

2018-2019 Plan for ACIP

Williamson High School 6-12

Mobile County Board of Education

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Goal 1: Provide digital tools and resources to all educators and students. (All educators and students will have digital access to a comprehensive viable infrastructure when and where they need it).

Measurable Objective 1:

collaborate to ensure that every student, teacher, and administrator has access to an Internet Connected Device (ICD) with viable access points and appropriate by 05/24/2019 as measured by Transform 2020 Plan and Narrative and Inventory Report.

Strategy 1:

Hire a Technology Paraprofessional - The technology paraprofessional will run computer labs to ensure that all students and teachers can effectively operate ICDs, use appropriate software and web based resources for research, communication, multimedia content creation and consumption.

Category: Other - Technology Integration

Research Cited: Technology Readiness for College- and Career-Ready Teaching, Learning and Assessment. (2102). Retrieved from www.setda.org. Horizon Report. (2012). Retrieved from <http://www.setda.org>.

The Broadband Imperative: Recommendations to Address K-12 Education Infrastructure Needs. (2012). Retrieved from www.setda.org.

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

Measurable Objective 1:

collaborate to provide students with transitional activities by 05/24/2019 as measured by college preparatory and vocational studies; grades; transcripts/credits; college and career portfolio, ACT, ASVAB, scholarship, community service sign up; Cohort information to ensure on-time graduation for seniors.

Strategy 1:

Improve Senior Transition - The senior counselor will collaborate with administrators and senior teachers to incorporate transition activities. The counselor will also monitor senior course selections - college preparatory and vocational studies; grades; transcripts/credits; college and career portfolio, ACT, ASVAB, scholarship, community service sign up; Cohort information to ensure on-time graduation for seniors.

Category:

Research Cited: Research cited: Bottoms, G., Presson, A., & Johnson, M. MAKING HIGH SCHOOLS WORK THROUGH INTEGRATION OF ACADEMIC AND VOCATIONAL EDUCATION (1992). pp. 167-169.

Measurable Objective 2:

collaborate to improve parental and community involvement by 05/24/2019 as measured by quarterly parenting baseline data reports..

Strategy 1:

Initiate effective parent communication - Parent Organizers will work to increase parental involvement throughout the year through phone calls, mailings, school

messenger, parent workshops, community collaboration, partnership conferences, volunteer programs and social media
Category: Other - Parent Involvement

Research Cited: Marzano, Robert. What Works in Schools: Translating Research Into Action. Alexandria: ASCD, 2003

Measurable Objective 3:

collaborate to increase student attendance from 91% to 94% by 05/24/2019 as measured by Average Daily Attendance and 20 Day Attendance Rep.

Strategy 1:

Increase Student Attendance - Develop an attendance committee in collaboration with the District Attendance Officer to analyze student attendance data and address identified needs to increase the student's attendance.

Category: Develop/Implement Learning Supports

Research Cited: School Attendance Manual. Prevention and Support Services Section. Alabama Department of Education: Montgomery, 2011

Measurable Objective 4:

demonstrate a behavior to decrease out of school suspensions by 10% from 1061 to 955 by 05/24/2019 as measured by SIR Reports and Discipline Reports.

Strategy 1:

Reduce Out of School Suspensions - This strategy is used to collect data for the functional behavior assessment for special education students. The teachers will log in daily to give real-time intervention recommendations, and decision-driving data they need for effective classroom management and to help their students succeed academically. Review360's efficient data tracking, reporting, and progress monitoring increase accountability, reduce suspensions, save valuable time, and improve communication.

Category: Implement Community Based Support and Intervention System

Research Cited: Review360® Behavior Matters

PearsonClinical.com/Review360

Goal 3: Prepare and support teachers to graduate college and career ready students.

Measurable Objective 1:

achieve college and career readiness by employing certified teachers by 05/24/2019 as measured by staff certification status.

Strategy 1:

Staffing - The principal and central office Human Resources personnel work collaboratively to insure that all prospective teachers are highly qualified. Decisions for hiring are made by recommendations of the school principal.

Category: Develop/Implement Professional Learning and Support

Research Cited: Based on the findings from the Dallas Public Schools' Accountability System, the negative effects of a poor performing teacher on student achievement persists through three years of high-performing teachers. The positive news is that if students have a high-performing teacher one year, they will enjoy the advantage of that exceptional teaching in future years. ASCD <http://ascd.org/publication/books/104136/chapters/The-Power-of-an-Effective-Teacher-and-Why-We-Should-Assess->
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Measurable Objective 2:

achieve college and career readiness by aligning instructional practices to college and career readiness standards by 05/24/2019 as measured by Grade Distributions and Course Failure rates, professional development documentation..

Strategy 1:

Professional Development - Specifically, this professional development will build the capacity of the staff to provide research-based positive supports that are school-wide, classroom-based, and/or individually focused in the following areas:

1. School Climate and Culture
2. Instructional Practices
3. Reflective and Restorative Practices
4. Building Healthy Relationships
5. Using Data to Improve Instruction

Category: Develop/Implement Professional Learning and Support

Research Cited: Development/Implement Research Based Best Practices for Continuous Improvement

Measurable Objective 3:

collaborate to provide digital-age leadership and management to continuously improve organization through effective use of information and technology resources by 05/24/2019 as measured by Transform2020 School and District Technology Plan; MCPSS surveys..

Strategy 1:

Digital Resource for Leaders - Develop and disseminate a variety of methods and formats for providing high-quality professional development, such as online, face-to-face, professional learning communities, etc.

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

Research Cited: Adapted from NETS• Administrators 4a-4d; ALSIL 6.1, 6.4, 6.7, 6.8, 6.9; Plan 2020, p. 59-60, 79

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

Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency by scoring in the Average High and Above Average Scantron Performance Bands from the fall 2018 to spring 2019 in English Language Arts by 05/24/2019 as measured by Scantron Performance Series, anchor standard item-analysis (EQT only), ELA teachers will submit grade-level proficiency data each quarter, ELA Quarterly Writing Data Report.

Strategy 1:

Purposeful Writing - Purposeful writing, close reading, and text-dependent question will be used to teach all students ELA concepts during instruction.

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

Writing as a critical literacy skill should be a daily activity in the classroom. Writing practice is thinking practice. According to research reported by Steve Graham and Michael Hebert in Writing to Read, from the 2010 report by the Carnegie Foundation, "increasing how much students write does in fact improve how well they read" (20).

Category: Develop/Implement College and Career Ready Standards

Research Cited: Performance series, anchor standard item-analysis (EQT only), ELA teachers will submit grade-level proficiency data each quarter, ELA Quarterly Writing Data Report

Measurable Objective 2:

A 5% increase of Seventh grade students will demonstrate a proficiency by scoring in the Average High and Above Average Scantron Performance Bands from the fall 2018 to spring 2019 in Science by 05/24/2019 as measured by Scantron Performance Series Bands.

Strategy 1:

Argument driven Inquiry - Argument Driven Inquiry and/or Claim, Evidence, and Reasoning assessments will be used in science to drive science, literacy, and writing standards.

Research: In response to our nation's declining competitiveness in the science, technology, engineering, and mathematics (STEM) fields, the National Research Council (NRC) published a research-based report on teaching and learning science in a 2012 document titled A Framework for K-12 Science Education:

Practices, Crosscutting Concepts, and Core Ideas. This document proposes a new approach to K-12 science education through the integration of engineering design and engineering practices within the context of science content instruction. Supported by the NRC framework and our state's College- and Career-Readiness (CCR) Anchor Standards for Reading and for Writing, the goal of Alabama's K-12 science education standards is scientific and engineering literacy for all Alabama students.

Category: Develop/Implement College and Career Ready Standards

Research Cited: (CERs) and/or Argument Driven Inquiry (ADI) lab reports.

Measurable Objective 3:

A 5% increase of English Learners students will demonstrate a proficiency provide personalized instruction for EL students in World Languages by 05/24/2019 as measured by ACCESS for ELLs state assessment, per the ALSDE Chart for interim Progress.

Strategy 1:

Personalized Instruction for EL students - Provide personalized instruction for EL students

Category: Develop/Implement Professional Learning and Support

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Research Cited: WIDA Standards and Assessment

Measurable Objective 4:

100% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a behavior and participate in at least one online experience, "defined as a structured learning environment that uses technology consistently and regularly with Intranet/Internet-based tools and resources as the delivery method format" in Career & Technical by 05/24/2019 as measured by School records (Grades 9-12) showing all students have participated in at least one online experience.

Strategy 1:

Professional Development In Online Courses - Provide training for teachers on how to effectively teach using the latest online tools and strategies.

Category: Other - Technology

Research Cited: First Choice Implementation Guide, 2009-10, Revised Jan. 23, 2009

Measurable Objective 5:

100% of Twelfth grade students will demonstrate student proficiency (pass rate) on the Civics test In Government in Social Studies by 05/24/2019 as measured by Grades on Civics Test and all History course grade distributions.

Strategy 1:

Civics Test - Beginning in the 2018-2019 school year, as a required component for completing the government course required in the high school course of study, a student shall correctly answer at least 60 of the 100 questions listed on a civics test, which shall be made available in multiple choice format. For the purposes of this section, civics test means the 100 questions that, as of February 1, 2017, officers of the United States Citizenship and Immigration Services use as the basis for selecting the questions posed to applications for naturalization. The civics test shall be completed as part of a required course in government. The school shall document on the transcript of the student that he or she has successfully completed the civics test as required by this subsection.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ENACTED BY THE LEGISLATURE OF ALABAMA

Section 16-1-1.1.1, Code of Alabama 1975.

<http://alisondb.legislature.state.al.us/alison/searchableinstruments/2017R...>

Measurable Objective 6:

5% of All Students will demonstrate a proficiency by scoring in the average high and above average Scantron Performance Bands from the fall 2018 to the spring 2019 in Mathematics by 05/24/2019 as measured by Scantron Performance Series and Pre-ACT.

Strategy 1:

Cycle of Instruction - Teachers will collaborate to increase student achievement on Scantron Performance and the ACT by utilizing traditional and computer assisted programs weekly to teach math standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Ronfeldt, M., Farmer, S., McQueen, K., & Grissom, J. (2015) Teacher collaboration in instructional teams and student achievement. American Educational Research Journal, 52 (3), 475-574..

Measurable Objective 7:

20% of Twelfth grade students will achieve college and career readiness standards upon graduation in Career & Technical by 05/24/2019 as measured by credentialing and/or benchmarking according to state standards (CCR)..

Strategy 1:

Career Technical Credentials - Students will receive Signature Academy instruction in culinary arts, AJROTC, business entrepreneurship, and welding courses that will lead to students receiving credentials to increase the number of ServSafe, guest services, NCCER credentials, MOS certification to more closely align with WHS graduation rates.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Readiness Standards