



ACIP

South Girard School

Phenix City Board of Education

Mr. Kerry McDonald, Principal
521 Fontaine Rd
Phenix City, AL 36869-7545

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information	7

Improvement Plan Stakeholder Involvement

Introduction.....	9
Improvement Planning Process.....	10

Stakeholder Feedback Diagnostic

Introduction.....	13
Stakeholder Feedback Data.....	14
Evaluative Criteria and Rubrics.....	15
Areas of Notable Achievement.....	16
Areas in Need of Improvement.....	17
Report Summary.....	19

Student Performance Diagnostic

Introduction 21

Student Performance Data 22

Evaluative Criteria and Rubrics 23

Areas of Notable Achievement 24

Areas in Need of Improvement 26

Report Summary 28

ACIP Assurances

Introduction 30

ACIP Assurances 31

Goals & Plans 2014-2015

Overview 33

Goals Summary 34

 Goal 1: Increase Math Proficiency Levels of All Students 35

 Goal 2: Decrease the number of students retained at the end of the year 36

 Goal 3: Increase Writing Proficiency and Reading Comprehension 39

 Goal 4: Increase ACCESS scores for EL student(s) 40

 Goal 5: Develop a Positive School Culture 41

 Goal 6: All students will increase Math proficiency levels at South Girard Junior High School 43

 Goal 7: South Girard School will be provided the digital learning necessary to ensure college and career readiness for all students 45

Activity Summary by Funding Source 47

Strategies to Increase Parental Involvement

Introduction 53

Strategies to Increase Parental Involvement 54

Title I Schoolwide Diagnostic

Introduction 59

Component 1: Comprehensive Needs Assessment 60

Component 2: Schoolwide Reform Strategies 62

Component 3: Instruction by Highly Qualified Staff 138

Component 4: Strategies to Attract Highly Qualified Teachers 139

Component 5: High Quality and Ongoing Professional Development 141

Component 6: Transition Strategies 142

Component 7: Teacher Participation in Making Assessment Decisions 143

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards 144

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources 146

Component 10: Evaluation 147

Coordination of Resources-Comprehensive Budget

Introduction 150

I. State Foundation Funds: FTEs Earned 151

I. State Foundation Funds: Units Placed 152

I. State Foundation Funds: Total Salaries 153

II. Federal Funds 155

III. Local Funds (if applicable) 158

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?

South Girard is the 8th grade school for the Phenix City School System and is located in Phenix City, Alabama in Russell County. The school is located on the south side of the city and served as the Black high school from 1963 until the school system desegregated in 1970. Since the 1970s, South Girard has housed multiple grade configurations from 7-10 and now only has the 8th grade.

South Girard is the feeder school for Central Freshman Academy and ultimately students will attend Central High School. South Girard receives its students from Phenix City Intermediate School which has both 6th and 7th grades.

The current enrollment of South Girard is 462 students which is a decrease of 66 students from the previous year. The average daily attendance is 99.45% for the first four weeks of school.

South Girard's student population includes 238 males and 224 females. The ethnic breakdown of the school is as follows: American Indian/Alaskan Native-1%, Asian- 1%, African-American- 67.0%, Multi-Race- 2.2%, Pacific Islander-1%, Hispanic 4.1% and White-26.1%.

South Girard's Free/Reduced rate is approximately 71.1% which includes 7.8% reduced and 63.3% free. 28.8% of students at South Girard pay for their lunch each day. The free/reduced number will be higher as students continue to turn in applications for free/reduced lunch.

The Special Education population includes 32 students with one currently receiving homebound services, and we currently have two Special Education teachers and one paraprofessional. We have worked on a variety of schedules with the two teachers to better serve our Special Education population. This year we have Collaborative English, Collaborative Math, Resource English and Resource Math based on the IEP of each student. In classes that do not have a collaborative teacher, the regular classroom teacher does provide differentiated lessons for students and works with our Special Education Department to ensure that the needs of students are being met.

The faculty of South Girard include 25 full-time teachers and 2 teachers that are itinerant. These two teachers serve multiple schools with one providing percussion instruction and the other providing Gifted services to our elementary schools. The school is served by a full-time counselor, media specialist, and three instructional aides. The racial breakdown of certified teachers is 21% African-American and 79% Caucasian with a low turnover rate over the past three years. It was not until 2013 that the school experienced its greatest turnover rate with the addition of 8 teachers due to transfers of teachers into administrative positions or other schools within the districts and teachers moving into other teaching roles outside of the district.

Since South Girard is only 8th grade and because of its location in the community, it does make it difficult to make connections with parents that only have one child in the system. The faculty and staff make every effort to get to know parents, and the school offers a variety of opportunities for parental involvement, but attendance at PTSA meetings tends to be poor during the school year. The school does provide an array of extracurricular activities including various athletic programs that give students, parents, and teachers an opportunity to interact outside of the school day.

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.

This past year, South Girard adopted the following motto, "Super, Great, Getting Better, Everyday" for its teachers to embrace as we teach all 8th graders in the Phenix City School System. This statement also reflects the district's mission, vision and beliefs that are communicated to all stakeholders.

Teachers embrace the school's motto and district's vision statement by ensuring that all needs of all students are met each and every day. In addition to the core curriculum (Math, English, Science, and History), South Girard offers a variety of electives that give students an opportunity to gain a well-rounded education.

Teachers work with students from the beginning of the school year to prepare them for high school and explain to them the role they (the students) play in their own education. This is a transition year for students, and teachers work with them on organization and study and developmental skills. Students are also introduced to the concept of earning credits for promotion which helps them transition to the high school as they earn their high school diploma.

The mission of South Girard School is to assist students in developing their full potential and to prepare them for continuing their education in high school. We will accomplish this providing by an environment that is safe and supportive, a professional competent faculty that fosters student achievement, quality instruction that emphasizes expanding basic skills, use of current technology, and the development of personal responsibility.

Notable Achievements and Areas of Improvement

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

Our most notable areas of achievement are in the levels of proficiency in English on the spring 2014 Explore Assessment: 56% percent of eighth grade students benchmarked in Reading on the 2014 spring Aspire Assessment.

58% percent of Caucasian students in eight grade tested in reading obtained a reading readiness level of exceeding or ready on the spring 2014 Aspire Assessment.

The other area of improvement that the school is working toward is to decrease the number of retained students. The school has developed a variety of support classes to help students improve in their weakest areas. This includes the creation of math support for those students that failed math and/or completed math during Summer School, remediation for retained students along with those that were socially promoted from the 7th grade, and early identification of students for the Problem Solving Team. It is the hope of the school that by providing support from the beginning of the year, we are being proactive in reducing the number of students that will be retained by the end of the academic year.

Additional Information

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

South Girard celebrated its 50th anniversary with a renovation of the front facade of the school and the addition of a Wall of Honor to remember the humble beginnings of the school when it served the African-American community. The Alabama Historical Commission, noting its importance to the community of the past and present, has deemed South Girard a Historic Site. "Remembering OUR Past, Celebrating OUR Future" was developed to help connect our current students with the alumni that have walked the halls when it was South Girard High School.

The South Girard Alumni Association serves as a proud Partner in Education with the school and provides support annually. We are proud to continue this partnership as we remember those who paved the way for our students.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The School Leadership Team of South Girard School held its first meeting on August 3, 2014. The members reviewed the 2013-2014 school improvement plan and the failure report for 2013-2014 academic year. The committee also reviewed the failure report from Phenix City Intermediate School to identify students at-risk in reading and math to determine what action plan we could put in place to help students move in the direction of being proficient in reading and math. During this time committee members were informed of the committee's purpose and vision as well as informed that they would be required to contribute in future continuous improvement meetings. Also, parent volunteers were selected and contacted via phone to join our team for continuous improvement of our school. Parents were also notified to attend the next SLT meeting. Each member received a copy of the 2013-2014 CIP for review.

Meetings are planned throughout the year and will be scheduled at various times to give all stakeholders an opportunity to attend.

In order to gain feedback prior to the beginning of the school year, surveys were sent home for parents to complete and return to analyze their responses. The school had 259 surveys returned out of 428 students, a response rate of 60%. Students completed surveys online with 400 of our 428 students completing the survey, a response rate of 93%. Teachers also completed surveys online with a 100% response rate.

These results were then used to help guide discussions as we developed our new Continuous Improvement Plan.

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

The School Improvement Team included all department chairs (English, Math, Science, History, and Electives), school counselor, administrators, media specialists and a member from the Special Education Department. Parents volunteered to serve on the committee and students that were selected to the Principal's Advisory Board rounded out the team.

The School Leadership Team held their second meeting on September 10, 2014. Each member was given a section on the CIP to gather data, evidence, etc. Data was obtained from the 2013-2014 school year including CIP, walk-through data, surveys, (completed by parents, faculty, and students), Information Now (INOW), Explore, Aspire and other valid data. Committee members were tasked with getting information from their department level. The next meeting is scheduled to be held on October 16, 2014 to conduct a data analysis to determine areas of strengths and weaknesses, as well as to decide improvement goals, strategies and actions steps for Continuous Improvement Plan. The administrator and the team will also guide and review implementation and evaluation of the CIP throughout the school year. All meetings and observations will be documented with sign-in sheets, as well as agendas, participation, meeting goals and outcomes.

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

Once approved, the plan will be shared at the November 13, 2014 Parent Night and copies will be made available for stakeholders to review. At the end of each grading period, the School Improvement Team will meet to discuss current trends and any changes, if any, that need to be made to the plan. This will also give the team an opportunity to review district pacing guides and make any recommendations to the stakeholder groups.

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	The stakeholder feedback data document was completed and data utilize as needed.	

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

Areas of Notable Achievement

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

Student survey results found that Standard 3, the school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning, rated highest in overall level of satisfaction.

Parent survey results found that Standard 4, the school has resources and provides services that support its purpose and direction to ensure success for all students, rated highest in overall level of satisfaction.

Staff survey results found that Standard 1, the school maintains and communicates a purpose and direction that commits to high expectations for learning as well as shared values and beliefs about teaching and learning, rated highest in overall level of satisfaction.

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

Using feedback from previous years, the school continues to increase levels of communication with parents on a yearly basis. This past year, more teachers began to use Remind101, and school leaders have increased the use of the school cast program, which is the call out system. This system informs parents of upcoming activities, events and other pertinent school information. The school website is filled with useful information about the school and upcoming events at the school. This has helped improve the communication with all stakeholders.

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

Students and parents value a high quality education and that was consistent in their high marks on Standard 3 which stated "The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning."

Areas in Need of Improvement

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

Student survey results found that Standard 4, the school has resources and provides services that support its purpose and direction to ensure success for all students, rated lowest in overall level of satisfaction.

Parent survey results found that Standard 5, the school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement, rated lowest in overall level of satisfaction.

Staff survey results found that Standard 3, the school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning, rated lowest in overall level of satisfaction.

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

Information from the surveys was used to make changes to our current system of procedures. As a result the school is using the 1st period class to serve as a homeroom period where all teachers are able to get to know a small group of students over the course of the year. Additionally, the school has implemented at least 2 parent nights that will give stakeholders an opportunity to learn more about the academic programs and promote awareness of the Continuous Improvement Plan.

What are the implications for these stakeholder perceptions?

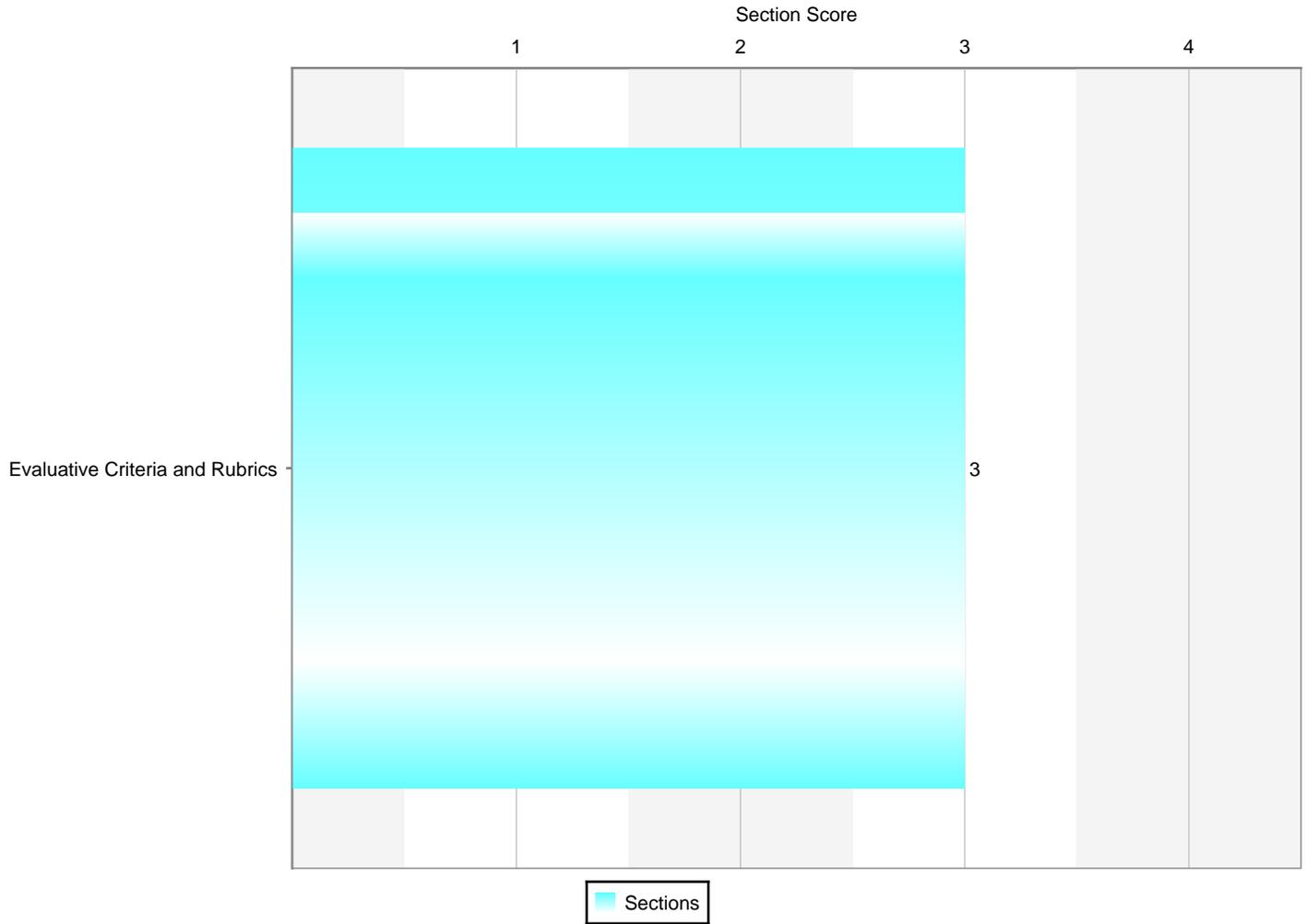
The administrative leaders of the school will ensure that quality teaching is occurring. School administrators will increase classroom visibility and establish consistent expectations. Administrators will increase the number of classroom visits/observations and provide teachers with feedback.

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

All stakeholders value high quality teaching as a key for academic success. Because of that, the school is ensuring that all stakeholders take an active role in identifying and targeting at-risk students earlier. Teachers are also participating in a variety of professional development activities to increase rigor in the classroom to ensure all standards are being met.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Student performance data document was completed off-line and data was used as needed.	

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

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

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

Areas of Notable Achievement

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

The 2014 Annual Aspire School Report provided disaggregated data based on subgroups in mathematics and reading readiness levels. This was the first year of administering the Aspire Assessment. One Pacific Islander, one Asian, and one Native American 8th grade students scored at the exceeding or readiness level in reading on the spring 2014 Aspire Assessment.

78% of Multi-race 8th grade students scored at the exceeding or ready level on the spring 2014 Aspire Assessment.

58% of Caucasian 8th grade students scored at the exceeding or readiness level in reading on the spring 2014 Aspire Assessment.

56% of 8th grade students benchmarked in English on the 2014 spring Explore Assessment.

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

All students' readiness or benchmark levels in reading are moving in a positive direction according to the current data.

56% of 8th grade students scored at benchmark level in English on spring 2014 Explore Assessment.

Which area(s) indicate the overall highest performance?

The overall highest performance was illustrated on the spring 2014 Aspire Assessment in reading.

The caucasian subpopulation had the highest overall performance. 58% of the students scored at the exceeding or readiness level.

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

Explore Assessment:

The subgroup(s) showing a trend toward increasing performance are caucasian , Native Hawaiian/Other Pacific Islander, and African-Americans. Data was obtained from the 2012-2013/2013/2014 Explore Test

Explore:56% of 8th grade students scored at benchmark level in English on spring 2014 Explore Assessment.

Between which subgroups is the achievement gap closing?

Based on the Aspire 2013-2014 data, the achievement gap is closing between African-American female students and Caucasian students in math.

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

Data(received from) (Star Reading,Global Scholar,classroom grades) are consistant with findings from current data sources. We will continue to analyze data on a regularly scheduled basis.

Areas in Need of Improvement

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

The 2014 Annual Aspire School Report provided disaggregated data based on subgroups in mathematics and reading readiness levels. This was the first year of administering the Aspire Assessment.

19% of 8th grade students scored at benchmark level in Reading on the spring 2014 Explore Assessment.

22% of 8th grade students scored at the exceeds or readiness level in math on the spring 2014 Aspire Assessment.

35% of Caucasian, 8th grade students scored at the exceeds or readiness level in math on the spring 2014 Aspire Assessment.

16% of African- American 8th grade students scored at the exceeds or readiness level in math on the spring 2014 Aspire Assessment.

17% Hispanic 8th grade students scored at the exceeds or readiness level in math on the spring 2014 Aspire Assessment.

36% of Multi-race 8th grade students scored at the exceeds or readiness level in math on the spring 2014 Aspire Assessment.

39% of African-American, 8th grade students scored at the exceeding or ready level on the spring 2014 Aspire Assessment.

33% of Hispani, 8th grade students scored at the exceeding or ready level on the spring 2014 Aspire Assessment.

77 % of 8th grade students scored at the close or need support level in math on the spring 2014 Aspire Assessment. The goal is to reach exceeding or ready.

84% of African-American 8th grade students scored at close or need support level in math on the spring 2014 Aspire Assessment. The goal is to reach exceeding or ready.

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

77 % of 8th grade students scored at the close or not ready level in math on the spring 2014 Aspire Assessment. Our 8th grade students are not proficient in mathematical skills.

Which area(s) indicate the overall lowest performance?

84% of African American Males, 8th grade students scored at close or not ready level in math on the spring 2014 Aspire Assessment

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

African- American students show an overall decreasing trend in grade eight in the area of math when compared to the reading on the ACT Aspire Test. There is a much larger percentage of African Americans in the Need Support group when compared to Caucasian students.

Between which subgroups is the achievement gap becoming greater?

The Special Education subgroup has the greatest achievement gap when compared to the other subgroups.

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

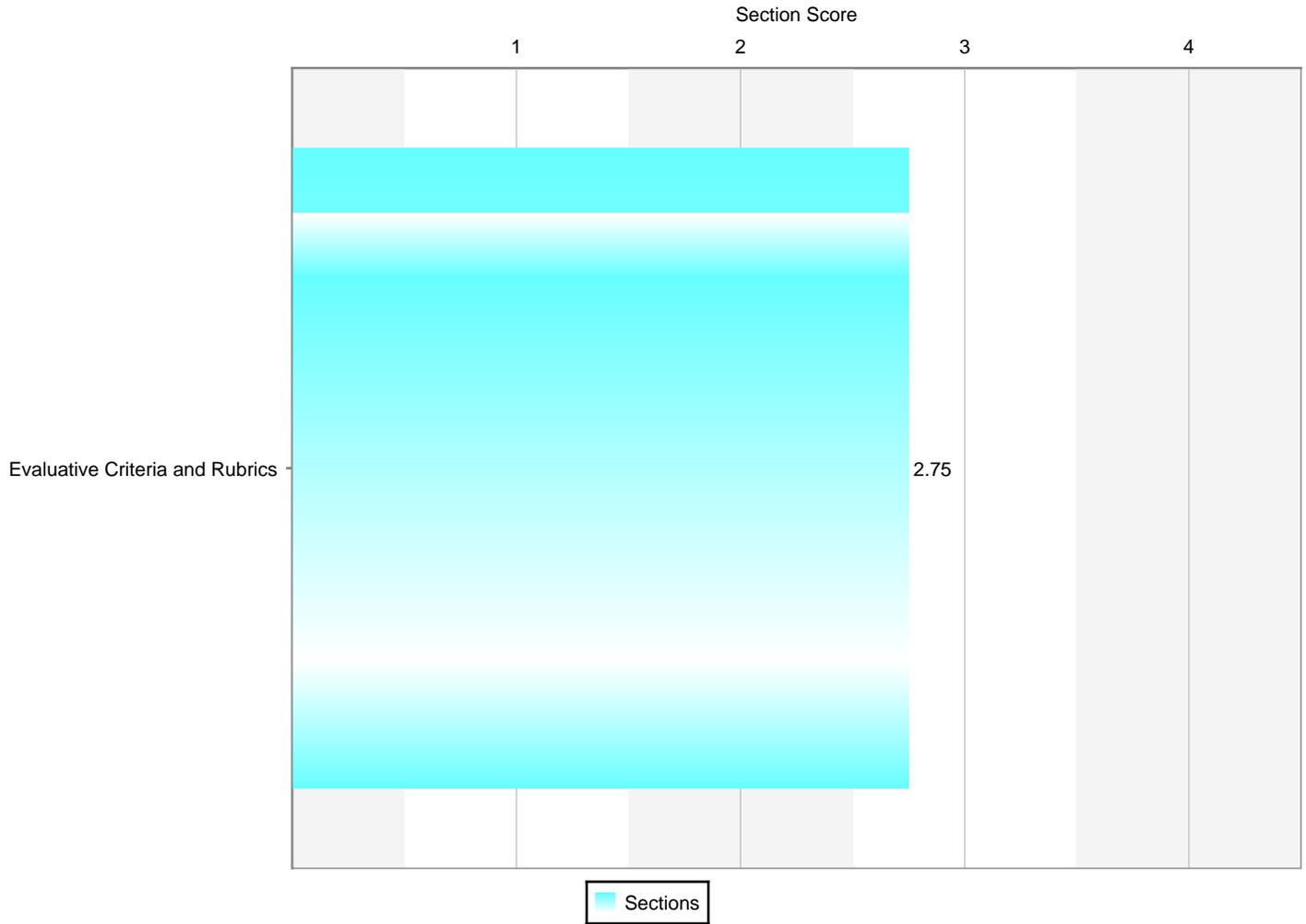
Data recieved from 2014 Explore Assessment illustrated students were not proficient in mathematical skills.

21% of 8th grade students benchmarked in math on the spring 2014 Explore Assessment.

79% of 8th grade students did not benchmark in math on the spring 2014 Explore Assessment.

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	Kerry McDonald-Principal Alison Waldrop-Assistant Principal Cicely Abron-Math Chair Evelyn Sumbry-Science Chair Constance Johnson-English Chair Teresa Huffstutter-Social Studies Chair Amy Nelson-Media Specialist Andrew Puent-Career	School Leadership Team Members

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	Joe Blevins Student, Personnel & Operations 1212 9th Avenue Phenix City, Alabama 36868 (334) 298-0534	EEOC

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	Joe Blevins Student, personnel & operations 1212 9th Avenue Phenix City, Alabama 36868 (334) 298-0534	Title IX Assurance

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

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		Parent-Student-Teacher Compact SGS

Goals & Plans 2014-2015

Overview

Plan Name

Goals & Plans 2014-2015

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	Increase Math Proficiency Levels of All Students	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$4350
2	Decrease the number of students retained at the end of the year.	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$20250
3	Increase Writing Proficiency and Reading Comprehension	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$1500
4	Increase ACCESS scores for EL student(s)	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$500
5	Develop a Positive School Culture	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$1200
6	All students will increase Math proficiency levels at South Girard Junior High School.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$4250
7	South Girard School will be provided the digital learning necessary to ensure college and career readiness for all students.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$100000

Goal 1: Increase Math Proficiency Levels of All Students

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in Math Standards focusing on Algebra, Geometry, Measurement and Data Analysis/Probability Standards in Mathematics by 05/21/2015 as measured by test scores on the ASPIRE test to be given in the Spring..

Strategy 1:

Progress Monitoring - Teachers will create and utilize bellringers that will check for understanding in basic math skills. Teachers will also have students complete an open-ended question weekly to monitor student progress.

Teachers will monitor students' progress by creating folders that will be used as a portfolio of students' work providing a progress monitoring tool for both teacher and students.

STAR Math Test will be administered to show students increase in overall understanding of math.

Research Cited: Renaissance Software Program (STAR Math), Response to Instruction/Intervention Framework,

Activity - Bellringer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete a bellringer that is written to check for understanding in the following areas: 1) Order of Operations, 2) Division, 3) Fractions, 4) Probability, and 5) Graphing. Teachers may add additional areas of focus based on student needs.	Tutoring	08/06/2014	05/21/2015	\$100	Title I Schoolwide	Math Teachers
Activity - Student Folders for Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create folders with assignment management worksheets for students to use to monitor progress on assessments, skills, math facts, etc.	Academic Support Program	08/20/2013	05/22/2014	\$250	Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, Reynolds)
Activity - STAR Math Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the Renaissance Software Program and take the STAR Math Test at least three times over the course of the year to determine their current math proficiency. Science teachers will use the results from the test to create remediation worksheets and activities for the students.	Technology	08/06/2014	05/21/2015	\$3000	Title I Schoolwide	Science Teachers (Davis, McVay, Moore, and Sumbry)

Activity - Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Struggling students will be pulled during class to receive additional help on skills that are not mastered. During this time, teachers will provide small group instruction on skills not mastered. Students that score below 70% on an assessment will be provided additional instruction, tutoring and remediation on skills to reach mastery. Teachers will be available at least two days a week to provide tutoring to students in need of additional help.	Tutoring	08/06/2014	05/22/2015	\$1000	Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, and Reynolds) and Special Education Teacher (Johns)

Goal 2: Decrease the number of students retained at the end of the year.

Measurable Objective 1:

A 50% decrease of All Students will demonstrate a proficiency increasing their overall grades and meeting the promotion requirements for the 9th grade in Mathematics by 05/22/2015 as measured by the decrease in the total number of students that are retained at the end of the year as compared to the previous year..

Strategy 1:

Development of Support Classes for Students - Students that failed math and/or attended Summer School from PCIS will be placed in a Math Support Class that will give them an additional hour of Saxon Math each day. Teachers will spend the first 10 minutes of the class reviewing the day's lesson while the remaining 50 minutes will be used for small group, whole group or individual instruction.

Two remediation classes will be created to provide students with an additional class that will help provide study skills and resources to help them become successful over the course of the year.

Research Cited: SAXON Math Program, STRIDE Academy (formerly Kid's College sponsored by Council of Leaders in Alabama Schools), National Center of Postsecondary Research (2010).

Activity - Math Support Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will review the day's lesson and given an opportunity to complete homework while a teacher is available to help before they leave school.	Academic Support Program	08/06/2014	05/21/2015	\$250	Title I Schoolwide	Math Teacher (Abron) and Special Education Teacher (Johns)

ACIP

South Girard School

Activity - Remediation (PST)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Remediation Course for students that were socially promoted or identified for PST.	Academic Support Program	08/06/2014	05/21/2015	\$1500	Title I Schoolwide	PST Chair (Davis), Special Education Teacher (Jones), Counselor (Storey)

Activity - Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive study skills techniques to help them transition and improve their academic scores.	Academic Support Program	08/19/2013	05/22/2014	\$500	Title I Schoolwide	Special Education Teacher (Jones), Counselor (Storey)

Strategy 2:

Spring School - Students that have failed Math and/or English during the 1st semester will be eligible to attend Spring School which will give them an opportunity to go through a credit recovery program while receiving remediation on core standards in Math and English.

Research Cited: Credit-Recovery Programs (National High School Center); Southeast Comprehensive Center at SEDL (Volume 3, No.2); Doing What Works (2009)- U.S. Department of Education

Activity - Spring School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend 16 one-hour sessions of after school tutoring in Math and English. During the tutoring sessions, teachers will focus on specific objectives and standards that students are showing deficiency in order to help build their basic foundation and understanding in Math or English.	Tutoring	08/06/2014	02/27/2015	\$8000	Title I Schoolwide	Math Teachers (planning on 2 teachers, but past year required 4) and English Teacher (planning on at least 1 teacher)

Strategy 3:

Academic Success Plan - Teachers will follow the Academic Success Plan for the semester in an effort to stay connected with their students' academic progress prior to the end of the nine weeks and prior to the end of the semester.

Teachers will identify failing students and identify instructional strategies that can be used to help students prior to the end of the nine weeks and the end of the

semester.

Department Chairs will meet as a group to determine what trends are developing to determine what steps can be taken to close the achievement gap in classes.

Department Chairs will create an intervention plan to address the weakest skills that have been identified by the failure reports.

As data is being reviewed and strategies implemented, teachers will determine if students need to be referred to PST and provide work samples of student work.

Research Cited: National Center on Progress Monitoring (website with resources and citations); National Center on Response to Intervention (website with resources and citations).

Activity - Academic Succss Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow the plan of action in the Academic Success Plan by completing failure reports ever 4 to 4 1/2 weeks. These reports will be followed by dialogue and discussions with departments and as School Leadership Team to determine next steps to improve overall academic achievement.	Academic Support Program	10/17/2014	05/21/2015	\$500	Title I Schoolwide	All teachers, guidance counselor, media specialists and administrators

Strategy 4:

Student Planners - Students will be given planners on the first day of school to help provide them one place to record daily assignments and upcoming due dates for projects/tests.

Homeroom teachers will check planners on a periodic basis to ensure that students are utilizing their planners and discuss with them the importance of being organized for school.

The goal with this strategy is to have students develop time management skills and improve their academic achievement in the classrooms due to their preparedness of homework, tests and projects.

Research Cited: Fulk, B. (2003). Concerns about ninth-grade students' poor academic performance: One school's action plan. *American Secondary Education*, Vol.31, p. 8-26.; Bryan, T. & Burstein, K. (2004). Improving homework completion and academic performance: lessons from Special Education. *Theory Into Practice*, Vol 43, Issue 3.

Activity - Monitor Implementation of Student Planners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

Students will record upcoming assignments and test date into their calendars. Teachers will check planners to ensure students are utilizing them properly in the classroom. Teachers will work with students on entering information and keeping up with their planners throughout the year.	Academic Support Program	08/06/2014	05/21/2015	\$9500	Title I Schoolwide, Title I Schoolwide	All Teachers, Counselors, and Administrators
---	--------------------------	------------	------------	--------	---	--

Goal 3: Increase Writing Proficiency and Reading Comprehension

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in reading comprehension and writing proficiency in Writing by 05/21/2015 as measured by suggested learning objectives from Global Scholar test scores incorporating reading comprehension and writing..

Strategy 1:

Language Enrichment through Social Studies - The Social Studies Department will utilize writing prompts to increase reading comprehension and teach higher order thinking skills. Teachers will incorporate passages from the textbook and supplemental materials to increase comprehension of informational and functional materials.

Teachers will use Global Scholar scores to determine the next steps in remediation to ensure that all students show growth over the course of the year. The test is administered three times during the year and after each testing window, the History teachers will analyze their classroom data to determine progress for each student.

Research Cited: Global Scholar Performance Series Tests and Results

Activity - Writing Prompts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate passages from the textbook and supplemental materials to increase comprehension of informational and functional materials through writing.	Academic Support Program	09/16/2013	05/09/2014	\$500	Title I Schoolwide	History Teachers (Atkinson, Donnelly, Sasser, White) along with support from the English Department

Strategy 2:

Accelerated Reader (AR) Program - Students will participate in the AR program by reading a minimum number of books per nine weeks. In the Honors/Gifted classes, students will read a minimum number of 7 books along with completion of the AR tests for each book. In all other classes, students will read a minimum number of 5 books along with completion of the AR tests for each book.

Research Cited: Accelerated Reader Program (website)

Activity - Accelerated Reader (AR) Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read a minimum number of AR books for each of the nine-weeks, complete a reading log and take the appropriate AR test to earn points to reach their goal that has been set based on their beginning reading levels.	Academic Support Program	08/06/2014	05/21/2015	\$1000	Title I Schoolwide	English Teachers (Cross, Harris, Holliday, Johnson, Jones, and Price) Media Specialist (Pritchett)

Goal 4: Increase ACCESS scores for EL student(s)

Measurable Objective 1:

50% of Hispanic or Latino students will demonstrate a proficiency on the ACCESS test in English Language Arts by 05/21/2015 as measured by the student scores on the ACCESS test..

Strategy 1:

WIDA Standards Awareness - Teachers will be trained and become familiar with the WIDA standards and how to develop appropriate learning goals and activities to increase student performance.

One teacher will serve as the school representative to attend all SAMUEL training sessions provided by the district and state. The EL teacher representative will provide turnaround training for teachers and provide feedback for those teachers that currently have an EL student in their classroom.

Research Cited: WIDA Standards, Rosetta Stone, Alabama State Department of Education

Activity - WIDA Standards Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend various professional development opportunities to learn more about the WIDA standards and how they should be effectively implemented into the classroom. Teachers will receive copies of the WIDA Standards and will become familiar with the various components of the ACCESS test. Teachers will also learn the requirements for qualification of EL and the steps they will need to take in the event they receive an EL student.	Professional Learning	08/06/2014	05/21/2015	\$500	Title I Schoolwide	All Teachers, Counselor, Administrators and EL representative for the District (Herman)

Activity - English Support Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Use of Rosetta Stone to help students transition from their native language to English.	Academic Support Program	08/06/2014	05/21/2015	\$0	No Funding Required	English Support Teacher (Jones), EL Teacher Representative (Atkinson) and EL District Representative (Herman)
---	--------------------------	------------	------------	-----	---------------------	---

Goal 5: Develop a Positive School Culture

Measurable Objective 1:

collaborate to foster a positive school culture with the fundamental elements including respectfulness, resourcefulness, and responsibility in the educational process of all students by 05/21/2015 as measured by observations by the administration and feedback from students..

Strategy 1:

Peer Coaching Teams - Peer Coaching Teams will be developed to give teachers an opportunity to interact with others outside of their discipline and build a positive rapport within the building. Teams will meet throughout the year to complete observations and provide feedback on their findings. Teams will also check in during Professional Development Days or schedule after school meetings to ensure that dialogue is taking place on a regular basis.

The goal is to provide all teachers a support system within the building so that no one is working in isolation. Peer Coaching Teams will be collaborative, reflective, focused on student learning, and will be used as a process for refining our instructional practices.

Research Cited: Robbins, P. (1991). How to Plan and Implement a Peer Coaching Program. Alexandria, VA: Association for Supervision and Curriculum Development.

Activity - Peer Coaching Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will observe members of their Peer Coaching Team providing feedback with individual teachers.	Professional Learning	08/06/2014	05/21/2015	\$0	No Funding Required	All Teachers, Counselor, Media Specialist, and Administrators

Activity - Peer Coaching Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

South Girard School

Teachers will meet with their Peer Coaching Teams on a regular basis to discuss observations and provide feedback as we increase our student engagement and instructional practices.	Professional Learning	09/09/2013	05/22/2014	\$0	No Funding Required	All Teachers, Counselor, Media Specialist, and Administrators
--	-----------------------	------------	------------	-----	---------------------	---

Strategy 2:

Homeroom Advisors - All teachers will be assigned a homeroom class that they will meet with on a daily basis and serve as a mentor for their homeroom students. Throughout the year, homeroom teachers will discuss with students test taking strategies, adjustment to 8th grade and the transition to 9th grade, monitor students progress, and complete activities provided or recommended by the Counselor.

As teachers and students meet on a daily basis, this will give students an opportunity to build a relationship with teachers in the building. This will also give teachers an opportunity to discuss with students school wide trends, both positive and negative, in order to build a positive school climate and culture within the building.

Research Cited: Southern Regional Education Board (website and handouts)

Activity - Daily Homeroom Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will deliver homeroom activities provided or recommended by the school's counselor at least 2 days per week. These activities will focus on specific skills to help students master the 8th grade. On days that activities are not provided, homeroom teachers will facilitate group discussions on various components of the school including, but not limited to, progress monitoring, academic reports, etc.	Academic Support Program	08/06/2014	05/21/2015	\$1000	Title I Schoolwide	Counselor, All Homeroom Teachers

Strategy 3:

Parent Nights - The school will host 4 Parent Nights in which specific academic programs will be highlighted and teachers will provide parents information regarding a specific course or content area.

Parent Nights will provide parents an opportunity to connect with the school outside of the normal parent conferences and give parents an overall picture of the opportunities that are offered within the school.

Parent Nights also give stakeholders a chance to review the Continuous Improvement Plan throughout the year and a forum to discuss concerns within academic programs.

Research Cited: A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002).

National Middle School Association (2006), NCLB Requirements

Center for Law and Education (1996)

Activity - Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host 4 Parent Nights to increase parental involvement and awareness in the overall Continuous Improvement Plan of the school. Programs will be planned by each department and presented to the parents in a variety of forms to engage parents and students in the topics of discussion.	Parent Involvement	08/06/2014	04/24/2015	\$100	Title I Schoolwide	All Teachers, Counselor, Media Specialists and Administrators
Activity - Title I Parent Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Meetings will be held to discuss the current Continuous Improvement Plan and any changes that need to be made. Parents will have an opportunity to voice concerns and offer suggestions on future activities/meetings that the school needs to take part in to advance the mission of the school and increase overall student achievement.	Parent Involvement	09/16/2014	05/05/2015	\$100	Title I Schoolwide	Counselor and Administrators

Goal 6: All students will increase Math proficiency levels at South Girard Junior High School.

Measurable Objective 1:

10% of All Students will demonstrate a proficiency with Common Core standards in Mathematics by 05/22/2015 as measured by ACT Aspire results.

Strategy 1:

Math CCRS Focus and Review - Teachers will review assessment scores to determine necessary adjustments to instructional content. Teachers will also use strategies, equipment, resources and knowledge gained from professional development training's to increase engagement and learning for students for CCRS standards. Teachers will use standards-based instruction in all Math classes. Teachers will monitor and share data concerning students in classes and coordinate classroom performance and instruction.

Research Cited: Bellanca, Forgary, Pete (2012) .How to Teaching Thinking Skills Within the Common Core. Bloomington IN; Solution Tree Press

Activity - Teacher Monitoring of Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to review assessments and adjust instruction according to results.	Academic Support Program	10/06/2014	05/22/2015	\$0	No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators
Activity - Peer Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

South Girard School

Peer led tutoring sessions will be provided for students needing extra help mastering standards.	Academic Support Program	10/06/2014	05/22/2015	\$0	No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators
--	--------------------------	------------	------------	-----	---------------------	---

Activity - Math Vocabulary Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will focus on the math vocabulary for testing by incorporating testing vocabulary into lessons and bell work.	Academic Support Program	10/06/2014	05/22/2015	\$0	No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

Strategy 2:

Progress Monitoring - Teachers will utilize bell-ringers that will check for understanding in basic math skills. Teachers will also have students complete an open-ended question weekly to monitor student progress. Teachers will monitor students' progress by creating folders that will be used as a portfolio of student's work providing a progress monitoring tool for both teacher and students. STAR Math Test will be administered to show students' increase in overall understanding of math.

Research Cited: Daily review and practice will increase students basic math skills and completing open-ended questions will help teachers gauge the students level of understanding. Teachers are then able to incorporate reteaching activities into the lesson. Progress monitoring will allow students ownership in their educational learning while giving teachers an opportunity to stay abreast of current trends in each of their classes and provide an opportunity for reteaching. STAR Math will be used as an indicator of students' growth in math over the course of the year.

Activity - Bell-ringer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete a bell-ringer that is written to check for understanding in the following areas: 1) Order of Operations, 2) Division, 3) Fractions, 4) Probability, and 5) Graphing. Teachers may add additional areas of focus based on student needs.	Tutoring	10/06/2014	05/22/2015	\$0	No Funding Required	Math Teachers

Activity - Student Folders for Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create folders with assignment management worksheets for students to use to monitor progress on assessments, skills, math facts, etc.	Academic Support Program	10/06/2014	05/22/2015	\$250	Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, Reynolds)

Activity - Star Math Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Students will use the Renaissance Software Program and take the STAR Math Test at least three times over the course of the year to determine their current math proficiency. Science teachers will use the results from the test to create remediation worksheets and activities for the students.	Technology	10/06/2014	05/22/2015	\$3000	Title I Schoolwide	Science Teachers (Davis, McVay, Moore, and Sumbry)
Activity - Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Struggling students will be pulled during class to receive additional help on skills that are not mastered through standard based mathematics. During this time, teachers will provide small group instruction on skills not mastered. Students that score below 70% on an assessment will be provided additional instruction, tutoring and remediation on skills to reach mastery. Teachers will be available at least two days a week to provide tutoring to students in need of additional help.	Tutoring	10/06/2014	05/22/2015	\$1000	Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, and Reynolds) and Special Education Teacher (Johns)

Goal 7: South Girard School will be provided the digital learning necessary to ensure college and career readiness for all students.

Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency in digital learning in Mathematics by 05/22/2015 as measured by teachers and student use of effective digital learning tools, resources, and practices in the classroom..

Strategy 1:

Teacher Digital Professional Development - Teacher Digital Professional Development - Teachers will receive professional development concerning digital pedagogy. Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. Much more than "online learning," digital learning encompasses a wide spectrum of tools and practice, digital learning emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction to ensure all students reach their full potential to succeed in college and a career. Teachers will also be provided tools to help instruct students on the use of iPads as an instructional tool and the proper use of this tool.

Research Cited: Research Cited: <http://all4ed.org/issues/digital-learning>

Activity - Teacher led Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	----------------------	-------------------	-----------------	--------------------------	--------------------------	--------------------------

ACIP

South Girard School

Teachers will lead professional development sessions to inform their coworkers on digital learning options they use and find helpful. They will also allow teachers to visit their classrooms to observe instructional practices with a high success rate for students.	Academic Support Program	10/06/2014	05/22/2015	\$100000	Title I Schoolwide	Teachers, Academic Leaders, Support Staff, Administrators
Activity - Enrichment Digital Learning Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided instruction on the proper use of the iPad which includes appropriate instructional tools and the appropriate use of social applications.	Academic Support Program	10/06/2014	05/22/2015	\$0	No Funding Required	Teachers, Academic Leaders, Support Staff, 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
Bell-ringer	Students will complete a bell-ringer that is written to check for understanding in the following areas: 1) Order of Operations, 2) Division, 3) Fractions, 4) Probability, and 5) Graphing. Teachers may add additional areas of focus based on student needs.	Tutoring	10/06/2014	05/22/2015	\$0	Math Teachers
Peer Tutoring	Peer led tutoring sessions will be provided for students needing extra help mastering standards.	Academic Support Program	10/06/2014	05/22/2015	\$0	Teachers, Academic Leaders, Support Staff, Administrators
Teacher Monitoring of Assessments	Teachers will meet to review assessments and adjust instruction according to results.	Academic Support Program	10/06/2014	05/22/2015	\$0	Teachers, Academic Leaders, Support Staff, Administrators
English Support Class	Use of Rosetta Stone to help students transition from their native language to English.	Academic Support Program	08/06/2014	05/21/2015	\$0	English Support Teacher (Jones), EL Teacher Representative (Atkinson) and EL District Representative (Herman)
Math Vocabulary Instruction	Math teachers will focus on the math vocabulary for testing by incorporating testing vocabulary into lessons and bell work.	Academic Support Program	10/06/2014	05/22/2015	\$0	Teachers, Academic Leaders, Support Staff, Administrators

ACIP

South Girard School

Peer Coaching Observations	Teachers will observe members of their Peer Coaching Team providing feedback with individual teachers.	Professional Learning	08/06/2014	05/21/2015	\$0	All Teachers, Counselor, Media Specialist, and Administrators
Enrichment Digital Learning Lessons	Students will be provided instruction on the proper use of the iPad which includes appropriate instructional tools and the appropriate use of social applications.	Academic Support Program	10/06/2014	05/22/2015	\$0	Teachers, Academic Leaders, Support Staff, Administrators
Peer Coaching Meetings	Teachers will meet with their Peer Coaching Teams on a regular basis to discuss observations and provide feedback as we increase our student engagement and instructional practices.	Professional Learning	09/09/2013	05/22/2014	\$0	All Teachers, Counselor, Media Specialist, and Administrators
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Remediation (PST)	Remediation Course for students that were socially promoted or identified for PST.	Academic Support Program	08/06/2014	05/21/2015	\$1500	PST Chair (Davis), Special Education Teacher (Jones), Counselor (Storey)
Enrichment	Struggling students will be pulled during class to receive additional help on skills that are not mastered. During this time, teachers will provide small group instruction on skills not mastered. Students that score below 70% on an assessment will be provided additional instruction, tutoring and remediation on skills to reach mastery. Teachers will be available at least two days a week to provide tutoring to students in need of additional help.	Tutoring	08/06/2014	05/22/2015	\$1000	Math Teachers (Abron, Carver, Griggs, and Reynolds) and Special Education Teacher (Johns)

ACIP

South Girard School

Math Support Class	Students will review the day's lesson and given an opportunity to complete homework while a teacher is available to help before they leave school.	Academic Support Program	08/06/2014	05/21/2015	\$250	Math Teacher (Abron) and Special Education Teacher (Johns)
Bellringer	Students will complete a bellringer that is written to check for understanding in the following areas: 1) Order of Operations, 2) Division, 3) Fractions, 4) Probability, and 5) Graphing. Teachers may add additional areas of focus based on student needs.	Tutoring	08/06/2014	05/21/2015	\$100	Math Teachers
Monitor Implementation of Student Planners	Students will record upcoming assignments and test date into their calendars. Teachers will check planners to ensure students are utilizing them properly in the classroom. Teachers will work with students on entering information and keeping up with their planners throughout the year.	Academic Support Program	08/06/2014	05/21/2015	\$8000	All Teachers, Counselor, and Administrators
Teacher led Professional Development	Teachers will lead professional development sessions to inform their coworkers on digital learning options they use and find helpful. They will also allow teachers to visit their classrooms to observe instructional practices with a high success rate for students.	Academic Support Program	10/06/2014	05/22/2015	\$100000	Teachers, Academic Leaders, Support Staff, Administrators
Student Folders for Progress Monitoring	Teachers will create folders with assignment management worksheets for students to use to monitor progress on assessments, skills, math facts, etc.	Academic Support Program	08/20/2013	05/22/2014	\$250	Math Teachers (Abron, Carver, Griggs, Reynolds)
Star Math Test	Students will use the Renaissance Software Program and take the STAR Math Test at least three times over the course of the year to determine their current math proficiency. Science teachers will use the results from the test to create remediation worksheets and activities for the students.	Technology	10/06/2014	05/22/2015	\$3000	Science Teachers (Davis, McVay, Moore, and Sumbry)
Title I Parent Meeting	Parent Meetings will be held to discuss the current Continuous Improvement Plan and any changes that need to be made. Parents will have an opportunity to voice concerns and offer suggestions on future activities/meetings that the school needs to take part in to advance the mission of the school and increase overall student achievement.	Parent Involvement	09/16/2014	05/05/2015	\$100	Counselor and Administrators

ACIP

South Girard School

Accelerated Reader (AR) Program	Students will read a minimum number of AR books for each of the nine-weeks, complete a reading log and take the appropriate AR test to earn points to reach their goal that has been set based on their beginning reading levels.	Academic Support Program	08/06/2014	05/21/2015	\$1000	English Teachers (Cross, Harris, Holliday, Johnson, Jones, and Price) Media Specialist (Pritchett)
Spring School	Students will attend 16 one-hour sessions of after school tutoring in Math and English. During the tutoring sessions, teachers will focus on specific objectives and standards that students are showing deficiency in order to help build their basic foundation and understanding in Math or English.	Tutoring	08/06/2014	02/27/2015	\$8000	Math Teachers (planning on 2 teachers, but past year required 4) and English Teacher (planning on at least 1 teacher)
WIDA Standards Awareness	Teachers will attend various professional development opportunities to learn more about the WIDA standards and how they should be effectively implemented into the classroom. Teachers will receive copies of the WIDA Standards and will become familiar with the various components of the ACCESS test. Teachers will also learn the requirements for qualification of EL and the steps they will need to take in the event they receive an EL student.	Professional Learning	08/06/2014	05/21/2015	\$500	All Teachers, Counselor, Administrators and EL representative for the District (Herman)
Writing Prompts	Teachers will incorporate passages from the textbook and supplemental materials to increase comprehension of informational and functional materials through writing.	Academic Support Program	09/16/2013	05/09/2014	\$500	History Teachers (Atkinson, Donnelly, Sasser, White) along with support from the English Department
Enrichment	Struggling students will be pulled during class to receive additional help on skills that are not mastered through standard based mathematics. During this time, teachers will provide small group instruction on skills not mastered. Students that score below 70% on an assessment will be provided additional instruction, tutoring and remediation on skills to reach mastery. Teachers will be available at least two days a week to provide tutoring to students in need of additional help.	Tutoring	10/06/2014	05/22/2015	\$1000	Math Teachers (Abron, Carver, Griggs, and Reynolds) and Special Education Teacher (Johns)

ACIP

South Girard School

Remediation	Students will receive study skills techniques to help them transition and improve their academic scores.	Academic Support Program	08/19/2013	05/22/2014	\$500	Special Education Teacher (Jones), Counselor (Storey)
Student Folders for Progress Monitoring	Teachers will create folders with assignment management worksheets for students to use to monitor progress on assessments, skills, math facts, etc.	Academic Support Program	10/06/2014	05/22/2015	\$250	Math Teachers (Abron, Carver, Griggs, Reynolds)
STAR Math Test	Students will use the Renaissance Software Program and take the STAR Math Test at least three times over the course of the year to determine their current math proficiency. Science teachers will use the results from the test to create remediation worksheets and activities for the students.	Technology	08/06/2014	05/21/2015	\$3000	Science Teachers (Davis, McVay, Moore, and Sumbry)
Monitor Implementation of Student Planners	Students will record upcoming assignments and test date into their calendars. Teachers will check planners to ensure students are utilizing them properly in the classroom. Teachers will work with students on entering information and keeping up with their planners throughout the year.	Academic Support Program	08/06/2014	05/21/2015	\$1500	All Teachers, Counselor, and Administrators
Parent Night	The school will host 4 Parent Nights to increase parental involvement and awareness in the overall Continuous Improvement Plan of the school. Programs will be planned by each department and presented to the parents in a variety of forms to engage parents and students in the topics of discussion.	Parent Involvement	08/06/2014	04/24/2015	\$100	All Teachers, Counselor, Media Specialists and Administrators
Daily Homeroom Activities	Teachers will deliver homeroom activities provided or recommended by the school's counselor at least 2 days per week. These activities will focus on specific skills to help students master the 8th grade. On days that activities are not provided, homeroom teachers will facilitate group discussions on various components of the school including, but not limited to, progress monitoring, academic reports, etc.	Academic Support Program	08/06/2014	05/21/2015	\$1000	Counselor, All Homeroom Teachers
Academic Succss Plan	Teachers will follow the plan of action in the Academic Success Plan by completing failure reports ever 4 to 4 1/2 weeks. These reports will be followed by dialogue and discussions with departments and as School Leadership Team to determine next steps to improve overall academic achievement.	Academic Support Program	10/17/2014	05/21/2015	\$500	All teachers, guidance counselor, media specialists and administrators
Total					\$132050	

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.

Parent volunteers are used to review and provide input on the school-wide plan. Parents first began working with the various standards for AdvancED when the school year began, parent volunteers have continued to provide feedback for the school.

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.

Through discussions with teachers and ensuring that their child was actively participating in the day to day activities of the school. Meetings were held at our Parenting Day and at our PTSA meetings during the year.

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.

Parents will continue reading the plan and looking at the data that has been collected by various departments to determine the effectiveness of the current plan.

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).

Parents, school staff, and students share responsibility for improving academic achievement through the distribution, reviewing, and signing of the school compact. The school compact, which serves as an agreement between home and school, is distributed with the registration packets and is signed by teachers, parents, students, and administrators.

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

Parents have the opportunity to submit comments concerning the school's Continuous Improvement Plan through participation in various school workshops, email and or written communication, conferences with teachers or administrators, and parent surveys.

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)

Parents can receive training throughout the school year by attending the various events planned by the School Leadership Team. The team has planned events for various times of the school year. Parents and stakeholders will have the opportunity to participate in various events during the school day as well as in the evening. The school will provide proper communication to parents, which will highlight the upcoming training sessions and workshops. Additionally, parents will receive an overview of the requirements of Title I as well as the school's participation in The Title I Program during two annual meetings.

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)

Parents can receive training throughout the school year by attending the various events planned by the School Leadership Team. The team has planned events for various times of the school year. Parents and stakeholders will have the opportunity to participate in various events during the school day as well as in the evening. The school will provide proper communication to parents, which will highlight the upcoming training sessions and workshops. Additionally, parents will receive an overview of the requirements of Title I as well as the school's participation in The Title I Program during two annual meetings. Lastly, parents are often encouraged by school administrators to volunteer at the school.

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)

In an effort to foster collaboration between home, school, and community, the administrators at South Girard School often encourage parents

to participate in various school events. Also, the school will utilize the district's parent involvement specialist to coordinate programs to help build ties between parents and the school.

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

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

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

The school has established a parent information center located in the front office. The resource center provides literature and resources in English as well as Spanish for parents to access as needed. Parents can receive training throughout the school year by attending various events planned by school administrators. Parents and stakeholders will have the opportunity to participate in various events during the school day as well as in the evening.

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)

The school has established a parent information center located in the Assistant Principal's office, which provides valuable literature and resources in both English and Spanish. Also, the school can utilize a computer-based translation program to format newsletters and other information in various languages as needed. Lastly, the school will work with the ELL teacher to ensure students and parents understand information provided concerning school and parent programs.

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

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

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

The school will solicit parent input throughout the year and adjust programs, training sessions, and workshops as needed based on feedback from stakeholders. Parents have the opportunity to request other activities as well as comment on current programs through the following formats:

- Parent suggestion box located in the parent area
- surveys

- email or other written communication
- conferences with teachers and administrators

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

The school has established a parent information center located in the Assistant Principal's office, which provides valuable literature and resources in both English and Spanish. Also, the school can utilize a computer-based translation program to format newsletters and other information in various languages as needed. Additionally, the school will work with the ELL teacher to ensure students and parents understand information provided concerning school and parent programs.

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted through surveys to all stakeholders, analyzing the end-of-the year failure reports, Aspire and Explore data. The School Leadership Team discussed current trends and analyzed the data to determine which areas were to be of focus for the school year.

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

The results showed that reading and math were to continue to be our areas of focus. In math additional support was needed for those students who struggled from the previous year and attended summer school. It was also found in math that students needed to continue to work on open-ended questions to explain their reasoning for a particular answer. In addition, assessment results showed that students need to continue to improve upon writing skills and reading comprehension.

3. What conclusions were drawn from the results?

Additional academic support programs need to be created to provide students with additional remediation in math to decrease the failure rate in math. It was also found that all Core subjects (math, English, science and history) would find ways to provide additional academic support for students and to improve active student engagement.

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

The failure rate from 2013-2014 year was much higher than in years past with math being the greatest area of need, even after providing an opportunity for students to attend a credit recovery program in the spring. Additional academic support programs need to be created while providing more teacher feedback to students and parents prior to the end of the semester.

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

Our goals focus on the weakest areas in reading and math while incorporating writing across the curriculum.

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

Our goals focus on the weakest areas in reading and math while incorporating writing across the curriculum.

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

The goals focus on reading and math while attempting to close the achievement gap between those that are disadvantaged.

Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficiency Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

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

Goal 1:

Increase Math Proficiency Levels of All Students

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in Math Standards focusing on Algebra, Geometry, Measurement and Data Analysis/Probability Standards in Mathematics by 05/21/2015 as measured by test scores on the ASPIRE test to be given in the Spring..

Strategy1:

Progress Monitoring - Teachers will create and utilize bellringers that will check for understanding in basic math skills. Teachers will also have students complete an open-ended question weekly to monitor student progress.

Teachers will monitor students' progress by creating folders that will be used as a portfolio of students' work providing a progress monitoring tool for both teacher and students.

STAR Math Test will be administered to show students increase in overall understanding of math.

Research Cited: Renaissance Software Program (STAR Math), Response to Instruction/Intervention Framework,

Activity - Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling students will be pulled during class to receive additional help on skills that are not mastered. During this time, teachers will provide small group instruction on skills not mastered. Students that score below 70% on an assessment will be provided additional instruction, tutoring and remediation on skills to reach mastery. Teachers will be available at least two days a week to provide tutoring to students in need of additional help.	Tutoring			08/06/2014	05/22/2015	\$1000 - Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, and Reynolds) and Special Education Teacher (Johns)

ACIP

South Girard School

Activity - Student Folders for Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create folders with assignment management worksheets for students to use to monitor progress on assessments, skills, math facts, etc.	Academic Support Program			08/20/2013	05/22/2014	\$250 - Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, Reynolds)

Activity - STAR Math Test	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Renaissance Software Program and take the STAR Math Test at least three times over the course of the year to determine their current math proficiency. Science teachers will use the results from the test to create remediation worksheets and activities for the students.	Technology			08/06/2014	05/21/2015	\$3000 - Title I Schoolwide	Science Teachers (Davis, McVay, Moore, and Sumbry)

Activity - Bellringer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a bellringer that is written to check for understanding in the following areas: 1) Order of Operations, 2) Division, 3) Fractions, 4) Probability, and 5) Graphing. Teachers may add additional areas of focus based on student needs.	Tutoring			08/06/2014	05/21/2015	\$100 - Title I Schoolwide	Math Teachers

Goal 2:

Decrease the number of students retained at the end of the year.

Measurable Objective 1:

A 50% decrease of All Students will demonstrate a proficiency increasing their overall grades and meeting the promotion requirements for the 9th grade in Mathematics by 05/22/2015 as measured by the decrease in the total number of students that are retained at the end of the year as compared to the previous year..

Strategy1:

Student Planners - Students will be given planners on the first day of school to help provide them one place to record daily assignments and upcoming due dates for projects/tests.

Homeroom teachers will check planners on a periodic basis to ensure that students are utilizing their planners and discuss with them the importance of being organized for school.

The goal with this strategy is to have students develop time management skills and improve their academic achievement in the classrooms due to their preparedness of homework, tests and projects.

Research Cited: Fulk, B. (2003). Concerns about ninth-grade students' poor academic performance: One school's action plan. American Secondary Education, Vol.31, p. 8-26.; Bryan, T. & Burstein, K. (2004). Improving homework completion and academic performance: lessons from Special Education. Theory Into Practice, Vol 43, Issue 3.

Activity - Monitor Implementation of Student Planners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will record upcoming assignments and test date into their calendars. Teachers will check planners to ensure students are utilizing them properly in the classroom. Teachers will work with students on entering information and keeping up with their planners throughout the year.	Academic Support Program			08/06/2014	05/21/2015	\$1500 - Title I Schoolwide \$8000 - Title I Schoolwide	All Teachers, Counselor, and Administrators

Strategy2:

Academic Success Plan - Teachers will follow the Academic Success Plan for the semester in an effort to stay connected with their students' academic progress prior to the end of the nine weeks and prior to the end of the semester.

Teachers will identify failing students and identify instructional strategies that can be used to help students prior to the end of the nine weeks and the end of the semester.

Department Chairs will meet as a group to determine what trends are developing to determine what steps can be taken to close the achievement gap in classes.

Department Chairs will create an intervention plan to address the weakest skills that have been identified by the failure reports.

As data is being reviewed and strategies implemented, teachers will determine if students need to be referred to PST and provide work samples of student work.

Research Cited: National Center on Progress Monitoring (website with resources and citations); National Center on Response to Intervention (website with resources and citations).

Activity - Academic Success Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will follow the plan of action in the Academic Success Plan by completing failure reports ever 4 to 4 1/2 weeks. These reports will be followed by dialogue and discussions with departments and as School Leadership Team to determine next steps to improve overall academic achievement.	Academic Support Program			10/17/2014	05/21/2015	\$500 - Title I Schoolwide	All teachers, guidance counselor, media specialists and administrators

Strategy3:

Spring School - Students that have failed Math and/or English during the 1st semester will be eligible to attend Spring School which will give them an opportunity to go through a credit recovery program while receiving remediation on core standards in Math and English.

ACIP

South Girard School

Research Cited: Credit-Recovery Programs (National High School Center); Southeast Comprehensive Center at SEDL (Volume 3, No.2);
Doing What Works (2009)- U.S. Department of Education

Activity - Spring School	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend 16 one-hour sessions of after school tutoring in Math and English. During the tutoring sessions, teachers will focus on specific objectives and standards that students are showing deficiency in order to help build their basic foundation and understanding in Math or English.	Tutoring			08/06/2014	02/27/2015	\$8000 - Title I Schoolwide	Math Teachers (planning on 2 teachers, but past year required 4) and English Teacher (planning on at least 1 teacher)

Strategy4:

Development of Support Classes for Students - Students that failed math and/or attended Summer School from PCIS will be placed in a Math Support Class that will give them an additional hour of Saxon Math each day. Teachers will spend the first 10 minutes of the class reviewing the day's lesson while the remaining 50 minutes will be used for small group, whole group or individual instruction.

Two remediation classes will be created to provide students with an additional class that will help provide study skills and resources to help them become successful over the course of the year.

Research Cited: SAXON Math Program, STRIDE Academy (formerly Kid's College sponsored by Council of Leaders in Alabama Schools), National Center of Postsecondary Research (2010).

Activity - Remediation (PST)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Remediation Course for students that were socially promoted or identified for PST.	Academic Support Program			08/06/2014	05/21/2015	\$1500 - Title I Schoolwide	PST Chair (Davis), Special Education Teacher (Jones), Counselor (Storey)

Activity - Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive study skills techniques to help them transition and improve their academic scores.	Academic Support Program			08/19/2013	05/22/2014	\$500 - Title I Schoolwide	Special Education Teacher (Jones), Counselor (Storey)

Activity - Math Support Class	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will review the day's lesson and given an opportunity to complete homework while a teacher is available to help before they leave school.	Academic Support Program			08/06/2014	05/21/2015	\$250 - Title I Schoolwide	Math Teacher (Abron) and Special Education Teacher (Johns)

Goal 3:

SY 2014-2015

Page 65

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Increase Writing Proficiency and Reading Comprehension

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in reading comprehension and writing proficiency in Writing by 05/21/2015 as measured by suggested learning objectives from Global Scholar test scores incorporating reading comprehension and writing..

Strategy1:

Accelerated Reader (AR) Program - Students will participate in the AR program by reading a minimum number of books per nine weeks. In the Honors/Gifted classes, students will read a minimum number of 7 books along with completion of the AR tests for each book. In all other classes, students will read a minimum number of 5 books along with completion of the AR tests for each book.

Research Cited: Accelerated Reader Program (website)

Activity - Accelerated Reader (AR) Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read a minimum number of AR books for each of the nine-weeks, complete a reading log and take the appropriate AR test to earn points to reach their goal that has been set based on their zone of proximal development (ZPD).	Academic Support Program			08/06/2014	05/21/2015	\$1000 - Title I Schoolwide	English Teachers (Cross, Harris, Holliday, Johnson, Jones, Williams and Price) Media Specialist (Nelson)

Strategy2:

Language Enrichment through Social Studies - The Social Studies Department will utilize writing prompts to increase reading comprehension and teach higher order thinking skills. Teachers will incorporate passages from the textbook and supplemental materials to increase comprehension of informational and functional materials.

Teachers will use Global Scholar scores to determine the next steps in remediation to ensure that all students show growth over the course of the year. The test is administered three times during the year and after each testing window, the History teachers will analyze their classroom data to determine progress for each student.

Research Cited: Global Scholar Performance Series Tests and Results

Activity - Writing Prompts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate passages from the textbook and supplemental materials to increase comprehension of informational and functional materials through writing.	Academic Support Program			09/16/2013	05/09/2014	\$500 - Title I Schoolwide	History Teachers (Atkinson, Donnelly, Sasser, White) along with support from the English Department

Goal 4:

Increase ACCESS scores for EL student(s)

Measurable Objective 1:

50% of All Students will demonstrate a proficiency on the ACCESS test in English Language Arts by 05/21/2015 as measured by the student scores on the ACCESS test..

Strategy1:

WIDA Standards Awareness - Teachers will be trained and become familiar with the WIDA standards and how to develop appropriate learning goals and activities to increase student performance.

One teacher will serve as the school representative to attend all SAMUEL training sessions provided by the district and state. The EL teacher representative will provide turnaround training for teachers and provide feedback for those teachers that currently have an EL student in their classroom.

Research Cited: WIDA Standards, Rosetta Stone, Alabama State Department of Education

Activity - WIDA Standards Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend various professional development opportunities to learn more about the WIDA standards and how they should be effectively implemented into the classroom. Teachers will receive copies of the WIDA Standards and will become familiar with the various components of the ACCESS test. Teachers will also learn the requirements for qualification of EL and the steps they will need to take in the event they receive an EL student.	Professional Learning			08/06/2014	05/21/2015	\$500 - Title I Schoolwide	All Teachers, Counselor, Administrators and EL representative for the District (Herman)

Activity - English Support Class	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Rosetta Stone to help students transition from their native language to English.	Academic Support Program			08/06/2014	05/21/2015	\$0 - No Funding Required	English Support Teacher (Jones), EL Teacher Representative (Atkinson) and EL District Representative (Herman)

Goal 5:

Develop a Positive School Culture

Measurable Objective 1:

collaborate to foster a positive school culture with the fundamental elements including respectfulness, resourcefulness, and responsibility in the educational process of all students by 05/21/2015 as measured by observations by the administration and feedback from students..

Strategy1:

Parent Nights - The school will host 4 Parent Nights in which specific academic programs will be highlighted and teachers will provide parents information regarding a specific course or content area.

Parent Nights will provide parents an opportunity to connect with the school outside of the normal parent conferences and give parents an overall picture of the opportunities that are offered within the school.

Parent Nights also give stakeholders a chance to review the Continuous Improvement Plan throughout the year and a forum to discuss concerns within academic programs.

Research Cited: A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002).

National Middle School Association (2006), NCLB Requirements

Center for Law and Education (1996)

Activity - Title I Parent Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Meetings will be held to discuss the current Continuous Improvement Plan and any changes that need to be made. Parents will have an opportunity to voice concerns and offer suggestions on future activities/meetings that the school needs to take part in to advance the mission of the school and increase overall student achievement.	Parent Involvement			09/16/2014	05/05/2015	\$100 - Title I Schoolwide	Counselor and Administrators

Activity - Parent Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host 4 Parent Nights to increase parental involvement and awareness in the overall Continuous Improvement Plan of the school. Programs will be planned by each department and presented to the parents in a variety of forms to engage parents and students in the topics of discussion.	Parent Involvement			08/06/2014	04/24/2015	\$100 - Title I Schoolwide	All Teachers, Counselor, Media Specialists and Administrators

Strategy2:

Homeroom Advisors - All teachers will be assigned a homeroom class that they will meet with on a daily basis and serve as a mentor for their homeroom students. Throughout the year, homeroom teachers will discuss with students test taking strategies, adjustment to 8th grade and the transition to 9th grade, monitor students progress, and complete activities provided or recommended by the Counselor.

As teachers and students meet on a daily basis, this will give students an opportunity to build a relationship with teachers in the building. This will also give teachers an opportunity to discuss with students school wide trends, both positive and negative, in order to build a positive school climate and culture within the building.

Research Cited: Southern Regional Education Board (website and handouts)

Activity - Daily Homeroom Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deliver homeroom activities provided or recommended by the school's counselor at least 2 days per week. These activities will focus on specific skills to help students master the 8th grade. On days that activities are not provided, homeroom teachers will facilitate group discussions on various components of the school including, but not limited to, progress monitoring, academic reports, etc.	Academic Support Program			08/06/2014	05/21/2015	\$1000 - Title I Schoolwide	Counselor, All Homeroom Teachers

Strategy3:

Peer Coaching Teams - Peer Coaching Teams will be developed to give teachers an opportunity to interact with others outside of their discipline and build a positive rapport within the building. Teams will meet throughout the year to complete observations and provide feedback on their findings. Teams will also check in during Professional Development Days or schedule after school meetings to ensure that dialogue is taking place on a regular basis.

The goal is to provide all teachers a support system within the building so that no one is working in isolation. Peer Coaching Teams will be collaborative, reflective, focused on student learning, and will be used as a process for refining our instructional practices.

Research Cited: Robbins, P. (1991). How to Plan and Implement a Peer Coaching Program. Alexandria, VA: Association for Supervision and Curriculum Development.

Activity - Peer Coaching Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observe members of their Peer Coaching Team providing feedback with individual teachers.	Professional Learning			08/06/2014	05/21/2015	\$0 - No Funding Required	All Teachers, Counselor, Media Specialist, and Administrators

Activity - Peer Coaching Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with their Peer Coaching Teams on a regular basis to discuss observations and provide feedback as we increase our student engagement and instructional practices.	Professional Learning			09/09/2013	05/22/2014	\$0 - No Funding Required	All Teachers, Counselor, Media Specialist, and Administrators

Goal 6:

All students will increase Math proficiency levels at South Girard Junior High School.

Measurable Objective 1:

10% of All Students will demonstrate a proficiency with Common Core standards in Mathematics by 05/22/2015 as measured by ACT Aspire results.

Strategy1:

Math CCRS Focus and Review - Teachers will review assessment scores to determine necessary adjustments to instructional content. Teachers will also use strategies, equipment, resources and knowledge gained from professional development training's to increase engagement and learning for students for CCRS standards. Teachers will use standards-based instruction in all Math classes. Teachers will monitor and share data concerning students in classes and coordinate classroom performance and instruction.

Research Cited: Bellanca, Forgary, Pete (2012) .How to Teaching Thinking Skills Within the Common Core. Bloomington IN; Solution Tree Press

Activity - Math Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will focus on the math vocabulary for testing by incorporating testing vocabulary into lessons and bell work.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

Activity - Teacher Monitoring of Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to review assessments and adjust instruction according to results.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

Activity - Peer Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer led tutoring sessions will be provided for students needing extra help mastering standards.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

Strategy2:

Progress Monitoring - Teachers will utilize bell-ringers that will check for understanding in basic math skills. Teachers will also have students complete an open-ended question weekly to monitor student progress. Teachers will monitor students' progress by creating folders that will be used as a portfolio of student's work providing a progress monitoring tool for both teacher and students. STAR Math Test will be administered to show students' increase in overall understanding of math.

Research Cited: Daily review and practice will increase students basic math skills and completing open-ended questions will help teachers gauge the students level of understanding. Teachers are then able to incorporate reteaching activities into the lesson. Progress monitoring will allow students ownership in their educational learning while giving teachers an opportunity to stay abreast of current trends in each of their classes and provide an opportunity for reteaching. STAR Math will be used as an indicator of students' growth in math over the course of the year.

ACIP

South Girard School

Activity - Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling students will be pulled during class to receive additional help on skills that are not mastered through standard based mathematics. During this time, teachers will provide small group instruction on skills not mastered. Students that score below 70% on an assessment will be provided additional instruction, tutoring and remediation on skills to reach mastery. Teachers will be available at least two days a week to provide tutoring to students in need of additional help.	Tutoring			10/06/2014	05/22/2015	\$1000 - Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, and Reynolds) and Special Education Teacher (Johns)

Activity - Student Folders for Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create folders with assignment management worksheets for students to use to monitor progress on assessments, skills, math facts, etc.	Academic Support Program			10/06/2014	05/22/2015	\$250 - Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, Reynolds)

Activity - Star Math Test	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Renaissance Software Program and take the STAR Math Test at least three times over the course of the year to determine their current math proficiency. Science teachers will use the results from the test to create remediation worksheets and activities for the students.	Technology			10/06/2014	05/22/2015	\$3000 - Title I Schoolwide	Science Teachers (Davis, McVay, Moore, and Sumbry)

Activity - Bell-ringer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a bell-ringer that is written to check for understanding in the following areas: 1) Order of Operations, 2) Division, 3) Fractions, 4) Probability, and 5) Graphing. Teachers may add additional areas of focus based on student needs.	Tutoring			10/06/2014	05/22/2015	\$0 - No Funding Required	Math Teachers

Goal 7:

South Girard School will be provided the digital learning necessary to ensure college and career readiness for all students.

Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency in digital learning in Mathematics by 05/22/2015 as measured by

teachers and student use of effective digital learning tools, resources, and practices in the classroom..

Strategy1:

Teacher Digital Professional Development - Teacher Digital Professional Development - Teachers will receive professional development concerning digital pedagogy. Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. Much more than "online learning," digital learning encompasses a wide spectrum of tools and practice, digital learning emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction to ensure all students reach their full potential to succeed in college and a career. Teachers will also be provided tools to help instruct students on the use of iPads as an instructional tool and the proper use of this tool.

Research Cited: Research Cited: <http://all4ed.org/issues/digital-learning>

Activity - Enrichment Digital Learning Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided instruction on the proper use of the iPad which includes appropriate instructional tools and the appropriate use of social applications.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

Activity - Teacher led Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will lead professional development sessions to inform their coworkers on digital learning options they use and find helpful. They will also allow teachers to visit their classrooms to observe instructional practices with a high success rate for students.	Academic Support Program			10/06/2014	05/22/2015	\$100000 - Title I Schoolwide	Teachers, Academic Leaders, Support Staff, Administrators

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

Goal 1:

Increase Math Proficiency Levels of All Students

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in Math Standards focusing on Algebra, Geometry, Measurement and Data Analysis/Probability Standards in Mathematics by 05/21/2015 as measured by test scores on the ASPIRE test to be given in the Spring..

Strategy1:

ACIP

South Girard School

Progress Monitoring - Teachers will create and utilize bellringers that will check for understanding in basic math skills. Teachers will also have students complete an open-ended question weekly to monitor student progress.

Teachers will monitor students' progress by creating folders that will be used as a portfolio of students' work providing a progress monitoring tool for both teacher and students.

STAR Math Test will be administered to show students increase in overall understanding of math.

Research Cited: Renaissance Software Program (STAR Math), Response to Instruction/Intervention Framework,

Activity - Student Folders for Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create folders with assignment management worksheets for students to use to monitor progress on assessments, skills, math facts, etc.	Academic Support Program			08/20/2013	05/22/2014	\$250 - Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, Reynolds)

Activity - STAR Math Test	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Renaissance Software Program and take the STAR Math Test at least three times over the course of the year to determine their current math proficiency. Science teachers will use the results from the test to create remediation worksheets and activities for the students.	Technology			08/06/2014	05/21/2015	\$3000 - Title I Schoolwide	Science Teachers (Davis, McVay, Moore, and Sumbry)

Activity - Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling students will be pulled during class to receive additional help on skills that are not mastered. During this time, teachers will provide small group instruction on skills not mastered. Students that score below 70% on an assessment will be provided additional instruction, tutoring and remediation on skills to reach mastery. Teachers will be available at least two days a week to provide tutoring to students in need of additional help.	Tutoring			08/06/2014	05/22/2015	\$1000 - Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, and Reynolds) and Special Education Teacher (Johns)

Activity - Bellringer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a bellringer that is written to check for understanding in the following areas: 1) Order of Operations, 2) Division, 3) Fractions, 4) Probability, and 5) Graphing. Teachers may add additional areas of focus based on student needs.	Tutoring			08/06/2014	05/21/2015	\$100 - Title I Schoolwide	Math Teachers

Goal 2:

Decrease the number of students retained at the end of the year.

Measurable Objective 1:

A 50% decrease of All Students will demonstrate a proficiency increasing their overall grades and meeting the promotion requirements for the 9th grade in Mathematics by 05/22/2015 as measured by the decrease in the total number of students that are retained at the end of the year as compared to the previous year..

Strategy1:

Academic Success Plan - Teachers will follow the Academic Success Plan for the semester in an effort to stay connected with their students' academic progress prior to the end of the nine weeks and prior to the end of the semester.

Teachers will identify failing students and identify instructional strategies that can be used to help students prior to the end of the nine weeks and the end of the semester.

Department Chairs will meet as a group to determine what trends are developing to determine what steps can be taken to close the achievement gap in classes.

Department Chairs will create an intervention plan to address the weakest skills that have been identified by the failure reports.

As data is being reviewed and strategies implemented, teachers will determine if students need to be referred to PST and provide work samples of student work.

Research Cited: National Center on Progress Monitoring (website with resources and citations); National Center on Response to Intervention (website with resources and citations).

Activity - Academic Succss Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will follow the plan of action in the Academic Success Plan by completing failure reports ever 4 to 4 1/2 weeks. These reports will be followed by dialogue and discussions with departments and as School Leadership Team to determine next steps to improve overall academic achievement.	Academic Support Program			10/17/2014	05/21/2015	\$500 - Title I Schoolwide	All teachers, guidance counselor, media specialists and administrators

Strategy2:

Student Planners - Students will be given planners on the first day of school to help provide them one place to record daily assignments and upcoming due dates for projects/tests.

Homeroom teachers will check planners on a periodic basis to ensure that students are utilizing their planners and discuss with them the importance of being organized for school.

The goal with this strategy is to have students develop time management skills and improve their academic achievement in the classrooms due to their preparedness of homework, tests and projects.

Research Cited: Fulk, B. (2003). Concerns about ninth-grade students' poor academic performance: One school's action plan. American Secondary Education, Vol.31, p. 8-26.; Bryan, T. & Burstein, K. (2004). Improving homework completion and academic performance: lessons from Special Education. Theory Into Practice, Vol 43, Issue 3.

Activity - Monitor Implementation of Student Planners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will record upcoming assignments and test date into their calendars. Teachers will check planners to ensure students are utilizing them properly in the classroom. Teachers will work with students on entering information and keeping up with their planners throughout the year.	Academic Support Program			08/06/2014	05/21/2015	\$8000 - Title I Schoolwide \$1500 - Title I Schoolwide	All Teachers, Counselor, and Administrators

Strategy3:

Spring School - Students that have failed Math and/or English during the 1st semester will be eligible to attend Spring School which will give them an opportunity to go through a credit recovery program while receiving remediation on core standards in Math and English.

Research Cited: Credit-Recovery Programs (National High School Center); Southeast Comprehensive Center at SEDL (Volume 3, No.2); Doing What Works (2009)- U.S. Department of Education

Activity - Spring School	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend 16 one-hour sessions of after school tutoring in Math and English. During the tutoring sessions, teachers will focus on specific objectives and standards that students are showing deficiency in order to help build their basic foundation and understanding in Math or English.	Tutoring			08/06/2014	02/27/2015	\$8000 - Title I Schoolwide	Math Teachers (planning on 2 teachers, but past year required 4) and English Teacher (planning on at least 1 teacher)

Strategy4:

Development of Support Classes for Students - Students that failed math and/or attended Summer School from PCIS will be placed in a Math Support Class that will give them an additional hour of Saxon Math each day. Teachers will spend the first 10 minutes of the class reviewing the day's lesson while the remaining 50 minutes will be used for small group, whole group or individual instruction.

Two remediation classes will be created to provide students with an additional class that will help provide study skills and resources to help them become successful over the course of the year.

Research Cited: SAXON Math Program, STRIDE Academy (formerly Kid's College sponsored by Council of Leaders in Alabama Schools), National Center of Postsecondary Research (2010).

Activity - Remediation (PST)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Remediation Course for students that were socially promoted or identified for PST.	Academic Support Program			08/06/2014	05/21/2015	\$1500 - Title I Schoolwide	PST Chair (Davis), Special Education Teacher (Jones), Counselor (Storey)

Activity - Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive study skills techniques to help them transition and improve their academic scores.	Academic Support Program			08/19/2013	05/22/2014	\$500 - Title I Schoolwide	Special Education Teacher (Jones), Counselor (Storey)

Activity - Math Support Class	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will review the day's lesson and given an opportunity to complete homework while a teacher is available to help before they leave school.	Academic Support Program			08/06/2014	05/21/2015	\$250 - Title I Schoolwide	Math Teacher (Abron) and Special Education Teacher (Johns)

Goal 3:

Increase Writing Proficiency and Reading Comprehension

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in reading comprehension and writing proficiency in Writing by 05/21/2015 as measured by suggested learning objectives from Global Scholar test scores incorporating reading comprehension and writing..

Strategy1:

Accelerated Reader (AR) Program - Students will participate in the AR program by reading a minimum number of books per nine weeks. In the Honors/Gifted classes, students will read a minimum number of 7 books along with completion of the AR tests for each book. In all other classes, students will read a minimum number of 5 books along with completion of the AR tests for each book.

Research Cited: Accelerated Reader Program (website)

ACIP

South Girard School

Activity - Accelerated Reader (AR) Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read a minimum number of AR books for each of the nine-weeks, complete a reading log and take the appropriate AR test to earn points to reach their goal that has been set based on their zone of proximal development (ZPD).	Academic Support Program			08/06/2014	05/21/2015	\$1000 - Title I Schoolwide	English Teachers (Cross, Harris, Holliday, Johnson, Jones, Williams and Price) Media Specialist (Nelson)

Strategy2:

Language Enrichment through Social Studies - The Social Studies Department will utilize writing prompts to increase reading comprehension and teach higher order thinking skills. Teachers will incorporate passages from the textbook and supplemental materials to increase comprehension of informational and functional materials.

Teachers will use Global Scholar scores to determine the next steps in remediation to ensure that all students show growth over the course of the year. The test is administered three times during the year and after each testing window, the History teachers will analyze their classroom data to determine progress for each student.

Research Cited: Global Scholar Performance Series Tests and Results

Activity - Writing Prompts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate passages from the textbook and supplemental materials to increase comprehension of informational and functional materials through writing.	Academic Support Program			09/16/2013	05/09/2014	\$500 - Title I Schoolwide	History Teachers (Atkinson, Donnelly, Sasser, White) along with support from the English Department

Goal 4:

Increase ACCESS scores for EL student(s)

Measurable Objective 1:

50% of All Students will demonstrate a proficiency on the ACCESS test in English Language Arts by 05/21/2015 as measured by the student scores on the ACCESS test..

Strategy1:

WIDA Standards Awareness - Teachers will be trained and become familiar with the WIDA standards and how to develop appropriate learning goals and activities to increase student performance.

One teacher will serve as the school representative to attend all SAMUEL training sessions provided by the district and state. The EL teacher representative will provide turnaround training for teachers and provide feedback for those teachers that currently have an EL student in their classroom.

Research Cited: WIDA Standards, Rosetta Stone, Alabama State Department of Education

Activity - WIDA Standards Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend various professional development opportunities to learn more about the WIDA standards and how they should be effectively implemented into the classroom. Teachers will receive copies of the WIDA Standards and will become familiar with the various components of the ACCESS test. Teachers will also learn the requirements for qualification of EL and the steps they will need to take in the event they receive an EL student.	Professional Learning			08/06/2014	05/21/2015	\$500 - Title I Schoolwide	All Teachers, Counselor, Administrators and EL representative for the District (Herman)

Activity - English Support Class	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Rosetta Stone to help students transition from their native language to English.	Academic Support Program			08/06/2014	05/21/2015	\$0 - No Funding Required	English Support Teacher (Jones), EL Teacher Representative (Atkinson) and EL District Representative (Herman)

Goal 5:

Develop a Positive School Culture

Measurable Objective 1:

collaborate to foster a positive school culture with the fundamental elements including respectfulness, resourcefulness, and responsibility in the educational process of all students by 05/21/2015 as measured by observations by the administration and feedback from students..

Strategy1:

Parent Nights - The school will host 4 Parent Nights in which specific academic programs will be highlighted and teachers will provide parents information regarding a specific course or content area.

Parent Nights will provide parents an opportunity to connect with the school outside of the normal parent conferences and give parents an overall picture of the opportunities that are offered within the school.

Parent Nights also give stakeholders a chance to review the Continuous Improvement Plan throughout the year and a forum to discuss concerns within academic programs.

Research Cited: A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002).

National Middle School Association (2006), NCLB Requirements

Center for Law and Education (1996)

ACIP

South Girard School

Activity - Title I Parent Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Meetings will be held to discuss the current Continuous Improvement Plan and any changes that need to be made. Parents will have an opportunity to voice concerns and offer suggestions on future activities/meetings that the school needs to take part in to advance the mission of the school and increase overall student achievement.	Parent Involvement			09/16/2014	05/05/2015	\$100 - Title I Schoolwide	Counselor and Administrators

Activity - Parent Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host 4 Parent Nights to increase parental involvement and awareness in the overall Continuous Improvement Plan of the school. Programs will be planned by each department and presented to the parents in a variety of forms to engage parents and students in the topics of discussion.	Parent Involvement			08/06/2014	04/24/2015	\$100 - Title I Schoolwide	All Teachers, Counselor, Media Specialists and Administrators

Strategy2:

Peer Coaching Teams - Peer Coaching Teams will be developed to give teachers an opportunity to interact with others outside of their discipline and build a positive rapport within the building. Teams will meet throughout the year to complete observations and provide feedback on their findings. Teams will also check in during Professional Development Days or schedule after school meetings to ensure that dialogue is taking place on a regular basis.

The goal is to provide all teachers a support system within the building so that no one is working in isolation. Peer Coaching Teams will be collaborative, reflective, focused on student learning, and will be used as a process for refining our instructional practices.

Research Cited: Robbins, P. (1991). How to Plan and Implement a Peer Coaching Program. Alexandria, VA: Association for Supervision and Curriculum Development.

Activity - Peer Coaching Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with their Peer Coaching Teams on a regular basis to discuss observations and provide feedback as we increase our student engagement and instructional practices.	Professional Learning			09/09/2013	05/22/2014	\$0 - No Funding Required	All Teachers, Counselor, Media Specialist, and Administrators

Activity - Peer Coaching Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observe members of their Peer Coaching Team providing feedback with individual teachers.	Professional Learning			08/06/2014	05/21/2015	\$0 - No Funding Required	All Teachers, Counselor, Media Specialist, and Administrators

Strategy3:

Homeroom Advisors - All teachers will be assigned a homeroom class that they will meet with on a daily basis and serve as a mentor for their homeroom students. Throughout the year, homeroom teachers will discuss with students test taking strategies, adjustment to 8th grade and the transition to 9th grade, monitor students progress, and complete activities provided or recommended by the Counselor.

As teachers and students meet on a daily basis, this will give students an opportunity to build a relationship with teachers in the building. This will also give teachers an opportunity to discuss with students school wide trends, both positive and negative, in order to build a positive school climate and culture within the building.

Research Cited: Southern Regional Education Board (website and handouts)

Activity - Daily Homeroom Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deliver homeroom activities provided or recommended by the school's counselor at least 2 days per week. These activities will focus on specific skills to help students master the 8th grade. On days that activities are not provided, homeroom teachers will facilitate group discussions on various components of the school including, but not limited to, progress monitoring, academic reports, etc.	Academic Support Program			08/06/2014	05/21/2015	\$1000 - Title I Schoolwide	Counselor, All Homeroom Teachers

Goal 6:

All students will increase Math proficiency levels at South Girard Junior High School.

Measurable Objective 1:

10% of All Students will demonstrate a proficiency with Common Core standards in Mathematics by 05/22/2015 as measured by ACT Aspire results.

Strategy1:

Math CCRS Focus and Review - Teachers will review assessment scores to determine necessary adjustments to instructional content. Teachers will also use strategies, equipment, resources and knowledge gained from professional development training's to increase engagement and learning for students for CCRS standards. Teachers will use standards-based instruction in all Math classes. Teachers will monitor and share data concerning students in classes and coordinate classroom performance and instruction.

Research Cited: Bellanca, Forgary, Pete (2012) .How to Teaching Thinking Skills Within the Common Core. Bloomington IN; Solution Tree Press

Activity - Peer Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer led tutoring sessions will be provided for students needing extra help mastering standards.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

Activity - Math Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will focus on the math vocabulary for testing by incorporating testing vocabulary into lessons and bell work.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

Activity - Teacher Monitoring of Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to review assessments and adjust instruction according to results.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

Strategy2:

Progress Monitoring - Teachers will utilize bell-ringers that will check for understanding in basic math skills. Teachers will also have students complete an open-ended question weekly to monitor student progress. Teachers will monitor students' progress by creating folders that will be used as a portfolio of student's work providing a progress monitoring tool for both teacher and students. STAR Math Test will be administered to show students' increase in overall understanding of math.

Research Cited: Daily review and practice will increase students basic math skills and completing open-ended questions will help teachers gauge the students level of understanding. Teachers are then able to incorporate reteaching activities into the lesson. Progress monitoring will allow students ownership in their educational learning while giving teachers an opportunity to stay abreast of current trends in each of their classes and provide an opportunity for reteaching. STAR Math will be used as an indicator of students' growth in math over the course of the year.

Activity - Star Math Test	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Renaissance Software Program and take the STAR Math Test at least three times over the course of the year to determine their current math proficiency. Science teachers will use the results from the test to create remediation worksheets and activities for the students.	Technology			10/06/2014	05/22/2015	\$3000 - Title I Schoolwide	Science Teachers (Davis, McVay, Moore, and Sumbry)

ACIP

South Girard School

Activity - Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling students will be pulled during class to receive additional help on skills that are not mastered through standard based mathematics. During this time, teachers will provide small group instruction on skills not mastered. Students that score below 70% on an assessment will be provided additional instruction, tutoring and remediation on skills to reach mastery. Teachers will be available at least two days a week to provide tutoring to students in need of additional help.	Tutoring			10/06/2014	05/22/2015	\$1000 - Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, and Reynolds) and Special Education Teacher (Johns)

Activity - Student Folders for Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create folders with assignment management worksheets for students to use to monitor progress on assessments, skills, math facts, etc.	Academic Support Program			10/06/2014	05/22/2015	\$250 - Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, Reynolds)

Activity - Bell-ringer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a bell-ringer that is written to check for understanding in the following areas: 1) Order of Operations, 2) Division, 3) Fractions, 4) Probability, and 5) Graphing. Teachers may add additional areas of focus based on student needs.	Tutoring			10/06/2014	05/22/2015	\$0 - No Funding Required	Math Teachers

Goal 7:

South Girard School will be provided the digital learning necessary to ensure college and career readiness for all students.

Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency in digital learning in Mathematics by 05/22/2015 as measured by teachers and student use of effective digital learning tools, resources, and practices in the classroom..

Strategy1:

Teacher Digital Professional Development - Teacher Digital Professional Development - Teachers will receive professional development concerning digital pedagogy. Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. Much more than "online learning," digital learning encompasses a wide spectrum of tools and practice, digital learning emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction to ensure all students reach their full potential to succeed in college and a career. Teachers will also be provided tools to help instruct students on the use of iPads as an instructional tool and the proper use of this

tool.

Research Cited: Research Cited: <http://all4ed.org/issues/digital-learning>

Activity - Teacher led Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will lead professional development sessions to inform their coworkers on digital learning options they use and find helpful. They will also allow teachers to visit their classrooms to observe instructional practices with a high success rate for students.	Academic Support Program			10/06/2014	05/22/2015	\$100000 - Title I Schoolwide	Teachers, Academic Leaders, Support Staff, Administrators

Activity - Enrichment Digital Learning Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided instruction on the proper use of the iPad which includes appropriate instructional tools and the appropriate use of social applications.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

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

Goal 1:

Increase Math Proficiency Levels of All Students

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in Math Standards focusing on Algebra, Geometry, Measurement and Data Analysis/Probability Standards in Mathematics by 05/21/2015 as measured by test scores on the ASPIRE test to be given in the Spring..

Strategy1:

Progress Monitoring - Teachers will create and utilize bellringers that will check for understanding in basic math skills. Teachers will also have students complete an open-ended question weekly to monitor student progress.

Teachers will monitor students' progress by creating folders that will be used as a portfolio of students' work providing a progress monitoring tool for both teacher and students.

STAR Math Test will be administered to show students increase in overall understanding of math.

Research Cited: Renaissance Software Program (STAR Math), Response to Instruction/Intervention Framework,

Activity - Bellringer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a bellringer that is written to check for understanding in the following areas: 1) Order of Operations, 2) Division, 3) Fractions, 4) Probability, and 5) Graphing. Teachers may add additional areas of focus based on student needs.	Tutoring			08/06/2014	05/21/2015	\$100 - Title I Schoolwide	Math Teachers

Activity - Student Folders for Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create folders with assignment management worksheets for students to use to monitor progress on assessments, skills, math facts, etc.	Academic Support Program			08/20/2013	05/22/2014	\$250 - Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, Reynolds)

Activity - STAR Math Test	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Renaissance Software Program and take the STAR Math Test at least three times over the course of the year to determine their current math proficiency. Science teachers will use the results from the test to create remediation worksheets and activities for the students.	Technology			08/06/2014	05/21/2015	\$3000 - Title I Schoolwide	Science Teachers (Davis, McVay, Moore, and Sumbry)

Activity - Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling students will be pulled during class to receive additional help on skills that are not mastered. During this time, teachers will provide small group instruction on skills not mastered. Students that score below 70% on an assessment will be provided additional instruction, tutoring and remediation on skills to reach mastery. Teachers will be available at least two days a week to provide tutoring to students in need of additional help.	Tutoring			08/06/2014	05/22/2015	\$1000 - Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, and Reynolds) and Special Education Teacher (Johns)

Goal 2:

Decrease the number of students retained at the end of the year.

Measurable Objective 1:

A 50% decrease of All Students will demonstrate a proficiency increasing their overall grades and meeting the promotion requirements for the 9th grade in Mathematics by 05/22/2015 as measured by the decrease in the total number of students that are retained at the end of the

year as compared to the previous year..

Strategy1:

Academic Success Plan - Teachers will follow the Academic Success Plan for the semester in an effort to stay connected with their students' academic progress prior to the end of the nine weeks and prior to the end of the semester.

Teachers will identify failing students and identify instructional strategies that can be used to help students prior to the end of the nine weeks and the end of the semester.

Department Chairs will meet as a group to determine what trends are developing to determine what steps can be taken to close the achievement gap in classes.

Department Chairs will create an intervention plan to address the weakest skills that have been identified by the failure reports.

As data is being reviewed and strategies implemented, teachers will determine if students need to be referred to PST and provide work samples of student work.

Research Cited: National Center on Progress Monitoring (website with resources and citations); National Center on Response to Intervention (website with resources and citations).

Activity - Academic Success Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will follow the plan of action in the Academic Success Plan by completing failure reports ever 4 to 4 1/2 weeks. These reports will be followed by dialogue and discussions with departments and as School Leadership Team to determine next steps to improve overall academic achievement.	Academic Support Program			10/17/2014	05/21/2015	\$500 - Title I Schoolwide	All teachers, guidance counselor, media specialists and administrators

Strategy2:

Development of Support Classes for Students - Students that failed math and/or attended Summer School from PCIS will be placed in a Math Support Class that will give them an additional hour of Saxon Math each day. Teachers will spend the first 10 minutes of the class reviewing the day's lesson while the remaining 50 minutes will be used for small group, whole group or individual instruction.

Two remediation classes will be created to provide students with an additional class that will help provide study skills and resources to help them become successful over the course of the year.

Research Cited: SAXON Math Program, STRIDE Academy (formerly Kid's College sponsored by Council of Leaders in Alabama Schools), National Center of Postsecondary Research (2010).

ACIP

South Girard School

Activity - Remediation (PST)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Remediation Course for students that were socially promoted or identified for PST.	Academic Support Program			08/06/2014	05/21/2015	\$1500 - Title I Schoolwide	PST Chair (Davis), Special Education Teacher (Jones), Counselor (Storey)

Activity - Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive study skills techniques to help them transition and improve their academic scores.	Academic Support Program			08/19/2013	05/22/2014	\$500 - Title I Schoolwide	Special Education Teacher (Jones), Counselor (Storey)

Activity - Math Support Class	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will review the day's lesson and given an opportunity to complete homework while a teacher is available to help before they leave school.	Academic Support Program			08/06/2014	05/21/2015	\$250 - Title I Schoolwide	Math Teacher (Abron) and Special Education Teacher (Johns)

Strategy3:

Spring School - Students that have failed Math and/or English during the 1st semester will be eligible to attend Spring School which will give them an opportunity to go through a credit recovery program while receiving remediation on core standards in Math and English.

Research Cited: Credit-Recovery Programs (National High School Center); Southeast Comprehensive Center at SEDL (Volume 3, No.2);

Doing What Works (2009)- U.S. Department of Education

Activity - Spring School	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend 16 one-hour sessions of after school tutoring in Math and English. During the tutoring sessions, teachers will focus on specific objectives and standards that students are showing deficiency in order to help build their basic foundation and understanding in Math or English.	Tutoring			08/06/2014	02/27/2015	\$8000 - Title I Schoolwide	Math Teachers (planning on 2 teachers, but past year required 4) and English Teacher (planning on at least 1 teacher)

Strategy4:

Student Planners - Students will be given planners on the first day of school to help provide them one place to record daily assignments and upcoming due dates for projects/tests.

Homeroom teachers will check planners on a periodic basis to ensure that students are utilizing their planners and discuss with them the importance of being organized for school.

The goal with this strategy is to have students develop time management skills and improve their academic achievement in the classrooms due to their preparedness of homework, tests and projects.

Research Cited: Fulk, B. (2003). Concerns about ninth-grade students' poor academic performance: One school's action plan. *American*

Secondary Education, Vol.31, p. 8-26.; Bryan, T. & Burstein, K. (2004). *Improving homework completion and academic performance: lessons*. SY 2014-2015

from Special Education. Theory Into Practice, Vol 43, Issue 3.

Activity - Monitor Implementation of Student Planners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Students will record upcoming assignments and test date into their calendars.</p> <p>Teachers will check planners to ensure students are utilizing them properly in the classroom. Teachers will work with students on entering information and keeping up with their planners throughout the year.</p>	Academic Support Program			08/06/2014	05/21/2015	\$1500 - Title I Schoolwide \$8000 - Title I Schoolwide	All Teachers, Counselor, and Administrators

Goal 3:

Increase Writing Proficiency and Reading Comprehension

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in reading comprehension and writing proficiency in Writing by 05/21/2015 as measured by suggested learning objectives from Global Scholar test scores incorporating reading comprehension and writing..

Strategy1:

Accelerated Reader (AR) Program - Students will participate in the AR program by reading a minimum number of books per nine weeks. In the Honors/Gifted classes, students will read a minimum number of 7 books along with completion of the AR tests for each book. In all other classes, students will read a minimum number of 5 books along with completion of the AR tests for each book.

Research Cited: Accelerated Reader Program (website)

Activity - Accelerated Reader (AR) Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Students will read a minimum number of AR books for each of the nine-weeks, complete a reading log and take the appropriate AR test to earn points to reach their goal that has been set based on their zone of proximal development (ZPD).</p>	Academic Support Program			08/06/2014	05/21/2015	\$1000 - Title I Schoolwide	English Teachers (Cross, Harris, Holliday, Johnson, Jones, Williams and Price) Media Specialist (Nelson)

Strategy2:

Language Enrichment through Social Studies - The Social Studies Department will utilize writing prompts to increase reading comprehension and teach higher order thinking skills. Teachers will incorporate passages from the textbook and supplemental materials to increase comprehension of informational and functional materials.

Teachers will use Global Scholar scores to determine the next steps in remediation to ensure that all students show growth over the course of the year. The test is administered three times during the year and after each testing window, the History teachers will analyze their classroom data to determine progress for each student.

Research Cited: Global Scholar Performance Series Tests and Results

Activity - Writing Prompts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate passages from the textbook and supplemental materials to increase comprehension of informational and functional materials through writing.	Academic Support Program			09/16/2013	05/09/2014	\$500 - Title I Schoolwide	History Teachers (Atkinson, Donnelly, Sasser, White) along with support from the English Department

Goal 4:

Increase ACCESS scores for EL student(s)

Measurable Objective 1:

50% of All Students will demonstrate a proficiency on the ACCESS test in English Language Arts by 05/21/2015 as measured by the student scores on the ACCESS test..

Strategy1:

WIDA Standards Awareness - Teachers will be trained and become familiar with the WIDA standards and how to develop appropriate learning goals and activities to increase student performance.

One teacher will serve as the school representative to attend all SAMUEL training sessions provided by the district and state. The EL teacher representative will provide turnaround training for teachers and provide feedback for those teachers that currently have an EL student in their classroom.

Research Cited: WIDA Standards, Rosetta Stone, Alabama State Department of Education

Activity - WIDA Standards Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend various professional development opportunities to learn more about the WIDA standards and how they should be effectively implemented into the classroom. Teachers will receive copies of the WIDA Standards and will become familiar with the various components of the ACCESS test. Teachers will also learn the requirements for qualification of EL and the steps they will need to take in the event they receive an EL student.	Professional Learning			08/06/2014	05/21/2015	\$500 - Title I Schoolwide	All Teachers, Counselor, Administrators and EL representative for the District (Herman)

ACIP

South Girard School

Activity - English Support Class	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Rosetta Stone to help students transition from their native language to English.	Academic Support Program			08/06/2014	05/21/2015	\$0 - No Funding Required	English Support Teacher (Jones), EL Teacher Representative (Atkinson) and EL District Representative (Herman)

Goal 5:

Develop a Positive School Culture

Measurable Objective 1:

collaborate to foster a positive school culture with the fundamental elements including respectfulness, resourcefulness, and responsibility in the educational process of all students by 05/21/2015 as measured by observations by the administration and feedback from students..

Strategy1:

Peer Coaching Teams - Peer Coaching Teams will be developed to give teachers an opportunity to interact with others outside of their discipline and build a positive rapport within the building. Teams will meet throughout the year to complete observations and provide feedback on their findings. Teams will also check in during Professional Development Days or schedule after school meetings to ensure that dialogue is taking place on a regular basis.

The goal is to provide all teachers a support system within the building so that no one is working in isolation. Peer Coaching Teams will be collaborative, reflective, focused on student learning, and will be used as a process for refining our instructional practices.

Research Cited: Robbins, P. (1991). How to Plan and Implement a Peer Coaching Program. Alexandria, VA: Association for Supervision and Curriculum Development.

Activity - Peer Coaching Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observe members of their Peer Coaching Team providing feedback with individual teachers.	Professional Learning			08/06/2014	05/21/2015	\$0 - No Funding Required	All Teachers, Counselor, Media Specialist, and Administrators

Activity - Peer Coaching Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with their Peer Coaching Teams on a regular basis to discuss observations and provide feedback as we increase our student engagement and instructional practices.	Professional Learning			09/09/2013	05/22/2014	\$0 - No Funding Required	All Teachers, Counselor, Media Specialist, and Administrators

Strategy2:

Parent Nights - The school will host 4 Parent Nights in which specific academic programs will be highlighted and teachers will provide parents information regarding a specific course or content area.

Parent Nights will provide parents an opportunity to connect with the school outside of the normal parent conferences and give parents an overall picture of the opportunities that are offered within the school.

Parent Nights also give stakeholders a chance to review the Continuous Improvement Plan throughout the year and a forum to discuss concerns within academic programs.

Research Cited: A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002).

National Middle School Association (2006), NCLB Requirements

Center for Law and Education (1996)

Activity - Parent Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host 4 Parent Nights to increase parental involvement and awareness in the overall Continuous Improvement Plan of the school. Programs will be planned by each department and presented to the parents in a variety of forms to engage parents and students in the topics of discussion.	Parent Involvement			08/06/2014	04/24/2015	\$100 - Title I Schoolwide	All Teachers, Counselor, Media Specialists and Administrators

Activity - Title I Parent Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Meetings will be held to discuss the current Continuous Improvement Plan and any changes that need to be made. Parents will have an opportunity to voice concerns and offer suggestions on future activities/meetings that the school needs to take part in to advance the mission of the school and increase overall student achievement.	Parent Involvement			09/16/2014	05/05/2015	\$100 - Title I Schoolwide	Counselor and Administrators

Strategy3:

Homeroom Advisors - All teachers will be assigned a homeroom class that they will meet with on a daily basis and serve as a mentor for their homeroom students. Throughout the year, homeroom teachers will discuss with students test taking strategies, adjustment to 8th grade and the transition to 9th grade, monitor students progress, and complete activities provided or recommended by the Counselor.

As teachers and students meet on a daily basis, this will give students an opportunity to build a relationship with teachers in the building. This will also give teachers an opportunity to discuss with students school wide trends, both positive and negative, in order to build a positive school climate and culture within the building.

Research Cited: Southern Regional Education Board (website and handouts)

ACIP

South Girard School

Activity - Daily Homeroom Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deliver homeroom activities provided or recommended by the school's counselor at least 2 days per week. These activities will focus on specific skills to help students master the 8th grade. On days that activities are not provided, homeroom teachers will facilitate group discussions on various components of the school including, but not limited to, progress monitoring, academic reports, etc.	Academic Support Program			08/06/2014	05/21/2015	\$1000 - Title I Schoolwide	Counselor, All Homeroom Teachers

Goal 6:

All students will increase Math proficiency levels at South Girard Junior High School.

Measurable Objective 1:

10% of All Students will demonstrate a proficiency with Common Core standards in Mathematics by 05/22/2015 as measured by ACT Aspire results.

Strategy1:

Math CCRS Focus and Review - Teachers will review assessment scores to determine necessary adjustments to instructional content. Teachers will also use strategies, equipment, resources and knowledge gained from professional development training's to increase engagement and learning for students for CCRS standards. Teachers will use standards-based instruction in all Math classes. Teachers will monitor and share data concerning students in classes and coordinate classroom performance and instruction.

Research Cited: Bellanca, Forgary, Pete (2012) .How to Teaching Thinking Skills Within the Common Core. Bloomington IN; Solution Tree Press

Activity - Math Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will focus on the math vocabulary for testing by incorporating testing vocabulary into lessons and bell work.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

Activity - Teacher Monitoring of Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to review assessments and adjust instruction according to results.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

Activity - Peer Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer led tutoring sessions will be provided for students needing extra help mastering standards.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

Strategy2:

Progress Monitoring - Teachers will utilize bell-ringers that will check for understanding in basic math skills. Teachers will also have students complete an open-ended question weekly to monitor student progress. Teachers will monitor students' progress by creating folders that will be used as a portfolio of student's work providing a progress monitoring tool for both teacher and students. STAR Math Test will be administered to show students' increase in overall understanding of math.

Research Cited: Daily review and practice will increase students basic math skills and completing open-ended questions will help teachers gauge the students level of understanding. Teachers are then able to incorporate reteaching activities into the lesson. Progress monitoring will allow students ownership in their educational learning while giving teachers an opportunity to stay abreast of current trends in each of their classes and provide an opportunity for reteaching. STAR Math will be used as an indicator of students' growth in math over the course of the year.

Activity - Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling students will be pulled during class to receive additional help on skills that are not mastered through standard based mathematics. During this time, teachers will provide small group instruction on skills not mastered. Students that score below 70% on an assessment will be provided additional instruction, tutoring and remediation on skills to reach mastery. Teachers will be available at least two days a week to provide tutoring to students in need of additional help.	Tutoring			10/06/2014	05/22/2015	\$1000 - Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, and Reynolds) and Special Education Teacher (Johns)

Activity - Star Math Test	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Renaissance Software Program and take the STAR Math Test at least three times over the course of the year to determine their current math proficiency. Science teachers will use the results from the test to create remediation worksheets and activities for the students.	Technology			10/06/2014	05/22/2015	\$3000 - Title I Schoolwide	Science Teachers (Davis, McVay, Moore, and Sumbry)

ACIP

South Girard School

Activity - Student Folders for Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create folders with assignment management worksheets for students to use to monitor progress on assessments, skills, math facts, etc.	Academic Support Program			10/06/2014	05/22/2015	\$250 - Title I Schoolwide	Math Teachers (Abrons, Carver, Griggs, Reynolds)

Activity - Bell-ringer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a bell-ringer that is written to check for understanding in the following areas: 1) Order of Operations, 2) Division, 3) Fractions, 4) Probability, and 5) Graphing. Teachers may add additional areas of focus based on student needs.	Tutoring			10/06/2014	05/22/2015	\$0 - No Funding Required	Math Teachers

Goal 7:

South Girard School will be provided the digital learning necessary to ensure college and career readiness for all students.

Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency in digital learning in Mathematics by 05/22/2015 as measured by teachers and student use of effective digital learning tools, resources, and practices in the classroom..

Strategy1:

Teacher Digital Professional Development - Teacher Digital Professional Development - Teachers will receive professional development concerning digital pedagogy. Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. Much more than "online learning," digital learning encompasses a wide spectrum of tools and practice, digital learning emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction to ensure all students reach their full potential to succeed in college and a career. Teachers will also be provided tools to help instruct students on the use of iPads as an instructional tool and the proper use of this tool.

Research Cited: Research Cited: <http://all4ed.org/issues/digital-learning>

Activity - Enrichment Digital Learning Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided instruction on the proper use of the iPad which includes appropriate instructional tools and the appropriate use of social applications.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

ACIP

South Girard School

Activity - Teacher led Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will lead professional development sessions to inform their coworkers on digital learning options they use and find helpful. They will also allow teachers to visit their classrooms to observe instructional practices with a high success rate for students.	Academic Support Program			10/06/2014	05/22/2015	\$100000 - Title I Schoolwide	Teachers, Academic Leaders, Support Staff, Administrators

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

Increase Math Proficiency Levels of All Students

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in Math Standards focusing on Algebra, Geometry, Measurement and Data Analysis/Probability Standards in Mathematics by 05/21/2015 as measured by test scores on the ASPIRE test to be given in the Spring..

Strategy1:

Progress Monitoring - Teachers will create and utilize bellringers that will check for understanding in basic math skills. Teachers will also have students complete an open-ended question weekly to monitor student progress.

Teachers will monitor students' progress by creating folders that will be used as a portfolio of students' work providing a progress monitoring tool for both teacher and students.

STAR Math Test will be administered to show students increase in overall understanding of math.

Research Cited: Renaissance Software Program (STAR Math), Response to Instruction/Intervention Framework,

Activity - Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling students will be pulled during class to receive additional help on skills that are not mastered. During this time, teachers will provide small group instruction on skills not mastered. Students that score below 70% on an assessment will be provided additional instruction, tutoring and remediation on skills to reach mastery. Teachers will be available at least two days a week to provide tutoring to students in need of additional help.	Tutoring			08/06/2014	05/22/2015	\$1000 - Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, and Reynolds) and Special Education Teacher (Johns)

ACIP

South Girard School

Activity - Student Folders for Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create folders with assignment management worksheets for students to use to monitor progress on assessments, skills, math facts, etc.	Academic Support Program			08/20/2013	05/22/2014	\$250 - Title I Schoolwide	Math Teachers (Abrons, Carver, Griggs, Reynolds)

Activity - Bellringer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a bellringer that is written to check for understanding in the following areas: 1) Order of Operations, 2) Division, 3) Fractions, 4) Probability, and 5) Graphing. Teachers may add additional areas of focus based on student needs.	Tutoring			08/06/2014	05/21/2015	\$100 - Title I Schoolwide	Math Teachers

Activity - STAR Math Test	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Renaissance Software Program and take the STAR Math Test at least three times over the course of the year to determine their current math proficiency. Science teachers will use the results from the test to create remediation worksheets and activities for the students.	Technology			08/06/2014	05/21/2015	\$3000 - Title I Schoolwide	Science Teachers (Davis, McVay, Moore, and Sumbry)

Goal 2:

Decrease the number of students retained at the end of the year.

Measurable Objective 1:

A 50% decrease of All Students will demonstrate a proficiency increasing their overall grades and meeting the promotion requirements for the 9th grade in Mathematics by 05/22/2015 as measured by the decrease in the total number of students that are retained at the end of the year as compared to the previous year..

Strategy1:

Academic Success Plan - Teachers will follow the Academic Success Plan for the semester in an effort to stay connected with their students' academic progress prior to the end of the nine weeks and prior to the end of the semester.

Teachers will identify failing students and identify instructional strategies that can be used to help students prior to the end of the nine weeks and the end of the semester.

Department Chairs will meet as a group to determine what trends are developing to determine what steps can be taken to close the achievement gap in classes.

Department Chairs will create an intervention plan to address the weakest skills that have been identified by the failure reports.

As data is being reviewed and strategies implemented, teachers will determine if students need to be referred to PST and provide work samples of student work.

Research Cited: National Center on Progress Monitoring (website with resources and citations); National Center on Response to Intervention (website with resources and citations).

Activity - Academic Success Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will follow the plan of action in the Academic Success Plan by completing failure reports ever 4 to 4 1/2 weeks. These reports will be followed by dialogue and discussions with departments and as School Leadership Team to determine next steps to improve overall academic achievement.	Academic Support Program			10/17/2014	05/21/2015	\$500 - Title I Schoolwide	All teachers, guidance counselor, media specialists and administrators

Strategy2:

Development of Support Classes for Students - Students that failed math and/or attended Summer School from PCIS will be placed in a Math Support Class that will give them an additional hour of Saxon Math each day. Teachers will spend the first 10 minutes of the class reviewing the day's lesson while the remaining 50 minutes will be used for small group, whole group or individual instruction.

Two remediation classes will be created to provide students with an additional class that will help provide study skills and resources to help them become successful over the course of the year.

Research Cited: SAXON Math Program, STRIDE Academy (formerly Kid's College sponsored by Council of Leaders in Alabama Schools), National Center of Postsecondary Research (2010).

Activity - Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive study skills techniques to help them transition and improve their academic scores.	Academic Support Program			08/19/2013	05/22/2014	\$500 - Title I Schoolwide	Special Education Teacher (Jones), Counselor (Storey)

Activity - Math Support Class	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will review the day's lesson and given an opportunity to complete homework while a teacher is available to help before they leave school.	Academic Support Program			08/06/2014	05/21/2015	\$250 - Title I Schoolwide	Math Teacher (Abron) and Special Education Teacher (Johns)

Activity - Remediation (PST)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Remediation Course for students that were socially promoted or identified for PST.	Academic Support Program			08/06/2014	05/21/2015	\$1500 - Title I Schoolwide	PST Chair (Davis), Special Education Teacher (Jones), Counselor (Storey)

Strategy3:

Student Planners - Students will be given planners on the first day of school to help provide them one place to record daily assignments and upcoming due dates for projects/tests.

Homeroom teachers will check planners on a periodic basis to ensure that students are utilizing their planners and discuss with them the importance of being organized for school.

The goal with this strategy is to have students develop time management skills and improve their academic achievement in the classrooms due to their preparedness of homework, tests and projects.

Research Cited: Fulk, B. (2003). Concerns about ninth-grade students' poor academic performance: One school's action plan. American Secondary Education, Vol.31, p. 8-26.; Bryan, T. & Burstein, K. (2004). Improving homework completion and academic performance: lessons from Special Education. Theory Into Practice, Vol 43, Issue 3.

Activity - Monitor Implementation of Student Planners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will record upcoming assignments and test date into their calendars. Teachers will check planners to ensure students are utilizing them properly in the classroom. Teachers will work with students on entering information and keeping up with their planners throughout the year.	Academic Support Program			08/06/2014	05/21/2015	\$1500 - Title I Schoolwide \$8000 - Title I Schoolwide	All Teachers, Counselor, and Administrators

Strategy4:

Spring School - Students that have failed Math and/or English during the 1st semester will be eligible to attend Spring School which will give them an opportunity to go through a credit recovery program while receiving remediation on core standards in Math and English.

Research Cited: Credit-Recovery Programs (National High School Center); Southeast Comprehensive Center at SEDL (Volume 3, No.2); Doing What Works (2009)- U.S. Department of Education

Activity - Spring School	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend 16 one-hour sessions of after school tutoring in Math and English. During the tutoring sessions, teachers will focus on specific objectives and standards that students are showing deficiency in order to help build their basic foundation and understanding in Math or English.	Tutoring			08/06/2014	02/27/2015	\$8000 - Title I Schoolwide	Math Teachers (planning on 2 teachers, but past year required 4) and English Teacher (planning on at least 1 teacher)

Goal 3:

Increase Writing Proficiency and Reading Comprehension

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in reading comprehension and writing proficiency in Writing by 05/21/2015 as measured by suggested learning objectives from Global Scholar test scores incorporating reading comprehension and writing..

Strategy1:

Language Enrichment through Social Studies - The Social Studies Department will utilize writing prompts to increase reading comprehension and teach higher order thinking skills. Teachers will incorporate passages from the textbook and supplemental materials to increase comprehension of informational and functional materials.

Teachers will use Global Scholar scores to determine the next steps in remediation to ensure that all students show growth over the course of the year. The test is administered three times during the year and after each testing window, the History teachers will analyze their classroom data to determine progress for each student.

Research Cited: Global Scholar Performance Series Tests and Results

Activity - Writing Prompts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate passages from the textbook and supplemental materials to increase comprehension of informational and functional materials through writing.	Academic Support Program			09/16/2013	05/09/2014	\$500 - Title I Schoolwide	History Teachers (Atkinson, Donnelly, Sasser, White) along with support from the English Department

Strategy2:

Accelerated Reader (AR) Program - Students will participate in the AR program by reading a minimum number of books per nine weeks. In the Honors/Gifted classes, students will read a minimum number of 7 books along with completion of the AR tests for each book. In all other classes, students will read a minimum number of 5 books along with completion of the AR tests for each book.

Research Cited: Accelerated Reader Program (website)

Activity - Accelerated Reader (AR) Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read a minimum number of AR books for each of the nine-weeks, complete a reading log and take the appropriate AR test to earn points to reach their goal that has been set based on their zone of proximal development (ZPD).	Academic Support Program			08/06/2014	05/21/2015	\$1000 - Title I Schoolwide	English Teachers (Cross, Harris, Holliday, Johnson, Jones, Williams and Price) Media Specialist (Nelson)

Goal 4:

Increase ACCESS scores for EL student(s)

Measurable Objective 1:

50% of All Students will demonstrate a proficiency on the ACCESS test in English Language Arts by 05/21/2015 as measured by the student scores on the ACCESS test..

Strategy1:

WIDA Standards Awareness - Teachers will be trained and become familiar with the WIDA standards and how to develop appropriate learning goals and activities to increase student performance.

One teacher will serve as the school representative to attend all SAMUEL training sessions provided by the district and state. The EL teacher representative will provide turnaround training for teachers and provide feedback for those teachers that currently have an EL student in their classroom.

Research Cited: WIDA Standards, Rosetta Stone, Alabama State Department of Education

Activity - English Support Class	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Rosetta Stone to help students transition from their native language to English.	Academic Support Program			08/06/2014	05/21/2015	\$0 - No Funding Required	English Support Teacher (Jones), EL Teacher Representative (Atkinson) and EL District Representative (Herman)

Activity - WIDA Standards Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend various professional development opportunities to learn more about the WIDA standards and how they should be effectively implemented into the classroom. Teachers will receive copies of the WIDA Standards and will become familiar with the various components of the ACCESS test. Teachers will also learn the requirements for qualification of EL and the steps they will need to take in the event they receive an EL student.	Professional Learning			08/06/2014	05/21/2015	\$500 - Title I Schoolwide	All Teachers, Counselor, Administrators and EL representative for the District (Herman)

Goal 5:

Develop a Positive School Culture

Measurable Objective 1:

collaborate to foster a positive school culture with the fundamental elements including respectfulness, resourcefulness, and responsibility in the educational process of all students by 05/21/2015 as measured by observations by the administration and feedback from students..

Strategy1:

Homeroom Advisors - All teachers will be assigned a homeroom class that they will meet with on a daily basis and serve as a mentor for their homeroom students. Throughout the year, homeroom teachers will discuss with students test taking strategies, adjustment to 8th grade and the transition to 9th grade, monitor students progress, and complete activities provided or recommended by the Counselor.

As teachers and students meet on a daily basis, this will give students an opportunity to build a relationship with teachers in the building. This will also give teachers an opportunity to discuss with students school wide trends, both positive and negative, in order to build a positive school climate and culture within the building.

Research Cited: Southern Regional Education Board (website and handouts)

Activity - Daily Homeroom Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deliver homeroom activities provided or recommended by the school's counselor at least 2 days per week. These activities will focus on specific skills to help students master the 8th grade. On days that activities are not provided, homeroom teachers will facilitate group discussions on various components of the school including, but not limited to, progress monitoring, academic reports, etc.	Academic Support Program			08/06/2014	05/21/2015	\$1000 - Title I Schoolwide	Counselor, All Homeroom Teachers

Strategy2:

Parent Nights - The school will host 4 Parent Nights in which specific academic programs will be highlighted and teachers will provide parents information regarding a specific course or content area.

Parent Nights will provide parents an opportunity to connect with the school outside of the normal parent conferences and give parents an overall picture of the opportunities that are offered within the school.

Parent Nights also give stakeholders a chance to review the Continuous Improvement Plan throughout the year and a forum to discuss concerns within academic programs.

Research Cited: A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002).

National Middle School Association (2006), NCLB Requirements

Center for Law and Education (1996)

Activity - Parent Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host 4 Parent Nights to increase parental involvement and awareness in the overall Continuous Improvement Plan of the school. Programs will be planned by each department and presented to the parents in a variety of forms to engage parents and students in the topics of discussion.	Parent Involvement			08/06/2014	04/24/2015	\$100 - Title I Schoolwide	All Teachers, Counselor, Media Specialists and Administrators

Activity - Title I Parent Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Meetings will be held to discuss the current Continuous Improvement Plan and any changes that need to be made. Parents will have an opportunity to voice concerns and offer suggestions on future activities/meetings that the school needs to take part in to advance the mission of the school and increase overall student achievement.	Parent Involvement			09/16/2014	05/05/2015	\$100 - Title I Schoolwide	Counselor and Administrators

Strategy3:

Peer Coaching Teams - Peer Coaching Teams will be developed to give teachers an opportunity to interact with others outside of their discipline and build a positive rapport within the building. Teams will meet throughout the year to complete observations and provide feedback on their findings. Teams will also check in during Professional Development Days or schedule after school meetings to ensure that dialogue is taking place on a regular basis.

The goal is to provide all teachers a support system within the building so that no one is working in isolation. Peer Coaching Teams will be collaborative, reflective, focused on student learning, and will be used as a process for refining our instructional practices.

Research Cited: Robbins, P. (1991). How to Plan and Implement a Peer Coaching Program. Alexandria, VA: Association for Supervision and Curriculum Development.

Activity - Peer Coaching Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observe members of their Peer Coaching Team providing feedback with individual teachers.	Professional Learning			08/06/2014	05/21/2015	\$0 - No Funding Required	All Teachers, Counselor, Media Specialist, and Administrators

Activity - Peer Coaching Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with their Peer Coaching Teams on a regular basis to discuss observations and provide feedback as we increase our student engagement and instructional practices.	Professional Learning			09/09/2013	05/22/2014	\$0 - No Funding Required	All Teachers, Counselor, Media Specialist, and Administrators

Goal 6:

All students will increase Math proficiency levels at South Girard Junior High School.

Measurable Objective 1:

10% of All Students will demonstrate a proficiency with Common Core standards in Mathematics by 05/22/2015 as measured by ACT Aspire results.

Strategy1:

Math CCRS Focus and Review - Teachers will review assessment scores to determine necessary adjustments to instructional content. Teachers will also use strategies, equipment, resources and knowledge gained from professional development training's to increase engagement and learning for students for CCRS standards. Teachers will use standards-based instruction in all Math classes. Teachers will monitor and share data concerning students in classes and coordinate classroom performance and instruction.

Research Cited: Bellanca, Forgary, Pete (2012) .How to Teaching Thinking Skills Within the Common Core. Bloomington IN; Solution Tree Press

Activity - Teacher Monitoring of Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to review assessments and adjust instruction according to results.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

Activity - Math Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will focus on the math vocabulary for testing by incorporating testing vocabulary into lessons and bell work.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

Activity - Peer Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer led tutoring sessions will be provided for students needing extra help mastering standards.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

Strategy2:

Progress Monitoring - Teachers will utilize bell-ringers that will check for understanding in basic math skills. Teachers will also have students complete an open-ended question weekly to monitor student progress. Teachers will monitor students' progress by creating folders that will be used as a portfolio of student's work providing a progress monitoring tool for both teacher and students. STAR Math Test will be administered to show students' increase in overall understanding of math.

Research Cited: Daily review and practice will increase students basic math skills and completing open-ended questions will help teachers gauge the students level of understanding. Teachers are then able to incorporate reteaching activities into the lesson. Progress monitoring will allow students ownership in their educational learning while giving teachers an opportunity to stay abreast of current trends in each of

their classes and provide an opportunity for reteaching. STAR Math will be used as an indicator of students' growth in math over the course of the year.

Activity - Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling students will be pulled during class to receive additional help on skills that are not mastered through standard based mathematics. During this time, teachers will provide small group instruction on skills not mastered. Students that score below 70% on an assessment will be provided additional instruction, tutoring and remediation on skills to reach mastery. Teachers will be available at least two days a week to provide tutoring to students in need of additional help.	Tutoring			10/06/2014	05/22/2015	\$1000 - Title I Schoolwide	Math Teachers (Abbron, Carver, Griggs, and Reynolds) and Special Education Teacher (Johns)

Activity - Star Math Test	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Renaissance Software Program and take the STAR Math Test at least three times over the course of the year to determine their current math proficiency. Science teachers will use the results from the test to create remediation worksheets and activities for the students.	Technology			10/06/2014	05/22/2015	\$3000 - Title I Schoolwide	Science Teachers (Davis, McVay, Moore, and Sumbry)

Activity - Bell-ringer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a bell-ringer that is written to check for understanding in the following areas: 1) Order of Operations, 2) Division, 3) Fractions, 4) Probability, and 5) Graphing. Teachers may add additional areas of focus based on student needs.	Tutoring			10/06/2014	05/22/2015	\$0 - No Funding Required	Math Teachers

Activity - Student Folders for Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create folders with assignment management worksheets for students to use to monitor progress on assessments, skills, math facts, etc.	Academic Support Program			10/06/2014	05/22/2015	\$250 - Title I Schoolwide	Math Teachers (Abbron, Carver, Griggs, Reynolds)

Goal 7:

South Girard School will be provided the digital learning necessary to ensure college and career readiness for all students.

Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency in digital learning in Mathematics by 05/22/2015 as measured by teachers and student use of effective digital learning tools, resources, and practices in the classroom..

Strategy1:

Teacher Digital Professional Development - Teacher Digital Professional Development - Teachers will receive professional development concerning digital pedagogy. Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. Much more than "online learning," digital learning encompasses a wide spectrum of tools and practice, digital learning emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction to ensure all students reach their full potential to succeed in college and a career. Teachers will also be provided tools to help instruct students on the use of iPads as an instructional tool and the proper use of this tool.

Research Cited: Research Cited: <http://all4ed.org/issues/digital-learning>

Activity - Teacher led Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will lead professional development sessions to inform their coworkers on digital learning options they use and find helpful. They will also allow teachers to visit their classrooms to observe instructional practices with a high success rate for students.	Academic Support Program			10/06/2014	05/22/2015	\$100000 - Title I Schoolwide	Teachers, Academic Leaders, Support Staff, Administrators

Activity - Enrichment Digital Learning Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided instruction on the proper use of the iPad which includes appropriate instructional tools and the appropriate use of social applications.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, 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:

Increase Math Proficiency Levels of All Students

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in Math Standards focusing on Algebra, Geometry, Measurement and Data Analysis/Probability Standards in Mathematics by 05/21/2015 as measured by test scores on the ASPIRE test to be given in the Spring..

Strategy1:

Progress Monitoring - Teachers will create and utilize bellringers that will check for understanding in basic math skills. Teachers will also have students complete an open-ended question weekly to monitor student progress.

Teachers will monitor students' progress by creating folders that will be used as a portfolio of students' work providing a progress monitoring tool for both teacher and students.

STAR Math Test will be administered to show students increase in overall understanding of math.

Research Cited: Renaissance Software Program (STAR Math), Response to Instruction/Intervention Framework,

Activity - STAR Math Test	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Renaissance Software Program and take the STAR Math Test at least three times over the course of the year to determine their current math proficiency. Science teachers will use the results from the test to create remediation worksheets and activities for the students.	Technology			08/06/2014	05/21/2015	\$3000 - Title I Schoolwide	Science Teachers (Davis, McVay, Moore, and Sumbry)

Activity - Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling students will be pulled during class to receive additional help on skills that are not mastered. During this time, teachers will provide small group instruction on skills not mastered. Students that score below 70% on an assessment will be provided additional instruction, tutoring and remediation on skills to reach mastery. Teachers will be available at least two days a week to provide tutoring to students in need of additional help.	Tutoring			08/06/2014	05/22/2015	\$1000 - Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, and Reynolds) and Special Education Teacher (Johns)

Activity - Bellringer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a bellringer that is written to check for understanding in the following areas: 1) Order of Operations, 2) Division, 3) Fractions, 4) Probability, and 5) Graphing. Teachers may add additional areas of focus based on student needs.	Tutoring			08/06/2014	05/21/2015	\$100 - Title I Schoolwide	Math Teachers

Activity - Student Folders for Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create folders with assignment management worksheets for students to use to monitor progress on assessments, skills, math facts, etc.	Academic Support Program			08/20/2013	05/22/2014	\$250 - Title I Schoolwide	Math Teachers (Abrun, Carver, Griggs, Reynolds)

Goal 2:

Decrease the number of students retained at the end of the year.

Measurable Objective 1:

A 50% decrease of All Students will demonstrate a proficiency increasing their overall grades and meeting the promotion requirements for the 9th grade in Mathematics by 05/22/2015 as measured by the decrease in the total number of students that are retained at the end of the year as compared to the previous year..

Strategy1:

Academic Success Plan - Teachers will follow the Academic Success Plan for the semester in an effort to stay connected with their students' academic progress prior to the end of the nine weeks and prior to the end of the semester.

Teachers will identify failing students and identify instructional strategies that can be used to help students prior to the end of the nine weeks and the end of the semester.

Department Chairs will meet as a group to determine what trends are developing to determine what steps can be taken to close the achievement gap in classes.

Department Chairs will create an intervention plan to address the weakest skills that have been identified by the failure reports.

As data is being reviewed and strategies implemented, teachers will determine if students need to be referred to PST and provide work samples of student work.

Research Cited: National Center on Progress Monitoring (website with resources and citations); National Center on Response to Intervention (website with resources and citations).

Activity - Academic Success Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will follow the plan of action in the Academic Success Plan by completing failure reports ever 4 to 4 1/2 weeks. These reports will be followed by dialogue and discussions with departments and as School Leadership Team to determine next steps to improve overall academic achievement.	Academic Support Program			10/17/2014	05/21/2015	\$500 - Title I Schoolwide	All teachers, guidance counselor, media specialists and administrators

Strategy2:

Student Planners - Students will be given planners on the first day of school to help provide them one place to record daily assignments and upcoming due dates for projects/tests.

Homeroom teachers will check planners on a periodic basis to ensure that students are utilizing their planners and discuss with them the importance of being organized for school.

The goal with this strategy is to have students develop time management skills and improve their academic achievement in the classrooms due to their preparedness of homework, tests and projects.

Research Cited: Fulk, B. (2003). Concerns about ninth-grade students' poor academic performance: One school's action plan. *American Secondary Education*, Vol.31, p. 8-26.; Bryan, T. & Burstein, K. (2004). Improving homework completion and academic performance: lessons from Special Education. *Theory Into Practice*, Vol 43, Issue 3.

Activity - Monitor Implementation of Student Planners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will record upcoming assignments and test date into their calendars. Teachers will check planners to ensure students are utilizing them properly in the classroom. Teachers will work with students on entering information and keeping up with their planners throughout the year.	Academic Support Program			08/06/2014	05/21/2015	\$1500 - Title I Schoolwide \$8000 - Title I Schoolwide	All Teachers, Counselor, and Administrators

Strategy3:

Spring School - Students that have failed Math and/or English during the 1st semester will be eligible to attend Spring School which will give them an opportunity to go through a credit recovery program while receiving remediation on core standards in Math and English.

Research Cited: Credit-Recovery Programs (National High School Center); Southeast Comprehensive Center at SEDL (Volume 3, No.2); Doing What Works (2009)- U.S. Department of Education

Activity - Spring School	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend 16 one-hour sessions of after school tutoring in Math and English. During the tutoring sessions, teachers will focus on specific objectives and standards that students are showing deficiency in order to help build their basic foundation and understanding in Math or English.	Tutoring			08/06/2014	02/27/2015	\$8000 - Title I Schoolwide	Math Teachers (planning on 2 teachers, but past year required 4) and English Teacher (planning on at least 1 teacher)

Strategy4:

Development of Support Classes for Students - Students that failed math and/or attended Summer School from PCIS will be placed in a Math Support Class that will give them an additional hour of Saxon Math each day. Teachers will spend the first 10 minutes of the class reviewing the day's lesson while the remaining 50 minutes will be used for small group, whole group or individual instruction.

Two remediation classes will be created to provide students with an additional class that will help provide study skills and resources to help them become successful over the course of the year.

Research Cited: SAXON Math Program, STRIDE Academy (formerly Kid's College sponsored by Council of Leaders in Alabama Schools), National Center of Postsecondary Research (2010).

Activity - Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive study skills techniques to help them transition and improve their academic scores.	Academic Support Program			08/19/2013	05/22/2014	\$500 - Title I Schoolwide	Special Education Teacher (Jones), Counselor (Storey)

Activity - Math Support Class	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will review the day's lesson and given an opportunity to complete homework while a teacher is available to help before they leave school.	Academic Support Program			08/06/2014	05/21/2015	\$250 - Title I Schoolwide	Math Teacher (Abron) and Special Education Teacher (Johns)

Activity - Remediation (PST)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Remediation Course for students that were socially promoted or identified for PST.	Academic Support Program			08/06/2014	05/21/2015	\$1500 - Title I Schoolwide	PST Chair (Davis), Special Education Teacher (Jones), Counselor (Storey)

Goal 3:

Increase Writing Proficiency and Reading Comprehension

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in reading comprehension and writing proficiency in Writing by 05/21/2015 as measured by suggested learning objectives from Global Scholar test scores incorporating reading comprehension and writing..

Strategy1:

Accelerated Reader (AR) Program - Students will participate in the AR program by reading a minimum number of books per nine weeks. In the Honors/Gifted classes, students will read a minimum number of 7 books along with completion of the AR tests for each book. In all other classes, students will read a minimum number of 5 books along with completion of the AR tests for each book.

Research Cited: Accelerated Reader Program (website)

ACIP

South Girard School

Activity - Accelerated Reader (AR) Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read a minimum number of AR books for each of the nine-weeks, complete a reading log and take the appropriate AR test to earn points to reach their goal that has been set based on their zone of proximal development (ZPD).	Academic Support Program			08/06/2014	05/21/2015	\$1000 - Title I Schoolwide	English Teachers (Cross, Harris, Holliday, Johnson, Jones, Williams and Price) Media Specialist (Nelson)

Strategy2:

Language Enrichment through Social Studies - The Social Studies Department will utilize writing prompts to increase reading comprehension and teach higher order thinking skills. Teachers will incorporate passages from the textbook and supplemental materials to increase comprehension of informational and functional materials.

Teachers will use Global Scholar scores to determine the next steps in remediation to ensure that all students show growth over the course of the year. The test is administered three times during the year and after each testing window, the History teachers will analyze their classroom data to determine progress for each student.

Research Cited: Global Scholar Performance Series Tests and Results

Activity - Writing Prompts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate passages from the textbook and supplemental materials to increase comprehension of informational and functional materials through writing.	Academic Support Program			09/16/2013	05/09/2014	\$500 - Title I Schoolwide	History Teachers (Atkinson, Donnelly, Sasser, White) along with support from the English Department

Goal 4:

Increase ACCESS scores for EL student(s)

Measurable Objective 1:

50% of All Students will demonstrate a proficiency on the ACCESS test in English Language Arts by 05/21/2015 as measured by the student scores on the ACCESS test..

Strategy1:

WIDA Standards Awareness - Teachers will be trained and become familiar with the WIDA standards and how to develop appropriate learning goals and activities to increase student performance.

One teacher will serve as the school representative to attend all SAMUEL training sessions provided by the district and state. The EL teacher representative will provide turnaround training for teachers and provide feedback for those teachers that currently have an EL student in their classroom.

Research Cited: WIDA Standards, Rosetta Stone, Alabama State Department of Education

Activity - English Support Class	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Rosetta Stone to help students transition from their native language to English.	Academic Support Program			08/06/2014	05/21/2015	\$0 - No Funding Required	English Support Teacher (Jones), EL Teacher Representative (Atkinson) and EL District Representative (Herman)

Activity - WIDA Standards Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend various professional development opportunities to learn more about the WIDA standards and how they should be effectively implemented into the classroom. Teachers will receive copies of the WIDA Standards and will become familiar with the various components of the ACCESS test. Teachers will also learn the requirements for qualification of EL and the steps they will need to take in the event they receive an EL student.	Professional Learning			08/06/2014	05/21/2015	\$500 - Title I Schoolwide	All Teachers, Counselor, Administrators and EL representative for the District (Herman)

Goal 5:

Develop a Positive School Culture

Measurable Objective 1:

collaborate to foster a positive school culture with the fundamental elements including respectfulness, resourcefulness, and responsibility in the educational process of all students by 05/21/2015 as measured by observations by the administration and feedback from students..

Strategy1:

Parent Nights - The school will host 4 Parent Nights in which specific academic programs will be highlighted and teachers will provide parents information regarding a specific course or content area.

Parent Nights will provide parents an opportunity to connect with the school outside of the normal parent conferences and give parents an overall picture of the opportunities that are offered within the school.

Parent Nights also give stakeholders a chance to review the Continuous Improvement Plan throughout the year and a forum to discuss concerns within academic programs.

Research Cited: A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002).

National Middle School Association (2006), NCLB Requirements

Center for Law and Education (1996)

ACIP

South Girard School

Activity - Title I Parent Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Meetings will be held to discuss the current Continuous Improvement Plan and any changes that need to be made. Parents will have an opportunity to voice concerns and offer suggestions on future activities/meetings that the school needs to take part in to advance the mission of the school and increase overall student achievement.	Parent Involvement			09/16/2014	05/05/2015	\$100 - Title I Schoolwide	Counselor and Administrators

Activity - Parent Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host 4 Parent Nights to increase parental involvement and awareness in the overall Continuous Improvement Plan of the school. Programs will be planned by each department and presented to the parents in a variety of forms to engage parents and students in the topics of discussion.	Parent Involvement			08/06/2014	04/24/2015	\$100 - Title I Schoolwide	All Teachers, Counselor, Media Specialists and Administrators

Strategy2:

Peer Coaching Teams - Peer Coaching Teams will be developed to give teachers an opportunity to interact with others outside of their discipline and build a positive rapport within the building. Teams will meet throughout the year to complete observations and provide feedback on their findings. Teams will also check in during Professional Development Days or schedule after school meetings to ensure that dialogue is taking place on a regular basis.

The goal is to provide all teachers a support system within the building so that no one is working in isolation. Peer Coaching Teams will be collaborative, reflective, focused on student learning, and will be used as a process for refining our instructional practices.

Research Cited: Robbins, P. (1991). How to Plan and Implement a Peer Coaching Program. Alexandria, VA: Association for Supervision and Curriculum Development.

Activity - Peer Coaching Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observe members of their Peer Coaching Team providing feedback with individual teachers.	Professional Learning			08/06/2014	05/21/2015	\$0 - No Funding Required	All Teachers, Counselor, Media Specialist, and Administrators

Activity - Peer Coaching Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with their Peer Coaching Teams on a regular basis to discuss observations and provide feedback as we increase our student engagement and instructional practices.	Professional Learning			09/09/2013	05/22/2014	\$0 - No Funding Required	All Teachers, Counselor, Media Specialist, and Administrators

Strategy3:

Homeroom Advisors - All teachers will be assigned a homeroom class that they will meet with on a daily basis and serve as a mentor for their homeroom students. Throughout the year, homeroom teachers will discuss with students test taking strategies, adjustment to 8th grade and the transition to 9th grade, monitor students progress, and complete activities provided or recommended by the Counselor.

As teachers and students meet on a daily basis, this will give students an opportunity to build a relationship with teachers in the building. This will also give teachers an opportunity to discuss with students school wide trends, both positive and negative, in order to build a positive school climate and culture within the building.

Research Cited: Southern Regional Education Board (website and handouts)

Activity - Daily Homeroom Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deliver homeroom activities provided or recommended by the school's counselor at least 2 days per week. These activities will focus on specific skills to help students master the 8th grade. On days that activities are not provided, homeroom teachers will facilitate group discussions on various components of the school including, but not limited to, progress monitoring, academic reports, etc.	Academic Support Program			08/06/2014	05/21/2015	\$1000 - Title I Schoolwide	Counselor, All Homeroom Teachers

Goal 6:

All students will increase Math proficiency levels at South Girard Junior High School.

Measurable Objective 1:

10% of All Students will demonstrate a proficiency with Common Core standards in Mathematics by 05/22/2015 as measured by ACT Aspire results.

Strategy1:

Math CCRS Focus and Review - Teachers will review assessment scores to determine necessary adjustments to instructional content. Teachers will also use strategies, equipment, resources and knowledge gained from professional development training's to increase engagement and learning for students for CCRS standards. Teachers will use standards-based instruction in all Math classes. Teachers will monitor and share data concerning students in classes and coordinate classroom performance and instruction.

Research Cited: Bellanca, Forgary, Pete (2012) .How to Teaching Thinking Skills Within the Common Core. Bloomington IN; Solution Tree Press

Activity - Teacher Monitoring of Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to review assessments and adjust instruction according to results.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

Activity - Peer Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer led tutoring sessions will be provided for students needing extra help mastering standards.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

Activity - Math Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will focus on the math vocabulary for testing by incorporating testing vocabulary into lessons and bell work.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

Strategy2:

Progress Monitoring - Teachers will utilize bell-ringers that will check for understanding in basic math skills. Teachers will also have students complete an open-ended question weekly to monitor student progress. Teachers will monitor students' progress by creating folders that will be used as a portfolio of student's work providing a progress monitoring tool for both teacher and students. STAR Math Test will be administered to show students' increase in overall understanding of math.

Research Cited: Daily review and practice will increase students basic math skills and completing open-ended questions will help teachers gauge the students level of understanding. Teachers are then able to incorporate reteaching activities into the lesson. Progress monitoring will allow students ownership in their educational learning while giving teachers an opportunity to stay abreast of current trends in each of their classes and provide an opportunity for reteaching. STAR Math will be used as an indicator of students' growth in math over the course of the year.

Activity - Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling students will be pulled during class to receive additional help on skills that are not mastered through standard based mathematics. During this time, teachers will provide small group instruction on skills not mastered. Students that score below 70% on an assessment will be provided additional instruction, tutoring and remediation on skills to reach mastery. Teachers will be available at least two days a week to provide tutoring to students in need of additional help.	Tutoring			10/06/2014	05/22/2015	\$1000 - Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, and Reynolds) and Special Education Teacher (Johns)

Activity - Bell-ringer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a bell-ringer that is written to check for understanding in the following areas: 1) Order of Operations, 2) Division, 3) Fractions, 4) Probability, and 5) Graphing. Teachers may add additional areas of focus based on student needs.	Tutoring			10/06/2014	05/22/2015	\$0 - No Funding Required	Math Teachers

Activity - Student Folders for Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create folders with assignment management worksheets for students to use to monitor progress on assessments, skills, math facts, etc.	Academic Support Program			10/06/2014	05/22/2015	\$250 - Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, Reynolds)

Activity - Star Math Test	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Renaissance Software Program and take the STAR Math Test at least three times over the course of the year to determine their current math proficiency. Science teachers will use the results from the test to create remediation worksheets and activities for the students.	Technology			10/06/2014	05/22/2015	\$3000 - Title I Schoolwide	Science Teachers (Davis, McVay, Moore, and Sumbry)

Goal 7:

South Girard School will be provided the digital learning necessary to ensure college and career readiness for all students.

Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency in digital learning in Mathematics by 05/22/2015 as measured by teachers and student use of effective digital learning tools, resources, and practices in the classroom..

Strategy1:

Teacher Digital Professional Development - Teacher Digital Professional Development - Teachers will receive professional development concerning digital pedagogy. Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. Much more than "online learning," digital learning encompasses a wide spectrum of tools and practice, digital learning emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction to ensure all students reach their full potential to succeed in college and a career. Teachers will also be provided tools to help instruct students on the use of iPads as an instructional tool and the proper use of this tool.

Research Cited: Research Cited: <http://all4ed.org/issues/digital-learning>

Activity - Enrichment Digital Learning Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided instruction on the proper use of the iPad which includes appropriate instructional tools and the appropriate use of social applications.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

Activity - Teacher led Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will lead professional development sessions to inform their coworkers on digital learning options they use and find helpful. They will also allow teachers to visit their classrooms to observe instructional practices with a high success rate for students.	Academic Support Program			10/06/2014	05/22/2015	\$100000 - Title I Schoolwide	Teachers, Academic Leaders, Support Staff, Administrators

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

Goal 1:

Increase Math Proficiency Levels of All Students

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in Math Standards focusing on Algebra, Geometry, Measurement and Data Analysis/Probability Standards in Mathematics by 05/21/2015 as measured by test scores on the ASPIRE test to be given in the Spring..

Strategy1:

Progress Monitoring - Teachers will create and utilize bellringers that will check for understanding in basic math skills. Teachers will also have students complete an open-ended question weekly to monitor student progress.

Teachers will monitor students' progress by creating folders that will be used as a portfolio of students' work providing a progress monitoring tool for both teacher and students.

STAR Math Test will be administered to show students increase in overall understanding of math.

Research Cited: Renaissance Software Program (STAR Math), Response to Instruction/Intervention Framework,

ACIP

South Girard School

Activity - STAR Math Test	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Renaissance Software Program and take the STAR Math Test at least three times over the course of the year to determine their current math proficiency. Science teachers will use the results from the test to create remediation worksheets and activities for the students.	Technology			08/06/2014	05/21/2015	\$3000 - Title I Schoolwide	Science Teachers (Davis, McVay, Moore, and Sumbry)

Activity - Student Folders for Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create folders with assignment management worksheets for students to use to monitor progress on assessments, skills, math facts, etc.	Academic Support Program			08/20/2013	05/22/2014	\$250 - Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, Reynolds)

Activity - Bellringer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a bellringer that is written to check for understanding in the following areas: 1) Order of Operations, 2) Division, 3) Fractions, 4) Probability, and 5) Graphing. Teachers may add additional areas of focus based on student needs.	Tutoring			08/06/2014	05/21/2015	\$100 - Title I Schoolwide	Math Teachers

Activity - Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling students will be pulled during class to receive additional help on skills that are not mastered. During this time, teachers will provide small group instruction on skills not mastered. Students that score below 70% on an assessment will be provided additional instruction, tutoring and remediation on skills to reach mastery. Teachers will be available at least two days a week to provide tutoring to students in need of additional help.	Tutoring			08/06/2014	05/22/2015	\$1000 - Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, and Reynolds) and Special Education Teacher (Johns)

Goal 2:

Decrease the number of students retained at the end of the year.

Measurable Objective 1:

A 50% decrease of All Students will demonstrate a proficiency increasing their overall grades and meeting the promotion requirements for the 9th grade in Mathematics by 05/22/2015 as measured by the decrease in the total number of students that are retained at the end of the

year as compared to the previous year..

Strategy1:

Spring School - Students that have failed Math and/or English during the 1st semester will be eligible to attend Spring School which will give them an opportunity to go through a credit recovery program while receiving remediation on core standards in Math and English.

Research Cited: Credit-Recovery Programs (National High School Center); Southeast Comprehensive Center at SEDL (Volume 3, No.2);

Doing What Works (2009)- U.S. Department of Education

Activity - Spring School	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend 16 one-hour sessions of after school tutoring in Math and English. During the tutoring sessions, teachers will focus on specific objectives and standards that students are showing deficiency in order to help build their basic foundation and understanding in Math or English.	Tutoring			08/06/2014	02/27/2015	\$8000 - Title I Schoolwide	Math Teachers (planning on 2 teachers, but past year required 4) and English Teacher (planning on at least 1 teacher)

Strategy2:

Academic Success Plan - Teachers will follow the Academic Success Plan for the semester in an effort to stay connected with their students' academic progress prior to the end of the nine weeks and prior to the end of the semester.

Teachers will identify failing students and identify instructional strategies that can be used to help students prior to the end of the nine weeks and the end of the semester.

Department Chairs will meet as a group to determine what trends are developing to determine what steps can be taken to close the achievement gap in classes.

Department Chairs will create an intervention plan to address the weakest skills that have been identified by the failure reports.

As data is being reviewed and strategies implemented, teachers will determine if students need to be referred to PST and provide work samples of student work.

Research Cited: National Center on Progress Monitoring (website with resources and citations); National Center on Response to Intervention (website with resources and citations).

Activity - Academic Success Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will follow the plan of action in the Academic Success Plan by completing failure reports ever 4 to 4 1/2 weeks. These reports will be followed by dialogue and discussions with departments and as School Leadership Team to determine next steps to improve overall academic achievement.	Academic Support Program			10/17/2014	05/21/2015	\$500 - Title I Schoolwide	All teachers, guidance counselor, media specialists and administrators

Strategy3:

Student Planners - Students will be given planners on the first day of school to help provide them one place to record daily assignments and upcoming due dates for projects/tests.

Homeroom teachers will check planners on a periodic basis to ensure that students are utilizing their planners and discuss with them the importance of being organized for school.

The goal with this strategy is to have students develop time management skills and improve their academic achievement in the classrooms due to their preparedness of homework, tests and projects.

Research Cited: Fulk, B. (2003). Concerns about ninth-grade students' poor academic performance: One school's action plan. *American Secondary Education*, Vol.31, p. 8-26.; Bryan, T. & Burstein, K. (2004). Improving homework completion and academic performance: lessons from Special Education. *Theory Into Practice*, Vol 43, Issue 3.

Activity - Monitor Implementation of Student Planners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will record upcoming assignments and test date into their calendars. Teachers will check planners to ensure students are utilizing them properly in the classroom. Teachers will work with students on entering information and keeping up with their planners throughout the year.	Academic Support Program			08/06/2014	05/21/2015	\$1500 - Title I Schoolwide \$8000 - Title I Schoolwide	All Teachers, Counselor, and Administrators

Strategy4:

Development of Support Classes for Students - Students that failed math and/or attended Summer School from PCIS will be placed in a Math Support Class that will give them an additional hour of Saxon Math each day. Teachers will spend the first 10 minutes of the class reviewing the day's lesson while the remaining 50 minutes will be used for small group, whole group or individual instruction.

Two remediation classes will be created to provide students with an additional class that will help provide study skills and resources to help them become successful over the course of the year.

Research Cited: SAXON Math Program, STRIDE Academy (formerly Kid's College sponsored by Council of Leaders in Alabama Schools), National Center of Postsecondary Research (2010).

Activity - Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive study skills techniques to help them transition and improve their academic scores.	Academic Support Program			08/19/2013	05/22/2014	\$500 - Title I Schoolwide	Special Education Teacher (Jones), Counselor (Storey)

ACIP

South Girard School

Activity - Math Support Class	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will review the day's lesson and given an opportunity to complete homework while a teacher is available to help before they leave school.	Academic Support Program			08/06/2014	05/21/2015	\$250 - Title I Schoolwide	Math Teacher (Abron) and Special Education Teacher (Johns)

Activity - Remediation (PST)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Remediation Course for students that were socially promoted or identified for PST.	Academic Support Program			08/06/2014	05/21/2015	\$1500 - Title I Schoolwide	PST Chair (Davis), Special Education Teacher (Jones), Counselor (Storey)

Goal 3:

Increase Writing Proficiency and Reading Comprehension

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in reading comprehension and writing proficiency in Writing by 05/21/2015 as measured by suggested learning objectives from Global Scholar test scores incorporating reading comprehension and writing..

Strategy1:

Accelerated Reader (AR) Program - Students will participate in the AR program by reading a minimum number of books per nine weeks. In the Honors/Gifted classes, students will read a minimum number of 7 books along with completion of the AR tests for each book. In all other classes, students will read a minimum number of 5 books along with completion of the AR tests for each book.

Research Cited: Accelerated Reader Program (website)

Activity - Accelerated Reader (AR) Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read a minimum number of AR books for each of the nine-weeks, complete a reading log and take the appropriate AR test to earn points to reach their goal that has been set based on their zone of proximal development (ZPD).	Academic Support Program			08/06/2014	05/21/2015	\$1000 - Title I Schoolwide	English Teachers (Cross, Harris, Holliday, Johnson, Jones, Williams and Price) Media Specialist (Nelson)

Strategy2:

Language Enrichment through Social Studies - The Social Studies Department will utilize writing prompts to increase reading comprehension and teach higher order thinking skills. Teachers will incorporate passages from the textbook and supplemental materials to increase comprehension of informational and functional materials.

Teachers will use Global Scholar scores to determine the next steps in remediation to ensure that all students show growth over the course of the year. The test is administered three times during the year and after each testing window, the History teachers will analyze their classroom data to determine progress for each student.

Research Cited: Global Scholar Performance Series Tests and Results

Activity - Writing Prompts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate passages from the textbook and supplemental materials to increase comprehension of informational and functional materials through writing.	Academic Support Program			09/16/2013	05/09/2014	\$500 - Title I Schoolwide	History Teachers (Atkinson, Donnelly, Sasser, White) along with support from the English Department

Goal 4:

Increase ACCESS scores for EL student(s)

Measurable Objective 1:

50% of All Students will demonstrate a proficiency on the ACCESS test in English Language Arts by 05/21/2015 as measured by the student scores on the ACCESS test..

Strategy1:

WIDA Standards Awareness - Teachers will be trained and become familiar with the WIDA standards and how to develop appropriate learning goals and activities to increase student performance.

One teacher will serve as the school representative to attend all SAMUEL training sessions provided by the district and state. The EL teacher representative will provide turnaround training for teachers and provide feedback for those teachers that currently have an EL student in their classroom.

Research Cited: WIDA Standards, Rosetta Stone, Alabama State Department of Education

Activity - WIDA Standards Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend various professional development opportunities to learn more about the WIDA standards and how they should be effectively implemented into the classroom. Teachers will receive copies of the WIDA Standards and will become familiar with the various components of the ACCESS test. Teachers will also learn the requirements for qualification of EL and the steps they will need to take in the event they receive an EL student.	Professional Learning			08/06/2014	05/21/2015	\$500 - Title I Schoolwide	All Teachers, Counselor, Administrators and EL representative for the District (Herman)

ACIP

South Girard School

Activity - English Support Class	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Rosetta Stone to help students transition from their native language to English.	Academic Support Program			08/06/2014	05/21/2015	\$0 - No Funding Required	English Support Teacher (Jones), EL Teacher Representative (Atkinson) and EL District Representative (Herman)

Goal 5:

Develop a Positive School Culture

Measurable Objective 1:

collaborate to foster a positive school culture with the fundamental elements including respectfulness, resourcefulness, and responsibility in the educational process of all students by 05/21/2015 as measured by observations by the administration and feedback from students..

Strategy1:

Peer Coaching Teams - Peer Coaching Teams will be developed to give teachers an opportunity to interact with others outside of their discipline and build a positive rapport within the building. Teams will meet throughout the year to complete observations and provide feedback on their findings. Teams will also check in during Professional Development Days or schedule after school meetings to ensure that dialogue is taking place on a regular basis.

The goal is to provide all teachers a support system within the building so that no one is working in isolation. Peer Coaching Teams will be collaborative, reflective, focused on student learning, and will be used as a process for refining our instructional practices.

Research Cited: Robbins, P. (1991). How to Plan and Implement a Peer Coaching Program. Alexandria, VA: Association for Supervision and Curriculum Development.

Activity - Peer Coaching Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observe members of their Peer Coaching Team providing feedback with individual teachers.	Professional Learning			08/06/2014	05/21/2015	\$0 - No Funding Required	All Teachers, Counselor, Media Specialist, and Administrators

Activity - Peer Coaching Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with their Peer Coaching Teams on a regular basis to discuss observations and provide feedback as we increase our student engagement and instructional practices.	Professional Learning			09/09/2013	05/22/2014	\$0 - No Funding Required	All Teachers, Counselor, Media Specialist, and Administrators

Strategy2:

Parent Nights - The school will host 4 Parent Nights in which specific academic programs will be highlighted and teachers will provide parents information regarding a specific course or content area.

Parent Nights will provide parents an opportunity to connect with the school outside of the normal parent conferences and give parents an overall picture of the opportunities that are offered within the school.

Parent Nights also give stakeholders a chance to review the Continuous Improvement Plan throughout the year and a forum to discuss concerns within academic programs.

Research Cited: A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002).

National Middle School Association (2006), NCLB Requirements

Center for Law and Education (1996)

Activity - Title I Parent Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Meetings will be held to discuss the current Continuous Improvement Plan and any changes that need to be made. Parents will have an opportunity to voice concerns and offer suggestions on future activities/meetings that the school needs to take part in to advance the mission of the school and increase overall student achievement.	Parent Involvement			09/16/2014	05/05/2015	\$100 - Title I Schoolwide	Counselor and Administrators

Activity - Parent Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host 4 Parent Nights to increase parental involvement and awareness in the overall Continuous Improvement Plan of the school. Programs will be planned by each department and presented to the parents in a variety of forms to engage parents and students in the topics of discussion.	Parent Involvement			08/06/2014	04/24/2015	\$100 - Title I Schoolwide	All Teachers, Counselor, Media Specialists and Administrators

Strategy3:

Homeroom Advisors - All teachers will be assigned a homeroom class that they will meet with on a daily basis and serve as a mentor for their homeroom students. Throughout the year, homeroom teachers will discuss with students test taking strategies, adjustment to 8th grade and the transition to 9th grade, monitor students progress, and complete activities provided or recommended by the Counselor.

As teachers and students meet on a daily basis, this will give students an opportunity to build a relationship with teachers in the building. This will also give teachers an opportunity to discuss with students school wide trends, both positive and negative, in order to build a positive school climate and culture within the building.

Research Cited: Southern Regional Education Board (website and handouts)

ACIP

South Girard School

Activity - Daily Homeroom Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deliver homeroom activities provided or recommended by the school's counselor at least 2 days per week. These activities will focus on specific skills to help students master the 8th grade. On days that activities are not provided, homeroom teachers will facilitate group discussions on various components of the school including, but not limited to, progress monitoring, academic reports, etc.	Academic Support Program			08/06/2014	05/21/2015	\$1000 - Title I Schoolwide	Counselor, All Homeroom Teachers

Goal 6:

All students will increase Math proficiency levels at South Girard Junior High School.

Measurable Objective 1:

10% of All Students will demonstrate a proficiency with Common Core standards in Mathematics by 05/22/2015 as measured by ACT Aspire results.

Strategy1:

Progress Monitoring - Teachers will utilize bell-ringers that will check for understanding in basic math skills. Teachers will also have students complete an open-ended question weekly to monitor student progress. Teachers will monitor students' progress by creating folders that will be used as a portfolio of student's work providing a progress monitoring tool for both teacher and students. STAR Math Test will be administered to show students' increase in overall understanding of math.

Research Cited: Daily review and practice will increase students basic math skills and completing open-ended questions will help teachers gauge the students level of understanding. Teachers are then able to incorporate reteaching activities into the lesson. Progress monitoring will allow students ownership in their educational learning while giving teachers an opportunity to stay abreast of current trends in each of their classes and provide an opportunity for reteaching. STAR Math will be used as an indicator of students' growth in math over the course of the year.

Activity - Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling students will be pulled during class to receive additional help on skills that are not mastered through standard based mathematics. During this time, teachers will provide small group instruction on skills not mastered. Students that score below 70% on an assessment will be provided additional instruction, tutoring and remediation on skills to reach mastery. Teachers will be available at least two days a week to provide tutoring to students in need of additional help.	Tutoring			10/06/2014	05/22/2015	\$1000 - Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, and Reynolds) and Special Education Teacher (Johns)

Activity - Star Math Test	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Renaissance Software Program and take the STAR Math Test at least three times over the course of the year to determine their current math proficiency. Science teachers will use the results from the test to create remediation worksheets and activities for the students.	Technology			10/06/2014	05/22/2015	\$3000 - Title I Schoolwide	Science Teachers (Davis, McVay, Moore, and Sumbry)

Activity - Bell-ringer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a bell-ringer that is written to check for understanding in the following areas: 1) Order of Operations, 2) Division, 3) Fractions, 4) Probability, and 5) Graphing. Teachers may add additional areas of focus based on student needs.	Tutoring			10/06/2014	05/22/2015	\$0 - No Funding Required	Math Teachers

Activity - Student Folders for Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create folders with assignment management worksheets for students to use to monitor progress on assessments, skills, math facts, etc.	Academic Support Program			10/06/2014	05/22/2015	\$250 - Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, Reynolds)

Strategy2:

Math CCRS Focus and Review - Teachers will review assessment scores to determine necessary adjustments to instructional content.

Teachers will also use strategies, equipment, resources and knowledge gained from professional development training's to increase engagement and learning for students for CCRS standards. Teachers will use standards-based instruction in all Math classes. Teachers will monitor and share data concerning students in classes and coordinate classroom performance and instruction.

Research Cited: Bellanca, Forgarty, Pete (2012) .How to Teaching Thinking Skills Within the Common Core. Bloomington IN; Solution Tree Press

Activity - Peer Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer led tutoring sessions will be provided for students needing extra help mastering standards.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

ACIP

South Girard School

Activity - Math Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will focus on the math vocabulary for testing by incorporating testing vocabulary into lessons and bell work.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

Activity - Teacher Monitoring of Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to review assessments and adjust instruction according to results.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

Goal 7:

South Girard School will be provided the digital learning necessary to ensure college and career readiness for all students.

Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency in digital learning in Mathematics by 05/22/2015 as measured by teachers and student use of effective digital learning tools, resources, and practices in the classroom..

Strategy1:

Teacher Digital Professional Development - Teacher Digital Professional Development - Teachers will receive professional development concerning digital pedagogy. Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. Much more than "online learning," digital learning encompasses a wide spectrum of tools and practice, digital learning emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction to ensure all students reach their full potential to succeed in college and a career. Teachers will also be provided tools to help instruct students on the use of iPads as an instructional tool and the proper use of this tool.

Research Cited: Research Cited: <http://all4ed.org/issues/digital-learning>

Activity - Enrichment Digital Learning Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided instruction on the proper use of the iPad which includes appropriate instructional tools and the appropriate use of social applications.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

Activity - Teacher led Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will lead professional development sessions to inform their coworkers on digital learning options they use and find helpful. They will also allow teachers to visit their classrooms to observe instructional practices with a high success rate for students.	Academic Support Program			10/06/2014	05/22/2015	\$100000 - Title I Schoolwide	Teachers, Academic Leaders, Support Staff, Administrators

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:

Increase Math Proficiency Levels of All Students

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in Math Standards focusing on Algebra, Geometry, Measurement and Data Analysis/Probability Standards in Mathematics by 05/21/2015 as measured by test scores on the ASPIRE test to be given in the Spring..

Strategy1:

Progress Monitoring - Teachers will create and utilize bellringers that will check for understanding in basic math skills. Teachers will also have students complete an open-ended question weekly to monitor student progress.

Teachers will monitor students' progress by creating folders that will be used as a portfolio of students' work providing a progress monitoring tool for both teacher and students.

STAR Math Test will be administered to show students increase in overall understanding of math.

Research Cited: Renaissance Software Program (STAR Math), Response to Instruction/Intervention Framework,

Activity - Student Folders for Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create folders with assignment management worksheets for students to use to monitor progress on assessments, skills, math facts, etc.	Academic Support Program			08/20/2013	05/22/2014	\$250 - Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, Reynolds)

ACIP

South Girard School

Activity - Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling students will be pulled during class to receive additional help on skills that are not mastered. During this time, teachers will provide small group instruction on skills not mastered. Students that score below 70% on an assessment will be provided additional instruction, tutoring and remediation on skills to reach mastery. Teachers will be available at least two days a week to provide tutoring to students in need of additional help.	Tutoring			08/06/2014	05/22/2015	\$1000 - Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, and Reynolds) and Special Education Teacher (Johns)

Activity - Bellringer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a bellringer that is written to check for understanding in the following areas: 1) Order of Operations, 2) Division, 3) Fractions, 4) Probability, and 5) Graphing. Teachers may add additional areas of focus based on student needs.	Tutoring			08/06/2014	05/21/2015	\$100 - Title I Schoolwide	Math Teachers

Activity - STAR Math Test	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Renaissance Software Program and take the STAR Math Test at least three times over the course of the year to determine their current math proficiency. Science teachers will use the results from the test to create remediation worksheets and activities for the students.	Technology			08/06/2014	05/21/2015	\$3000 - Title I Schoolwide	Science Teachers (Davis, McVay, Moore, and Sumbry)

Goal 2:

Decrease the number of students retained at the end of the year.

Measurable Objective 1:

A 50% decrease of All Students will demonstrate a proficiency increasing their overall grades and meeting the promotion requirements for the 9th grade in Mathematics by 05/22/2015 as measured by the decrease in the total number of students that are retained at the end of the year as compared to the previous year..

Strategy1:

Development of Support Classes for Students - Students that failed math and/or attended Summer School from PCIS will be placed in a Math Support Class that will give them an additional hour of Saxon Math each day. Teachers will spend the first 10 minutes of the class reviewing the day's lesson while the remaining 50 minutes will be used for small group, whole group or individual instruction.

Two remediation classes will be created to provide students with an additional class that will help provide study skills and resources to help them become successful over the course of the year.

Research Cited: SAXON Math Program, STRIDE Academy (formerly Kid's College sponsored by Council of Leaders in Alabama Schools), National Center of Postsecondary Research (2010).

Activity - Remediation (PST)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Remediation Course for students that were socially promoted or identified for PST.	Academic Support Program			08/06/2014	05/21/2015	\$1500 - Title I Schoolwide	PST Chair (Davis), Special Education Teacher (Jones), Counselor (Storey)

Activity - Math Support Class	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will review the day's lesson and given an opportunity to complete homework while a teacher is available to help before they leave school.	Academic Support Program			08/06/2014	05/21/2015	\$250 - Title I Schoolwide	Math Teacher (Abron) and Special Education Teacher (Johns)

Activity - Remediation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive study skills techniques to help them transition and improve their academic scores.	Academic Support Program			08/19/2013	05/22/2014	\$500 - Title I Schoolwide	Special Education Teacher (Jones), Counselor (Storey)

Strategy2:

Academic Success Plan - Teachers will follow the Academic Success Plan for the semester in an effort to stay connected with their students' academic progress prior to the end of the nine weeks and prior to the end of the semester.

Teachers will identify failing students and identify instructional strategies that can be used to help students prior to the end of the nine weeks and the end of the semester.

Department Chairs will meet as a group to determine what trends are developing to determine what steps can be taken to close the achievement gap in classes.

Department Chairs will create an intervention plan to address the weakest skills that have been identified by the failure reports.

As data is being reviewed and strategies implemented, teachers will determine if students need to be referred to PST and provide work samples of student work.

Research Cited: National Center on Progress Monitoring (website with resources and citations); National Center on Response to Intervention (website with resources and citations).

Activity - Academic Success Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will follow the plan of action in the Academic Success Plan by completing failure reports ever 4 to 4 1/2 weeks. These reports will be followed by dialogue and discussions with departments and as School Leadership Team to determine next steps to improve overall academic achievement.	Academic Support Program			10/17/2014	05/21/2015	\$500 - Title I Schoolwide	All teachers, guidance counselor, media specialists and administrators

Strategy3:

Spring School - Students that have failed Math and/or English during the 1st semester will be eligible to attend Spring School which will give them an opportunity to go through a credit recovery program while receiving remediation on core standards in Math and English.

Research Cited: Credit-Recovery Programs (National High School Center); Southeast Comprehensive Center at SEDL (Volume 3, No.2); Doing What Works (2009)- U.S. Department of Education

Activity - Spring School	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend 16 one-hour sessions of after school tutoring in Math and English. During the tutoring sessions, teachers will focus on specific objectives and standards that students are showing deficiency in order to help build their basic foundation and understanding in Math or English.	Tutoring			08/06/2014	02/27/2015	\$8000 - Title I Schoolwide	Math Teachers (planning on 2 teachers, but past year required 4) and English Teacher (planning on at least 1 teacher)

Strategy4:

Student Planners - Students will be given planners on the first day of school to help provide them one place to record daily assignments and upcoming due dates for projects/tests.

Homeroom teachers will check planners on a periodic basis to ensure that students are utilizing their planners and discuss with them the importance of being organized for school.

The goal with this strategy is to have students develop time management skills and improve their academic achievement in the classrooms due to their preparedness of homework, tests and projects.

Research Cited: Fulk, B. (2003). Concerns about ninth-grade students' poor academic performance: One school's action plan. American Secondary Education, Vol.31, p. 8-26.; Bryan, T. & Burstein, K. (2004). Improving homework completion and academic performance: lessons from Special Education. Theory Into Practice, Vol 43, Issue 3.

ACIP

South Girard School

Activity - Monitor Implementation of Student Planners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will record upcoming assignments and test date into their calendars. Teachers will check planners to ensure students are utilizing them properly in the classroom. Teachers will work with students on entering information and keeping up with their planners throughout the year.	Academic Support Program			08/06/2014	05/21/2015	\$8000 - Title I Schoolwide \$1500 - Title I Schoolwide	All Teachers, Counselor, and Administrators

Goal 3:

Increase Writing Proficiency and Reading Comprehension

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in reading comprehension and writing proficiency in Writing by 05/21/2015 as measured by suggested learning objectives from Global Scholar test scores incorporating reading comprehension and writing..

Strategy1:

Language Enrichment through Social Studies - The Social Studies Department will utilize writing prompts to increase reading comprehension and teach higher order thinking skills. Teachers will incorporate passages from the textbook and supplemental materials to increase comprehension of informational and functional materials.

Teachers will use Global Scholar scores to determine the next steps in remediation to ensure that all students show growth over the course of the year. The test is administered three times during the year and after each testing window, the History teachers will analyze their classroom data to determine progress for each student.

Research Cited: Global Scholar Performance Series Tests and Results

Activity - Writing Prompts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate passages from the textbook and supplemental materials to increase comprehension of informational and functional materials through writing.	Academic Support Program			09/16/2013	05/09/2014	\$500 - Title I Schoolwide	History Teachers (Atkinson, Donnelly, Sasser, White) along with support from the English Department

Strategy2:

Accelerated Reader (AR) Program - Students will participate in the AR program by reading a minimum number of books per nine weeks. In the Honors/Gifted classes, students will read a minimum number of 7 books along with completion of the AR tests for each book. In all other classes, students will read a minimum number of 5 books along with completion of the AR tests for each book.

Research Cited: Accelerated Reader Program (website)

ACIP

South Girard School

Activity - Accelerated Reader (AR) Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read a minimum number of AR books for each of the nine-weeks, complete a reading log and take the appropriate AR test to earn points to reach their goal that has been set based on their zone of proximal development (ZPD).	Academic Support Program			08/06/2014	05/21/2015	\$1000 - Title I Schoolwide	English Teachers (Cross, Harris, Holliday, Johnson, Jones, Williams and Price) Media Specialist (Nelson)

Goal 4:

Increase ACCESS scores for EL student(s)

Measurable Objective 1:

50% of All Students will demonstrate a proficiency on the ACCESS test in English Language Arts by 05/21/2015 as measured by the student scores on the ACCESS test..

Strategy1:

WIDA Standards Awareness - Teachers will be trained and become familiar with the WIDA standards and how to develop appropriate learning goals and activities to increase student performance.

One teacher will serve as the school representative to attend all SAMUEL training sessions provided by the district and state. The EL teacher representative will provide turnaround training for teachers and provide feedback for those teachers that currently have an EL student in their classroom.

Research Cited: WIDA Standards, Rosetta Stone, Alabama State Department of Education

Activity - English Support Class	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Rosetta Stone to help students transition from their native language to English.	Academic Support Program			08/06/2014	05/21/2015	\$0 - No Funding Required	English Support Teacher (Jones), EL Teacher Representative (Atkinson) and EL District Representative (Herman)

ACIP

South Girard School

Activity - WIDA Standards Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend various professional development opportunities to learn more about the WIDA standards and how they should be effectively implemented into the classroom. Teachers will receive copies of the WIDA Standards and will become familiar with the various components of the ACCESS test. Teachers will also learn the requirements for qualification of EL and the steps they will need to take in the event they receive an EL student.	Professional Learning			08/06/2014	05/21/2015	\$500 - Title I Schoolwide	All Teachers, Counselor, Administrators and EL representative for the District (Herman)

Goal 5:

Develop a Positive School Culture

Measurable Objective 1:

collaborate to foster a positive school culture with the fundamental elements including respectfulness, resourcefulness, and responsibility in the educational process of all students by 05/21/2015 as measured by observations by the administration and feedback from students..

Strategy1:

Homeroom Advisors - All teachers will be assigned a homeroom class that they will meet with on a daily basis and serve as a mentor for their homeroom students. Throughout the year, homeroom teachers will discuss with students test taking strategies, adjustment to 8th grade and the transition to 9th grade, monitor students progress, and complete activities provided or recommended by the Counselor.

As teachers and students meet on a daily basis, this will give students an opportunity to build a relationship with teachers in the building. This will also give teachers an opportunity to discuss with students school wide trends, both positive and negative, in order to build a positive school climate and culture within the building.

Research Cited: Southern Regional Education Board (website and handouts)

Activity - Daily Homeroom Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deliver homeroom activities provided or recommended by the school's counselor at least 2 days per week. These activities will focus on specific skills to help students master the 8th grade. On days that activities are not provided, homeroom teachers will facilitate group discussions on various components of the school including, but not limited to, progress monitoring, academic reports, etc.	Academic Support Program			08/06/2014	05/21/2015	\$1000 - Title I Schoolwide	Counselor, All Homeroom Teachers

Strategy2:

Peer Coaching Teams - Peer Coaching Teams will be developed to give teachers an opportunity to interact with others outside of their

discipline and build a positive rapport within the building. Teams will meet throughout the year to complete observations and provide feedback on their findings. Teams will also check in during Professional Development Days or schedule after school meetings to ensure that dialogue is taking place on a regular basis.

The goal is to provide all teachers a support system within the building so that no one is working in isolation. Peer Coaching Teams will be collaborative, reflective, focused on student learning, and will be used as a process for refining our instructional practices.

Research Cited: Robbins, P. (1991). How to Plan and Implement a Peer Coaching Program. Alexandria, VA: Association for Supervision and Curriculum Development.

Activity - Peer Coaching Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observe members of their Peer Coaching Team providing feedback with individual teachers.	Professional Learning			08/06/2014	05/21/2015	\$0 - No Funding Required	All Teachers, Counselor, Media Specialist, and Administrators

Activity - Peer Coaching Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with their Peer Coaching Teams on a regular basis to discuss observations and provide feedback as we increase our student engagement and instructional practices.	Professional Learning			09/09/2013	05/22/2014	\$0 - No Funding Required	All Teachers, Counselor, Media Specialist, and Administrators

Strategy3:

Parent Nights - The school will host 4 Parent Nights in which specific academic programs will be highlighted and teachers will provide parents information regarding a specific course or content area.

Parent Nights will provide parents an opportunity to connect with the school outside of the normal parent conferences and give parents an overall picture of the opportunities that are offered within the school.

Parent Nights also give stakeholders a chance to review the Continuous Improvement Plan throughout the year and a forum to discuss concerns within academic programs.

Research Cited: A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002).

National Middle School Association (2006), NCLB Requirements

Center for Law and Education (1996)

ACIP

South Girard School

Activity - Title I Parent Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Meetings will be held to discuss the current Continuous Improvement Plan and any changes that need to be made. Parents will have an opportunity to voice concerns and offer suggestions on future activities/meetings that the school needs to take part in to advance the mission of the school and increase overall student achievement.	Parent Involvement			09/16/2014	05/05/2015	\$100 - Title I Schoolwide	Counselor and Administrators

Activity - Parent Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host 4 Parent Nights to increase parental involvement and awareness in the overall Continuous Improvement Plan of the school. Programs will be planned by each department and presented to the parents in a variety of forms to engage parents and students in the topics of discussion.	Parent Involvement			08/06/2014	04/24/2015	\$100 - Title I Schoolwide	All Teachers, Counselor, Media Specialists and Administrators

Goal 6:

All students will increase Math proficiency levels at South Girard Junior High School.

Measurable Objective 1:

10% of All Students will demonstrate a proficiency with Common Core standards in Mathematics by 05/22/2015 as measured by ACT Aspire results.

Strategy1:

Math CCRS Focus and Review - Teachers will review assessment scores to determine necessary adjustments to instructional content. Teachers will also use strategies, equipment, resources and knowledge gained from professional development training's to increase engagement and learning for students for CCRS standards. Teachers will use standards-based instruction in all Math classes. Teachers will monitor and share data concerning students in classes and coordinate classroom performance and instruction.

Research Cited: Bellanca, Forgary, Pete (2012) .How to Teaching Thinking Skills Within the Common Core. Bloomington IN; Solution Tree Press

Activity - Peer Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer led tutoring sessions will be provided for students needing extra help mastering standards.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

Activity - Teacher Monitoring of Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to review assessments and adjust instruction according to results.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

Activity - Math Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will focus on the math vocabulary for testing by incorporating testing vocabulary into lessons and bell work.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

Strategy2:

Progress Monitoring - Teachers will utilize bell-ringers that will check for understanding in basic math skills. Teachers will also have students complete an open-ended question weekly to monitor student progress. Teachers will monitor students' progress by creating folders that will be used as a portfolio of student's work providing a progress monitoring tool for both teacher and students. STAR Math Test will be administered to show students' increase in overall understanding of math.

Research Cited: Daily review and practice will increase students basic math skills and completing open-ended questions will help teachers gauge the students level of understanding. Teachers are then able to incorporate reteaching activities into the lesson. Progress monitoring will allow students ownership in their educational learning while giving teachers an opportunity to stay abreast of current trends in each of their classes and provide an opportunity for reteaching. STAR Math will be used as an indicator of students' growth in math over the course of the year.

Activity - Student Folders for Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create folders with assignment management worksheets for students to use to monitor progress on assessments, skills, math facts, etc.	Academic Support Program			10/06/2014	05/22/2015	\$250 - Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, Reynolds)

Activity - Star Math Test	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Renaissance Software Program and take the STAR Math Test at least three times over the course of the year to determine their current math proficiency. Science teachers will use the results from the test to create remediation worksheets and activities for the students.	Technology			10/06/2014	05/22/2015	\$3000 - Title I Schoolwide	Science Teachers (Davis, McVay, Moore, and Sumbry)

Activity - Bell-ringer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a bell-ringer that is written to check for understanding in the following areas: 1) Order of Operations, 2) Division, 3) Fractions, 4) Probability, and 5) Graphing. Teachers may add additional areas of focus based on student needs.	Tutoring			10/06/2014	05/22/2015	\$0 - No Funding Required	Math Teachers

Activity - Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Struggling students will be pulled during class to receive additional help on skills that are not mastered through standard based mathematics. During this time, teachers will provide small group instruction on skills not mastered. Students that score below 70% on an assessment will be provided additional instruction, tutoring and remediation on skills to reach mastery. Teachers will be available at least two days a week to provide tutoring to students in need of additional help.	Tutoring			10/06/2014	05/22/2015	\$1000 - Title I Schoolwide	Math Teachers (Abron, Carver, Griggs, and Reynolds) and Special Education Teacher (Johns)

Goal 7:

South Girard School will be provided the digital learning necessary to ensure college and career readiness for all students.

Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency in digital learning in Mathematics by 05/22/2015 as measured by teachers and student use of effective digital learning tools, resources, and practices in the classroom..

Strategy1:

Teacher Digital Professional Development - Teacher Digital Professional Development - Teachers will receive professional development concerning digital pedagogy. Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. Much more than "online learning," digital learning encompasses a wide spectrum of tools and practice, digital learning emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction to ensure all students reach their full potential to succeed in college and a career. Teachers will also be provided tools to help instruct students on the use of iPads as an instructional tool and the proper use of this tool.

Research Cited: Research Cited: <http://all4ed.org/issues/digital-learning>

ACIP

South Girard School

Activity - Teacher led Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will lead professional development sessions to inform their coworkers on digital learning options they use and find helpful. They will also allow teachers to visit their classrooms to observe instructional practices with a high success rate for students.	Academic Support Program			10/06/2014	05/22/2015	\$100000 - Title I Schoolwide	Teachers, Academic Leaders, Support Staff, Administrators

Activity - Enrichment Digital Learning Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided instruction on the proper use of the iPad which includes appropriate instructional tools and the appropriate use of social applications.	Academic Support Program			10/06/2014	05/22/2015	\$0 - No Funding Required	Teachers, Academic Leaders, Support Staff, Administrators

Component 3: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	No	There is on teacher who currently do not meet NCLB requirements for highly qualified. This teacher currently serves as our Gifted Education Teacher and is currently working on a masters degree to become highly qualified.	Right to Know Letter

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

As teachers are interviewed, their teaching credentials are checked to ensure that they are highly qualified and hold a valid teaching certificate in their content area. When it is found that a potential applicant is not highly qualified, he/she is given the necessary information in order to seek HQ status for the state of Alabama.

The master schedule is developed based on the student requests prior to the school year ending at Phenix City Intermediate School. We take into account our special education students, gifted, number of students requesting Honors English, and the number of students requesting Algebra I to determine the number of sections that are needed to accommodate the students. Teachers are identified to teach based on their experience and meeting the requirements for NCLB.

Component 4: Strategies to Attract Highly Qualified Teachers

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

The current principal at South Girard School is in his first year. The school did not have any turnover with the assistant principal or teachers.

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

The average years of experience of the current group of teachers at SGS is 9.5 years, and there are currently 9 teachers with 5 years or less experience.

3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

The school participates with the district in attending recruiting fairs at major universities throughout the state and continues to advertise for jobs within the area and through the Teach in Alabama website.

Teachers with no teaching experience are assigned a mentor and participate in a year-long mentoring program to help them grow as teachers.

All teachers create a Professional Learning Plan that is used to provide opportunities to grow as teachers.

4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

A mentoring program has been established to provide teachers that are new to the profession an opportunity to work with a veteran teacher to help provide support and guidance as they complete their first year.

All new teachers to the system participate in Tools for Teaching to provide techniques and a refresher on classroom management.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

A mentoring program has been established to provide teachers that are new to the profession an opportunity to work with a veteran teacher to help provide support and guidance as they complete their first year.

All new teachers to the system participate in Tools for Teaching to provide techniques and a refresher on classroom management.

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?

Effective Questioning, Engagement and higher order questioning

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

All Professional Development activities will be geared toward the math curriculum and unwrapping the standards.

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.

The mentor's specific responsibility is to guide and support the beginning teacher. The district mandates that all new teachers sign up for a Beginning Teacher Mentoring Program. At the school level, mentor and mentee are provided time during professional development to collaborate, as well as being encouraged to work together in other capacities throughout the school day.

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

Teachers are exposed to learning in manageable chunks that allow for administrators to assess implementation of the professional learning and to schedule follow-up sessions or extensions of the professional development sessions throughout the year. Further, each teacher at SGS has selected two indicators for the Educate Alabama professional learning program which will allow them to individualize their professional development, providing regular evidence of their professional learning goals.

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.

South Girard School realizes that students need support emotionally and academically during periods of transition. The following strategies have been developed to assist students and parents in the transition process. Phenix City Intermediate School students feed into South Girard School. Near the end of the school year, PCIS Students come to South Girard and the students are given a tour of the school and the Principal of South Girard School will give an orientation speech about expectations and activities available at South Girard School. South Girard School students feed into the Central High School Freshman Academy. Near the end of the school year, SGS Students will go to Central Freshman Academy and the students are given a tour of the school and the Principal of Central will give an orientation speech about expectations and activities available at Central Freshman Academy. Tours of South Girard School are available and happily given upon request of any parent or student.

Component 7: Teacher Participation in Making Assessment Decisions

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

Teachers meet within their departments to provide input on the use of school-based academic assessments. Each department, except for math, has the opportunity to create their own assessments that are to be used to measure achievement in preparation for the state standardized test while covering all ALCOS and CCRS. Math is unable to create their own assessments but can provide outside testing information to determine students' level of understanding.

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?

After each test, teachers analyze their data to determine each class's level of mastery and determine what reteaching efforts need to be made. As teachers do this, they are recording which standards were missed most so that reteaching may take place immediately before moving to the next unit.

In math teachers provide tutoring before and after all assessments. They also look at specific questions on each test to determine which lessons they will need to go back and review.

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?

After each test, teachers discuss the results of the exam and identify which areas are in need of remediation.

Teachers will use this information to determine if students need to be recommended to PST for observation.

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

Teachers are providing a variety of instructional strategies to ensure that all students' needs are being met. Teachers are working to create highly engaged classrooms that promote a variety of strategies that will help students master the information.

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

Students that are identified as non-proficient on the state's academic achievement assessments, weekly assessments, and school level assessments are provided daily intervention in this area(s) of weakness. Teachers use formative assessments, STAR math and reading assessment data, Accelerated Reader, and Tiered lessons. In addition before and after school tutoring is offered to all students at South Girard School. Finally, various research-based resources are offered to ensure that all students achieve academically.

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.

TransAct is used to help translate information for those students who not speak English.

Teachers discuss the reports with students so that they understand how to interpret the results and are able to share that with their parents.

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.

South Girard School has programs and activities in place to address special populations such as: Problem Solving Team (PST), Special Education Programs, 504 Plans, The P.E.A.R.L.S, and the All-Male Mentoring Math Class are to assist the academically, emotionally, and medically challenged students; Corecurriculum tutoring availability as requested by student and/or parent; TEARS, an community based non-profit agency collaborates weekly with SGS to provide anger management services and abstinence and life choices education; In accordance to the McKinny-Veto Law clothes, school supplies, and/or food are available for students in need; New Beginning assists and educates teen moms under the auspices of SGS; SGS' Career Fair affords students the opportunity to take a snap shot of careers available the course of study from Central High School; and English Learners students are assisted in adapting to the environment with Rosetta Stone, an on location EL coordinator, and a district EL teacher.

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?

Teachers provide in-class remediation and tutoring while incorporating STAR Math, STAR Reading, and Global Scholar to check students' current academic progress.

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.

STAR Math, STAR Reading, and Global Scholar are used to show current academic growth and help students prepare for the state assessment in the spring.

STRIDE Academy is used for our PST students to provide another opportunity to remediate through an interactive, computer- based program.

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

All of the different funding sources, local, state and Title funds are utilized to provide materials for faculty and staff members to implement necessary resources for our schoolwide improvement goals. These services also allow our school to provide additional support and training for our teachers, parents, and students.

Component 10: Evaluation

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

Through data analysis of current grades and surveys to all stakeholders, the data collected is used to determine what changes, if any, should be made to the school-wide program.

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 school looks for trends in the data to determine which groups are making gains and those that are not meeting proficiency on state standards. This information is used to determine if a specific group of students need to be pulled for Tier III instruction, or if changes need to be made to the pacing guide in a particular subject area.

Teachers analyze data from STAR Math, STAR Reading, and Global Scholar to determine growth after each test administration and provide students with remediation packets to help improve specific skills identified from the various test scores.

During the summer or just before the school year begins, the School Leadership Team will breakdown the standardized data to make comparisons, note areas of growth, and identify subgroups that show any negative trends in reaching proficiency in reading and math.

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?

Each department analyzes and submits a failure report at the end of the year and uses this number to compare to previous years to determine if the failure report is decreasing or not. Teachers will also use scores from STAR Math, STAR Reading, and Global Scholar to determine if there has been an increase in scores over the course of the year for students to make inferences on the effectiveness of a particular program or strategy.

The administrators will pull all the various data points together to create one report to determine overall academic achievement of all students. This report will also be used to determine if a particular subgroup(s) is/are making academic gains over the course of the year.

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?

The School Leadership Team meets to discuss any revisions to the plan following each nine-weeks. At these meetings, the team will discuss the data to determine what trends exist and to determine if these are school wide or being seen in specific subgroups.

The team will look at the strategies and activities that have been implemented to determine their impact on student learning and determine what changes need to be made to continue to make gains in the classroom.

These meetings will take place after each nine-weeks and will include dialogue that is subject-specific to ensure that all teachers are held
SY 2014-2015

accountable for the implementation of the Continuous Improvement Plan.

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: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	26.09

Label	Question	Value
2.	Provide the number of Administrator assigned units.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principal assigned units.	1.0

Label	Question	Value
4.	Provide the number of Counselor assigned units.	1.5

Label	Question	Value
5.	Provide the number of Librarian assigned units.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	26.84

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	1.0

Label	Question	Value
4.	Provide the number of Counselors.	1.5

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

I. State Foundation Funds: Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	1173972.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	80749.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	69247.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	73630.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	52699.0

Label	Question	Value
6.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Label	Question	Value
7.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	9483.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total 1,459,780.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Salaries/Benefits (and Substitutes) - \$5,946.00

Materials/Supplies/Software/Equipment - \$63,381.00

EL Teacher - 9%

Parental Involvement - \$4,689.00

Professional Development - \$21,376.00

Extended Day - \$45,160.00

Transportation - \$4,388.00

Field Trip - \$500.00

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	145940.0

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

These funds are housed at the Central Office and will be requested for use.

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	0.0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
10.	Title IV: For Safe and Drug-free Schools Provide the total.	0.0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

Career and Technical Education-Perkins IV: Basic Grant (Title I)

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant

Provide a brief explanation and a breakdown of expenses.

N/A

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

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

\$88,385.50

Label	Question	Value
2.	Local Funds Provide the total.	88385.0