan will be reviewed as needed. | Behavioral Support Program | 08/10/2016 | 06/02/2017 | \$1000 | Title I Part A | All faculty and staff Administrators |
| Activity - Discipline Plan Implementation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All faculty and staff will consistently implement discipline plan on a daily basis using behavior log documenting intervention steps and strategies, Review 360 and Positive Behavior Supports. | Behavioral Support Program | 08/10/2016 | 06/02/2017 | \$0 | No Funding Required | All faculty and staff Administrators |

Goal 3: Prepare and Support Teachers to graduate College and Career Ready Students.

Measurable Objective 1:

achieve college and career readiness through implementation of the new Alabama Course of Study: Science by 06/02/2017 as measured by Moodle usage..

Strategy 1:

Skype - Skype sessions will be held with all Department Chairs throughout the year to offer resources to support the new standards in order to help facilitate implementation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: In response to our nation's declining competitiveness in the science, technology, engineering, and mathematics (STEM) fields, the National Research Council (NRC) published a research-based report on teaching and learning science in a 2012 document titled A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. This document proposes a new approach to K-12 science education through the integration of engineering design and engineering practices within the context of science content instruction. Supported by the NRC framework and our state's College- and Career-Readiness (CCR) Anchor Standards for Reading and for Writing, the goal of Alabama's K-12 science education standards is scientific and engineering literacy for all Alabama students. Skype sessions will facilitate the rollout of this information.

| Activity - Close Reading | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
| | | | | | | |

ACIP

C.L. Scarborough Middle School

| | | | | | | |
|--|-----------------------|------------|------------|-------------------|---------------------|----------------------|
| Students in all science classes will read a passage, make claims, and find evidence within the passage to support their claims at least once per standard. | Other - Instructional | 08/10/2016 | 09/02/2016 | \$8779 | Title I Part A | All Science Teachers |
| Activity - Data Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students in all science classes will read, create, or analyze data at least once per standard. | Other - Instructional | 08/10/2016 | 06/02/2017 | \$0 | No Funding Required | All Science Teachers |

Measurable Objective 2:

demonstrate a proficiency of 50% in Math by 06/02/2017 as measured by End of Quarter Tests, STAR Math, and ASPIRE.

Strategy 1:

Problem Solving Team - All teachers, Instructional Coach, Counselor, Media Specialist, and Administrators will actively participate in Monthly PST Meetings.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama State Department of Education

| | | | | | | |
|--|--------------------------|------------|------------|-------------------|-------------------|--|
| Activity - Problem Solving Team (PST) | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Monthly PST Meetings will be held to collaboratively: analyze current assessment data (including Universal Screening/Progress Monitoring Data, ASPIRE, grades) to identify students struggling in Math; identify the students' specific learning needs; and develop, monitor, or revise individualized action plans designed to meet students needs. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$16691 | Title I Part A | All teachers, Instructional Coach, Media Specialist, Counselor, and Administrators |

Measurable Objective 3:

demonstrate a proficiency of 50% in Reading/English Language Arts by 06/02/2017 as measured by End of Quarter Tests, STAR Reading, and ASPIRE Reading.

Strategy 1:

Problem Solving Team (PST) - All teachers, Instructional Coach, Media Specialist, Counselor and Administrators will actively participate in Monthly PST Meetings.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama State Department of Education

| | | | | | | |
|---------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
| Activity - Problem Solving Team (PST) | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

| | | | | | | |
|--|--------------------------|------------|------------|---------|----------------|--|
| Monthly PST Meetings will be held to collaboratively: analyze current assessment data (including Universal Screening/Progress Monitoring Data, ASPIRE, grades) to identify students struggling in Math; identify the students' specific learning needs; and develop, monitor, or revise individualized action plans designed to meet students needs. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$16691 | Title I Part A | All teachers, Instructional Coach, Media Specialist, Counselor, and Administrators |
|--|--------------------------|------------|------------|---------|----------------|--|

Goal 4: Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instructions, and assessment for all core content areas.

Measurable Objective 1:

demonstrate a proficiency in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandate 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 area.

Category: Other - Instructional

Research Cited: WIDA World-Class Instructional Design Assessment

| Activity - Direct Instruction, PD provided by ESL Department | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|------------|------------|-------------------|-------------------|---|
| Direct Instruction utilizing specially designed academic instruction in English. | Professional Learning, Academic Support Program | 08/10/2016 | 06/02/2017 | \$2000 | Title I Part A | All faculty and staff, Administrators, EL Teacher |

Measurable Objective 2:

demonstrate a proficiency of 50% in mathematics by 06/02/2017 as measured by End of Quarter Tests, STAR Math, and ASPIRE.

Strategy 1:

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

Category: Other - Instructional

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.

mission is to provide all students in Grades K-12 with the knowledge and skills needed for success in the workforce and/or postsecondary studies (college and career ready).

| 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. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$73551 | Title I Part A | All Mathematics Teachers |

| Activity - Monitoring Strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|---|
| Monitor the implementation of the instructional strategies through walk-throughs, department/grade level data meetings, and programmed fidelity checks. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 | No Funding Required | Department Heads, Coaches, and Administrators |

| Activity - Close Reading | 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. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$8779 | Title I Part A | All Math Teachers |

Measurable Objective 3:

demonstrate a proficiency of 50% in Reading/English Language Arts by 06/01/2017 as measured by End of Quarter Tests, STAR Reading, and ASPIRE Reading.

Strategy 1:

Close Reading and Text-Dependent Questions - Close reading and text-dependent questions will be used to teach all students English Language Arts concepts during instruction.

Category: Other - Instructional

Research Cited: Multiple standards require students to determine meaning, analyze structures, and comprehend complex texts. Close readings coupled with the use of text-dependent questions facilitate the comprehension of text on a variety of levels. Close reading and text-dependent questions can be tailored to meet our specific educational standards while maintaining a connection to the text. The use of these strategies will guide students to examine specific portions of complex texts and then provide evidence for their answers. It is imperative that educators explicitly teach how to approach a text to uncover its multiple layers of meaning and come to class prepared to ask questions that foster a deep understanding.

| Activity - Close Reading | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|------------------------------------|
| Students in ELA classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$8779 | Title I Part A | All English Language Arts Teachers |

| Activity - Monitoring Strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|---|
| Monitor the implementation of the instructional strategies through walk-throughs, department/grade level data meetings, and programmed fidelity checks. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 | No Funding Required | Department Heads, Coaches, and Administrators |

Goal 5: Provide digital tools and resources to all educators and students. (All educators and students will have digital tools to access a comprehensible viable infrastructure when and where they need it.)

Measurable Objective 1:

collaborate to increase use of digital tools and resources by 06/02/2017 as measured by walkthroughs.

Strategy 1:

Professional Development on Digital Tools and Resources - The faculty and staff will be trained on Digital tools and resources to enhance student engagement and improve academic achievement.

Category: Develop/Implement Learning Supports

Research Cited: ALEX

| Activity - Professional Development on Digital Tools and Resources | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|------------|------------|-------------------|-------------------|---|
| Faculty professional development provided by Digital Literacy Specialist and/or Technology Resource Teachers on the use of Renaissance Learning, Moodle, DiscoveryED, Big Universe, and other technology resources. | Professional Learning, Technology, Academic Support Program | 08/10/2016 | 06/01/2017 | \$27688 | Title I Part A | Digital Literacy Specialist, Media Specialist, Technology Resource Teacher, faculty and staff, and administrators |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------------|---|------------------------------|------------|------------|-------------------|--|
| Celebration of Success | Students demonstrating growth on STAR Reading will be recognized for their success after each universal screening. | Other - Academic Recognition | 08/10/2016 | 06/02/2017 | \$0 | Administrators, Instructional Coach, Teachers, Media Specialist, Counselor, and Parent Organizer |
| Monitoring Strategies | Monitor the implementation of the instructional strategies through walk-throughs, department/grade level data meetings, and programmed fidelity checks. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 | Department Heads, Coaches, and Administrators |
| Discipline Plan Implementation | All faculty and staff will consistently implement discipline plan on a daily basis using behavior log documenting intervention steps and strategies, Review 360 and Positive Behavior Supports. | Behavioral Support Program | 08/10/2016 | 06/02/2017 | \$0 | All faculty and staff Administrators |
| SONDAY System Implementation | 6th Grade English Language Arts Teachers will implement SONDAY System Program daily in all classes. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$0 | Administrators Instructional Coach Teachers |
| Data Analysis | Students in all science classes will read, create, or analyze data at least once per standard. | Other - Instructional | 08/10/2016 | 06/02/2017 | \$0 | All Science Teachers |
| Monitoring Strategies | Monitor the implementation of the instructional strategies through walk-throughs, department/grade level data meetings, and programmed fidelity checks. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 | Department Heads, Coaches, and Administrators |
| Total | | | | | \$0 | |

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| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|--|---|------------|------------|-------------------|---|
| Close Reading | Students in all science classes will read a passage, make claims, and find evidence within the passage to support their claims at least once per standard. | Other - Instructional | 08/10/2016 | 09/02/2016 | \$8779 | All Science Teachers |
| Close Reading | 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. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$8779 | All Math Teachers |
| Discipline Plan Development | The Discipline Committee, faculty and staff will develop a discipline plan for Scarborough Model Middle School. Once developed, the discipline plan will be shared with all stakeholders. The discipline plan will be reviewed as needed. | Behavioral Support Program | 08/10/2016 | 06/02/2017 | \$1000 | All faculty and staff Administrators |
| Mathematics Design Collaborative | Students in all mathematics classes will use Mathematics Design Collaborative strategies to complete tasks daily during classroom activities. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$73551 | All Mathematics Teachers |
| Professional Development on Digital Tools and Resources | Faculty professional development provided by Digital Literacy Specialist and/or Technology Resource Teachers on the use of Renaissance Learning, Moodle, DiscoveryED, Big Universe, and other technology resources. | Professional Learning, Technology, Academic Support Program | 08/10/2016 | 06/01/2017 | \$27688 | Digital Literacy Specialist, Media Specialist, Technology Resource Teacher, faculty and staff, and administrators |
| Close Reading | Students in ELA classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$8779 | All English Language Arts Teachers |
| Problem Solving Team (PST) | Monthly PST Meetings will be held to collaboratively: analyze current assessment data (including Universal Screening/Progress Monitoring Data, ASPIRE, grades) to identify students struggling in Math; identify the students' specific learning needs; and develop, monitor, or revise individualized action plans designed to meet students needs. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$16691 | All teachers, Instructional Coach, Media Specialist, Counselor, and Administrators |
| Direct Instruction, PD provided by ESL Department | Direct Instruction utilizing specially designed academic instruction in English. | Professional Learning, Academic Support Program | 08/10/2016 | 06/02/2017 | \$2000 | All faculty and staff, Administrators, EL Teacher |

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| | | | | | | |
|----------------------------|--|--------------------------|------------|------------|-----------------|--|
| Problem Solving Team (PST) | Monthly PST Meetings will be held to collaboratively: analyze current assessment data (including Universal Screening/Progress Monitoring Data, ASPIRE, grades) to identify students struggling in Math; identify the students' specific learning needs; and develop, monitor, or revise individualized action plans designed to meet students needs. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$16691 | All teachers, Instructional Coach, Media Specialist, Counselor, and Administrators |
| Total | | | | | \$163958 | |

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 | | Parent Survey Student Survey Teacher Survey |

Evaluative Criteria and Rubrics

Overall Rating: 1.5

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

Areas of Notable Achievement

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

Parents:

Purpose and Direction

Teaching and Assessing for Learning

Resources and Support Systems

Students:

Safety

School Environment

Perceptions of Adults at School

Risk and Protective Factors

Health and Nutrition

Transportation

Teacher:

Professional Practice

School Environment

My Students

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

x

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

AdvancED Surveys: Student, Parent, and Teacher

Areas in Need of Improvement

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

Student:

School Rules

-58% Disagree/Strongly Disagree (Students in my school follow the rules.)

-51% Disagree/Strongly Disagree (Students accept responsibility for their actions when they get into trouble.)

Treatment of Others

56% Disagree/Strongly Disagree (Students in this school treat other students fairly)

53% Disagree/Strongly Disagree (Students in this school treat other students with respect)

Bullying:

67% Agree/Strongly Agree (Harassment, intimidation, and bullying by other students are a problem at my school)

73% Agree/Strongly Agree (If bullying is occurring at my school, I want it to stop)

Parents:

100% Neutral (Our school provides an adequate supply of learning resources that are current and in good condition)

Teacher:

55% Disagree/Strongly Disagree (Teachers in my school feel they are supported by the school's stakeholders (school leaders, di

Professional Climate

52% Agree/Strongly Agree (Information related to my school is communicated effectively.

School Connectedness

55% Disagree/Strongly Disagree (Teachers in my school feel they are supported by the school's stakeholders (school leaders, district administrators, school board members, community members, and parents.)

Professional Climate

53% Disagree/Strongly Disagree (Information related to my school is communicated effectively.)

53% Disagree/Strongly Disagree (Faculty and staff look forward to coming to school each day.)

Parental Involvement

69% Disagree/Strongly Disagree (Parents at the school are engaged in the instructional process.)

School Stability

75% Agree/Strongly Agree (There is a lot of teacher turnover at my school.)

53% Disagree/Strongly Disagree (The courses that students need are available at my school)

59% Disagree/Strongly Disagree (My school offers the same courses that are available in other schools in the district.)

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

School Stability and Bullying show a trend toward decreasing stakeholder satisfaction of approval.

What are the implications for these stakeholder perceptions?

Based on student surveys, school rules are not followed, lack of respect for peers, and bullying is an issue--students want it to stop.

Based on parent surveys, additional resources are needed.

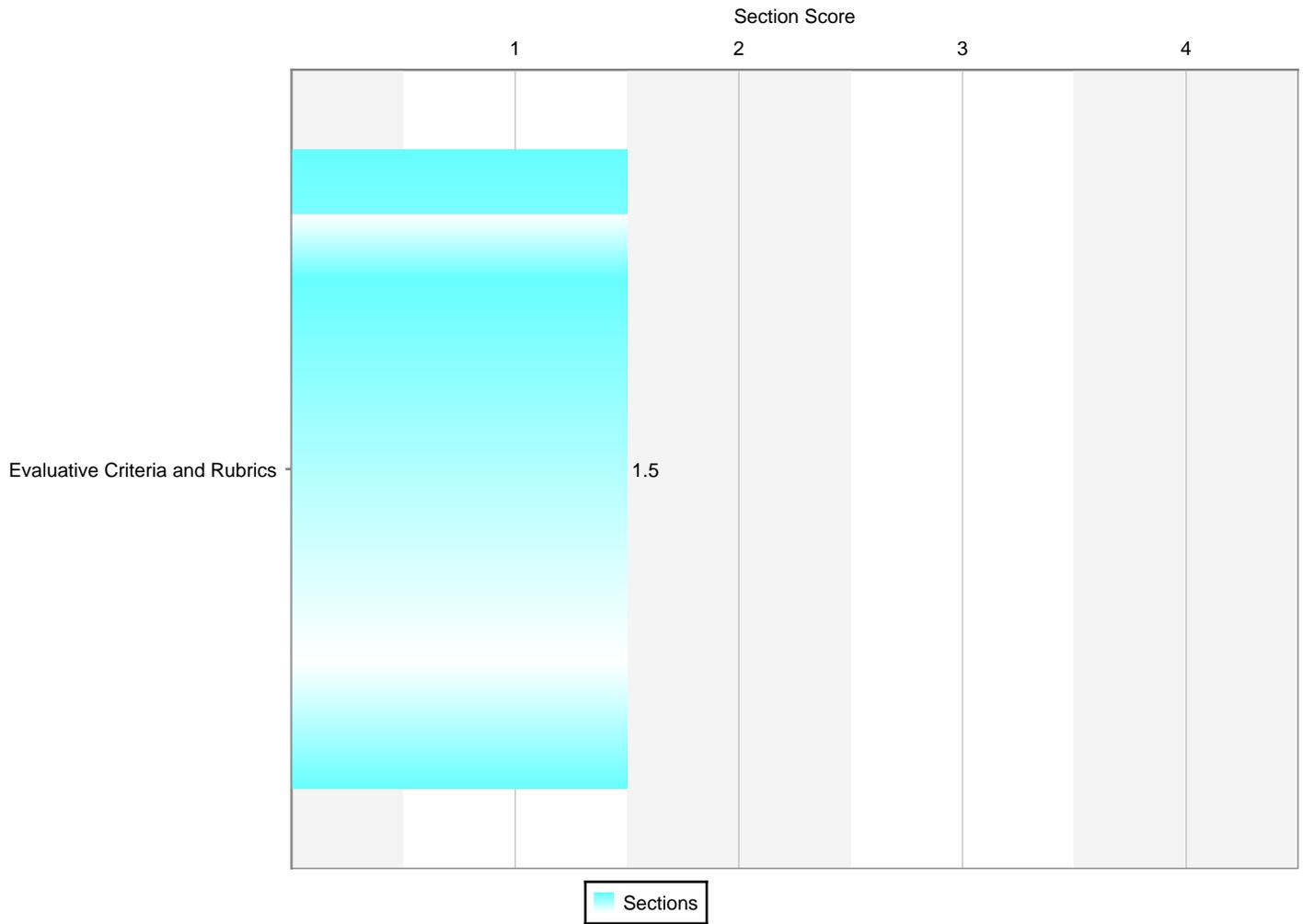
Based on teacher surveys the climate and culture needs improvement-more positive.

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

AdvanceEd surveys: Student, Parent, and teacher.

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?

C. L. Scarborough Model Middle School faculty and staff met at the beginning of the school year to review and analyze all data and to identify strengths and weaknesses. The following data was discussed and analyzed: ASPIRE EQTs, STAR Math, STAR Reading, Course Failures, Attendance, Discipline, and Surveys.

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

Based on the review of the data for the past two years, there is a need in the area of math, reading, and discipline.

ACT ASPIRE Math Year (2014-2015) to Year (2015-2016 Comparison:

6th Grade: 16.9% to 22.6%

7th Grade: 6% to 8.5%

8th Grade: 4.2 % to 3.9%

Overall: 9% to 10.6% (+1.6%)

According to ACT ASPIRE Math data, there was a decrease in proficiency in 8th Grade. However, there was an increase in proficiency in 6th, 7th, & overall proficiency. Overall, there was a 1.6% increase in proficiency.

Math EQT Year (2014-2015) to Year (2015-2016) Comparison:

6th Grade: 30% to 24%

7th Grade: 14% to 10%

8th Grade: 34% to 105%

Overall: 26% to 14% (-12%)

According to Math EQT Data, there was a decrease in proficiency in all grade levels. Overall there was a 12% decrease in proficiency.

STAR Math At or Above Proficiency Year (2014-2015) to Year (2015-2016)

6th Grade: 26% to 24%

7th Grade: 18% to 20%

8th Grade: 21% to 21%

Overall: 21% to 22%

According to STAR Math data, there was an increase in percent of students scoring at or above benchmark in 7th Grade and overall. However, there was a decrease in percent of students scoring at or above benchmark in grades 6th and 8th.

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ACT ASPIRE Reading Year (2014-2015) to Year (2015-2016 Comparison:

6th Grade: 6.8% to 13%

7th Grade: 6.7% to 9.1%

8th Grade: 13.2 % to 20.8%

Overall: 8.8% to 14.3% (+5.5 %)

According to ACT ASPIRE Reading data, there was an increase in proficiency in all grade levels. Overall there was a 5.5% increase in proficiency.

English Language Arts EQT Year (2014-2015) to Year (2015-2016) Comparison:

6th Grade: 57% to 74%

7th Grade: 62% to 66%

8th Grade: 38% to 45%

Overall: 50% to 62%

According to English Language Arts EQT Data, there was an increase in proficiency in all grade levels. Overall there was a 12% increase in proficiency.

STAR Reading At or Above Proficiency Year (2014-2015) to Year (2015-2016)

6th Grade: 9% to 14%

7th Grade: 11% to 15%

8th Grade: 6% to 14%

Overall: 7% to 14%

According to STAR Reading Data, there was an increase in percent of students scoring at or above benchmark in all grades and overall.

Suspensions Year (2014-2015) to Year (2015-2016)

2014-2015: 342

2015-2016: 405

According to discipline data, there was an increase (63) in the number of suspension.

3. What conclusions were drawn from the results?

Based on the comprehensive needs assessments there is still a need in the areas of reading, math, and discipline.

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

Scarborough has kept a consistent attendance rate of 94% over the last 3 years, however Scarborough met the attendance goal for the 2014-2105 school year: 95%. Scarborough currently has an attendance officer. The school has increased the number of academic clubs and organizations on campus and it now offers electives in the areas of band, dance, drama, and chorus. The school also is offering a Boat Building Program designed to strengthen the students' math skills. As a result of the culture change and increase in academic programs, course failures have decreased and test scores are continuously improving. Community challenges have been to improve parental involvement and parental support for the school. Several programs have been implemented to increase parental support for the school. Scarborough currently has a parent organizer.

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

C. L. Scarborough Model Middle School's goals address needs in the area of math, reading, and discipline. These needs were determined based on comprehensive needs assessment.

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

Multiple types of data will be used to determine the effectiveness of goals and strategies: Walk-throughs, End-of Quarter Tests; STAR Reports, ASPIRE, INOW Reports (Grades, Discipline, Attendance), RTi data, and surveys.

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

All goals developed address the needs of the school population and special recognition to children who are disadvantaged in order to prepare our students for college or a career.

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:

Scarborough Middle School will increase the reading levels of 7th Grade students on the STAR Reading test by 2% from 11% (2014-2015) to 13% (2015-2016).

Measurable Objective 1:

demonstrate a proficiency scoring at or above proficiency in Reading by 06/02/2016 as measured by Universal Screening STAR Reading Reports.

Strategy1:

Sunday System Implementation - 7th Grade students who scores placed Urgent Intervention and Intervention category will received intensive reading instruction using Sunday System.

Category:

Research Cited: SONDAY System

| Activity - Parent Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| We will meet with parents of students who scored Urgent Intervention and Intervention on STAR Reading Reports to discuss the reports and SONDAY System. | Parent Involvement | 08/10/2015 | 06/02/2016 | \$0 - No Funding Required | Administrators, Teachers, Counselor, Media Specialist |

| Activity - SONDAY SYSTEM | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|---------------------------|---|
| Select teachers will implement SONDAY System Program. | Academic Support Program Parent Involvement | 08/10/2015 | 06/02/2016 | \$0 - No Funding Required | Administrators, Teachers, Counselor, Media Specialist |

| Activity - Celebration of Success | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|------------------------------|------------|------------|---------------------------|---|
| Students participating in SONDAY System will be recognized for their successes after each universal screening. | Other - Academic Recognition | 08/10/2015 | 06/02/2016 | \$0 - No Funding Required | Administrators, Teachers, Counselor, Media Specialist |

Goal 2:

Scarborough Model Middle School will demonstrate proficiency in sixth-grade reading by 06/02/17 as measured by an increase in Star

Reading Test by 3% from 10% (Fall 2016) to 13% (Spring 2017).

Measurable Objective 1:

A 3% increase of Sixth grade students will demonstrate a proficiency scoring ready or exceeding in Reading by 06/02/2017 as measured by Universal Star Reading Reports.

Strategy1:

Sunday System Implementation - 6th Grade English Language Arts Teachers will implement SONDAY System daily in all classes.

Category: Develop/Implement Learning Supports

Research Cited: SONDAY System

| Activity - SONDAY System Implementation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| 6th Grade English Language Arts Teachers will implement SONDAY System Program daily in all classes. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | Administrators Instructional Coach Teachers |

| Activity - Celebration of Success | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|------------------------------|------------|------------|---------------------------|--|
| Students demonstrating growth on STAR Reading will be recognized for their success after each universal screening. | Other - Academic Recognition | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | Administrators, Instructional Coach, Teachers, Media Specialist, Counselor, and Parent Organizer |

Goal 3:

Prepare and Support Teachers to graduate College and Career Ready Students.

Measurable Objective 1:

demonstrate a proficiency of 50% in Math by 06/02/2017 as measured by End of Quarter Tests, STAR Math, and ASPIRE.

Strategy1:

Problem Solving Team - All teachers, Instructional Coach, Counselor, Media Specialist, and Administrators will actively participate in Monthly PST Meetings.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama State Department of Education

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| Activity - Problem Solving Team (PST) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|--|
| Monthly PST Meetings will be held to collaboratively: analyze current assessment data (including Universal Screening/Progress Monitoring Data, ASPIRE, grades) to identify students struggling in Math; identify the students' specific learning needs; and develop, monitor, or revise individualized action plans designed to meet students needs. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$644 - District Funding | All teachers, Instructional Coach, Media Specialist, Counselor, and Administrators |

Measurable Objective 2:

achieve college and career readiness through implementation of the new Alabama Course of Study: Science by 06/02/2017 as measured by Moodle usage..

Strategy1:

Skype - Skype sessions will be held with all Department Chairs throughout the year to offer resources to support the new standards in order to help facilitate implementation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: In response to our nation's declining competitiveness in the science, technology, engineering, and mathematics (STEM) fields, the National Research Council (NRC) published a research-based report on teaching and learning science in a 2012 document titled A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. This document proposes a new approach to K-12 science education through the integration of engineering design and engineering practices within the context of science content instruction. Supported by the NRC framework and our state's College- and Career-Readiness (CCR) Anchor Standards for Reading and for Writing, the goal of Alabama's K-12 science education standards is scientific and engineering literacy for all Alabama students. Skype sessions will facilitate the rollout of this information.

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

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|----------------------|
| Students in all science classes will read a passage, make claims, and find evidence within the passage to support their claims at least once per standard. | Other - Instructional | 08/10/2016 | 09/02/2016 | \$0 - No Funding Required | All Science Teachers |

Goal 4:

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

Measurable Objective 1:

demonstrate a proficiency of 50% in Reading/English Language Arts by 06/01/2017 as measured by End of Quarter Tests, STAR Reading, and ASPIRE Reading.

Strategy1:

Close Reading and Text-Dependent Questions - Close reading and text-dependent questions will be used to teach all students English Language Arts concepts during instruction.

Category: Other - Instructional

Research Cited: Multiple standards require students to determine meaning, analyze structures, and comprehend complex texts. Close readings coupled with the use of text-dependent questions facilitate the comprehension of text on a variety of levels. Close reading and text-dependent questions can be tailored to meet our specific educational standards while maintaining a connection to the text. The use of these strategies will guide students to examine specific portions of complex texts and then provide evidence for their answers. It is imperative that educators explicitly teach how to approach a text to uncover its multiple layers of meaning and come to class prepared to ask questions that foster a deep understanding.

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------------------|
| Students in ELA classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | All English Language Arts Teachers |

| Activity - Monitoring Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| Monitor the implementation of the instructional strategies through walk-throughs, department/grade level data meetings, and programmed fidelity checks. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | Department Heads, Coaches, and Administrators |

Measurable Objective 2:

demonstrate a proficiency in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandate 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 area.

Category: Other - Instructional

Research Cited: WIDA World-Class Instructional Design Assessment

| Activity - Direct Instruction, PD provided by ESL Department | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-------------------------|---|
| Direct Instruction utilizing specially designed academic instruction in English. | Academic Support Program Professional Learning | 08/10/2016 | 06/02/2017 | \$0 - District Funding | All faculty and staff, Administrators, EL Teacher |

Measurable Objective 3:

demonstrate a proficiency of 50% in mathematics by 06/02/2017 as measured by End of Quarter Tests, STAR Math, and ASPIRE.

Strategy1:

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

Category: Other - Instructional

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.

AMSTI Alabama Math, Science, and Technology Initiative is the Alabama Department of Education's initiative to improve math and science teaching statewide. Its mission is to provide all students in Grades K-12 with the knowledge and skills needed for success in the workforce and/or postsecondary studies (college and career ready).

| 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. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | All Mathematics Teachers |

| Activity - Monitoring Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| Monitor the implementation of the instructional strategies through walk-throughs, department/grade level data meetings, and programmed fidelity checks. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | Department Heads, Coaches, and Administrators |

| Activity - Close Reading | 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. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | All Math Teachers |

Goal 5:

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

Measurable Objective 1:

collaborate to increase use of digital tools and resources by 06/02/2017 as measured by walkthroughs.

Strategy1:

Professional Development on Digital Tools and Resources - The faculty and staff will be trained on Digital tools and resources to enhance

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student engagement and improve academic achievement.

Category: Develop/Implement Learning Supports

Research Cited: ALEX

| Activity - Professional Development on Digital Tools and Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|---------------------------|---|
| Faculty professional development provided by Digital Literacy Specialist and/or Technology Resource Teachers on the use of Renaissance Learning, Moodle, DiscoveryED, Big Universe, and other technology resources. | Professional Learning Academic Support Program Technology | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | Digital Literacy Specialist, Media Specialist, Technology Resource Teacher, faculty and staff, and administrators |

Goal 6:

Prepare and support students through student support services.

Measurable Objective 1:

collaborate to to decrease the rate of out of school suspensions by 5% by 06/02/2017 as measured by INOW reports..

Strategy1:

Develop Discipline Plan - The Discipline Committee along with the faculty and staff of Scarborough Model Middle School will meet to develop a discipline plan. The Discipline plan will be shared with students, faculty, and parents. The discipline plan will be reviewed as needed.

Category: Other - Develop Discipline Pan

Research Cited: PBIS (Positive Behavior Supports)

| Activity - Discipline Plan Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|--------------------------------------|
| The Discipline Committee, faculty and staff will develop a discipline plan for Scarborough Model Middle School. Once developed, the discipline plan will be shared with all stakeholders. The discipline plan will be reviewed as needed. | Behavioral Support Program | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | All faculty and staff Administrators |

| Activity - Discipline Plan Implementation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|--------------------------------------|
| All faculty and staff will consistently implement discipline plan on a daily basis using behavior log documenting intervention steps and strategies, Review 360 and Positive Behavior Supports. | Behavioral Support Program | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | All faculty and staff Administrators |

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.**Goal 1:**

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Scarborough Model Middle School will demonstrate proficiency in sixth-grade reading by 06/02/17 as measured by an increase in Star Reading Test by 3% from 10% (Fall 2016) to 13% (Spring 2017).

Measurable Objective 1:

A 3% increase of Sixth grade students will demonstrate a proficiency scoring ready or exceeding in Reading by 06/02/2017 as measured by Universal Star Reading Reports.

Strategy1:

Sonday System Implementation - 6th Grade English Language Arts Teachers will implement SONDAY System daily in all classes.

Category: Develop/Implement Learning Supports

Research Cited: SONDAY System

| Activity - SONDAY System Implementation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| 6th Grade English Language Arts Teachers will implement SONDAY System Program daily in all classes. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | Administrators Instructional Coach Teachers |

| Activity - Celebration of Success | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|------------------------------|------------|------------|---------------------------|--|
| Students demonstrating growth on STAR Reading will be recognized for their success after each universal screening. | Other - Academic Recognition | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | Administrators, Instructional Coach, Teachers, Media Specialist, Counselor, and Parent Organizer |

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students.

Measurable Objective 1:

achieve college and career readiness through implementation of the new Alabama Course of Study: Science by 06/02/2017 as measured by Moodle usage..

Strategy1:

Skype - Skype sessions will be held with all Department Chairs throughout the year to offer resources to support the new standards in order to help facilitate implementation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: In response to our nation's declining competitiveness in the science, technology, engineering, and mathematics (STEM) fields, the National Research Council (NRC) published a research-based report on teaching and learning science in a 2012 document titled A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. This document proposes a new approach to K-12 science education through the integration of engineering design and engineering practices within the context of science content instruction. Supported by the NRC framework and our state's College- and Career-Readiness (CCR) Anchor Standards for Reading and for SY 2016-2017

Writing, the goal of Alabama's K-12 science education standards is scientific and engineering literacy for all Alabama students. Skype sessions will facilitate the rollout of this information.

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|----------------------|
| Students in all science classes will read a passage, make claims, and find evidence within the passage to support their claims at least once per standard. | Other - Instructional | 08/10/2016 | 09/02/2016 | \$0 - No Funding Required | All Science Teachers |

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

Measurable Objective 2:

demonstrate a proficiency of 50% in Math by 06/02/2017 as measured by End of Quarter Tests, STAR Math, and ASPIRE.

Strategy1:

Problem Solving Team - All teachers, Instructional Coach, Counselor, Media Specialist, and Administrators will actively participate in Monthly PST Meetings.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama State Department of Education

| Activity - Problem Solving Team (PST) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|--|
| Monthly PST Meetings will be held to collaboratively: analyze current assessment data (including Universal Screening/Progress Monitoring Data, ASPIRE, grades) to identify students struggling in Math; identify the students' specific learning needs; and develop, monitor, or revise individualized action plans designed to meet students needs. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$644 - District Funding | All teachers, Instructional Coach, Media Specialist, Counselor, and Administrators |

Goal 3:

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

Measurable Objective 1:

demonstrate a proficiency in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandate 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 area.

Category: Other - Instructional

Research Cited: WIDA World-Class Instructional Design Assessment

| Activity - Direct Instruction, PD provided by ESL Department | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-------------------------|---|
| Direct Instruction utilizing specially designed academic instruction in English. | Academic Support Program Professional Learning | 08/10/2016 | 06/02/2017 | \$0 - District Funding | All faculty and staff, Administrators, EL Teacher |

Measurable Objective 2:

demonstrate a proficiency of 50% in mathematics by 06/02/2017 as measured by End of Quarter Tests, STAR Math, and ASPIRE.

Strategy1:

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

Category: Other - Instructional

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.

AMSTI Alabama Math, Science, and Technology Initiative is the Alabama Department of Education's initiative to improve math and science teaching statewide. Its mission is to provide all students in Grades K-12 with the knowledge and skills needed for success in the workforce and/or postsecondary studies (college and career ready).

| Activity - Close Reading | 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. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | All Math Teachers |

| Activity - Monitoring Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| Monitor the implementation of the instructional strategies through walk-throughs, department/grade level data meetings, and programmed fidelity checks. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | Department Heads, Coaches, and Administrators |

| 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. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | All Mathematics Teachers |

Measurable Objective 3:

demonstrate a proficiency of 50% in Reading/English Language Arts by 06/01/2017 as measured by End of Quarter Tests, STAR Reading, and ASPIRE Reading.

Strategy1:

Close Reading and Text-Dependent Questions - Close reading and text-dependent questions will be used to teach all students English Language Arts concepts during instruction.

Category: Other - Instructional

Research Cited: Multiple standards require students to determine meaning, analyze structures, and comprehend complex texts. Close readings coupled with the use of text-dependent questions facilitate the comprehension of text on a variety of levels. Close reading and text-dependent questions can be tailored to meet our specific educational standards while maintaining a connection to the text. The use of these strategies will guide students to examine specific portions of complex texts and then provide evidence for their answers. It is imperative that educators explicitly teach how to approach a text to uncover its multiple layers of meaning and come to class prepared to ask questions that foster a deep understanding.

| Activity - Monitoring Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| Monitor the implementation of the instructional strategies through walk-throughs, department/grade level data meetings, and programmed fidelity checks. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | Department Heads, Coaches, and Administrators |

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------------------|
| Students in ELA classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | All English Language Arts Teachers |

Goal 4:

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

Measurable Objective 1:

collaborate to increase use of digital tools and resources by 06/02/2017 as measured by walkthroughs.

Strategy1:

Professional Development on Digital Tools and Resources - The faculty and staff will be trained on Digital tools and resources to enhance
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student engagement and improve academic achievement.

Category: Develop/Implement Learning Supports

Research Cited: ALEX

| Activity - Professional Development on Digital Tools and Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------|---|
| Faculty professional development provided by Digital Literacy Specialist and/or Technology Resource Teachers on the use of Renaissance Learning, Moodle, DiscoveryED, Big Universe, and other technology resources. | Academic Support Program Technology Professional Learning | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | Digital Literacy Specialist, Media Specialist, Technology Resource Teacher, faculty and staff, and administrators |

Goal 5:

Prepare and support students through student support services.

Measurable Objective 1:

collaborate to to decrease the rate of out of school suspensions by 5% by 06/02/2017 as measured by INOW reports..

Strategy1:

Develop Discipline Plan - The Discipline Committee along with the faculty and staff of Scarborough Model Middle School will meet to develop a discipline plan. The Discipline plan will be shared with students, faculty, and parents. The discipline plan will be reviewed as needed.

Category: Other - Develop Discipline Pan

Research Cited: PBIS (Positive Behavior Supports)

| Activity - Discipline Plan Implementation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|--------------------------------------|
| All faculty and staff will consistently implement discipline plan on a daily basis using behavior log documenting intervention steps and strategies, Review 360 and Positive Behavior Supports. | Behavioral Support Program | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | All faculty and staff Administrators |

| Activity - Discipline Plan Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|--------------------------------------|
| The Discipline Committee, faculty and staff will develop a discipline plan for Scarborough Model Middle School. Once developed, the discipline plan will be shared with all stakeholders. The discipline plan will be reviewed as needed. | Behavioral Support Program | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | All faculty and staff Administrators |

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

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Scarborough Model Middle School will demonstrate proficiency in sixth-grade reading by 06/02/17 as measured by an increase in Star Reading Test by 3% from 10% (Fall 2016) to 13% (Spring 2017).

Measurable Objective 1:

A 3% increase of Sixth grade students will demonstrate a proficiency scoring ready or exceeding in Reading by 06/02/2017 as measured by Universal Star Reading Reports.

Strategy1:

Sonday System Implementation - 6th Grade English Language Arts Teachers will implement SONDAY System daily in all classes.

Category: Develop/Implement Learning Supports

Research Cited: SONDAY System

| Activity - SONDAY System Implementation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| 6th Grade English Language Arts Teachers will implement SONDAY System Program daily in all classes. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | Administrators Instructional Coach Teachers |

| Activity - Celebration of Success | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|------------------------------|------------|------------|---------------------------|--|
| Students demonstrating growth on STAR Reading will be recognized for their success after each universal screening. | Other - Academic Recognition | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | Administrators, Instructional Coach, Teachers, Media Specialist, Counselor, and Parent Organizer |

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students.

Measurable Objective 1:

achieve college and career readiness through implementation of the new Alabama Course of Study: Science by 06/02/2017 as measured by Moodle usage..

Strategy1:

Skype - Skype sessions will be held with all Department Chairs throughout the year to offer resources to support the new standards in order to help facilitate implementation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: In response to our nation's declining competitiveness in the science, technology, engineering, and mathematics (STEM) fields, the National Research Council (NRC) published a research-based report on teaching and learning science in a 2012 document titled A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. This document proposes a new approach to K-12 science education through the integration of engineering design and engineering practices within the context of science content instruction. Supported by the NRC framework and our state's College- and Career-Readiness (CCR) Anchor Standards for Reading and for SY 2016-2017

Writing, the goal of Alabama's K-12 science education standards is scientific and engineering literacy for all Alabama students. Skype sessions will facilitate the rollout of this information.

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|----------------------|
| Students in all science classes will read a passage, make claims, and find evidence within the passage to support their claims at least once per standard. | Other - Instructional | 08/10/2016 | 09/02/2016 | \$0 - No Funding Required | All Science Teachers |

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

Measurable Objective 2:

demonstrate a proficiency of 50% in Math by 06/02/2017 as measured by End of Quarter Tests, STAR Math, and ASPIRE.

Strategy1:

Problem Solving Team - All teachers, Instructional Coach, Counselor, Media Specialist, and Administrators will actively participate in Monthly PST Meetings.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama State Department of Education

| Activity - Problem Solving Team (PST) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|--|
| Monthly PST Meetings will be held to collaboratively: analyze current assessment data (including Universal Screening/Progress Monitoring Data, ASPIRE, grades) to identify students struggling in Math; identify the students' specific learning needs; and develop, monitor, or revise individualized action plans designed to meet students needs. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$644 - District Funding | All teachers, Instructional Coach, Media Specialist, Counselor, and Administrators |

Goal 3:

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

Measurable Objective 1:

demonstrate a proficiency of 50% in mathematics by 06/02/2017 as measured by End of Quarter Tests, STAR Math, and ASPIRE.

Strategy1:

Mathematics Design Collaborative - Mathematics Design Collaborative (MDC) strategies will be used to teach all students mathematics

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concepts during daily instruction.

Category: Other - Instructional

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.

AMSTI Alabama Math, Science, and Technology Initiative is the Alabama Department of Education's initiative to improve math and science teaching statewide. Its mission is to provide all students in Grades K-12 with the knowledge and skills needed for success in the workforce and/or postsecondary studies (college and career ready).

| 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. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | All Mathematics Teachers |

| Activity - Close Reading | 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. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | All Math Teachers |

| Activity - Monitoring Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| Monitor the implementation of the instructional strategies through walk-throughs, department/grade level data meetings, and programmed fidelity checks. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | Department Heads, Coaches, and Administrators |

Measurable Objective 2:

demonstrate a proficiency in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandate 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 area.

Category: Other - Instructional

Research Cited: WIDA World-Class Instructional Design Assessment

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| Activity - Direct Instruction, PD provided by ESL Department | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-------------------------|---|
| Direct Instruction utilizing specially designed academic instruction in English. | Academic Support Program Professional Learning | 08/10/2016 | 06/02/2017 | \$0 - District Funding | All faculty and staff, Administrators, EL Teacher |

Measurable Objective 3:

demonstrate a proficiency of 50% in Reading/English Language Arts by 06/01/2017 as measured by End of Quarter Tests, STAR Reading, and ASPIRE Reading.

Strategy1:

Close Reading and Text-Dependent Questions - Close reading and text-dependent questions will be used to teach all students English Language Arts concepts during instruction.

Category: Other - Instructional

Research Cited: Multiple standards require students to determine meaning, analyze structures, and comprehend complex texts. Close readings coupled with the use of text-dependent questions facilitate the comprehension of text on a variety of levels. Close reading and text-dependent questions can be tailored to meet our specific educational standards while maintaining a connection to the text. The use of these strategies will guide students to examine specific portions of complex texts and then provide evidence for their answers. It is imperative that educators explicitly teach how to approach a text to uncover its multiple layers of meaning and come to class prepared to ask questions that foster a deep understanding.

| Activity - Monitoring Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| Monitor the implementation of the instructional strategies through walk-throughs, department/grade level data meetings, and programmed fidelity checks. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | Department Heads, Coaches, and Administrators |

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------------------|
| Students in ELA classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | All English Language Arts Teachers |

Goal 4:

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

Measurable Objective 1:

collaborate to increase use of digital tools and resources by 06/02/2017 as measured by walkthroughs.

Strategy1:

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Professional Development on Digital Tools and Resources - The faculty and staff will be trained on Digital tools and resources to enhance student engagement and improve academic achievement.

Category: Develop/Implement Learning Supports

Research Cited: ALEX

| Activity - Professional Development on Digital Tools and Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|---------------------------|---|
| Faculty professional development provided by Digital Literacy Specialist and/or Technology Resource Teachers on the use of Renaissance Learning, Moodle, DiscoveryED, Big Universe, and other technology resources. | Academic Support Program Professional Learning Technology | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | Digital Literacy Specialist, Media Specialist, Technology Resource Teacher, faculty and staff, and administrators |

Goal 5:

Prepare and support students through student support services.

Measurable Objective 1:

collaborate to to decrease the rate of out of school suspensions by 5% by 06/02/2017 as measured by INOW reports..

Strategy1:

Develop Discipline Plan - The Discipline Committee along with the faculty and staff of Scarborough Model Middle School will meet to develop a discipline plan. The Discipline plan will be shared with students, faculty, and parents. The discipline plan will be reviewed as needed.

Category: Other - Develop Discipline Pan

Research Cited: PBIS (Positive Behavior Supports)

| Activity - Discipline Plan Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|--------------------------------------|
| The Discipline Committee, faculty and staff will develop a discipline plan for Scarborough Model Middle School. Once developed, the discipline plan will be shared with all stakeholders. The discipline plan will be reviewed as needed. | Behavioral Support Program | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | All faculty and staff Administrators |

| Activity - Discipline Plan Implementation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|--------------------------------------|
| All faculty and staff will consistently implement discipline plan on a daily basis using behavior log documenting intervention steps and strategies, Review 360 and Positive Behavior Supports. | Behavioral Support Program | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | All faculty and staff Administrators |

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

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Goal 1:

Scarborough Model Middle School will demonstrate proficiency in sixth-grade reading by 06/02/17 as measured by an increase in Star Reading Test by 3% from 10% (Fall 2016) to 13% (Spring 2017).

Measurable Objective 1:

A 3% increase of Sixth grade students will demonstrate a proficiency scoring ready or exceeding in Reading by 06/02/2017 as measured by Universal Star Reading Reports.

Strategy1:

Sunday System Implementation - 6th Grade English Language Arts Teachers will implement SONDAY System daily in all classes.

Category: Develop/Implement Learning Supports

Research Cited: SONDAY System

| Activity - Celebration of Success | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|------------------------------|------------|------------|---------------------------|--|
| Students demonstrating growth on STAR Reading will be recognized for their success after each universal screening. | Other - Academic Recognition | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | Administrators, Instructional Coach, Teachers, Media Specialist, Counselor, and Parent Organizer |

| Activity - SONDAY System Implementation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| 6th Grade English Language Arts Teachers will implement SONDAY System Program daily in all classes. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | Administrators Instructional Coach Teachers |

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students.

Measurable Objective 1:

demonstrate a proficiency of 50% in Math by 06/02/2017 as measured by End of Quarter Tests, STAR Math, and ASPIRE.

Strategy1:

Problem Solving Team - All teachers, Instructional Coach, Counselor, Media Specialist, and Administrators will actively participate in Monthly PST Meetings.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama State Department of Education

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| Activity - Problem Solving Team (PST) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|--|
| Monthly PST Meetings will be held to collaboratively: analyze current assessment data (including Universal Screening/Progress Monitoring Data, ASPIRE, grades) to identify students struggling in Math; identify the students' specific learning needs; and develop, monitor, or revise individualized action plans designed to meet students needs. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$644 - District Funding | All teachers, Instructional Coach, Media Specialist, Counselor, and Administrators |

Measurable Objective 2:

achieve college and career readiness through implementation of the new Alabama Course of Study: Science by 06/02/2017 as measured by Moodle usage..

Strategy1:

Skype - Skype sessions will be held with all Department Chairs throughout the year to offer resources to support the new standards in order to help facilitate implementation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: In response to our nation's declining competitiveness in the science, technology, engineering, and mathematics (STEM) fields, the National Research Council (NRC) published a research-based report on teaching and learning science in a 2012 document titled A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. This document proposes a new approach to K-12 science education through the integration of engineering design and engineering practices within the context of science content instruction. Supported by the NRC framework and our state's College- and Career-Readiness (CCR) Anchor Standards for Reading and for Writing, the goal of Alabama's K-12 science education standards is scientific and engineering literacy for all Alabama students. Skype sessions will facilitate the rollout of this information.

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

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|----------------------|
| Students in all science classes will read a passage, make claims, and find evidence within the passage to support their claims at least once per standard. | Other - Instructional | 08/10/2016 | 09/02/2016 | \$0 - No Funding Required | All Science Teachers |

Goal 3:

Prepare and support students through student support services.

Measurable Objective 1:

collaborate to to decrease the rate of out of school suspensions by 5% by 06/02/2017 as measured by INOW reports..

Strategy1:

Develop Discipline Plan - The Discipline Committee along with the faculty and staff of Scarborough Model Middle School will meet to develop a discipline plan. The Discipline plan will be shared with students, faculty, and parents. The discipline plan will be reviewed as needed.

Category: Other - Develop Discipline Pan

Research Cited: PBIS (Positive Behavior Supports)

| Activity - Discipline Plan Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|--------------------------------------|
| The Discipline Committee, faculty and staff will develop a discipline plan for Scarborough Model Middle School. Once developed, the discipline plan will be shared with all stakeholders. The discipline plan will be reviewed as needed. | Behavioral Support Program | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | All faculty and staff Administrators |

| Activity - Discipline Plan Implementation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|--------------------------------------|
| All faculty and staff will consistently implement discipline plan on a daily basis using behavior log documenting intervention steps and strategies, Review 360 and Positive Behavior Supports. | Behavioral Support Program | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | All faculty and staff Administrators |

Goal 4:

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

Measurable Objective 1:

demonstrate a proficiency of 50% in Reading/English Language Arts by 06/01/2017 as measured by End of Quarter Tests, STAR Reading, and ASPIRE Reading.

Strategy1:

Close Reading and Text-Dependent Questions - Close reading and text-dependent questions will be used to teach all students English Language Arts concepts during instruction.

Category: Other - Instructional

Research Cited: Multiple standards require students to determine meaning, analyze structures, and comprehend complex texts. Close readings coupled with the use of text-dependent questions facilitate the comprehension of text on a variety of levels. Close reading and text-dependent questions can be tailored to meet our specific educational standards while maintaining a connection to the text. The use of these strategies will guide students to examine specific portions of complex texts and then provide evidence for their answers. It is imperative that educators explicitly teach how to approach a text to uncover its multiple layers of meaning and come to class prepared to ask questions that foster a deep understanding.

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| Activity - Monitoring Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| Monitor the implementation of the instructional strategies through walk-throughs, department/grade level data meetings, and programmed fidelity checks. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | Department Heads, Coaches, and Administrators |

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------------------|
| Students in ELA classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | All English Language Arts Teachers |

Measurable Objective 2:

demonstrate a proficiency in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandate 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 area.

Category: Other - Instructional

Research Cited: WIDA World-Class Instructional Design Assessment

| Activity - Direct Instruction, PD provided by ESL Department | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-------------------------|---|
| Direct Instruction utilizing specially designed academic instruction in English. | Professional Learning Academic Support Program | 08/10/2016 | 06/02/2017 | \$0 - District Funding | All faculty and staff, Administrators, EL Teacher |

Measurable Objective 3:

demonstrate a proficiency of 50% in mathematics by 06/02/2017 as measured by End of Quarter Tests, STAR Math, and ASPIRE.

Strategy1:

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

Category: Other - Instructional

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.

AMSTI Alabama Math, Science, and Technology Initiative is the Alabama Department of Education's initiative to improve math and science teaching statewide. Its mission is to provide all students in Grades K-12 with the knowledge and skills needed for success in the workforce and/or postsecondary studies (college and career ready).

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| Activity - Close Reading | 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. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | All Math 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. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | All Mathematics Teachers |

| Activity - Monitoring Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| Monitor the implementation of the instructional strategies through walk-throughs, department/grade level data meetings, and programmed fidelity checks. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | Department Heads, Coaches, and Administrators |

Goal 5:

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

Measurable Objective 1:

collaborate to increase use of digital tools and resources by 06/02/2017 as measured by walkthroughs.

Strategy1:

Professional Development on Digital Tools and Resources - The faculty and staff will be trained on Digital tools and resources to enhance student engagement and improve academic achievement.

Category: Develop/Implement Learning Supports

Research Cited: ALEX

| Activity - Professional Development on Digital Tools and Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|---------------------------|---|
| Faculty professional development provided by Digital Literacy Specialist and/or Technology Resource Teachers on the use of Renaissance Learning, Moodle, DiscoveryED, Big Universe, and other technology resources. | Professional Learning Academic Support Program Technology | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | Digital Literacy Specialist, Media Specialist, Technology Resource Teacher, faculty and staff, and administrators |

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

Goal 1:

Scarborough Model Middle School will demonstrate proficiency in sixth-grade reading by 06/02/17 as measured by an increase in Star Reading Test by 3% from 10% (Fall 2016) to 13% (Spring 2017).

Measurable Objective 1:

A 3% increase of Sixth grade students will demonstrate a proficiency scoring ready or exceeding in Reading by 06/02/2017 as measured by Universal Star Reading Reports.

Strategy1:

Sunday System Implementation - 6th Grade English Language Arts Teachers will implement SONDAY System daily in all classes.

Category: Develop/Implement Learning Supports

Research Cited: SONDAY System

| Activity - SONDAY System Implementation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| 6th Grade English Language Arts Teachers will implement SONDAY System Program daily in all classes. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | Administrators Instructional Coach Teachers |

| Activity - Celebration of Success | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|------------------------------|------------|------------|---------------------------|--|
| Students demonstrating growth on STAR Reading will be recognized for their success after each universal screening. | Other - Academic Recognition | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | Administrators, Instructional Coach, Teachers, Media Specialist, Counselor, and Parent Organizer |

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students.

Measurable Objective 1:

demonstrate a proficiency of 50% in Math by 06/02/2017 as measured by End of Quarter Tests, STAR Math, and ASPIRE.

Strategy1:

Problem Solving Team - All teachers, Instructional Coach, Counselor, Media Specialist, and Administrators will actively participate in Monthly PST Meetings.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama State Department of Education

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| Activity - Problem Solving Team (PST) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|--|
| Monthly PST Meetings will be held to collaboratively: analyze current assessment data (including Universal Screening/Progress Monitoring Data, ASPIRE, grades) to identify students struggling in Math; identify the students' specific learning needs; and develop, monitor, or revise individualized action plans designed to meet students needs. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$644 - District Funding | All teachers, Instructional Coach, Media Specialist, Counselor, and Administrators |

Measurable Objective 2:

achieve college and career readiness through implementation of the new Alabama Course of Study: Science by 06/02/2017 as measured by Moodle usage..

Strategy1:

Skype - Skype sessions will be held with all Department Chairs throughout the year to offer resources to support the new standards in order to help facilitate implementation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: In response to our nation's declining competitiveness in the science, technology, engineering, and mathematics (STEM) fields, the National Research Council (NRC) published a research-based report on teaching and learning science in a 2012 document titled A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. This document proposes a new approach to K-12 science education through the integration of engineering design and engineering practices within the context of science content instruction. Supported by the NRC framework and our state's College- and Career-Readiness (CCR) Anchor Standards for Reading and for Writing, the goal of Alabama's K-12 science education standards is scientific and engineering literacy for all Alabama students. Skype sessions will facilitate the rollout of this information.

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|----------------------|
| Students in all science classes will read a passage, make claims, and find evidence within the passage to support their claims at least once per standard. | Other - Instructional | 08/10/2016 | 09/02/2016 | \$0 - No Funding Required | All Science Teachers |

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

Goal 3:

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

Measurable Objective 1:

demonstrate a proficiency in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandate 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 area.

Category: Other - Instructional

Research Cited: WIDA World-Class Instructional Design Assessment

| Activity - Direct Instruction, PD provided by ESL Department | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-------------------------|---|
| Direct Instruction utilizing specially designed academic instruction in English. | Professional Learning Academic Support Program | 08/10/2016 | 06/02/2017 | \$0 - District Funding | All faculty and staff, Administrators, EL Teacher |

Measurable Objective 2:

demonstrate a proficiency of 50% in Reading/English Language Arts by 06/01/2017 as measured by End of Quarter Tests, STAR Reading, and ASPIRE Reading.

Strategy1:

Close Reading and Text-Dependent Questions - Close reading and text-dependent questions will be used to teach all students English Language Arts concepts during instruction.

Category: Other - Instructional

Research Cited: Multiple standards require students to determine meaning, analyze structures, and comprehend complex texts. Close readings coupled with the use of text-dependent questions facilitate the comprehension of text on a variety of levels. Close reading and text-dependent questions can be tailored to meet our specific educational standards while maintaining a connection to the text. The use of these strategies will guide students to examine specific portions of complex texts and then provide evidence for their answers. It is imperative that educators explicitly teach how to approach a text to uncover its multiple layers of meaning and come to class prepared to ask questions that foster a deep understanding.

| Activity - Monitoring Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| Monitor the implementation of the instructional strategies through walk-throughs, department/grade level data meetings, and programmed fidelity checks. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | Department Heads, Coaches, and Administrators |

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------------------|
| Students in ELA classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | All English Language Arts Teachers |

Measurable Objective 3:

demonstrate a proficiency of 50% in mathematics by 06/02/2017 as measured by End of Quarter Tests, STAR Math, and ASPIRE.

Strategy1:

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

Category: Other - Instructional

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.

AMSTI Alabama Math, Science, and Technology Initiative is the Alabama Department of Education's initiative to improve math and science teaching statewide. Its mission is to provide all students in Grades K-12 with the knowledge and skills needed for success in the workforce and/or postsecondary studies (college and career ready).

| Activity - Monitoring Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| Monitor the implementation of the instructional strategies through walk-throughs, department/grade level data meetings, and programmed fidelity checks. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | Department Heads, Coaches, and Administrators |

| Activity - Close Reading | 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. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | All Math 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. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | All Mathematics Teachers |

Goal 4:

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

Measurable Objective 1:

collaborate to increase use of digital tools and resources by 06/02/2017 as measured by walkthroughs.

Strategy1:

Professional Development on Digital Tools and Resources - The faculty and staff will be trained on Digital tools and resources to enhance

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student engagement and improve academic achievement.

Category: Develop/Implement Learning Supports

Research Cited: ALEX

| Activity - Professional Development on Digital Tools and Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|---------------------------|---|
| Faculty professional development provided by Digital Literacy Specialist and/or Technology Resource Teachers on the use of Renaissance Learning, Moodle, DiscoveryED, Big Universe, and other technology resources. | Academic Support Program Professional Learning Technology | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | Digital Literacy Specialist, Media Specialist, Technology Resource Teacher, faculty and staff, and administrators |

Goal 5:

Prepare and support students through student support services.

Measurable Objective 1:

collaborate to to decrease the rate of out of school suspensions by 5% by 06/02/2017 as measured by INOW reports..

Strategy1:

Develop Discipline Plan - The Discipline Committee along with the faculty and staff of Scarborough Model Middle School will meet to develop a discipline plan. The Discipline plan will be shared with students, faculty, and parents. The discipline plan will be reviewed as needed.

Category: Other - Develop Discipline Pan

Research Cited: PBIS (Positive Behavior Supports)

| Activity - Discipline Plan Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|--------------------------------------|
| The Discipline Committee, faculty and staff will develop a discipline plan for Scarborough Model Middle School. Once developed, the discipline plan will be shared with all stakeholders. The discipline plan will be reviewed as needed. | Behavioral Support Program | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | All faculty and staff Administrators |

| Activity - Discipline Plan Implementation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|--------------------------------------|
| All faculty and staff will consistently implement discipline plan on a daily basis using behavior log documenting intervention steps and strategies, Review 360 and Positive Behavior Supports. | Behavioral Support Program | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | All faculty and staff Administrators |

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

SY 2016-2017

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

Measurable Objective 1:

demonstrate a proficiency in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandate 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 area.

Category: Other - Instructional

Research Cited: WIDA World-Class Instructional Design Assessment

| Activity - Direct Instruction, PD provided by ESL Department | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-------------------------|---|
| Direct Instruction utilizing specially designed academic instruction in English. | Professional Learning Academic Support Program | 08/10/2016 | 06/02/2017 | \$0 - District Funding | All faculty and staff, Administrators, EL Teacher |

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:

Scarborough Model Middle School will demonstrate proficiency in sixth-grade reading by 06/02/17 as measured by an increase in Star Reading Test by 3% from 10% (Fall 2016) to 13% (Spring 2017).

Measurable Objective 1:

A 3% increase of Sixth grade students will demonstrate a proficiency scoring ready or exceeding in Reading by 06/02/2017 as measured by Universal Star Reading Reports.

Strategy1:

Sunday System Implementation - 6th Grade English Language Arts Teachers will implement SONDAY System daily in all classes.

Category: Develop/Implement Learning Supports

Research Cited: SONDAY System

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| Activity - SONDAY System Implementation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| 6th Grade English Language Arts Teachers will implement SONDAY System Program daily in all classes. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | Administrators Instructional Coach Teachers |

| Activity - Celebration of Success | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|------------------------------|------------|------------|---------------------------|--|
| Students demonstrating growth on STAR Reading will be recognized for their success after each universal screening. | Other - Academic Recognition | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | Administrators, Instructional Coach, Teachers, Media Specialist, Counselor, and Parent Organizer |

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students.

Measurable Objective 1:

demonstrate a proficiency of 50% in Math by 06/02/2017 as measured by End of Quarter Tests, STAR Math, and ASPIRE.

Strategy1:

Problem Solving Team - All teachers, Instructional Coach, Counselor, Media Specialist, and Administrators will actively participate in Monthly PST Meetings.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama State Department of Education

| Activity - Problem Solving Team (PST) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|--|
| Monthly PST Meetings will be held to collaboratively: analyze current assessment data (including Universal Screening/Progress Monitoring Data, ASPIRE, grades) to identify students struggling in Math; identify the students' specific learning needs; and develop, monitor, or revise individualized action plans designed to meet students needs. | Academic Support Program | 08/10/2016 | 06/02/2017 | \$644 - District Funding | All teachers, Instructional Coach, Media Specialist, Counselor, and Administrators |

Measurable Objective 2:

achieve college and career readiness through implementation of the new Alabama Course of Study: Science by 06/02/2017 as measured by Moodle usage..

Strategy1:

Skype - Skype sessions will be held with all Department Chairs throughout the year to offer resources to support the new standards in order to help facilitate implementation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: In response to our nation's declining competitiveness in the science, technology, engineering, and mathematics (STEM)

fields, the National Research Council (NRC) published a research-based report on teaching and learning science in a 2012 document titled A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. This document proposes a new approach to K-12 science education through the integration of engineering design and engineering practices within the context of science content instruction. Supported by the NRC framework and our state's College- and Career-Readiness (CCR) Anchor Standards for Reading and for Writing, the goal of Alabama's K-12 science education standards is scientific and engineering literacy for all Alabama students. Skype sessions will facilitate the rollout of this information.

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|----------------------|
| Students in all science classes will read a passage, make claims, and find evidence within the passage to support their claims at least once per standard. | Other - Instructional | 08/10/2016 | 09/02/2016 | \$0 - No Funding Required | All Science Teachers |

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

Goal 3:

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

Measurable Objective 1:

demonstrate a proficiency of 50% in Reading/English Language Arts by 06/01/2017 as measured by End of Quarter Tests, STAR Reading, and ASPIRE Reading.

Strategy1:

Close Reading and Text-Dependent Questions - Close reading and text-dependent questions will be used to teach all students English Language Arts concepts during instruction.

Category: Other - Instructional

Research Cited: Multiple standards require students to determine meaning, analyze structures, and comprehend complex texts. Close readings coupled with the use of text-dependent questions facilitate the comprehension of text on a variety of levels. Close reading and text-dependent questions can be tailored to meet our specific educational standards while maintaining a connection to the text. The use of these strategies will guide students to examine specific portions of complex texts and then provide evidence for their answers. It is imperative that educators explicitly teach how to approach a text to uncover its multiple layers of meaning and come to class prepared to ask questions that foster a deep understanding.

| Activity - Close Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------------------|
| Students in ELA classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | All English Language Arts Teachers |

| Activity - Monitoring Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| Monitor the implementation of the instructional strategies through walk-throughs, department/grade level data meetings, and programmed fidelity checks. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | Department Heads, Coaches, and Administrators |

Measurable Objective 2:

demonstrate a proficiency of 50% in mathematics by 06/02/2017 as measured by End of Quarter Tests, STAR Math, and ASPIRE.

Strategy1:

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

Category: Other - Instructional

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.

AMSTI Alabama Math, Science, and Technology Initiative is the Alabama Department of Education's initiative to improve math and science teaching statewide. Its mission is to provide all students in Grades K-12 with the knowledge and skills needed for success in the workforce and/or postsecondary studies (college and career ready).

| 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. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | All Mathematics Teachers |

| Activity - Close Reading | 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. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | All Math Teachers |

| Activity - Monitoring Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---|
| Monitor the implementation of the instructional strategies through walk-throughs, department/grade level data meetings, and programmed fidelity checks. | Other - Instructional | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | Department Heads, Coaches, and Administrators |

Measurable Objective 3:

demonstrate a proficiency in English Language Arts by 06/02/2017 as measured by ACCESS for ELL state mandate 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 area.

Category: Other - Instructional

Research Cited: WIDA World-Class Instructional Design Assessment

| Activity - Direct Instruction, PD provided by ESL Department | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|-------------------------|---|
| Direct Instruction utilizing specially designed academic instruction in English. | Professional Learning Academic Support Program | 08/10/2016 | 06/02/2017 | \$0 - District Funding | All faculty and staff, Administrators, EL Teacher |

Goal 4:

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

Measurable Objective 1:

collaborate to increase use of digital tools and resources by 06/02/2017 as measured by walkthroughs.

Strategy1:

Professional Development on Digital Tools and Resources - The faculty and staff will be trained on Digital tools and resources to enhance student engagement and improve academic achievement.

Category: Develop/Implement Learning Supports

Research Cited: ALEX

| Activity - Professional Development on Digital Tools and Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|---------------------------|---|
| Faculty professional development provided by Digital Literacy Specialist and/or Technology Resource Teachers on the use of Renaissance Learning, Moodle, DiscoveryED, Big Universe, and other technology resources. | Technology Academic Support Program Professional Learning | 08/10/2016 | 06/01/2017 | \$0 - No Funding Required | Digital Literacy Specialist, Media Specialist, Technology Resource Teacher, faculty and staff, and administrators |

Goal 5:

Prepare and support students through student support services.

Measurable Objective 1:

collaborate to decrease the rate of out of school suspensions by 5% by 06/02/2017 as measured by INOW reports..

Strategy1:

Develop Discipline Plan - The Discipline Committee along with the faculty and staff of Scarborough Model Middle School will meet to develop a discipline plan. The Discipline plan will be shared with students, faculty, and parents. The discipline plan will be reviewed as needed.

Category: Other - Develop Discipline Pan

Research Cited: PBIS (Positive Behavior Supports)

| Activity - Discipline Plan Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|--------------------------------------|
| The Discipline Committee, faculty and staff will develop a discipline plan for Scarborough Model Middle School. Once developed, the discipline plan will be shared with all stakeholders. The discipline plan will be reviewed as needed. | Behavioral Support Program | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | All faculty and staff Administrators |

| Activity - Discipline Plan Implementation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|---------------------------|--------------------------------------|
| All faculty and staff will consistently implement discipline plan on a daily basis using behavior log documenting intervention steps and strategies, Review 360 and Positive Behavior Supports. | Behavioral Support Program | 08/10/2016 | 06/02/2017 | \$0 - No Funding Required | All faculty and staff 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 | | |

| 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 goal of the Mobile County Public School System is to attract and retain the highest quality employees who are capable and motivated to educate students. District representatives recruit via college fairs and job fairs statewide. Mobile County Public School System also offers an on-line application process in an effort to solicit teachers from areas that are not local.

The goal of schools within the Mobile County Public School System is to reach and maintain the percentage of HQ faculty and staff at 100%. At this time all of Scarborough's teachers are Highly Qualified.

The following strategies have been established in order to attract and maintain a highly qualified staff:

1. Secure official annual HQ status from Human Resources for all teachers and paraprofessionals.
2. Ensure assignments are made based HQ status and certification.
3. Communicate district level initiatives for becoming HQ.
4. Secure brief updates each semester from HQ teachers and paraprofessionals summarizing progress toward HQ goals.
5. Educate Alabama orientation for professional staff members on full evaluation and administrator training and follow-up, as required by state.
6. Establish mentor teachers for teachers new to the school and/or new to the district.
7. Establish procedures for interviewing, screening and recommending the most highly qualified applicants at the district and local level.
8. New, novice, and teachers new to Scarborough Model Middle School participate in appropriate New Teacher Induction programs, New Teacher Orientation and other activities aimed at transitioning new teachers into the profession.

Component 4: Strategies to Attract Qualified Teachers

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

85% of the teachers at Scarborough Model Middle school are new. Due to district changes, Scarborough Middle School was restructured and named Scarborough Model Middle School. 16 additional teachers were added which includes electives.

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

Scarborough Model Middle School has 7 novice teachers. Other levels of experience ranges from 3 years to 24 years of experience.

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

In order to attract and retain high quality teachers at Scarborough Model Middle School, the principal consults with Human Resources. New teachers to the school are assigned Mentors. New teachers to the system have opportunities to attend the New Teacher Network that's offered through MCPSS. Also at SMMS, monthly embedded professional development is offered for new teachers.

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?

Problem Solving Team Professional Development

Math Professional Learning Team

Stride Academy

Discovery Education

Reading Strategies

Review 360

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

Monthly professional development opportunities are provided by the Mobile County Public School System for teachers, principals, paraprofessionals, other staff, and parents.

Ongoing professional is also provided by administrators weekly for the faculty and staff of Scarborough.

Parent meetings are held monthly at Scarborough.

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.

At Scarborough Model Middle School, new or inexperienced teachers are assigned a mentor. On-going professional development and support are provided by mentors and administrators. A full day New Teacher training is provided quarterly covering instructional strategies, classroom management, and day-to-day issues.

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

Professional development is "sustained and ongoing" through the use of local, state, and federal funds.

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.

- During summer, before school begins, 6th Grade students have the opportunity to attend Wildcat Camp. During this time students practice routines that will be a part of the normal school year.
- 8th Grade Students attending Scarborough Model Middle School take a tour of Blount High School during the spring prior to entering high school.
- Counselors from feeder pattern high schools visit the 8th Grade students for pre-registration for the upcoming school year. The counselors also review and discuss diploma options.
- 8th Grade meeting is held during the Spring with parents and students to discuss diploma options and high school expectations.
- An open house for all grades will be held at the beginning of the new school year at which time students and parents may meet teachers.
- Incoming sixth grade students from feeder patterns will visit during the spring. They tour the school which includes visiting sixth grade classes, meeting sixth grade teachers, and learning about the courses.
- Scarborough Model Middle School's counselor visit feeder pattern elementary schools to inform them about Scarborough Model Middle School.
- During the first quarter of school grade level assemblies are held to discuss expectations and grade level requirement.
- Students who transfer to and from Scarborough Model Middle School will meet with the counselor to review expectations, schedules, and tour of campus.

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?

Scarborough Model Middle School teachers collaborate monthly by departments and weekly by grade level.

Every Wednesday, Data/Problem Solving Team meeting are held during planning.

Teachers will administer common assessments to determine if students have mastered standards taught. These common assessments are used to determine if further instruction can continue or if remedial activities need to be implemented.

The following are various ways that teachers make decisions that guide instruction:

- State assessment data (ASPIRE, AAA) is disaggregated and reviewed by the faculty.
- Weekly informal Problem Solving Team meetings are held to review academic and behavior progress of students. At this time weaknesses are identified and a plan of action is developed to address the weaknesses.
- Universal screenings will be administered to all students. Progress monitoring will be administered to Tier 2 and Tier 3 students every 4 weeks.
- Teacher representation and teacher input is included on school budget committee and policy committees This voice allows teachers to be involved in all areas of overall instruction and testing.

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?

Students who do not master proficiency are identified through Universal Screening, ASPIRE test scores, and teacher recommendation.

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

Students receiving extended learning opportunities are identified through Universal Screening, ASPIRE test scores, and teacher recommendation. The extended learning opportunities are for all 6th, 7th, and 8th grade students.

Scarborough Middle School offers a variety of opportunities to provide additional academic assistance beyond the school day including:

- After school and Saturday School Tutoring in Reading and Math.
- Extended Day will be offered 2 times per week starting in October 2016 until April 2017.
- Embedded intervention in Reading and Math
- Re-teach and Re-test;
- Peer Tutoring;
- Problem Solving Team committee meetings to focus on student data
- Partnership Conferences through our parental involvement program regarding student achievement; and
- Monthly after school departmental meetings to focus on student data.
- ELs experiencing difficulty as determined by Grade Reports and EL students will have the opportunity to participate in Extended Day tutoring to work on identified weaknesses.

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

A variety of instructional strategies are used daily to meet the needs of all students:

- Flexible grouping
- Rtl strategies
- Small group instruction

Teachers will be able to use STAR Reading and Math Data, End of Quarter Tests, ASPIRE Periodic Assessments & Weekly assessments to identify strengths, weaknesses, and to identify the effectiveness of instructional strategies.

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.

Scarborough Model Middle School offers a variety of opportunities to provide additional academic assistance beyond the school day

including:

- After school and Saturday School Tutoring in Reading and Math
- Extended Day will be offered 2 times per week starting in October 2016 until April 2017.

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.

Scarborough Model Middle School provides resources to all special populations on an individual basis. All special populations will have access to all resources as regular education students. All homeless, migratory, delinquent, neglected and LEP students have equal access to the same free and appropriate Alabama education. All homeless, migratory, delinquent, neglected & 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:

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

-Migrant Students are identified by District Office. A list of migrant students will be located in the counselor's office.

-EL Students students are identified through ACCESS. The list of EL students will be housed with the EL Teacher, and in the counselor's office.

-Neglected/Delinquent Students are identified by District Office. The list of Neglected/Delinquent Students is located in the counselor's office.

-Homeless students are identified by District Office. The list of homeless students is located in the counselor's office.

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

Scarborough Model Middle School provides resources to all special populations on an individual basis. All special populations will have access to all resources as regular education students. All homeless, migratory, delinquent, neglected and LEP students have equal access to the same free and appropriate Alabama education. All homeless, migratory, delinquent, neglected & 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:

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

-Migrant Students are identified by District Office. A list of migrant students will be housed in the counselor's office.

-EL Students are identified through ACCESS. The list of EL students will be housed with the EL Teacher and in the counselor's office.

-Neglected/Delinquent Students are identified by District Office. The list of Neglected/Delinquent Students is housed in the counselor's office.

-Homeless students are identified by District Office. The list of homeless students is house in the counselor's office.

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

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

All funding sources are used to enhance instruction. Local, state, and Federal funds are used for teachers, administrators, counselors, media specialist, support staffs and instructional programs.

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.

All funding sources are used to enhance instruction. Local, state, and Federal funds are used for teachers, administrators, counselors, media specialists, support staffs and instructional programs.

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.

The school coordinates and integrates funds from the Child Nutrition Program to provide breakfast and lunch daily to students. Students are provided an opportunity to apply for Free/Reduced priced lunches and applications are processed at the central office to determine eligibility. While no funds are received for violence prevention, efforts at the school level focus on maintaining healthy and safe environments.

The school does not have a Career Technical Program.

All other funding sources mentioned above are not applicable.

Component 10: Evaluation

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

The leadership team will meet quarterly to review data and plan. Findings will be shared with all stakeholders.

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?

The Leadership team meets quarterly to review and analyze all data to determine the strengths and needs. Once they are identified, the information will be shared with all stakeholders. As a team, a plan of action will be developed to address the needs.

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?

Effectiveness of the schoolwide program is based on the analysis of data based on the goals set for the school. As a team, a plan of action will be developed to address the needs.

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?

Once data has been reviewed and analyzed by the leadership team and all stakeholders, a plan of action will be developed to address the needed revisions for the plan. When revisions are made, the revised plan will be reviewed again by leadership team and all stakeholders.

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

Yes, all goals will be kept from the 2015-2016 year. Additional strategies and activities were added to meet the needs for the 2016-2017 school year.

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

All goals are the same from the previous year's CIP.

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 | 31.58 | 28 | 1,272,087.00 |
| Administrator Units | 1.00 | 1 | 83,671.00 |
| Assistant Principal | 0.50 | .50 | 32,712.00 |
| Counselor | 1.00 | 1 | 51,302.00 |
| Librarian | 1.00 | 1 | 51,302.00 |
| Career and Technical Education Administrator | 0.00 | 0 | 0.00 |
| Career and Technical Education Counselor | 0.00 | 0 | 0.00 |
| Technology | 0.00 | 0 | 7,129.00 |
| Professional Development | 0.00 | 0 | 2,685.00 |
| State ELL Funds | 0.00 | 0 | 0.00 |
| Instructional Supplies | 0.00 | 0 | 17,070.00 |
| Library Enhancement | 0.00 | 0 | 895.00 |
| Totals | | | 1,518,853.00 |

Title I

| Label | Question | Value |
|--------------|---|--------------|
| 1. | Improving the Academic Achievement of the Disadvantaged Provide the total. | 163956.0 |

Provide a brief explanation and breakdown of expenses.

Base Allocation \$160,800

Parenting Allocation \$3,156

Total Allocation: \$163,956

Teacher \$53,426

Instructional Substitutes \$639

Professional Development Substitutes \$3250

Teacher Stipends \$6683

Extended Day Bus Driver \$4,177

Extended Day Teachers \$12,531

Employee Benefits \$25,033

Berney Copier Maintenance \$10,000

United States Postal \$1225 (Parenting)

Bus Mileage \$3500

Classroom Instructional Supplies \$18,336

Parenting Material and Supplies \$2,156 (Parenting)

Library Books (Media Center) \$5,000

Instructional Equipment \$18,000

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

Provide a brief explanation and a breakdown of expenses.

NA

Title II

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

Provide a brief explanation and a breakdown of expenses.

NA

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

Title VI

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

Provide a brief explanation and a breakdown of expenses.

NA

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

Other

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

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

| Label | Question | Value |
|-------|-------------------|-----------|
| 1. | Provide the total | 1095140.7 |

Provide a brief explanation and breakdown of expenses

Teacher (Math, Music, and Speech-2.60 units placed) \$116,964.00
Assistant Principal (1.50 Units Placed) \$109,779
Other Certificated (Digital Learning Specialist and Instructional Specialist) \$111,346
Aide (2 Retract and Special Education Instructional Paraprofessionals) \$99,394
Professional (Visiting Health Nurse and Resource Officer) \$87,527
Substitutes \$3, 714
Suppl/OT/Other \$280,060
Employee Benefits \$283,628
Property Services (Waste Disposal) \$728.70
Instruction Supplies (Recondition Helmets) \$2,000

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

During the first month of school, Scarborough Model Middle School will hold its annual Title I meeting. Parents will be notified of the meeting through the school newsletter, school messenger, website, and notices sent home by students. We will host meetings at various times to provide the opportunity for more parents to attend. Topics to be discussed at this year's meeting will include, but not limited to: Title I program, its services, and parents' rights; 1% set aside (\$3156) the continuous improvement plan; parental involvement plan; school-parent compacts; and parent meetings.

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 administration, faculty, and staff of Scarborough Model Middle School believe parental involvement is important. We will provide parental meetings on a flexible schedule to accommodate our parents. The annual Title I meeting will be held during first quarter after school. Parenting Day will provide an opportunity for parents and teachers to discuss student progress. We invite parents to serve on the Parent Advisory Committee and to serve on the Continuous Improvement Plan committee. Funds allocated for parental involvement (\$3, 156) are used to purchase stamps and materials and supplies to support parental involvement. Newsletters will be provided to parents monthly.

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.

Timely information will be distributed in English and in the language of ELL Learners utilizing a variety of communication methods-- TransACT. During parent meetings, we will provide instructions on how to access the middle school curriculum, the Alabama College and Career Ready Standards, Common Core Standards, and how to schedule parent meetings. In addition to this, parents can learn how they can participate in decisions related to the education of their child. Parent-Teacher-Student Partnership conferences are held during the first semester and on Parenting Day. Parents are also given a copy of their testing results from ACT ASPIRE. Progress reports are sent home every five weeks to keep parents aware of the educational progress their children are making. Much of this information will be presented at the Annual Title I meeting.

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 school-parent compact is reviewed and revised each year by the Continuous Improvement Plan committee and the Parent Advisory Committee. The compacts are revised and discussed with teachers during faculty meetings and parents during parent meetings. All parents are given a copy of the new compact. Teachers meet with parents and students to review and sign compacts. The compacts are housed in homeroom teachers classroom. The compacts are utilized during parent conferences to remind all participants of their responsibility in ensuring student success.

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

If a parent is dissatisfied with the finalized plan, they can submit their concerns in writing to the school. The school will forward their concerns to central office. Scarborough Model Middle School parents can also request a meeting with the principal and/or Title I teacher to discuss concerns with the Continuous Improvement Plan. The concerns will be addressed and the parent will be informed of approved resolutions.

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)

Scarborough Model Middle School will hold its annual parents meeting held at the beginning of the school year. Parents will receive an overview of the state academic content standards and achievement standards. An explanation will be given to parents regarding Title I, what services will be offered, and parental involvement in their children's education. Scarborough Model Middle School will also offer an Open House for parents to meet their child's teachers and learn about individual class assessments. In addition to the Annual Title I Meeting, Scarborough Model Middle School will hold quarterly Title I parent meetings. Parent conferences will be scheduled as needed.

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 ACIP committee will work to insure that all parental meetings and training are closely aligned with the identified needs of the school. A computer with internet access is available to parents daily during normal school hours. Laptops are also available for parents to use during interactive parent and teacher meetings/in-services. A list of parent resources is posted on the school website. Scarborough Model Middle School will address intervention. Scarborough Model Middle School also has a parent organizer and parent resource center located in the Media Center.

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)

Scarborough Model Middle School will continue to work with its teachers through in-services, faculty meetings, and departmental meetings to re-emphasize the importance of parental involvement and to identify strategies to increase parental involvement.

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)

Our counselor includes activities with such outside agencies as TEEN Center, Mobile Police Department - Crime Prevention, Crittenton Youth Services, District Attorney Office, Families First Initiative, and South Alabama (Talent Search).

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)

Parents of all participating children are informed of timely school and parent activities through multiple communications: School websites, teacher websites, School Messenger, MCPSS website, and newsletters. All modes of communication are used to contact parents regarding any activities they should be involved in for the benefit of their child. In addition the EL resource teacher provides all parent information in students' home language as needed.

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)

Scarborough Model Middle School provides assistance to parents: use of computers to access grades, attendance, and availability of opportunities to be involved in their child's education. A parent survey will be given to parents in the Spring of 2017. Parent needs and activity suggestions will be reviewed by the ACIP committee.

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.

Scarborough Model Middle School provides opportunities for the participation of parents of limited English proficiency and parents with disabilities. Communications are sent home in their home language as needed.

Examples of Schools Continuous Improvement Plans

(PLEASE SEE INDICATOR 1.3)