

Response of
Montgomery County
Board of Education
to
Alabama State Department
of Education
Intervention Notice

February 7, 2017



**MONTGOMERY
PUBLIC SCHOOLS**

Montgomery County Board of Education

307 South Decatur Street • P.O. Box 1991 • Montgomery, AL 36102-1991

Phone (334) 223-6700 • Fax (334) 269-3076

www.EngageEducateInspire.org

MPS Mission: To Engage, Educate and Inspire our students to succeed in college, career and beyond!

February 7, 2017

Mr. Michael Sentance, State Superintendent
Alabama State Department of Education
50 North Ripley Street
Montgomery, AL 36130

Dear Mr. Sentance:

The Montgomery County Board of Education ("the Board") and Superintendent Margaret Allen received your January 17, 2017 letter ("show cause letter") acknowledging your interest in utilizing a collaborative approach to address specific operational and academic concerns with Montgomery Public Schools ("MPS"). We understand that the Educational Accountability and Intervention Act of 2013 sets forth your authority to identify a school system's deficiencies and to require corrective measures – which may result in intervention.

In the show cause letter, the Board was asked to respond, either by affirming a decision to accept intervention, or by submitting a plan indicative of the system's decision to independently correct and substantially improve deficiencies. As indicated in our January 9, 2017 meeting with SDE officials and staff, and as publicly approved in an MPS board meeting on January 20, 2017, the Board has decided to consent to the intervention and participate in the collaborative process presented by your team.

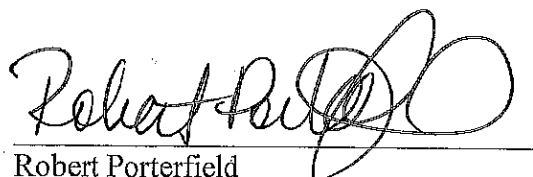
Additionally, in the spirit of collaboration, we have compiled extensive information describing the strategies and resources that are currently being applied to the areas identified in your show cause letter, namely: fiscal accountability, transportation, student achievement, college and career ready rates, graduation rate, the gap between college and career ready rates and the graduation rate, and the Child Nutrition Program. This information along with the MPS mission, vision and strategic plan represent the system's ongoing commitment to respond to areas of concern. Some areas of concern identified in the show cause letter are being brought into compliance with the application of immediate and targeted personnel and process changes. Other areas will require further planning, time and additional resources in order to realize substantial improvement. It will be in these areas that we believe intervention support would be most impactful.

As the intervention moves forward, it is essential to note the dedication and devotion of MPS administrators, teachers, staff, parents, and community members who have, and are currently making a positive difference for MPS students. The Board's decision to accept intervention does not in any way negate the hard work and progress of those named above who have contributed to the gains made in the face of obvious challenges, whether slight or significant.

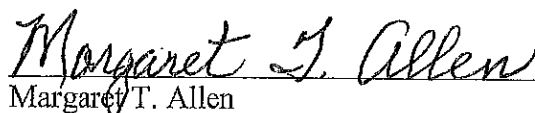
The Board is at a disadvantage because it does not know the specific process proposed for intervention. Furthermore, we acknowledge the potential for system-wide disruption with any degree of SDE intervention. For that reason, we believe it will be beneficial to include MPS officials, staff and stakeholders in both the planning and implementation phases and we hope that systemic and systematic approaches are timely and thoughtfully applied.

As you have previously stated, you want MPS to become a stellar system. Likewise, MPS desires to be able to model the practice of meeting the needs of a diverse, urban population of students; students from every socioeconomic level, every race, creed and color and regardless of disability. This has always been our goal and today we accept the vote of support that you now offer to assist us with achieving success for all students. Each is unique and has learning styles and needs that must be met. Again, we want to emphasize our commitment to a collaborative process on behalf of the Montgomery County Board of Education, its superintendent, all MPS students, staff and the community. Please contact us with any questions, concerns or requests for clarification in this regard.

Sincerely,

A handwritten signature in dark ink, appearing to read "Robert Porterfield", written over a horizontal line.

Robert Porterfield
President
Montgomery County Board of Education

A handwritten signature in dark ink, appearing to read "Margaret T. Allen", written over a horizontal line.

Margaret T. Allen
Superintendent
Montgomery County Board of Education

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STATE OF ALABAMA
DEPARTMENT OF EDUCATION

Michael Sentance
State Superintendent of Education

January 17, 2017

Alabama
State Board
of Education

Governor
Robert Bentley
President

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District II

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District V

Cynthia McCarty, Ph.D.
District VI

Jeff Newman
District VII

Mary Scott Hunter, J.D.
District VIII
President Pro Tem

Michael Sentance
Secretary and
Executive Officer

Mr. Robert Porterfield, President
Montgomery County Board of Education
P. O. Box 1991
Montgomery, AL 36102-1991

Mrs. Margaret T. Allen, Superintendent
Montgomery County School System
P. O. Box 1991
Montgomery, AL 36102-1991

Dear President Porterfield and Superintendent Allen:

Re: Request to Show Cause

I greatly appreciate the opportunity to work closely with you and members of the Montgomery County Public Schools ("MPS") Board of Education over the last several weeks. It is clear that we share a vision of establishing MPS as a school system that is second to none and that our top priority is the students of MPS. I am also mindful of the significant work that many dedicated teachers, staff, administrators, parents, and volunteers have provided over the years to help MPS. I understand and value their commitment.

My sincere belief continues to be that we can continue to work together in a collaborative effort to achieve all that is possible for all MPS students.

Concerns with Montgomery Public Schools

With those considerations in mind, I am compelled by the *Educational Accountability and Intervention Act of 2013* (the "Act") to specify certain concerns regarding MPS, to identify steps to be taken by MPS, and to provide a reasonable timetable for the completion of those steps, all of which I have outlined below.

I have determined that MPS is not in compliance with the *School Fiscal Accountability Act*, as codified in Chapter 13A of Title 16 of the *Code of Alabama*. One example of this non-compliance is that MPS does not have a permanent Chief School Financial Officer, which is a requirement under Ala. Code § 16-13A-4(a) (1975). Additionally, there are a number of required financial statements and federal budget applications, as well as an annual budget, required under Ala. Code § 16-13A-5 and 16-13A-6, which have not been submitted or not timely submitted.

January 17, 2017

But financial reasons are only one component of my concerns about MPS. Other areas include academic, Child Nutrition Program, and student transportation/bus concerns. These additional concerns may, but do not necessarily, overlap with MPS's financial deficiencies. As another basis for intervention, I have determined that a majority of MPS schools are priority schools pursuant to Section 16-6E-3(3) of the Act, including that they are substantially and sometimes chronically underperforming their potential considering the totality of circumstances (including, but not limited to, indicators such as low proficiency scores, low graduation rates, high chronic absentee rates, fiscal deficiencies, and persistent or substantial school safety or transportation concerns).

You are likely already familiar with additional details regarding these concerns. However, if you or your staff want to discuss these issues as you prepare a response, my staff and I will be available.

Steps required to be taken to correct the deficiencies

MPS must remedy these deficiencies by (a) providing an adequate plan to correct and then (b) actually substantially improving the following deficiencies: (1) fiscal procedures, budgeting, accountability (including submitting an adequate budget with required reserves), and accuracy; (2) CNP procedures; (3) student transportation systems management and operations; (4) student academic achievement; (5) College and/or Career Ready rates, (6) the gap between graduation rates and College and/or Career Ready rates, and (7) the MPS graduation rate.

Timetable for completing the corrective measures

Based on the information outlined herein, MPS must make it a priority to take material steps toward remedying these deficiencies. Specifically, your plan must provide for the correction of all deficiencies as soon as practicable but, as to those deficiencies for which gradual progress would be expected, your plan must provide for the completion of all corrective measures in no longer than three years.

Procedural information

Again, I want to emphasize my commitment to a collaborative process on behalf of the students of MPS. In that collaborative spirit, you may respond in writing that MPS will agree with and/or not challenge this proposed intervention as soon as you and the MPS Board members have had an opportunity to make a decision about this matter.

Alternatively, MPS must provide a written response to this notice no later than the close of business on February 7, 2017. In your response, you may offer reasons why intervention is not warranted or, in the alternative, present a specific plan and timetable for correcting the deficiencies identified in this notice.

MPS - Notice to Show Cause

Page 3

January 17, 2017

I will evaluate your written response and, if it is determined to be inadequate, in my judgment, I shall request authorization from the Alabama State Board of Education to intervene in the operations of MPS. If I make that request, MPS will be given an opportunity to demonstrate in writing why such action is not warranted, or should not be approved, and to appear before the Alabama State Board of Education for such purpose before a vote is taken.

I want to personally thank you, the entire Montgomery County Public Schools Board of Education, and the Montgomery County community for your spirit of collaboration. Throughout this process it has been made abundantly clear that the force driving you is a pursuit of excellence, service and commitment to all the students in your district. Please know that your cooperation is so appreciated. If you have any questions about this notice or the procedure involved, please contact my office at 334-242-9704.

Sincerely,



Michael Sentance
State Superintendent of Education

MS:JW

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MONTGOMERY COUNTY BOARD OF EDUCATION

January 20, 2017

12:05 p.m.

The Montgomery County Board of Education met in a Special Called Meeting on Friday, January 20, 2017 in the auditorium of the Central Office.

Called to Order

Board President Mr. Robert Porterfield, Jr. called the meeting to order.

Establishment of Quorum

Mr. Porterfield declared a quorum. Present: Mrs. Mary Briers, Dr. Lesa Keith, Mr. Robert Porterfield, Jr., Mrs. Arica Smith, Mrs. Melissa Snowden.

Ms. Eleanor Dawkins arrived late. Mr. W. Durden Dean was absent.

Approval of Agenda

Mrs. Briers made a motion to approve the Agenda. It was seconded by Dr. Keith. The motion passed with five aye votes (Briers, Keith, Porterfield, Smith, Snowden).

Executive Session -- Potential Litigation

Attorney Perkins certified the Executive Session was to discuss Potential Litigation. The session will last approximately 25 minutes and there will not be a vote coming out of the session.

Mrs. Briers made a motion to go into Executive Session. It was seconded by Ms. Smith. The motion passed with five aye votes (Briers, Keith, Porterfield, Smith, Snowden).

The Board sent into Executive Session at 12:05 p.m.

Ms. Dawkins arrived and joined the Executive Session.

The Board ended the Executive Session and returned to the open session at 1:03 p.m.

Receive as Information SDE Intervention

Superintendent Margaret Allen acknowledged some of the procedural information

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January 20, 2017

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that is going to be expected. There is an opportunity for us to commit to a collaborative approach meeting some of the identified areas. And also determine, at the same time, a plan of action we want to utilize in regard to those areas. It behooves us to look at both sides of the coin and make a decision on what our school board wants to follow. In particular, I am in favor of submitting preliminary plans to Mr. Sentence that are currently being enacted that can bring some of these "deficiencies" into compliance. I am encouraging the Board to allow us to continue working through those particular things. There will be other identified areas that may take a little longer to come into compliance, therefore a decision will need to be made on what kind of interventions would be necessary to bringing those pieces into compliance.

Mr. Porterfield stated at this point in time the Board has committed to working collaboratively with the state department in terms of addressing the concerns they have. We want to respond, plan and consent to what the state has before us.

Mrs. Briers stated we had three options, but to say we are going to conform is not what all we are saying. There are certain things they have to do and certain things we have to do. We want to work with the state. But, we have three plans and we have to decide which of those three plans we are willing to do at this time.

Mr. Porterfield stated we have three options with respect to what was written in the letter: We could send in a consent letter; we could respond; or, we could fight. Instead of a consent or a fight, we are working collaboratively with the state department in terms of responding and giving them a plan as to those areas that have been identified as areas of concerns.

Superintendent Allen further stated in some of the areas, if we do send a plan, it would be helpful to them to know what is already moving along in those areas they have identified. That is my suggestion. For example, with fiscal accountability one of the areas was related to having the CSFO. The closing for the posting of the CSFO was on the 18th. We had already planned after the posting ended that we would proceed with the process of getting a person in. I think it is important for us to say that. If we need to put that in writing, I think that is appropriate as well.

Mr. Porterfield further stated it should be known that we already had that person lined up for work, but in the end we had to start over. That is why we are in the position we are in now in respect to the CSFO position. We are diligently working to address those things that had been identified by Superintendent Sentence.

Attorney Vernetta Perkins stated for the record our response with this plan is not contesting the intervention. The Board has expressed we want to work with them. But we do want to go on record with these things happening to show this is what we can contribute to the collaboration.

Superintendent Allen stated she wanted members of the board to be a part of the team that comprises the response to the various areas. Superintendent asked board members to serve on the following committees: Fiscal Accountability, Mr. Dean and Ms. Dawkins; Child Nutrition, Mrs. Snowden; Transportation; Mr. Porterfield; Student Achievement, Dr. Keith; College and Career Readiness, Mrs. Briers; Gap Between Graduation Rate and College Readiness, Mrs. Briers; and, Graduation Rate, Mrs. Smith. We are going to see what is happening in those areas, note any actions going on toward changing anything that we are aware of. We can submit that information to the state department.

Consider for Approval State Department Intervention

Superintendent Allen recommended the state department's intervention response. I think it has been clearly articulated that we want to offer an opportunity, collaboratively, to provide a plan for each of the areas that would identify the steps we are in progress with making.

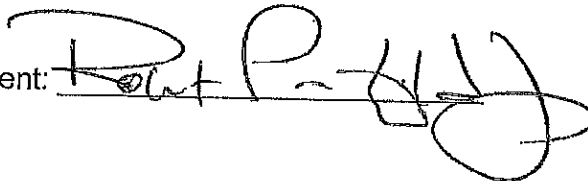
Ms. Dawkins made a motion to accept the superintendent's recommendation on the collaborative plan. It was seconded by Mrs. Briers. The motion passed with six aye votes (Briers, Dawkins, Keith, Porterfield, Smith, Snowden).

Adjournment

The meeting adjourned at 1:27 p.m.


Secretary

Approved: January 31, 2017

President: 

Area of Concern: Fiscal Accountability

Background Notes: (Brief history of area of concern and MPS strategies that are currently in the process of being implemented, as related to the area.)

Mr. Ron Glover, former CSFO for MPS, retired on March 31, 2015, after serving in the MPS finance department for over 30 years (19 were as CSFO). After his retirement, Pamela Wooden was hired to be the next CSFO. After only 18 months of serving, Mrs. Wooden was terminated on September 2, 2016. The State Department of Education (SDE) was made aware of the fact that the district would be without a CSFO.

After interviews, a CSFO candidate was selected on November 1, 2016 and contract negotiations began. The selected candidate declined the offer to contract on December 6, 2016. (*See Exhibits C-1, Board Minutes – October 28, 2016 & C-2, Board Agenda – December 6, 2016*) The SDE was contacted and MPS was given clearance to repost the position on December 7, 2016. The position was properly reposted. On January 27, 2017, after the interview did not yield a candidate an interim CSFO was selected.

Prior to Mrs. Wooden's termination a third party auditor was employed to assess the financial state of MPS. This process is incomplete as the system awaits leadership in the finance department. It is believed that allowing completion of the process will benefit the system as MPS enacts plans for improvement.

ALSD E Show Cause Notice Citations:

1. MPS does not have a permanent CSFO
2. Required financial statements, federal budget applications and applications and an annual budget have not been submitted or not timely submitted.

ALSD E Compliance Monitoring Citations:

January 9-13, 2017, the ALSDE conducted a comprehensive compliance monitoring of the finance department. The findings were conclusive to the need for CSFO leadership in the finance department. The department will submit a corrective action plan as required.

ALSDE Show Cause Notice Citations

Strategies	Steps	Person Responsible	Timeline	Cost
1. Hire CSFO	a. Repost position (<i>See Exhibit C-3, Position Announcement - CSFO</i>) b. Select Applicants c. Select a panel and scheduled the interviews d. Conduct interviews on January 27, 2016 for the Board to make final selection (Board approval) (<i>See Exhibit C-4, Interview Schedule - CSFO</i>) e. Selected Brenda Palmer as the interim CSFO f. Provide support to the new interim CSFO by providing a consultant g. Hire a permanent CSFO	Human Resources (a-c) SDE/MCBOE (d-g)	January 4, 2017-January 27, 2017	Cost for consultant TBD
2. Ensure timely completion of federal budget application	a. Ensure federal programs director has read only access to all federal budgets within MPS system to establish a timeline for completion of all budgets b. Establish a deadline for expending of federal funds c. Conduct bi-monthly meetings with CSFO and all personnel responsible for federal budgets	CSFO and Federal Programs Director	February 2017	\$0
3. Ensure timely completion of annual budgets	a. Start budget process when foundation numbers are confirmed b. Collaborate with other departments (purchasing, maintenance, transportation, security, technology)	CSFO (a, b)	March 2017 Monthly	\$0

	<p>c. Determine annually the instructional needs with curriculum department and federal programs to meet the needs of the students</p> <p>d. Establish the date for budget hearings</p>	CSFO and CAO		
4. Ensure monthly financial reports	<p>a. Create an accounting manual</p> <p>b. Provide training for the business office (accounts payable) (<i>See Exhibit C-5, AASBO Documents</i>)</p> <p>c. Implement a work flow for requisition process</p> <p>d. Close out each month by completing all end-of-month processes</p> <p>e. Ensure posting on the school system website</p>	<p>CSFO/Superintendent</p> <p>CSFO and Supervisors (a, b)</p> <p>CSFO</p> <p>Federal Programs</p> <p>Director and CSFO (d, e)</p>	<p>March 2017</p> <p>Monthly</p>	TBD (Use Compliance Director)
5. Ensure fiscal procedures	<p>a. Ensure local school accounting trainings are detailed</p> <p>b. Create an MPS finance handbook for departments and school administrators</p> <p>c. Update manual for bookkeepers (use the SDE manual) for local schools</p> <p>d. Ensure training of all applicable personnel, including school level personnel, on the accounting manual and finance handbook (Encourage certification training for all bookkeepers through AASBO) (<i>See Exhibit C-5, AASBO Documents</i>)</p> <p>e. Schedule monthly financial report to the Board</p>	<p>CSFO and Supervisor(s) (a,b)</p> <p>Local School Supervisor</p> <p>CSFO and Supervisors</p> <p>CSFO</p>	<p>March, 2017 & September, 2017</p>	\$150/employee TBD
6. Ensure sound budgeting process	<p>a. Conduct collaboration meetings between and among stakeholders (Superintendent,</p>	Superintendent and CSFO	Spring 2017	

	<p>Instructional Support, administrators, Human Resources and community)</p> <p>b. Continue automation of the human resources module in NextGen software (<i>See Exhibit C-6, E-mail-Harris Solutions – December 15, 2016</i>)</p> <p>c. Hold 2 budget hearings annually by Sept. 15th (Note: Budget hearings held on Jan. 31 & Feb. 1, 2017. (<i>See Exhibit C-7, Board Agenda – January 31, 2017</i>) In the future, MPS will meet the Sept. 15th deadline)</p> <p>d. Get Board approval for budget</p>	<p>Human Resources</p> <p>CSFO</p>		\$5,400
7. Establish required reserve	<p>a. Facilitate completion of PARCA audit</p> <p>b. Utilize PARCA audit to review MPS' income and expenditure</p> <p>c. Review current organizational chart (<i>See Exhibit C-8, Organizational Chart</i>)</p> <p>d. Create a budget reduction committee and plan</p> <p>e. Look for grants and other revenue to fund district needs</p>	<p>Board Members</p> <p>Superintendent, CSFO, SIDE Consultant and Designated other Administrators</p>	<p>February 2017-On-going</p>	\$0

MONTGOMERY COUNTY BOARD OF EDUCATION
Friday, October 28, 2016
1:03 p.m.

The Montgomery County Board of Education met on Friday, October 28, 2016 in the auditorium of the Central Office.

Called to Order

Board President Melissa Snowden called the meeting to order. She stated the purpose of this meeting was to interview candidates for the Chief School Financial Officer (CSFO) position.

Establishment of a Quorum

Mrs. Snowden declared a quorum. Present: Mrs. Mary Briers, Ms. Roberta Collins, Mr. W. Durden Dean, Dr. Lesa Kelth, Mr. Robert Porterfield, Jr., Mrs. Melissa Snowden, Mr. Dennis Coe and Mr. Feagin Johnson served as community members for the interview panel.

Approval of Agenda

Made a motion to approve the agenda. It was seconded by. The motion passed with six aye votes (Briers, Collins, Dean, Kelth, Porterfield, Snowden).

Interviews

Ms. Angela Dixon was interviewed by the Board

Mr. Arthur Watts was interviewed by the Board.

Adjournment

The meeting adjourned at 3:24 p.m.


Secretary

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October 28, 2016

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MONTGOMERY COUNTY BOARD OF EDUCATION
Combined Board Meeting – Tuesday, December 6, 2016
Central Office Auditorium, 307 S. Decatur Street
5:00 p.m.

REVISED AGENDA

1. CALL TO ORDER – Mrs. Snowden; INVOCATION – Rev. Willie Welch, First Baptist Church Greater Washington Park
2. ESTABLISHMENT OF A QUORUM
3. APPROVAL OF AGENDA
4. ELECTION – Board President and Vice-President
5. CITIZENS COMMENT
6. SUPERINTENDENT's REPORT
7. RECEIVE as Information
 - a. School Medical Advisor Agreement – Ms. Dorothy Rogers
 - b. TCU Change Order – Mr. Donald Dotson
 - c. We C.A.N. Network Update – Mr. Dillon Nettles & Mrs. Camille Finley
8. CONSIDER for Approval
 - a. Personnel Report – Certified, Support Personnel
 - b. 2017-2018 School Calendar
 - c. Board Minutes – November 15, 2016
 - d. TCU Change Order
 - e. CSFO Contract
9. EXECUTIVE SESSION – Potential Litigation
10. ADJOURNMENT

NEXT MEETING DATES

Tuesday, December 13, 2016, 6:00 p.m., High School Christmas Choral Concert, Frazer United Methodist Church, 6000 Atlanta Highway

Tuesday, January 17, 2017, 12:00 p.m., Committee of the Whole, Central Office Auditorium

Tuesday, January 31, 2017, 5:00 p.m., Regular Board Meeting, Central Office Auditorium

NOTICE**NOTICE****NOTICE**

**MONTGOMERY PUBLIC SCHOOLS
OFFICE OF HUMAN RESOURCES**

POSITION ANNOUNCEMENT

JANUARY 4, 2017

**APPLICATIONS ARE NOW BEING ACCEPTED FOR THE POSITION OF
CHIEF SCHOOL FINANCIAL OFFICER**

QUALIFICATIONS:

Have a minimum of three years' experience in public agency accounting; obtain certification as a Chief School Financial Officer from the Alabama State Department of Education within three (3) years of employment, maintain certification through continuing education requirements, and meet the following professional requirements:

- Hold a baccalaureate degree from an accredited four-year college or university with a concentration in a business-related curriculum (accounting, finance, business administration, etc.) including at least 9 semester hours in accounting
- Hold a Masters of Accountancy, an MBA degree, or a graduate degree in a business related field from a regionally accredited institution preferred
- License as a Certified Public Accountant is preferred
- Current Certification as a Chief School Finance Officer (CSFO) is preferred
- Must be bondable

JOB GOAL:

To administer the business affairs of the system in such a way as to provide the best possible educational services with the financial resources available and be responsible for a financial management system that reflects the financial condition of the local board of education on a timely and accurate basis.

DUTIES AND RESPONSIBILITIES:

1. Maintain an open line of communication with the Board of Education and the Superintendent
2. Serve as liaison for the school system in financial matters with external auditors, State Department of Education, and federal, state, and local government officials
3. Maintain an accounting system in accordance with generally accepted accounting principles and governmental accounting standards
4. Maintain a school payroll accounting system in accordance with applicable laws and regulations
5. Prepare financial reports annually and at other times as requested by the Superintendent, the Board of Education, and other agencies
6. Prepare monthly financial reports to the Board of Education as required by law and board policy
7. Prepare reports as required by other agencies
8. Maintain an adequate system of internal control including property and inventory accounting
9. Maintain a sound system of cash management
10. Maintain a sound accounting system in the individual local schools
11. Maintain a system of contracting and purchasing procedures
12. Coordinate the preparation of the annual budget and any amendments
13. Maintain the financial operations of the child nutrition program and other special programs in accordance with state and federal requirements
14. Carry out assigned responsibilities in accordance with federal, state, and local laws and with applicable rules and regulations

000013

Page 2 Chief School Financial Officer

15. Assist the Superintendent in developing goals for the school system, both short and long term
16. Serve on the superintendent's executive staff and various committees, as directed by the board of Education and/or the Superintendent
17. Participate in community relation efforts; interpret the financial matters of the system to the community as needed and as directed by the Board of Education and/or Superintendent
18. Provide staff development opportunities for all employees involved with the financial operations of the school system
19. Supervise and submit yearly evaluations for business office personnel
20. Attend board meetings and report to the Board as directed by the Superintendent
21. Perform other duties, as assigned to the position by law, the Superintendent, and/or the Board of Education, and by rules and regulations of the State Board of Education
22. Supervise and submit yearly evaluations for business office personnel

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES:

- Knowledgeable of accounting standards, laws, policies, rules, and regulation
- Knowledgeable of tax laws and applicable regulations that impact upon employee's benefits, tax forms, and related employee concerns
- Knowledgeable in group business techniques and computers at a level required to implement and maintain an automated financial system
- Ability to supervise and evaluate personnel assigned to the areas of business and finance
- Ability to communicate effectively in verbal and written form
- Possess ability to work effectively with the Superintendent and Board of Education to assist and facilitate accomplishment of school system goals and objectives
- Possess a high level of computer skills including Microsoft Office (Excel, Word)

EVALUATION:

The evaluation of the Chief School Financial Officer's job performance will be determined by the School Board in consultation with the Superintendent.

REPORTS TO: Board of Education (day-to-day supervision provided by Superintendent of Schools)

SALARY: \$94,201.92 per year, negotiable depending upon experience, knowledge and skills of the applicant

WORK TERM: 12 Months

EFFECTIVE DATE: Immediately

CLOSING DATE: January 18, 2017

APPLICATION PROCESS: The application materials should include a letter of interest, resume, and a completed application form. All applications must be made through the Alabama State Department of Education website at www.alsde.edu/teachinalabama. Current employees should submit a letter of interest and resume. Transcript(s) and/or Certified Public Accountant Certificate will be required if an interview is scheduled. All Applicants scheduled for an interview must provide a copy of their credit report. All application materials should be mailed or hand-delivered to the attention of Vernetta R. Perkins, Esq., Board Attorney at 307 South Decatur Street, Montgomery, AL 36104. Discussion of candidate qualifications and interviews will be held in a public meeting pursuant to state law. Personality profiles may be required.

SPECIAL NOTE: The person selected for this position must agree to a background check, be fingerprinted, and pay a \$46.90 fee. This is required by law.

THE MONTGOMERY COUNTY BOARD OF EDUCATION IS AN EQUAL OPPORTUNITY EMPLOYER.
NO PERSON SHALL BE DENIED EMPLOYMENT OR BE EXCLUDED FROM PARTICIPATION IN ANY PROGRAM OR
ACTIVITY ON THE BASIS OF DISABILITY, SEX, RACE, RELIGION, NATIONAL ORIGIN, COLOR OR AGE.

ANNOUNCEMENT: PR-17-02

000014

**CHIEF SCHOOL FINANCIAL OFFICER
INTERVIEWS-FRIDAY, JANUARY 27, 2017**

<u>Candidate</u>	<u>Time</u>
Linda Bartlett	12:00-1:00
Brenda Palmer	1:00-2:00
Stacey Howard	2:00-3:00



Alabama Association of
School Business Officials

AASBO Professional Certificate Program

Core Curriculum
(All 48 core hours are required)

1. Governmental Accounting Overview
2. Understanding Alabama Schools' Accounting System
3. Budget and Financial Reporting I
4. Budget and Financial Reporting II
5. Cash Management (formerly Investment of School Funds)
6. Facilities Management (formerly Capital Planning and Administration of Debt)
7. Financial Planning I
8. Financial Planning II
9. Effective Communication
10. Alabama's Financial Management Software
11. School Law I
12. School Law II
13. Contracts and Purchasing
14. Managing Federal Programs
15. Elements of Taxation and Issuance of Debt
16. Utilizing Technology in School Business Management

ELECTIVES: 6 elective hours are required. Electives vary as determined by the Certification Committee

Professional Certification Certificate Program

PURPOSE

To provide professional development experiences and recognition for the wide variety of assignments, duties and tasks of School Business Officials. These duties may include construction management, personnel management and many others. The certificate program will meet the need for a formalized training program to assist in preparing entry-level candidates for the position. Increasing demands of the position require enhanced skill levels.

Payroll/Personnel Certificate Program

Core Curriculum
(All 24 core hours are required)

1. Employee Leave Laws
2. FLSA Wage and Hour
3. School Law I
4. Employment Legal Issues
5. Benefits and Tax Reporting (formerly Employee Benefits and Employer Tax Reporting Requirements)
6. Accounting System and Personnel Reporting (formerly Personnel Reporting)
7. Utilizing Technology in the Administration of Payroll/Personnel
8. Introduction to Payroll/Personnel Management

ELECTIVES: 6 elective hours are required
Electives vary as determined by the Certification Committee

Payroll/Personnel Certificate Program

PURPOSE

To provide professional development experiences for the payroll and personnel duties and tasks of School Business Officials. The duties may include personnel management, legal aspects of personnel and payroll including compensation and benefits, leave laws, record keeping and reporting. Constant changes and increasing demands in this area require enhanced and updated skill levels.

aasbo | Alabama Association of School Business Officials

AASBO Professional Certificate Program

Core Curriculum
(All 48 core hours are required)

1. Governmental Accounting Overview
2. Understanding Alabama Schools' Accounting System
3. Budget and Financial Reporting I
4. Budget and Financial Reporting II
5. Cash Management (formerly Investment of School Funds)
6. Facilities Management (formerly Capital Planning and Administration of Debt)
7. Financial Planning I
8. Financial Planning II
9. Effective Communication
10. Alabama's Financial Management Software
11. School Law I
12. School Law II
13. Contracts and Purchasing
14. Managing Federal Programs
15. Elements of Taxation and Issuance of Debt
16. Utilizing Technology in School Business Management

ELECTIVES: 6 elective hours are required. Electives vary as determined by the Certification Committee

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Alabama Association of
School Business Officials

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LOCAL SCHOOL FINANCIAL MANAGEMENT CERTIFICATE PROGRAM

OFFICE MANAGEMENT

- I. Knowing Your School/School District and Understanding Your Role Within School Administration (3 hours)
- II. Working with People (3 hours)
- III. Utilizing Technology in Local School Management (3 hours)

SCHOOL FINANCE

- IV. Principles of Accounting I (Basic Accounting for Local School Personnel) (6 hours)
- V. Principles of Accounting II (6 hours)
- VI. Elements of Local School Accounting I (3 hours)
- VII. Elements of Local School Accounting II (3 hours)
- VIII. Budget and Financial Reporting (3 hours)

MANAGEMENT & ADMINISTRATION

- IX. School Law (3 hours)
- X. Personnel Management (3 hours)

What is the Certificate in Local School Financial Management?

- The Certificate is designed to develop your professional knowledge, understanding and competence to a level where you will be able to contribute effectively in key areas of school financial administration.
- The program aims to provide you with a framework for developing and improving your own professional administrative practices within the organization you work.
- The program encourages you to think about what you do and how you do it within your job.
- The program promotes best practices within educational financial administration.

Who is the program for?

- The program is for participants with different levels of educational and local school financial management experience. The flexible structure of the program allows participants to focus on their particular learning needs in the context of their school.
- The Certificate is open to local school financial personnel interested in a starting point for further learning and increased knowledge in the field of school finance.

aasbo | Alabama Association of School Business Officials

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Collins, Keione

From: Ryan Gibney <RGibney@harriscomputer.com>
Sent: Thursday, December 15, 2016 4:40 PM
To: Collins, Keione; Tom Boerst; John Dismukes
Cc: Palmer, Brenda
Subject: RE: Montgomery Co Invoices

Good Afternoon Keione,

The PO dealing with HR and position control has not been completed. The second one for routing has been completed. If you have any questions just let me know.

Ryan Gibney

Application Consultant

P: (251) 644-4855

F: (864) 3072455

E: RGibney@harriscomputer.com



HARRIS
School Solutions

A division of HARRIS

650 Clinic Drive Suite 2150
Mobile, Alabama
36688

www.harrisschoolsolutions.com

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From: Collins, Keione [mailto:Keione.Collins@MPS.K12.AL.US]

Sent: Thursday, December 15, 2016 12:52 PM

To: Ryan Gibney; Tom Boerst

Cc: Palmer, Brenda

Subject: FW: Montgomery Co Invoices

Hi,

Please verify if the work has been completed, if so we need invoices to process for payment.

Thanks

Keione Collins

Finance Dept.

OFC: 334-223-6789

IP 70208

FAX: 334-269-3034

Montgomery Public Schools

307 South Decatur St.

Montgomery, AL 36104

PURCHASE ORDER

TYPE: Normal

INVOICE TO:

MONTGOMERY COUNTY BOARD OF EDUCATION

ATTN: FINANCE DEPARTMENT Post Office Box 176
MONTGOMERY, AL 36101-0176

PURCHASE ORDER

Page 1 of 1

JW PO NUMBER ON ALL SHIPPING CONTAINERS,
PACKING LISTS, INVOICES AND CORRESPONDENCE.

STATUS AND DATE: Approved 07/06/2016

VENDOR: 24121 AMOUNT: 5,400.00

HARRIS COMPUTER SYSTEMS
62133 COLLECTIONS CENTER DRIVE
Chicago IL 60693-0621

SHIP TO:

FINANCE OFFICE
ATTN: FINANCE DEPARTMENT
Post Office Box 176
MONTGOMERY, AL 36101-0176
ATTENTION: FINANCE OFFICE

PO NUMBER:

BD-164073

PO DATE:

07/06/2016

EXPIRES ON:

10/04/2016

ORIGINATOR:

FINANCE OFFICE

PHONE:

FAX:

PHONE:

FAX:

EMAIL:

EMAIL:

COST CENTER: 8631

REQ NUMBER: 8602

DELIVERY DATE: 07/06/2016

TERMS: Net 30

ITEM #	QTY	UM	ITEM DESCRIPTION	ITEM COST	EXTENDED AMT
Item0001	2.00	Each	NextGen HR-Onsite Training	1,200.0000	2,400.00
Item0002	1.00	Each	Day Services		
			Position Control Initial Setup	3,000.0000	3,000.00

PURCHASE ORDER TOTAL:

5,400.00

***** NO BACK ORDERS ***** NO BACK ORDERS ***** NO BACK ORDERS *****

ALLOCATION TRACKING

GENERAL LEDGER ACCOUNT

11-5-6310-329-8631-6001-0-8600-0161

FISCAL SERVICES, OTHER PROFESSIONAL S

DISTRIBUTION TOTAL

AMOUNT

5,400.00

5,400.00

BD-164073

APPROVED BY:

DATE:

APPROVED BY:

DATE:

RECEIVED BY:

DATE:

000023

MONTGOMERY COUNTY BOARD OF EDUCATION
Budget Hearing – Tuesday, January 31, 2017
Central Office Auditorium
3:30 p.m.

AGENDA

1. CALL TO ORDER – Mr. Porterfield
2. ESTABLISHMENT OF A QUORUM
3. APPROVAL OF AGENDA
4. DISCUSSION OF PROPOSED FY 2017 BUDGET – Mrs. Mara Walls
5. Capital Projects Update – Finance
6. ADJOURNMENT

MONTGOMERY COUNTY BOARD OF EDUCATION
2nd Budget Hearing – Wednesday, February 1, 2017
Central Office Auditorium
12:00 p.m.

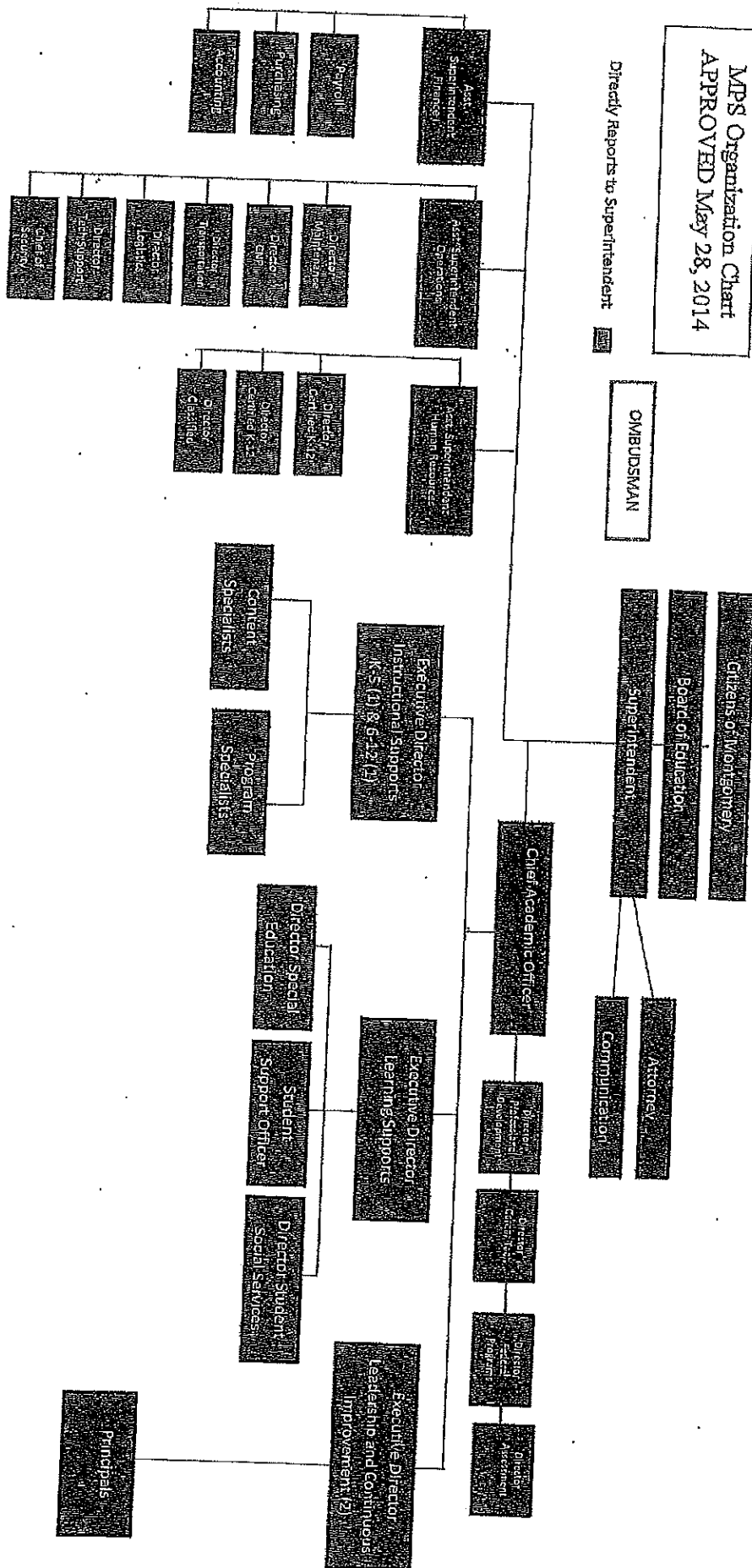
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1. CALL TO ORDER – Mr. Porterfield
2. ESTABLISHMENT OF A QUORUM
3. APPROVAL OF AGENDA
4. DISCUSSION OF PROPOSED FY 2017 BUDGET – Mrs. Mara Walls
5. Capital Projects Update – Finance
6. CONSIDER for Approval Proposed FY 2017 Budget
7. ADJOURNMENT

MPS Organization Chart
APPROVED May 28, 2014

Directly Reports to Superintendent

OMBUDSMAN



000026

Area of Concern: Child Nutrition Program

Background Notes: (Brief history of area of concern and MPS strategies that are currently in the process of being implemented, as related to the area of concern.)

In August of 2016, MPS CNP Director (of 10 years) suddenly passed away; an interim director was in place for the succeeding three months. In November of 2016, a permanent director was hired. CNP operations and staff adjustments are currently being made.

000027

ALSDE Show Cause Notice Citations:

CNP Procedures

ALSDE Compliance Monitoring:

ALSDE CNP Section facilitated an Administrative Review in January 2016. A corrective action plan related to the 2016 review was requested by SDE and submitted by MPS in January 2017. The Superintendent requested specifics associated with the show cause notice and received some verbal comments associated with the previous review. We were made aware of the final report in December of 2016. A Corrective Action Plan was submitted to the ALSDE in January 2017.

Area of Concern: Transportation

000028

Background Notes: (Brief history of area of concern and MPS strategies that are currently in the process of being implemented, as related to the area of concern.)

The MPS Transportation Department is directed by a 17 year veteran administrator whose leadership amounted numerous SDE commendations for the safe and committed work of maintaining 270+ buses. The department transports approximately 16,000 students daily. The loss of several veteran employees over the last two years and the shortage of bus drivers have impacted operational routines but the department maintained safe travel for students.

ALSDSDE Show Cause Citation:

Student transportation systems management and operations are problematic.

ALSDSDE Compliance Monitoring Citations:

Upon completion of the ALSDE Comprehensive Monitoring Review, which was facilitated January 9-12, 2017, several citations were noted in shop processes, recordkeeping, and personnel coding. Corrective action plans will be developed for the affected areas and forwarded to the SDE. January 9-12, 2017, the ALSDE conducted compliance monitoring of the transportation department. It is probable that the show cause citation elements were identified in the monitoring process. Whereas, several of the citations are being addressed immediately, corrective action plans will be submitted as required for all citation in March 2017.

Area of Concern: Academic Achievement

Background Notes: (Brief history of area of concern and MPS strategies that are currently in the process of being implemented, as related to the area of concern.)

MPS Office of Instructional Support Services (ISS) has designed systematic processes to address the academic achievement of all students with a specific emphasis on students who have demonstrated low proficiency on state required assessments in reading and math.

ISS has implemented a systemic process to address academic achievement. Emphasis is placed on leadership strategies to increase student proficiency in reading and math. The process began with identifying student needs and then allocating scarce resources such as talent, time, and technology to meet those needs in a sustainable way. In doing so, the district self-assessed its funding principles and turnaround school support to determine each schools' needs. The self-assessment process yielded the development of the Montgomery Public Schools Support for School Turnaround plan which focuses on school needs, school allocations, turnaround strategy, and interventions. This process was adapted from the Education Resource Strategies Incorporated and the *Summative Turnaround Principle Rubric*. (See Exhibit F-1, **MPS Support for School Turnaround plan and F-2, Summative Turnaround Principle Rubric**.) The district's non-negotiables for school improvement in targeted schools are monitored through the district's support plan. Current district and school-level academic improvement practices and activities have been implemented using a perpetual data analysis process; we are triangulating multiple data sources to derive at research-based and innovative solutions. To align the district and schools foci on meeting student needs, each school's Assist Continuous Improvement Plan (ACIP) is aligned to the district's strategic plan goals. Objectives, strategies, and activities are aligned to the eight turnaround principles, developed jointly by central support staff and school staff, and monitored mid-year for progress.

Below is a snapshot of some of the current practices initiated at the district level to improve the number of students who are performing at proficiency. While all practices in this table are related to academic achievement/low proficiency scores, they are organized into the same four categories as the MPS strategic plan. The categories are Academic Achievement (Goal 1), Professional Learning (Goal 2), Learning Supports (Goal 3), and Parent and Community Resources (Goal 4). The practices are also aligned according to grade span (Pre-K and Elementary, Secondary, and K-12).

ALSDSE Show Cause Notice Citations:

1. Low Academic Proficiency

ALSDSE Compliance Monitoring Citations:

N/A: ALSDE did not monitor instructional services during the 2017 review.

ALSDSE Show Cause Notice Citations:

Strategies	Steps	Person Responsible	Timeline	Cost																
1. Home Instruction for Parents of Preschool Youngsters (HIPPY)	<p>a. Peer parent educators deliver to parents of 3 and 4 year olds, 30 weeks of high-quality readiness curriculum activities. They provide instruction on how to use books to work with children daily.</p> <p>b. HIPPY also has a 15 week 5 year old program.</p> <p>c. MPS currently serves 3 elementary schools in Montgomery (Southlawn, Davis and Catoma). Students are referred to HIPPY based on test scores.</p> <p>d. MPS HIPPY serves the following Title 1 school zone areas:</p> <ul style="list-style-type: none">Federal Housing Projects (Gibbs Village, Smiley Court, and Tulane Gardens)Chisholm Area (Chisholm and Highland Avenue Schools' zones)Regency Park Area (Fitzpatrick, Peter Crump, and Brewbaker Schools' zones)Southlawn Area (Southlawn and King Schools' zones)Ridgecrest Area (Carver and Davis Elementary Schools' zones) <table><tr><td>3 year olds</td><td>4 Year Olds</td><td>5 year olds</td><td>Total</td></tr><tr><td>58</td><td>39</td><td>69</td><td>166</td></tr><tr><td>Full Time Home Visits</td><td>Part Time Home Visit</td><td></td><td></td></tr><tr><td>4 per student</td><td>7 per student</td><td>N/A</td><td>11 per student</td></tr></table>	3 year olds	4 Year Olds	5 year olds	Total	58	39	69	166	Full Time Home Visits	Part Time Home Visit			4 per student	7 per student	N/A	11 per student	Federal Programs	NA	NA
3 year olds	4 Year Olds	5 year olds	Total																	
58	39	69	166																	
Full Time Home Visits	Part Time Home Visit																			
4 per student	7 per student	N/A	11 per student																	
2. Pre-K Programs	<p>a. Continue to provide pre-K programs across the district.</p> <p>b. Twenty-four of the thirty-two MPS Pre-K classrooms are First Class classrooms.</p> <p>c. All students in MPS' First Class Pre-K classrooms are assessed using Teaching Strategies GOLD®, which address six domains of development (social-emotional, physical, language, cognitive, literacy, and math) that are associated with school success, based on the Alabama Developmental Standards for Preschool Children and Widely Held Expectations.</p> <p>d. Widely Held Expectations data compares information for each child, class, or group, placing children into three categories:</p>	Federal Programs	NA	NA																

	<p>below, meeting, or exceeding widely held expectations.</p> <p>e. At entry into MPS' First Class Pre-K programs in the 2015/2016 school year, 60.2% of children were performing below the Widely Held Expectations for their age, across all domains of school readiness.</p> <p>f. After completing the year of First Class Pre-K, the majority of children were meeting or exceeding Widely Held Expectations across all domains (98% for math, 97% for literacy, 98% cognitive, 97% language, 99% physical, and 93% social emotional).</p> <p>g. The domain that had the largest amount of growth was 39% in literacy.</p> <p>h. This data reveals that MPS' Pre-K Program continues to provide a strong foundation for student success by providing readiness skills that are necessary to develop into lifelong learners.</p>			
3. Tier I/ Core Instruction Standard Operation Procedures (SOP)	<p>a. A Standard Operating Procedure (SOP) for Core Instruction/Tier I was created to improve the quality of instruction for all students in elementary grades.</p> <p>b. The process includes the use of universal screening three times a year in reading. The universal screeners used are DIBELS Next for reading in Grades K-2 and Scantron Performance Series for Grades 3-5 reading and math.</p> <p>c. Some schools have opted to administer DIBELS Next in third grade as an additional formative assessment.</p> <p>d. The data is used to identify students who are performing below grade level and the diagnostic assessments help to identify students with characteristics of Dyslexia.</p>	Elem. Exec. Director District Literacy Coach	Yearlong	
4. Elementary RtI process	<ul style="list-style-type: none"> Revised the Response to Instruction (RtI) process for elementary schools during this scholastic year to ensure that a multi-tiered approach is used to help struggling learners. This process was incorporated into best practices for all classroom teachers rather than being used as a separate program. Every teacher is expected to use interventions with students to help them succeed in the classroom. 	ISS, Title I, PD	Revision completed September 2016	NA
5. ARI-PD Plan	<ul style="list-style-type: none"> Developed an Alabama Reading Initiative (ARI) Professional 	CAO, Elem.	Submitted	NA

Grade 3	Development Plan in five focus areas: A) Standards-Based Curriculum; B) Instruction; C) Intervention; D) Assessment; E) Collaborative Leadership. (See Exhibit F-3, MPS ARI Professional Development Plan)	Exec. Director, District Literacy Coach	Sept. 2016 SDE Approved Nov. 2016	
6. ARI reading specialist focus	<ul style="list-style-type: none"> The ARI Reading Specialist spends 80% of the time coaching teachers and providing direct instruction to Tier 2 & Tier 3 3rd Grade students based on formative assessment data. (See Exhibit F-4, MPS Strategic Plan) 	District Literacy Coach	Yearlong Year 1 Implementation	1,894,368
7. Math focus	<ul style="list-style-type: none"> District elementary math content specialist identified specific deficiencies for students in grades K-5 and has trained teachers to focus their time and effort on those high-impact actions that translate into improved student learning. Focus areas include: collaboration, instruction, content, and assessment. (See Exhibit F-4, MPS Strategic Plan) 	Elementary Math content specialist	Year 1 Implementation	NA
8. Ongoing Assessment Project (OGAP)	<p>a. District elementary math content specialist identified a select group of schools to allow their third grade teachers to attend an initial training with AMSTI to gain access to an in-depth look at the Ongoing Assessment Project (OGAP).</p> <p>b. The schools selected included Peter Crump Elementary School, Brewbaker Intermediate School, Highland Gardens Elementary School, Morningview Elementary School, Dannelly Elementary School, Fitzpatrick Elementary School, and Seth Johnson Elementary School. (See Exhibit F-4, MPS Strategic Plan)</p>	Elementary Math content specialist	Year 1 Implementation	NA
9. RtI in secondary	<p>a. All secondary schools provide a multi-tiered approach to help struggling learners.</p> <p>b. At the Tier I level, core instruction is designed to address the needs of all students through a research-based curriculum. Classroom teachers use a variety of instructional strategies and positive behavior supports within the core curriculum to address individual instructional needs.</p> <p>c. Tier II is the level for targeted instruction that is provided to students who do not master standards, or meet benchmarks. Based on</p>	District RtI Coordinator	Yearlong	NA

	assessments, discipline, grades, attendance, and other data, students who are unsuccessful with Tier I will be provided additional research-based interventions. Students who continue to misbehave or struggle in Tier II will receive intensive intervention and will be referred to a Problem Solving Team.			
10. STEM in middle schools	<ul style="list-style-type: none"> Instructional Support Services (ISS) is delivering a science content focus on developing STEM throughout the district. The five priority middle schools are engaged in a continued partnership with Discovery Education. This partnership includes job-embedded coaching and a STEM Leader Corps program. (See Exhibit F-4, MPS Strategic Plan) 	Science content specialist	Year 1 Implementation	80,000
11. PD on instructional delivery	<ul style="list-style-type: none"> Secondary English Language Arts (ELA) Specialist is working in collaboration with ELA teachers to provide whole group, small group, and one-on-one professional development to improve instructional delivery. (See Exhibit F-4, MPS Strategic Plan) 	Secondary ELA Specialist	Yearlong	NA
12. PD on reading strategies	<ul style="list-style-type: none"> Secondary ELA specialist has identified 6th, 7th, 8th, and 10th grade reading deficits and is providing training for teachers to focus on reading strategies that will assist students in mastering standards associated with informational texts. (See Exhibit F-4, MPS Strategic Plan) 	Secondary ELA Specialist	Yearlong Year 1 implementation	NA
13. Reading foundation support in middle schools	<ul style="list-style-type: none"> NeuHaus, an external provider, trains teachers on reading foundations research-based strategies. NeuHaus is providing training on <i>Patterns and Rules of African American English</i> and <i>Standard Academic English for ELA teachers</i> in middle schools as well as literacy coaches and academic interventionists. (See Exhibit F-4, MPS Strategic Plan) 	External Provider NeuHaus, CAO, and Secondary ELA Specialist	Initiated Nov. 2016 Year 1 implementation	NA
14. PD on math task	<ul style="list-style-type: none"> Secondary math specialist has identified 6th, 7th, 8th and 10th grade math deficits and is providing training for teachers to establish classroom climates that require high expectations of students. Teachers are trained to provide a task-oriented classroom enriched with thought-provoking questions. (See Exhibit F-4, MPS Strategic Plan) 	Secondary Math Specialist	Yearlong Year 2 Implementation	NA

15. Intervention in secondary master schedule	<ul style="list-style-type: none"> Schedules in all middle schools reflect a time for intensive academic, one-on-one, small group, and computer-assisted instruction to close academic deficits in the areas of reading and math. (See Exhibit F-4, MPS Strategic Plan) 	Leadership and Continuous Improvement	Year 1 implementation	NA
16. Curriculum frameworks and standard assessment chart	<ul style="list-style-type: none"> a. A standards-based curriculum framework and assessment chart have been provided for each grade level K-12 at every school to help pace the teaching of all state standards and to ensure all standards are taught by the end of the third quarter in reading and math. b. The set of standards on the science curriculum framework was collaboratively sequenced by CCRS science team and literacy coaches. This allows for reading to be taught in the science classroom and assists in the integration of reading into science lessons and activities. 	ISS Content Specialists	Completed in July	NA
17. Quarterly benchmark assessments	<ul style="list-style-type: none"> a. A benchmark assessment using Scantron Achievement Series is created for every K-10 grade level each quarter in reading, math, and writing (K-5 only). b. The standards assessed are based on the set of standards identified on the curriculum framework and standard assessment chart. c. The district uses the data to identify which set of standards require additional focus and are included on the next post assessment. These standards are shared at the school level for remediation and/or enrichment. 	ISS Content Specialists	End of each quarter	NA
18. Intervention resource	<ul style="list-style-type: none"> a. Compass Learning Odyssey, a digital curriculum for K-12 students, is used as intervention support. b. Odyssey uses a diagnostic to offer prescriptive instruction through a personalized learning path that can be both monitored and manually altered by the teacher. c. The implementation model will vary from school to school. Some ways that schools typically integrate Compass Learning into the school day include: pull-out groups, re-teaching standards that were not mastered, supplementing failed grades, self-contained intervention classrooms, before or after school sessions, during advisory period, and blended learning station rotations. 	District Assisted Technology specialist	Yearlong	168,750
19. Data meeting	<ul style="list-style-type: none"> a. Standard Operating Procedures were developed for a systemic 	Instructional	Year 2	NA

protocols		Support Staff	Implementation	
20. Small group data meeting with principals	<p>process for data meetings.</p> <p>b. Each school is expected to use multiple forms of data presented in a user-friendly format to drive all decisions for improving student achievement.</p> <p>c. At a minimum, monthly data review sessions should be conducted to ensure that instruction is data driven and student centered. (Strategic Plan Goal 1)</p> <p>d. The standard operating procedures should be used not only for data meetings, but for PBIS, PST/RI, Co-Teaching, etc.</p> <p>e. Data analysis protocol and data team process trainings and site-based support is provided each summer and during the scholastic year during scheduled leadership development sessions for school leadership team members and at school sites as needed and requested by school principals.</p> <ul style="list-style-type: none"> All schools, excluding LAMP, are required to administer fall, winter and spring reading and math assessments to monitor academic growth using Scantron Performance Series for students in grades 3-10. Data informed decisions are made to make adjustments to instructional services and supports. LAMP uses results for the PSAT to determine needed instructional adjustments and support. Mid-year, small-group, leading for growth data meetings were led by Chief Academic Officer to enable school principals to return to their schools and conduct data team meetings using Winter PS data through the Notice, Wonder, Exploratory Questions, Relevant Data Triangulation, and Solution steps to develop targets/goals by student group that drive targeted instruction until ACT Aspire administration. 	Chief Academic Officer	Year 2 Implementation	NA
21. Additional financial support to schools	<p>a. MPS has provided additional resources to schools based on enrollment, needs, and programs. Additional funding has been provided.</p> <ul style="list-style-type: none"> District Literacy/Instructional Coach (Title I) has been provided to: - Bellingrath MS, Brewbaker MS, Capitol Heights MS, Goodwyn MS, Southlawn MS, McKee MS, Georgia Washington MS. 	Key district leaders (Superintendent, HR, and CAO)	Yearlong	NA

	<ul style="list-style-type: none"> • Full-time ARI Reading Specialists are assigned to 24 schools who performed below state average in Third Grade using 2015 data: Halcyon ES, Morris ES, Brewbaker Intermediate ES, Crump ES, Dalraida ES, Dozier ES, Dunbar-Ramer E/MS, Fitzpatrick ES, Flowers ES, Floyd ES, Highland Avenue ES, Highland Gardens ES, Morningview ES, Nixon ES, Southlawn ES, Vaughn Road ES, Wares Ferry ES. • The following schools share a reading specialist because they performed above the state average in reading and were not awarded enough funds for a full-time reading specialist: Bear Exploration Center (1/4 shared), Carver ES (1/4 shared), Forest Avenue (1/4 shared), MacMillan (1/4 shared), Blount ES (1/4 shared), Catoma ES (1/4 shared), Pintlala ES (1/4 shared), Wilson ES (1/4 shared). • Priority Middle Schools and Focus Elementary School Academic Interventionists (Title I) has been provided to: Bellingrath MS, Brewbaker MS, Capitol Heights MS, Southlawn MS, McKee MS, Georgia Washington MS, and Morris ES. • The following schools received additional Local Teacher Units beyond Foundation Program Units: Baldwin Arts and Academics Magnet (6.72 units), Bellingrath MS (2.37 units), Brewbaker IS (0.5 unit), Brewbaker MS (2.58 units), Brewbaker Technology Magnet HS (4.91 units), BTW Magnet HS (4.75 units), Capitol Heights MS (3.06 units), Carr MS (5.11 units), Carver ES (7.95 units), Carver HS (5.81 units), Catoma ES (1.33 units), Children's Center (12.88 units), Chisholm ES (1 unit), Crump ES (2.02 units), Dalraida ES (0.65 unit), Dozier ES (0.48 unit), Dunbar-Ramer (7.3 units), Fewes (5.92 units), Fitzpatrick ES (0.96 unit), Flowers ES (1.31 units), Floyd ES (3.96 units), Floyd Middle Magnet (0.84 unit), Forest Avenue Academic Magnet (0.04 unit), Garrett Elementary (0.65 unit), Georgia Washington MS (1.64 unit), Goodwyn MS (2.59 units), Halcyon ES (2 units), 		Year 1	
			Year 3	
			Year 2	

	<p>Highland Avenue ES (0.49 unit), Jeff Davis HS (5 units), Johnson ES (0.47 unit), King ES (0.77 unit), Lanier HS (3.52 units), Lee HS (4.5 units), LAMP HS (7.74 units), MacMillan International Academy (0.76 unit), McKee MS (2.24 units), MPACT (13 units), Morningview ES (0.19 unit), Nixon ES (2.81 units), Park Crossing HS (0.37 unit), Pindala ES (2.2 units), PACE (12 units), Southawn ES (0.29 unit), Southawn MS (4.18 units), Vaughn Road ES (0.1 unit), Wares Ferry ES (0.39 unit), Wilson ES (0.004 unit), Montgomery Youth Facility (6 units).</p> <ul style="list-style-type: none"> • These schools received Local Administrative Units or assistant principals: Bellingrath MS, Capitol Heights MS, Chisholm ES, Southawn MS, Georgia Washington MS, Pre-K Center, Fewes. • The district funds the following resources: (ES-Elementary Schools, MS-Middle Schools, HS-High Schools) <ul style="list-style-type: none"> • Compass Learning software - all schools • Renaissance Accelerated Reader - all ES, two MS, and one HS • Abrakadoodle - Priority MS • Studies Weekly - all Title I Elementary Second and Third Grade • ARI Professional Development – Grade 3 • Neuhaus Education Center - all second grade elementary schools and ELA teachers in MS • Math Solutions - Priority and Focus Middle Schools • Discovery Education STEM Leader Corp - Priority MS • Discovery Education Digital Streaming • Read 180 and System 44 - available to middle schools • International Baccalaureate Program - MacMillan, Carr, and LAMP • Advanced Placement Program - courses offered at all 			
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traditional and magnet HS				
22. Central Support Teams	<p>a. Central Support Teams have been organized to provide targeted leadership, instructional, and operational support to schools. The teams are composed of the Chief Academic Officer, Executive Directors, an Interposition Partner, and Educational Specialists from the Office of Learning Supports and Professional Development.</p> <p>b. The schools are tiered into three categories. Tier III schools are on the failing, priority, and/or focus list; show a three year trend in their summative data that indicates decreased academic and behavioral performance; have a high at-risk population; have had a change in leadership; and/or are a newly formed school.</p> <p>c. Tier II schools have been removed from the failing, priority, and/or focus list; show a two year trend in their summative data that indicates decreased academic and/or behavioral performance; and/or have had a change in leadership.</p> <p>d. Tier I schools have school data that indicates average and/or above average academic and behavioral performance with no significant decline in performance and no change in leadership. (See Exhibit F-5, Central Support Team Overview Document)</p>	Chief Academic Officer	Year 3	NA
23. AP & IB Support	<ul style="list-style-type: none"> The district supports Advanced Placement and International Baccalaureate teachers as they prepare students to demonstrate mastery of college-level content. (See Exhibit F-4, MPS Strategic Plan) 	District ELA Specialist	Year 5	NA
24. Instructional core/non-negotiables	<ul style="list-style-type: none"> District-led instructional leadership training and job-embedded coaching are provided to support implementation of the MPS' large scale instructional improvement strategy. The strategy focus is to improve the instructional core through a collaborative culture that values reflection and adult learning. To support this strategy, ISS has implemented the following seven district-wide non-negotiables: <ul style="list-style-type: none"> Positive Behavioral Supports Standards-Based Instruction Strategic Instruction General and Special Education Co-Teaching 	Chief Academic Officer	Year 3	NA

25. Focused professional learning in elementary schools	<ul style="list-style-type: none"> o Response to Instruction (RTI) o Remediation and Enrichment o Effective School Operations <p>a. As part of the SDE-ARI plan to improve third grade reading proficiency, a professional learning plan was submitted that encompasses strategies to support grades K-3.</p> <p>b. Resources for Title I schools were purchased for Reading Intervention and social-studies content.</p> <p>c. Neufhaus, an external provider, has trained all second grade teachers on research-based strategies on reading foundations with emphasis on phonics instruction in 32 elementary schools. The professional learning includes face-to-face, coaching, and modeling support.</p> <p>• Through the Office of Professional Development, 50 individuals (3 from each of the 18 targeted schools) were trained as Professional Learning Community facilitators with the expectation that they will implement at least two PLCs in their school, focusing on student achievement.</p>	ISS Elementary Office	Year 1	304,6000
26. Focused secondary professional learning	<p>a. A High-Quality Instructional (HQI) Framework was implemented this year to help establish key behaviors and expectations for teachers and students.</p> <p>b. Currently, the certified evaluation system, Teaching Effectiveness, and the HQI correlate to ensure that the academic teacher practices are reflected in the evaluation process.</p> <p>c. The MPS Engaging Leaders Academy is a comprehensive leadership development program designed specifically for MPS' leaders currently serving in that role, as well as aspiring to serve. The program curriculum focuses on new developments and best practices in education; innovation in applying new ideas and approaches to instructional leadership; as well as leadership skill development through program activities, field experiences, and project laboratories. (See Exhibit F-4, MPS Strategic Plan)</p> <p>d. The Office of Professional Development has implemented the Alabama Teachers Mentoring Program (ATMP). (See Exhibit F-4, MPS Strategic Plan)</p>	Office of PD	Year 1	NA
27. Focused K-12 professional learning	<p>a. A High-Quality Instructional (HQI) Framework was implemented this year to help establish key behaviors and expectations for teachers and students.</p> <p>b. Currently, the certified evaluation system, Teaching Effectiveness, and the HQI correlate to ensure that the academic teacher practices are reflected in the evaluation process.</p> <p>c. The MPS Engaging Leaders Academy is a comprehensive leadership development program designed specifically for MPS' leaders currently serving in that role, as well as aspiring to serve. The program curriculum focuses on new developments and best practices in education; innovation in applying new ideas and approaches to instructional leadership; as well as leadership skill development through program activities, field experiences, and project laboratories. (See Exhibit F-4, MPS Strategic Plan)</p> <p>d. The Office of Professional Development has implemented the Alabama Teachers Mentoring Program (ATMP). (See Exhibit F-4, MPS Strategic Plan)</p>	Office of Professional Development	Year 1	NA

28. Learning supports in elementary schools	<p>a. An Elementary School Acceleration Program (ESAP) was implemented the summer of 2016 to identify elementary students, classified as over-age, who had been retained for two or more years.</p> <p>b. The purpose of the initiative was to close the achievement gap and reduce the number of over-aged children at the middle school level. These students participated in a blended learning environment: computer assisted and face-to-face. All ESAP students are classified as Tier III (intensive support).</p> <p>c. The English as a Second Language (ESL) Program offers an Extended Day opportunity from January to May for grades 2-5. Approximately 350 students are participating in small group instruction using "Language Power" to build language acquisition through this opportunity.</p>	Alternative School Specialist	Year 1 full implementation	NA
29. Learning supports in secondary schools	<p>a. MPS provides the MSAP initiative to assist over-age students in elementary and middle school.</p> <p>b. This program is designed to provide site-based content area acceleration via research-based computer-assisted instruction (CAI) and teacher-directed instruction.</p> <p>c. It is also designed to decrease the number of students categorized as over the recommended ages for students in their grade level and who have failed at least two grade levels.</p> <p>d. Currently, all traditional middle schools are currently participating in the MSAP program.</p> <ul style="list-style-type: none"> Southlawn Middle School is piloting an acceleration program to assist severely over-age students. This program is designed to provide flexible scheduling options to students who have previously and continue to exhibit poor attendance and/or severe behavior problems. This program is designed to provide individualized instruction within a small class setting. Participation in the program will allow age-appropriate social interactions and provide a safe, judgement-free learning environment for the over-aged student. Fews is an acceleration program for students in grades 6-9, who are two or more academic years behind. Fews is 	Alternative School Specialist	Year 3 Implementation	NA

	<p>currently serving 50 students.</p> <ul style="list-style-type: none"> Progressive Academy of Creative Education (PACE) is an alternative school for students in grades 9-12. Placement is contingent upon the result of a due process hearing, which is conducted by the Office of Student Support. PACE currently has 106 enrolled students. GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a competitive grant program of the US Department of Education that increases the number of low-income students who are prepared to enter and succeed in postsecondary education by providing state and local community education partnerships six to seven year grants to offer support services to high-poverty, middle and high schools. In its third year, GEAR UP is in select middle schools and is now offered in high schools. All traditional secondary schools incorporate research-based social skills instruction through the Skills Enrichment (6-8) and Transition (9-12) courses. (See Exhibit F-4, MPS Strategic Plan) 			
30. Systemic learning supports in K-12	<p>a. The MPS Department of Special Education provides educational services to more than 3,200 students throughout the district. The system has special education teachers, paraprofessionals, speech pathologists and related service personnel which provide instruction and related services to students who have a disability. Students are eligible for special education services from the age of 3 through 21.</p> <p>b. Positive Behavioral Interventions and Supports (PBIS) is a research-based approach to improving student behavior and creating a safe, positive school environment that enhances student learning. PBIS is a process that designs a behavior support plan based on a school's individual needs and behavioral data. PBIS initially focuses on school-wide (primary) behavioral data. Once the school-wide system is in place, the focus shifts to create systems of support for the individual classrooms (secondary) and for individuals (tertiary) who require more intensive interventions. PBIS is about implementing</p>	Office Learning Support	Ongoing	NA

	<p>proactive strategies for defining, teaching, and supporting appropriate student behaviors in order to create and sustain a positive school environment. (See Exhibit F-4, MPS Strategic Plan)</p> <p>c. In 2008, Montgomery Public Schools implemented an initiative that was designed to encourage positive behavior among students. This initiative is known as the <i>School-wide Positive Behavioral Support Initiative</i> and was funded as part of the <i>Safe Schools and Healthy Students Initiative</i>. Since the initiative began, 52 schools have been trained on the implementation of Positive Behavioral Interventions and Supports.</p> <p>d. MPS has partnered with community agencies to provide resources and student access to school-based social, mental health, and counseling. (See Exhibit F-4, MPS Strategic Plan)</p> <p>e. The Office of Learning Supports implements programs to improve student behavior with an emphasis on bullying prevention in fifth grade in all Tier III (priority, focus, and failing) elementary schools. (See Exhibit F-4, MPS Strategic Plan)</p> <p>f. The Office of Learning Supports implements an advisor/advisee program in priority, focus, and/or high need schools. (See Exhibit F-4, MPS Strategic Plan)</p> <p>g. The Office of Learning Supports staff members work with schools to reduce the number of students who are chronically absent and provide solutions to increase student attendance and achievement. (See Exhibit F-4, MPS Strategic Plan)</p> <p>h. Select schools (all Behavior Intervention Units, Behavior Resource Units, and select high needs schools) have a research-based social and emotional curriculum to address student behaviors that impact student learning. (See Exhibit F-4, MPS Strategic Plan)</p> <p>i. The mission of the ESL Program in MPS is to provide English instruction and support for English Language Learners. Certified and highly qualified teachers will facilitate a student's acquisition of conversational and academic English through individualized and/or group instruction. The Federal Programs Advisory Council includes an ESL Advisory Committee. Parents serving on this Committee</p>			
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	provide vital input concerning their child's education. Joining resources with parents, community members, and community organizations is imperative to student success.			
31. Focused PD to parents	<p>a. February 21st - Parent-to-Parent Brown Bag Lunch Workshop, "Coping Skills for Parents of School-Age Children"; Facilitated by the Military Child Education Coalition (will also conduct sessions for parents April 4th- "Test Taking Strategies" and May 16th- "Preventing the Summer Slide."</p> <p>b. April 1st - "N-GAGE ME!" (Networking to Gain Awareness and Grow Empowerment through Meaningful Engagement) Family and Community Engagement Event in Partnership with Office Depot (Vaughn Road location).</p> <p>c. April 29th (Tentative) - MPS Family and Community Day (community organizations such as Job Corps, YMCA, Clear Path Counseling, etc.) will set up booths to share information with parents). Will also include interactive learning and fun for kids. (May partner with Zeta Phi Beta, INC. who will host a community health fair).</p> <p>d. May (Date TBD) - Parent Recognition Program (One parent from each school will be recognized as that school's parent of the year in a district-wide program).</p> <p>e. Training sessions with Parent Liaisons/Designees are held monthly.</p> <p>f. Various workshops/events for parents are held at the school level. Each school has at least one event per month for parents. That documentation will be submitted the last week in May.</p> <p>g. Working on plan for parent-teacher home visits to implement for the 2017-18 school year after appropriate training has been completed.</p>	Title I Parent Coordinator	Year 1 Implementation	NA
32. Parent and community resources: Elementary	<p>a. MPS Office of Community Schools (OCS) program support academics both inside and outside the classroom. The OCS developed the Pets in the Classroom project. The American Humane Society identified that classroom pets support improved attendance, social interactions in the classroom, behavioral issues and class participation (Pets in the Classroom Study Phase I Findings Report American Humane Association, July 2015).</p>	Office of Community Schools	Year 2	NA

	<p>b. The Community school strategy blends educational best practices with resources to support the academic, physical, social and emotional health of students, families and communities. MPS Community Schools (Davis Elementary and Nixon) are both a place and a set of partnerships between the school and other community resources. It has an integrated focus on academics, youth development, family support, health and social services, and community development. The community school's curriculum emphasizes real-world learning through community problem solving and service. By extending the school day and school week, it reaches more families and community residents.</p> <p>c. The OCS, in partnership with Faulkner University, has created the Eagles and Eaglesettes mentoring team.</p> <p>d. The OCS, in partnership with Faulkner University, has created School Pride days, which is a joint venture between some elementary students and the University students and staff to perform school based improvements.</p> <p>e. The OCS has implemented the Chess in Schools grant. Chess instruction has been incorporated into the school day in 3 classrooms. Playing chess can enhance reading, memory, language, and mathematical abilities.</p> <p>f. Self-assessments in interests, values and abilities, and supplies occupational information showed significant gains in career maturity.</p> <p>g. Students receive small group tutoring for 45 minutes to 1.5 hours per week. The tutoring service is provided through OCS partnerships. Research has shown that well-designed tutoring programs that use volunteers and other nonprofessionals as tutors can be effective in improving children's reading skills</p> <p>h. The OCS has supported administrator and teacher training to support STEM focus and Project Based Learning.</p> <p>i. The Communication Officer and the Parental Involvement Specialist have developed and provided training regarding protocols and best practices for dynamic district and school engagement with parents and public. (See Exhibit F-4, MPS Strategic Plan)</p>			
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33. Grants to improve academic achievement	<ul style="list-style-type: none"> • The district pursued and was awarded school improvement grants (Cohort 3 SIG Program for FY 2017-FY 2021) for two high-need priority middle schools: McKee MS and Bellingrath MS. • The district pursued and was awarded 21st Century Community Learning Centers grants for one high-need, priority middle school and one high-need elementary school: Bellingrath MS and Nixon ES. • High Hopes/At-Risk for community school programs at Nixon ES and Davis ES • Chess in Schools for Davis ES, Bellingrath MS, and Lanier HS • Junior League Donation • Dependent Care Grant 	Chief Academic Office of Community Schools	2017-2021 2017-2020 2016-2017	3,000,000 900,000 376,000 11,000 1,025 23,200
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Area of Concern: Graduation Rate

Background Notes: Graduation rates have steadily increased from 2012 to 2015. Our greatest increase was in 2014 when passing the AHSGE exam was no longer required for a high school diploma. The following year, 2015, we saw a marginal increase of three percent. A review of the portal indicates that there will be no significant gain or possibly a minimal regression for 2016 which should be released later this month. Additionally, those students in special populations receiving a certificate based on the completion of courses as determined by their IEP, will be counted as completers not graduates. This will impact the graduation rate regressively as well.

ALSD: Show Cause Notice Citations:

Montgomery Public Schools' Graduation Rate

ALSD: Compliance Monitoring Citations:

N/A: ALSDE did not monitor instructional services during the 2017 review.

ALSD: Show Cause Notice Citations:				
Strategies	Steps	Person Responsible	Timeline	Cost
1. Standardized operational protocol	<ul style="list-style-type: none"> District level technical support, Collaborate with other departments across the district- Assessment Director, Tech Support Analysis, CTE Director, Student Support Analysis Required training for cohort monitors, Grad Coaches, data entry Improved record keeping and data input to ensure data integrity Each high school has designated staff that monitors the graduation cohort throughout the year. They ensure that student enrollment, exits (deceased or drop outs) and withdrawals are documented and filed electronically and/or paper copy for submission as needed. 	Chief Academic Officer Director Student Assessment	Yearly	NA

Area of Concern: Gap Between Graduation Rates and College and/or Career Ready Rate

Background Notes: The year 2015 is the first year of public release of College and Career Ready (CCR) rates. Like the graduation rate, the CCR is released one year in arrears. There are seven indicators which yield the overall score. Readiness is determined by a student's ability to benchmark on the ACT or acquire credentials on the ACT WorkKeys, receive a qualifying score on AP and IB exams, accepted for enlistment in the military, transcribed college or postsecondary credits while in high school, and/or receive approved Career Tech industry credentials. Even though some students may acquire multiple earning, they will only count one time towards the school's CCR rate.

ALSD E Show Cause Notice Citations:

The gap between graduation rates and College and/or Career Ready Rates

ALSD E Compliance Monitoring Citations:

N/A: ALSDE did not monitor instructional services during the 2017 review.

ALSD E Show Cause Notice Citations:				
Strategies	Steps	Person Responsible	Timeline	Cost
2. Collaborative Process	<ul style="list-style-type: none"> The CTE Director and the Assessment and Accountability Director are addressing collaboratively systemic measures to be in place so that in the coming years operational protocol for ensuring the accuracy of data in <i>Chalkable NOW</i> as it relates to <i>College and Career Readiness Rates</i> and closing the gap between the graduation rate are improved: <ul style="list-style-type: none"> Provide district level technical support, record keeping and data input to improve data integrity Collaborating with other departments across the district, Require training for designated data entry personnel Promote increased enrollment in AP courses and early college credit attainment Increase student enrollment Career Tech Credentialing programs Expand Career Tech Offering in Credentialing Programs Infuse instructional preparation programs for ACT and ACT WorkKeys into daily instruction Gain parents support by empowering them with information relative to College and Career Readiness indicators 	Chief Academic Officer Director Student Assessment Counseling Specialists	Yearly	NA

Area of Concern: College and Career Ready Rates

Background Notes: 2014-15 was the first year for CCR reporting and data is always one year in arrears. There are seven indicators which yields the overall score. Readiness is determined by a student's ability to benchmark on the ACT or acquire credentials on the ACT WorkKeys, receive a qualifying score on AP and IB exams, accepted for enlistment in the military, transcribed college or postsecondary credits while in high school, and/or receive approved Career Tech industry credentials. Even though some students may acquire multiple earning, they will only count one time towards the school's CCR rate.

ALSDS Show Cause Notice Citations:

The gap between graduation rates and College and/or Career Ready Rates

ALSDS Compliance Monitoring Citations:

N/A: ALSDE did not monitor instructional services during the 2017 review.

ALSDS Show Cause Notice Citations:				
Strategies	Steps	Person Responsible	Timeline	Cost
2. Collaborative Process	<ul style="list-style-type: none">Established procedures for Trenholm to send official transcripts directly to school counselors upon completion of Dual Enrollment coursesEstablished procedures to ensure high schools are recording credentials, dual enrollment, and military into student databaseOpened new Career Tech Center (MPACT) increasing credentialing opportunities for studentsImplemented math emphasis at MPACT to increase math skills (assisting with increase ACT and WorkKeys scores)Improved credentialing opportunities through Career Tech pathways at traditional high schools.Increased opportunities for Career Tech Dual Enrollment, partnering with Trenholm and establishing onsite (MPS) Dual Enrollment for studentsHiring 2 Career Coaches to assist in connecting students with career opportunities, WorkKeys preparation, and dual enrollment opportunitiesProfessional Development for teachers to plan lessons that include strategic standards based instruction and use of formative assessments to monitor learning.	Director of CTE Counseling Specialists	Yearly	NA

Montgomery Public Schools Support for School Turnaround

Section I - School Needs; Section II - School Allocations; Section III - Turnaround Strategy; Section IV - Interventions

ESR: District Support for School Turnaround

Area	Indicator	Performance Level	Data	Alignment to Turnaround/Improvement
I. School Needs	1. The district has an effective method for evaluating student needs at each school.	The district has a clear, well-established process for evaluating student needs by school that includes measures of performance, risk factors, and special populations.	<p>Comprehensive: School Profile Reports, e-gap</p> <p>Academic: Cohort dropout rate portal, Cohort Grad Rate Portal, CCR Portal, Local Indicator Portal, Assessment Portal, Scantron Assessments, Common Assessments, Screeners, Failure Reports, Progress Reports, Report Cards</p> <p>Behavioral: At-risk Reports, School Discipline Dashboards, Unexcused Absence Reports,</p>	<p>2.1 Implements a culturally responsive support system to improve safety, discipline, and attendance: Safety Plan, Code of Conduct, Violence Prevention Programs</p> <p>2.2 Implements a culturally responsive support system to improve non-academic factors such as social, emotional, and health needs of all students: Guidance Plan</p> <p>6.1-Utilize data to make instructional and curricular decisions: Needs Assessment, Data Notebooks, Data Meetings, Data Team Process, PST (Rtl)</p> <p>6.2-Use data to identify and prioritize needs. Multiple sources of data includes academic and nonacademic data: Needs Assessment, Data Notebooks, Data Meetings, Data Team Process, PST (Rtl)</p>

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	2. The district deliberately manages the distribution of the highest-needs populations across schools.	The district has examined the distribution of students at turnaround schools and taken action either to change student assignment or to ensure that sufficient resources are available for those schools.	Special Education Inclusion and Behavior Units	2.1 Implements a culturally responsive support system to improve safety, discipline, and attendance: Safety Plan, Code of Conduct, Violence Prevention Programs, PBIS, BIPs, Learning Supports Intervention 2.2 Implements a culturally responsive support system to improve non-academic factors such as social, emotional, and health needs of all students: Guidance Plan, Learning Supports Interventions, PST
	3. The district has an effective method for evaluating principal performance.	The district has an effective method for evaluating principal performance relative to clearly defined standards that combines qualitative and quantitative data from a variety of different sources, including school and student	LeadAlabama Alabama Instructional Leadership Standards Observation, Feedback, & Corrective Action Plan Process Turnaround Principle Rubric	1. School Leadership 2. School Culture and Climate 3. Effective Instruction 4. Curriculum, Assessment, and Intervention 5. Effective Staffing 6. Enabling the Effective Use of Data 7. Effective Use of Time 8. Effective Family and Community Engagement

Montgomery Public Schools Support for School Turnaround

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		performance.	Educator Effectiveness	
	4. The district has an effective method for evaluating teacher performance.	The district has an effective method for evaluating teacher performance that draws on a variety of different data sources, including observations, responsibilities, and student outcomes.		3.1- Implements rigorous research-based instruction aligned with CCRS: Lesson Plans, Observations, PST(RtI), Assessment Charts, Pacing Guides, Curr. Frameworks, Formative Assessments
	5. The district has an effective method for evaluating school practice.	The district has a well-defined set of school essentials that are a central part of school improvement planning and inform school priorities and support.	Non-negotiables High-Quality Instruction Framework Turnaround Principal Rubric	3.2- Implements differentiated instruction for all students based on individual needs. Lesson Plans, Tiered Instruction, Data Meetings, Data Team Process 3.1- Implements rigorous research-based instruction aligned with CCRS: Lesson Plans, Observations, PST(RtI), Assessment Charts, Pacing Guides, Curr. Frameworks, Formative Assessments 3.2- Implements differentiated instruction for all students based on individual needs. Lesson Plans, Tiered Instruction, Data Meetings, Data Team Process 4.1-Curriculum, resources, and

Montgomery Public Schools Support for School Turnaround

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				<p>assessments are aligned with CCRS: Lesson Plans, Classroom Assessment Samples, Curriculum Assessment Charts and Frameworks</p> <p>4.2- Implements research-based instructional strategies: Walkthrough observation data, lesson plans,</p> <p>4.3- Uses formative assessments to guide instruction: Lesson Plans, Data Meeting Notes, Data Team Process Notes, PLC Observations and Notes, ACIP</p> <p>4.4- Provides appropriate interventions to meet the needs of all students: Lesson Plans, Tiered Instruction, PST (RtI). Master Schedule, Intervention Time and Resources, Intervention Plan</p> <p>6.1- Utilize data to make instructional and curricular decisions: Needs Assessment, Data Notebooks, Data Meetings, Data Team Process,</p>
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Montgomery Public Schools Support for School Turnaround

Section I - School Needs; Section II - School Allocations; Section III - Turnaround Strategy; Section IV - Interventions

				<p>PST (Rtl)</p> <p>6.2-Use data to identify and prioritize needs. Multiple sources of data includes academic and nonacademic data: Needs Assessment, Data Notebooks, Data Meetings, Data Team Process, PST (Rtl)</p>
<p>II. School Allocations</p>	<p>1. The district ensures that students with greater learning challenges, such as students significantly below grade level, special education students, ELL students, and students in poverty, at all schools receive additional resources to support these needs.</p>	<p>The district leverages both general and categorical funding to provide additional funding to students with high needs, including special education, ELL, poverty, and students who are off-track or struggling academically.</p>	<p>Administrative Support Academic Interventionist Instructional/Literacy Coach Social Worker ELL Instructor Behavioral Interventionist Teacher Tutors</p>	<p>2.1 Implements a culturally responsive support system to improve safety, discipline, and attendance: Safety Plan, Code of Conduct, Violence Prevention Programs, PBIS, BIPs, Learning Supports Intervention</p> <p>2.2 Implements a culturally responsive support system to improve non-academic factors such as social, emotional, and health needs of all students: Guidance Plan, Learning Supports Interventions, PST</p> <p>3.1- Implements rigorous research-based instruction aligned with CCRS: Lesson Plans, Observations, PST(Rtl), Assessment Charts, Pacing Guides, Curr. Frameworks,</p>

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				Formative Assessments 3.2- Implements differentiated instruction for all students based on individual needs. Lesson Plans, Tiered Instruction, Data Meetings, Data Team Process
	2. The district considers current funding levels when determining additional funding and support for turnaround schools.	The district considers current funding levels when determining additional turnaround funding and the level of additional funding varies from school to school based on need and current funding.	Funding based on Enrollment, Need and Programs. Four Key Factors: Consistency, Differentiation, Flexibility, and Transparency	5.1-Review the quality of all staff and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort/prevent ineffective teachers from transferring to these schools: Teacher Evaluation, HR Non-renewal Process, Progressive Discipline Process, PD Plans, Corrective Action Plans 5.2-Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and ties to teacher and student needs: PD Plan, PLPs, Instructional Coach PD/Side-by-Side Coaching Notes 5.3 Provide the principal with

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				the operational flexibility in the areas of scheduling, staff, curriculum, and budget: Master Schedule, Teacher Duty Roster, Title I Budget, ACIP, HR Staffing Recommendations
	3. Turnaround schools have lower class sizes and teacher loads for the most critical grades, subjects, and students.	Schools deliberately manage class size targets based on student needs.	Locally funded teachers Class size reduction teachers Scheduling assistance	1.1-Review performance of the current principal and replace the principal if such a change is necessary to ensure effective leadership: Instructional Audit LeadAlabama Alabama Instructional Leadership Standards Observation, Feedback, & Corrective Action Plan Process, Turnaround Principle Rubric 1.2-Demonstrates to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort: Walkthrough, Summative Assessment Results, Scantron Assessments 1.3- Principal has operational flexibility in the areas of

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				scheduling, staff, curriculum, and budget; Master Schedule, Budget, HR Staff Process,
	4. Turnaround schools maximize instructional time in core academic subjects.	All schools provide additional time in English language arts and math.	Instructional support for effective use of time; lesson planning and instructional delivery; and transitioning	7.1-Design and/or redesign to meet individual student needs and increase time for learning: Master Schedule, Intervention Schedule, Lesson Plans, Classroom Observation
	5. Turnaround schools extend learning time for students who need it.	All schools provide extra time for struggling students.	After-school tutorial Evening academy	7.2-Provide time for teacher collaboration focused on improving teaching and learning: Master Schedule, PLC Agenda, Observation & Notes
				3.1- Implements rigorous research-based instruction aligned with CCRS: Lesson Plans, Observations, PST(RtI), Assessment Charts, Pacing Guides, Curr. Frameworks, Formative Assessments
				3.2- Implements differentiated instruction for all students based on individual needs. Lesson Plans, Tiered Instruction, Data Meetings, Data Team Process

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				<p>7.1-Design and/or redesign to meet individual student needs and increase time for learning: Master Schedule, Intervention Schedule, Lesson Plans, Classroom Observation</p> <p>7.2-Provide time for teacher collaboration focused on improving teaching and learning: Master Schedule, PLC Agenda, Observation & Notes</p>
	<p>6. The district provides guidelines and shares best practices on how to differentiate instructional time and increase individual attention based on student need.</p>	<p>The district provides significant support to all turnaround schools.</p>	<p>PD deliverables: Differentiated Instruction, Small Group Instruction</p>	<p>3.1- Implements rigorous research-based instruction aligned with CCRS: Lesson Plans, Observations, PST(Rtl), Assessment Charts, Pacing Guides, Curr. Frameworks, Formative Assessments</p> <p>3.2- Implements differentiated instruction for all students based on individual needs. Lesson Plans, Tiered Instruction, Data Meetings, Data Team Process</p> <p>7.1-Design and/or redesign to meet individual student needs and increase time for learning: Master Schedule,</p>

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				<p>Intervention Schedule, Lesson Plans, Classroom Observation</p> <p>7.2-Provide time for teacher collaboration focused on improving teaching and learning: Master Schedule, PLC Agenda, Observation & Notes</p>
III. Turnaround Strategy	<p>1. The district has a systematic way to assess school performance and to identify which schools should be turnaround schools.</p>	<p>The district has clear, well-established processes for assessing school performance and clear criteria for which schools are turnaround schools.</p>	<p>District-wide non-negotiables</p> <p>Turn around principles</p> <p>Instructional Leadership Standards</p> <p>Observations</p> <p>Scantron Reports, Grade Reports, Discipline Reports, Attendance Reports, Summative Academic Reports</p>	<p>1. School Leadership</p> <p>2. School Culture and Climate</p> <p>3. Effective Instruction</p> <p>4. Curriculum, Assessment, and Intervention</p> <p>5. Effective Staffing</p> <p>6. Enabling the Effective Use of Data</p> <p>7. Effective Use of Time</p> <p>8. Effective Family and Community Engagement</p>
	<p>2. The district has a deliberate turnaround strategy for persistently low-performing schools.</p>	<p>The district has a deliberate, comprehensive turnaround strategy for all persistently low-performing schools.</p>	<p>Central Support Team</p>	<p>1. School Leadership</p> <p>2. School Culture and Climate</p> <p>3. Effective Instruction</p> <p>4. Curriculum, Assessment, and Intervention</p> <p>5. Effective Staffing</p> <p>6. Enabling the Effective Use of Data</p> <p>7. Effective Use of Time</p> <p>8. Effective Family and Community Engagement</p>
	<p>3. If the district has a</p>	<p>The turnaround strategy</p>	<p>A. Principal and school leadership</p>	<p>1.1-Review performance of</p>

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comprehensive turnaround strategy in place, how many of these components does the turnaround strategy have?	has all four of the components listed to the left.	2. Interventions and supports 3. During and after school intervention time 4. Computer assisted instruction, GEAR-UP, Community School,	the current principal and replace the principal if such a change is necessary to ensure effective leadership: Instructional Audit LeadAlabama Alabama Instructional Leadership Standards Observation, Feedback, & Corrective Action Plan Process, Turnaround Principle Rubric 1.2-Demonstrates to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort: Walkthrough, Summative Assessment Results, Scantron Assessments 1.3- Principal has operational flexibility in the areas of scheduling, staff, curriculum, and budget: Master Schedule, Budget, HR Staff Process, 2.1 Implements a culturally responsive support system to improve safety, discipline, and attendance: Safety Plan, Code
a. A transformational leader and expert teacher teams b. Help for at-risk students c. School designs that provide additional time and individualized interventions based on student needs d. Additional resources and support			

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				<p>of Conduct, Violence Prevention Programs, PBIS, BIPs, Learning Supports Intervention</p> <p>2.2 Implements a culturally responsive support system to improve non-academic factors such as social, emotional, and health needs of all students: Guidance Plan, Learning Supports Interventions, PST</p> <p>3.1- Implements rigorous research-based instruction aligned with CCRS: Lesson Plans, Observations, PST(Rtl), Assessment Charts, Pacing Guides, Curr. Frameworks, Formative Assessments</p> <p>3.2- Implements differentiated instruction for all students based on individual needs. Lesson Plans, Tiered Instruction, Data Meetings, Data Team Process</p> <p>4.1-Curriculum, resources, and assessments are aligned with CCRS: Lesson Plans, Classroom Assessment Samples, Curriculum</p>
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				<p>Assessment Charts and Frameworks</p> <p>4.2- Implements research-based instructional strategies: Walkthrough observation data, Lesson plans,</p> <p>4.3- Uses formative assessments to guide instruction: Lesson Plans, Data Meeting Notes, Data Team Process Notes, PLC Observations and Notes, ACIP</p> <p>4.4- Provides appropriate interventions to meet the needs of all students: Lesson Plans, Tiered Instruction, PST (Rtl), Master Schedule, Intervention Time and Resources, Intervention Plan</p> <p>6.1- Utilize data to make instructional and curricular decisions: Needs Assessment, Data Notebooks, Data Meetings, Data Team Process, PST (Rtl)</p> <p>6.2- Use data to identify and prioritize needs. Multiple sources of data includes</p>
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				academic and nonacademic data: Needs Assessment, Data Notebooks, Data Meetings, Data Team Process, PST (RtI)
	4. Investments in turnaround schools are used to change underlying structures and not for add-ons to existing programs (e.g., tutoring, afterschool programs).	Turnaround support is provided as part of an integrated restructuring process.	Academic Interventionists Literacy/Instructional Coaches Read 180/System 44 Math Solutions Discovery Education	1.2-Demonstrates to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort: Walkthrough, Summative Assessment Results, Scantron Assessments
				1.3- Principal has operational flexibility in the areas of scheduling, staff, curriculum, and budget: Master Schedule, Budget, HR Staff Process,
				2.1 implements a culturally responsive support system to improve safety, discipline, and attendance: Safety Plan, Code of Conduct, Violence Prevention Programs, PBIS, BIPs, Learning Supports Intervention
				2.2 Implements a culturally responsive support system to improve non-academic factors

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				such as social, emotional, and health needs of all students: Guidance Plan, Learning Supports Interventions, PST
	5. The district has clear performance standards for turnaround schools and schools leaders and tangible consequences for both meeting/exceeding and falling short of these standards.	The district has clear standards for turnaround schools and consequences of performance are well understood and enforced.	Turn Around Rubric Academic Goals Behavioral Goals School Operation Goals	6.1-Utilize data to make instructional and curricular decisions: Needs Assessment, Data Notebooks, Data Meetings, Data Team Process, PST (Rtl) 6.2-Use data to identify and prioritize needs. Multiple sources of data includes academic and nonacademic data: Needs Assessment, Data Notebooks, Data Meetings, Data Team Process, PST (Rtl)
IV. Interventions	1. The district has an effective method for placing high-capacity principals in turnaround schools.	The district identifies its highest-performing principals and actively recruits them to turnaround schools and/or targets top performers from outside the district.	Selection by panel Placement of experienced principals	1.2-Demonstrates to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort: Walkthrough, Summative Assessment Results, Scantron Assessments 1.3- Principal has operational flexibility in the areas of scheduling, staff, curriculum,

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				and budget: Master Schedule, Budget, HR Staff Process,
	2. The district provides incentives to teachers to work in turnaround schools.	The district has effective incentives to attract and retain high-performing teachers at turnaround schools.	No	5.1-Review the quality of all staff and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort/prevent ineffective teachers from transferring to these schools: Teacher Evaluation, HR Non-renewal Process, Progressive Discipline Process, PD Plans, Corrective Action Plans
				5.2-Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and ties to teacher and student needs: PD Plan, PLPs, Instructional Coach PD/Side-by-Side Coaching Notes
				5.3 Provide the principal with the operational flexibility in the areas of scheduling, staff, curriculum, and budget: Master Schedule, Teacher Duty Roster, Title I Budget, ACIP, HR Staffing

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				Recommendations
	3. Principals have authority to choose teachers based on the fit of their skills and expertise with school and student needs.	All principals may choose teachers based on fit and need and work closely with human resources to ensure they have access to the right candidates.	School-based screening, interviewing, and recommending process	5.1-Review the quality of all staff and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort/prevent ineffective teachers from transferring to these schools: Teacher Evaluation, HR Non-renewal Process, Progressive Discipline Process, PD Plans, Corrective Action Plans
				5.2-Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and ties to teacher and student needs: PD Plan, PLPs, Instructional Coach PD/Side-by-Side Coaching Notes
				5.3 Provide the principal with the operational flexibility in the areas of scheduling, staff, curriculum, and budget: Master Schedule, Teacher Duty Roster, Title I Budget, ACIP, HR Staffing Recommendations
4. Turnaround schools	There is an effective	Progressive Discipline		5.1-Review the quality of all

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have support for removing low-performing teachers.	process for transferring low-performing teachers from turnaround schools and removing them from the district if appropriate.	Corrective action plans Executive Director intervention Human Resources intervention	staff and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort/prevent ineffective teachers from transferring to these schools: Teacher Evaluation, HR Non-renewal Process, Progressive Discipline Process, PD Plans, Corrective Action Plans
			<p>5.2-Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and ties to teacher and student needs: PD Plan, PLPs, Instructional Coach PD/Side-by-Side Coaching Notes</p> <p>5.3 Provide the principal with the operational flexibility in the areas of scheduling, staff, curriculum, and budget: Master Schedule, Teacher Duty Roster, Title I Budget, ACIP, HR Staffing Recommendations</p> <p>6.1-Utilize data to make instructional and curricular</p>

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				<p>decisions: Needs Assessment, Data Notebooks, Data Meetings, Data Team Process, PST (Rtl)</p> <p>6.2-Use data to identify and prioritize needs. Multiple sources of data includes academic and nonacademic data: Needs Assessment, Data Notebooks, Data Meetings, Data Team Process, PST (Rtl)</p>
	5. Most specialist teachers (e.g., special education, ELL) at turnaround schools are certified in core academic subject areas as well.	All specialist teachers are subject certified.		<p>3.1- Implements rigorous research-based instruction aligned with CORs: Lesson Plans, Observations, PST(Rtl), Assessment Charts, Pacing Guides, Curr. Frameworks, Formative Assessments</p> <p>3.2- Implements differentiated instruction for all students based on individual needs. Lesson Plans, Tiered Instruction, Data Meetings, Data Team Process</p> <p>5.1-Review the quality of all staff and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort/prevent</p>

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				<p>ineffective teachers from transferring to these schools: Teacher Evaluation, HR Non-renewal Process, Progressive Discipline Process, PD Plans, Corrective Action Plans</p> <p>5.2-Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and ties to teacher and student needs: PD Plan, PLPs, Instructional Coach PD/Side-by-Side Coaching Notes</p> <p>5.3 Provide the principal with the operational flexibility in the areas of scheduling, staff, curriculum, and budget: Master Schedule, Teacher Duty Roster, Title I Budget, ACIP, HR Staffing Recommendations</p>
	6. Turnaround schools have high-quality formative assessments that provide ongoing information on student achievement.	Schools have and use effective formative assessments for all subjects and grades.	Scantron Achievement Series Common Assessments District Writing Assessments	<p>6.1-Utilize data to make instructional and curricular decisions: Needs Assessment, Data Notebooks, Data Meetings, Data Team Process, PST (Rt)</p> <p>6.2-Use data to identify and</p>

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				<p>prioritize needs. Multiple sources of data includes academic and nonacademic data: Needs Assessment, Data Notebooks, Data Meetings, Data Team Process, PST (Rt)</p>
	<p>7. Teachers in turnaround schools are provided with collaborative planning time (CPT) each week, during which they have expert support, work with formative assessments, and collaborate with their colleagues in their subject area and grade.</p>	<p>Teachers have collaborative planning time at least once each week with a teacher leader or instructional coach and use this time to review student performance data and adjust instruction.</p>	<p>Collaborative planning time reflected in master schedule</p>	<p>3.1- Implements rigorous research-based instruction aligned with CCRS: Lesson Plans, Observations, PST(Rt), Assessment Charts, Pacing Guides, Curr. Frameworks, Formative Assessments</p> <p>3.2- Implements differentiated instruction for all students based on individual needs. Lesson Plans, Tiered Instruction, Data Meetings, Data Team Process</p> <p>4.1- Curriculum, resources, and assessments are aligned with CCRS: Lesson Plans, Classroom Assessment Samples, Curriculum Assessment Charts and Frameworks</p> <p>4.2- Implements research-based instructional strategies: Walkthrough observation data, Lesson plans,</p>

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				<p>4.3-Uses formative assessments to guide instruction: Lesson Plans, Data Meeting Notes, Data Team Process Notes, PLC Observations and Notes, ACIP</p> <p>4.4-Provides appropriate interventions to meet the needs of all students: Lesson Plans, Tiered Instruction, PST (RtI), Master Schedule, Intervention Time and Resources, Intervention Plan</p> <p>6.1-Utilize data to make instructional and curricular decisions: Needs Assessment, Data Notebooks, Data Meetings, Data Team Process, PST (RtI)</p> <p>6.2-Use data to identify and prioritize needs. Multiple sources of data includes academic and nonacademic data: Needs Assessment, Data Notebooks, Data Meetings, Data Team Process, PST (RtI)</p> <p>2.1 Implements a culturally responsive support system to improve safety, discipline, and</p>
	8. The district provides additional health, social, and emotional	Nonacademic support for at-risk students is integrated with overall	Comprehensive Learning Supports	

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support to students in a variety of at-risk categories.	instruction.		<p>attendance: Safety Plan, Code of Conduct, Violence Prevention Programs, PBIS, BIPs, Learning Supports Intervention</p> <p>2.2 Implements a culturally responsive support system to improve non-academic factors such as social, emotional, and health needs of all students: Guidance Plan, Learning Supports Interventions, PST</p> <p>8.1a- Provide opportunities to engage family members in the learning process and keep them informed of student progress: Agenda, Sign-in Sheets, ACP, Calendar of Events, Meeting/Event Notes/Outcomes</p> <p>8.1b- Procedures in place to keep the community informed in the learning process with a focus on academic achievement for all students: Agenda, Sign-in Sheets, ACP, Calendar of Events, Meeting/Event</p>
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				<p>Notes/Outcomes</p> <p>8.2-Discuss the school interventions to be implemented: Agenda, Sign-in Sheets</p> <p>8.3-Complete school improvement plans in line with the intervention model: ACIP</p> <p>8.4-Collect perception surveys: Survey Results</p> <p>8.5-Engage parents, family, and community in the school learning process with a focus on academic achievement for all students: Parent Communication Plan</p>
	9. The district restructures the responsibilities of supervisors of turnaround schools to facilitate effective differentiated support.	District supervisors have responsibility for fewer schools to allow them to provide differentiated support based on performance level.	Central Support Team Executive Directors	<p>1.2-Demonstrates to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort: Walkthrough, Summative Assessment Results, Scantron Assessments</p> <p>1.3- Principal has operational</p>

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				flexibility in the areas of scheduling, staff, curriculum, and budget; Master Schedule, Budget, HR Staff Process,
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Summative Turnaround Principle Rubric

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1. School Leadership		Examples of Evidence		1	2	3	4	RSCs will look for evidence in the ACP and other related documents:
Evidence indicates the principal has the ability to lead the turnaround effort.		(Not required to upload to ACP)	In Need of support		Close	Ready	Exceeding	
1.1-Review performance of the current principal and replace the principal if such a change is necessary to ensure effective leadership.		Instructional Audit-RSC upload on Sharepoint if applicable LEAD AI/Evaluation			The district implements an evaluation process aligned with district expectations	The district communicates performance expectations for the instructional leader. The district establishes improvement plans for the identified instructional leader.	The district evaluates the instructional leader based on clear performance expectations aligned with their mission and vision. The district provides appropriate support. The district extensively collects performance measures from multiple stakeholders.	
1.2-Demonstrates to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort.		Waitthrough Data (school & classroom) State Assessment results (uploaded in the Student Performance Diagnostic)	Evidence indicates that there is no movement or a decline in student achievement.		The instructional leader has implemented strategies in response to the data, however there is not a process in place to evaluate	The instructional leader has implemented strategies in response to the data. There is a clear process for evaluating impact and making adjustments. There is a steady trend of improvement across multiple sources of data	The instructional leader has implemented strategies in response to data aligned with the mission and vision. There is a clear process for evaluating impact using multiple sources of data. Community partners have been actively engaged in the achievement efforts.	ACP- Mission, Vision, Belief Statement ACP - Student Performance Diagnostic- State Assessment Results
1.3- Principal has operational flexibility in the areas of scheduling, staff, curriculum, and budget.		Master schedule Budget Other: PD Plan Climate surveys Instructional Audit	Staffing, scheduling, and budgeting are controlled from the district.		The instructional leader has limited input into staffing, scheduling, and budgeting.	The instructional leader has flexibility to hire and schedule staff based on the data for the school. The instructional leader has some flexibility to make budget decisions based on the specific needs of the school.	The instructional leader has the flexibility to hire and schedule staff based on the data for the school. The instructional leader has complete autonomy with budgeting for school needs. The instructional leader has established relationships with community partners to expand staffing, scheduling and budgeting options.	Instructional Audit, if Conducted- This will be uploaded in Sharepoint. IEA/SDE Meeting Notes

Summative Turnaround Principle Rubric

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2. School Climate and Culture Establish a school learning environment that supports the social, emotional, and learning needs of all students.	Examples of Evidence (Not required to upload to ACP)	1 In Need of support	2 Close	3 Ready	4 Exceeding	RSCs will look for evidence in these ACP and other related documents:
2.1 Implements a culturally responsive support system to improve safety, discipline, and attendance.	Safety Plan School level code of conduct Other: Violence prevention programs PD Plan-ACIP	Procedures to monitor and support a safe and orderly environment are not evident.	Procedures to monitor and support a safe and orderly environment are in place but are not followed consistently.	Indicators of a safe, orderly and equitable learning environment are established, goals are set and data are collected and analyzed to determine progress toward goals; adjustments to strategies are made based on analysis of evidence.	Students and adults feel safe, welcomed and ready to learn and teach; the facility supports major academic priorities/initiatives (e.g. reading nooks, improved library, enhanced computer lab, meeting area). Surveys and observable data indicate that the school community takes pride in their building and procedures are consistently and effectively implemented and monitored.	ACP, PD Plan LEA/SDE Meeting Notes
2.2 Implements a culturally responsive support system to improve non-academic factors such as social, emotional, and health needs of all students.	Guidance Plan	There are not defined expectations for classroom practice and there are not non-academic interventions or supports for students in need.	There are sporadic attempts to address non-academic interventions and supports.	Students quickly receive interventions and supports to ensure continuous academic, personal and social-emotional growth.	There are consistent structures in place for non-academic support to meet all students' social and emotional needs.	ACP - Title I Diagnostic LEA/SDE Meeting Notes

Summative Turnaround Principle Rubric

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3. Effective Instruction Ensure that teachers utilize research-based, rigorous, and effective instruction to meet the needs of all students and aligned with state standards.	Examples of Evidence (Not required to upload to ACIP)	1 In Need of support	2 Close	3 Ready	4 Exceeding	RSCs will look for evidence in these ACIP and other related documents:
3.1- Implements rigorous research-based instruction aligned with CCRS.	Lesson plans-sampling Walk-through data (classroom observations) Other: RTI Pacing Guide Formative Assessment	Instruction is not aligned to standards.	Instruction is not consistently aligned to the standards.	Instruction and assessment are aligned to the CCR standards and assessments.	Standards based instruction is vertically/horizontally aligned to the CCRS.	ACIP
3.2- Implements differentiated instruction for all students based on individual needs.	RI/ PST plan Data mtg. notes Action Plan Other: Walkthroughs Intervention Schedule	There is little evidence that the employed instructional strategy or strategies are intentionally chosen to meet student learning.	The teacher can articulate a rationale for selecting specific instructional strategies that tie to addressing student learning needs.	Teachers use student learning data to inform their selection of instructional and response strategies.	Students are actively engaged in their own learning and consider the teacher as a critical guide in their learning endeavors.	ACIP
4. Curriculum, Assessment, Intervention Ensure that teachers have the foundational documents and instructional materials needed to teach the rigorous college and career ready state standards.	Examples of Evidence (Not required to upload to ACIP)	1 In Need of Support	2 Close	3 Ready	4 Exceeding	RSCs will look for evidence in these ACIP and other related documents:

Summative Turnaround Principle Rubric

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4.1-Curriculum, resources, and assessments are aligned with CCRS.	Lesson plans-sampling Classroom assessments-sampling Other: Curriculum guides	The district curriculum and formative assessments are not aligned to the Alabama College and Career Ready Standards.	Staff use Alabama College and Career Ready Standards and formative assessment results to develop learning objectives that are aligned to those standards with some variability across classrooms.	The curriculum has grade-by-grade and content articulation of student learning objectives linked to the Alabama College and Career Ready Standards and formative assessments	The curriculum has grade-by-grade and content articulation of student learning objectives linked to the Alabama College and Career Ready Standards and formative assessment results that go beyond state standards and tested areas to require higher levels of learning.	ACIP LEA/SDE Meeting Notes
4.2-Implements research-based instructional strategies.	Walkthrough data(classroom) Lesson plans-sampling	Little to no implementation of research-based instructional strategies.	Teachers inconsistently implement Research-based instructional strategies.	Teachers consistently implement strategies from state initiatives (ASIM, ATTIM, ARI, AMSTI, etc.), as well as other instructional strategies grounded in research	Processes and procedures are in place that encourage teachers' use of state initiatives (ASIM, ATTIM, ARI, AMSTI), as well as other instructional strategies grounded in research.	ACIP LEA/SDE Meeting and Walkthrough Notes
4.3-Uses formative assessments to guide instruction.	Lesson plans Notes from School data mtgs. Other: CIP	There are not systems in place to collect and analyze formative assessment data.	Teachers have a sense of what students need to know and be able to do and are using this understand in to guide lesson planning and instructions.	Teachers know exactly how student-learning objectives will be assessed and use this information to guide their lesson planning and instruction.	Systematic and collaborative lesson planning occurs using formative assessments to guide teacher decisions.	ACIP LEA/SDE Meeting and Walkthrough Notes
4.4-Provides appropriate interventions to meet the needs of all students.	Lesson Plans-sampling RII/PST Plan Other: Master schedule Inventory of instructional materials and resources	There is no systematic means to determine if students are multiple grade levels behind. There are no interventions in place to address specific deficits.	Diagnostic data are used to identify some students that are multiple years below grade level in ELA and mathematics. Some interventions are in place to address deficits; however, they are not systematic.	Diagnostic data are used to identify students who are multiple years below grade level in ELA and mathematics. Systematic and appropriate interventions are in place to address deficits.	There is a systematic approach, employing multiple measures, to identifying students that are multiple years below grade level in ELA and mathematics. A systematic school wide plan is in place to address the appropriate interventions.	ACIP - Title I Diagnostic LEA/SDE Meeting and Walkthrough Notes

Summative Turnaround Principle Rubric

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5. Effective Staffing	Examples of Evidence (Not required to upload to ACIP)	1 In Need of Support	2 Close	3 Ready	4 Exceeding	RSCs will look for evidence in these ACIP and other related documents:
5.1-Review the quality of all staff and retain only those who are determined to be effective and have the ability to be successful in the turnaround effort/prevent ineffective teachers from transferring to these schools.	Teacher Evaluation Results Other: HR Procedure for hiring/transferring teachers PD Plan-school	There are not procedures in place to prevent ineffective teachers from transferring to these schools.	The school uses inconsistent procedures for the evaluation and effective staffing of the school.	The principal and instructional leaders use established procedures to identify staffing needs early and proactively.	Review the quality of all staff and retain those who are determined to be effective and have the ability to be successful in the turnaround effort. Prevent ineffective teachers from transferring to these schools.	ACIP -TITLE I Diagnostic- Component 4 Assurances for Turnaround principles- #19,20,21 OTHER: PIP
5.2-Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and ties to teacher and student needs.	School PDP Evidence of implementation of PDP Sign-in sheets	Professional development is not linked to teacher evaluation, learning outcomes or school-wide goals.	School has a clear professional development calendar and topics aligned to established school goals and the school improvement plan.	Professional development is designed and linked to teacher observations, formative assessment results and school- wide goals.	Professional development is designed and linked to teacher practice needs as determined by student learning data and school wide goals.	Assurances Turnaround Principles#20 Educate Alabama surveys ACIP -Title I Diagnostic-Component #5
5.3 Provide the principal with the operational flexibility in the areas of scheduling, staff, curriculum, and budget.	Master schedule Budget Other: PD Plan-school Climate surveys Instructional Audit	Staffing, scheduling, and budgeting are controlled from the district.	The instructional leader has limited input into staffing, scheduling, and budgeting.	The instructional leader has flexibility to hire and schedule staff based on the data for the school. The instructional leader has some flexibility to make budget decisions based on the specific needs of the school.	The instructional leader has the flexibility to hire and schedule staff based on the data for the school. The instructional leader has complete autonomy with budgeting for school needs. The instructional leader has established relationships with community partners to expand staffing, scheduling, and budgeting options.	Do one or the other- 1,3 or 5,3

Summative Turnaround Principle Rubric

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6. Enabling the Effective Use of Data					
Ensure the school-wide use of data focused on improving teaching and learning.		Examples of Evidence		1	
6.1-Utilize data to make instructional and curricular decisions.		Needs Assessment data-school PST/Rtl Plan OTHER: Data room pics Analysis of the data Plan of action-involving necessary stakeholders (ACIP)		Systems are not in place that enable staff to review and analyze multiple sources of data to inform decisions.	
6.2-Use data to identify and prioritize needs. Multiple sources of data includes academic and nonacademic data: Assessment Retention Attendance Discipline Tardies Dropout rate		Needs Assessment-School PST/Rtl plan		There is not a specific schedule and process in place for the ongoing analysis of multiple sources (academic & nonacademic) of data.	
7. Effective Use of Time		Examples of Evidence (Not required to upload to ACIP)		1	
Redesign time to better meet student and teacher learning needs and increase teacher collaboration on improving teaching.		Master schedule Intervention schedule		The schedule is based on teacher availability and not student need.	
7.1-Design and/or redesign to meet individual student needs and increase time for learning.		The master schedule is complete and all students are enrolled in level appropriate classes on the first day of school.		2	
		The master schedule is ready for distribution to teachers and students before the first day of school; it ensures core content areas have sufficient time allocated at a time when learning is best for students.		3	
		The master schedule maximizes instructional time for core content areas aligned to the latest research and is ready for distribution to teachers and students before the first day of school, and also allows for credit		4	
		ACIP - Title I Diagnostic ACIP- plan of action that involves necessary stakeholders		ACIP - Title I Diagnostic- Component 1	
		ACIP LEA/SDE Meeting and Walkthrough Notes		ACIP LEA/SDE Meeting and Walkthrough Notes	
		BSGs will look for evidence in these ACIP and other related documents:		BSGs will look for evidence in these ACIP and other related documents:	

Summative Turnaround Principle Rubric

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	Master schedule					recovery and/or enrichment that does not interrupt core content time.	
	Intervention schedule	The school has not enrolled students in intervention programs to address the needs of students who are multiple years behind in ELA or math.	Some students who are multiple years behind in ELA or math are enrolled in intervention programs, though the time allocated might not meet research-based guidelines.	At least 85% of students who are multiple years behind in ELA or math are enrolled in intervention programs with sufficient time allocated to allow for implementation fidelity.	All students who are multiple years behind in ELA or math are enrolled in intervention programs with sufficient time allocated to allow for implementation fidelity.		
7.2- Provide time for teacher collaboration focused on improving teaching and learning.	Master Schedule- evidence of common planning	Teachers do not have a scheduled time for grade-level/content-area meetings.	Teachers have time scheduled for grade-level/content-area meetings.	Teachers have planning time for grade-level/content-area, and interdisciplinary meetings, as well as vertical staff collaboration.	Teachers have on-going consistent and sufficient times for grade-level/content-area interdisciplinary meetings, as well as vertical staff collaboration.		ACP -Title I Diagnostic-Component #5 LEA/SDE Meeting and Walkthrough Notes
8. Effective Family and Community Engagement Hold community meetings to review school performance, collect perception surveys, and engage families and the larger community in the school learning process with a focus on academic achievement for all students.	Examples of Evidence (Not required to upload to ACIP)	1 In Need of Support	2 Close	3 Ready	4 Exceeding		RSCs will look for evidence in these ACIP and other related documents:
8.1a- Provide opportunities to engage family members in the learning process and keep them informed of student progress.	Agendas Communications of the meeting Other: ACIP	Report cards are sent to parents, but there are not systems in place for further engagement. No processes in place to inform the community concerning school performance.	Family members are informed about student learning progress through traditional means. Beyond the required TITLE I meetings, there is no evidence of any systems in place.	Family members are actively informed about student progress toward learning goals and feel included in instructional decisions through regularly scheduled parent-teacher conferences, report cards and other means.	In addition to having family members actively informed about student progress toward learning goals and feel included in instructional decisions through regularly scheduled parent-teacher conferences, progress reports, and report cards, parents are actively involved in key student learning demonstrations.	ACIP - Stakeholder Feedback Diagnostics & Parent Involvement Diagnostic	

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8.1b- Procedures in place to keep the community informed in the learning process with a focus on academic achievement for all students.	Agendas Communications of the meeting Other: ACIP	There is no structured process to keep the community informed about school performance.	Inconsistent processes are implemented to keep the community informed about school performance.	Regularly scheduled consistent processes are in place to keep the community informed concerning school performance.	There is a systematic process in place to keep the community informed concerning school performance.	ACIP – Stakeholder Feedback Diagnostics & Parent Involvement Diagnostic
8.2-Discuss the school interventions to be implemented.	Agenda Sign-in sheets (evidence of the family/community engagement activities)	School staff does not seek to inform students, family and the larger community of individual interventions or school-wide initiatives.	School staff informs parents and the community about specific interventions available for students when requested.	Adults in the school are quick to identify struggling students and ensure they are connected with the appropriate services to ensure their well being.	The school staff routinely informs students, families, and community about available interventions. Provides feedback for improvement. Input on school decisions are solicited and school leaders consider this input when making decisions accordingly.	ACIP – Stakeholder Feedback Diagnostics & Parent Involvement Diagnostic LEA/SDE Meeting Notes
8.3-Complete school improvement plans in line with the intervention model.	ACIP	School improvement plans do not follow the intervention model.	School improvement plan incorporates some aspects of the intervention model.	School improvement plan is aligned with the intervention model, focused on improving school culture, curriculum and instruction, and fully engaging family and community.	School improvement plan is aligned with the intervention model, focused on improving school culture, curriculum and instruction, and fully engaging family and community. A structure is in place to regularly review and adjust the improvement plan according to the needs of the students, faculty, and community.	Turnaround Assurances #31 ACIP – Stakeholder Feedback Diagnostics & Parent Involvement Diagnostic
8.4-Collect perception surveys.	Survey Results	Parent surveys results are not used. Survey feedback is not used as part of the school's improvement efforts.	Surveys distributed and results are not used.	Parent Survey results are collected and used to make decisions accordingly.	Programs and strategies that create supportive, academically focused relationships between teachers and families are developed, implemented and evaluated for effectiveness.	ACIP – Stakeholder Feedback Diagnostic

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8-5-Engage parents, family, and community in the school learning process with a focus on academic achievement for all students.	Parent Communication Plan Other: Flyers Communication Agendas Sign-in sheets News blasts	Parents only receive additional information about students when they are failing or are in behavioral trouble.	Individual staff members reach out to parents/guardians to engage them in the academic progress of their student.	School leaders and faculty teach families how to use parent portals that provide real-time information on student performance.	Input on school decisions are solicited, perception survey are collected, and school leaders consider this input when making decisions.	ACIP – Stakeholder Feedback Diagnostics & Parent Involvement Diagnostic
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Alabama Reading Initiative Development Plan

Cover Sheet

LEA: Montgomery Public Schools

Superintendent: Margaret Allen

Funding Amount: \$1,894,368.00

LEA Key Contact: Jacqueline Campbell, Executive Director, Elementary

Application Status:

☒ Approved

☐ Approved with Revisions

☐ Denied

Comments:

For SDE use only:

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Alabama Reading Initiative Development Plan

Assess LEA Needs: Identify using LEA data, the greatest student performance challenges. Include actual data in the response.

Challenge 1 (Need for Improved Instructional Practices in K-3): The greatest student performance challenges based on multiple years of data is the number of students scoring Ready on 3rd Grade Reading ACT Aspire. 2016 3rd Grade Reading ACT Aspire Data indicate that only 23% of students scored Ready or Exceeding. The decline in 3rd Grade Reading ACT Aspire students scoring Ready or Exceeding is as follows: 26% (2015) and 31% (2014). There is evidence to support instructional practices in Grades K-2 are directly impacting third grade student performance. (see Table 1)

Table 1: ACT Aspire 2014-2015

	Exceeds and Ready	Close	Need Support	Total Tested
Reading 2015	26%	17%	57%	2521
Reading 2014	31%	19%	50%	2375

Challenge 2 (Need for Standards-Based Curriculum, Improved Instructional Practices, & Targeted Intervention Support): A more detailed analysis of 2016 3rd Grade Reading ACT Aspire Data reveals that students are performing about the same in Key Ideas and Details and Integration of Knowledge and Ideas reporting categories. 3rd Grade students are performing slightly better in the Craft and Structure reporting category. Standards in each reporting category require immediate attention. (see Table 2)

Table 2: ACT Aspire 2016

	Exceeds and Ready	Close	Need Support	Total Tested
Reading	580=23%	522=21%	1430=56%	2532
Readiness Range	Yes		No	
Key Ideas and Details	668=26%		1864=74%	
Craft & Structure	786=31%		1746=69%	
Integration of Knowledge and Ideas	608=24%		1924=76%	

Alabama Reading Initiative Development Plan

Challenge 3 (Need for Professional Development Targeting Tiers 1, 2, & 3 Instruction, Use of Data to Drive Instruction, & Intervention Support): DIBELS Next Data for Kindergarten and 1st Grade and Scanlon Performance Series Data for 2nd Grade revealed a need to strengthen instructional practices in Reading Foundation standards. Two years of data, 2014-2015 and 2015-2016 were analyzed. The DIBELS Next Kindergarten Data consistently support the need to strengthen Tier I instruction in Kindergarten. Kindergarten students who benchmarked at the beginning of the year actually regressed by the end of the year. Yet, overall 77% to 80% benchmarked at the end of the year. The DIBELS Next 1st Grade Data for 2014-2015 and 2015-2016 indicate a consistent pattern of less than 60% of 1st Grade students are reading on grade level by the end of the year. DIBELS Next 1st Grade Data also reveals a need for support in all instructional Tiers: Core (Tier I), Strategic (Tier II) and Intensive (Tier III). (see *Tables 3a, 3b, 3c, and 3d*)

Table 3a: 2014-2015 K DIBELS Data

Summary of Effectiveness by District - DIBELS Next

District: Montgomery County Schools
 School: All Schools
 Date: 2014-2015
 Step: Beginning of Kindergarten to End of Kindergarten
 Need for Support: Former Goals

Beginning of Kindergarten Composite Score to End of Kindergarten Benchmark Status on Composite Montgomery County Schools	Intensive Support at Beginning of Year to End of Year			Strategic Support at Beginning of Year to End of Year			Core Support at Beginning of Year to End of Year			Benchmark Status on Composite in End of K (Totals)
	Intensive	Strategic	Core	Intensive	Strategic	Core	Intensive	Strategic	Core	
	36.7% of Total Students			19.1% of Total Students			44.2% of Total Students			N=2289
Count	174	148	519	20	57	360	10	33	963	
% of Composite Score	20.7%	17.6%	61.7%	4.6%	13%	82.4%	1%	3.3%	95.7%	Intensive 8.9%
% of Total	7.6%	6.5%	22.7%	0.9%	2.5%	15.7%	0.4%	1.4%	42.3%	Strategic 10.4%
										Core 80.7%

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Table 3b: 2015-2016 K DIBELS Data

Summary of Effectiveness by District - DIBELS Next

District: Montgomery County Schools

School: All Schools

Date: 2015-2016

Step: Beginning of Kindergarten to End of Kindergarten
Need for Support: Former Goals

Beginning of Kindergarten Composite Score to End of Kindergarten Benchmark Status on Composite Montgomery County Schools	Intensive Support at Beginning of Year to End of Year			Strategic Support at Beginning of Year to End of Year			Core Support at Beginning of Year to End of Year			Benchmark Status on Composite in End of K (Totals)
	Intensive	Strategic	Core	Intensive	Strategic	Core	Intensive	Strategic	Core	
	332 Students Intensive at Beginning of K 38.1% of Total Students			373 Students Strategic at Beginning of K 17.1% of Total Students			981 Students Core at Beginning of K 44.9% of Total Students			
Count	223	146	463	26	57	290	9	30	942	N=2,186 Intensive: 11.8% Strategic: 10.7% Core: 77.5%
% of Composite Score	26.8%	17.3%	55.6%	7%	15.3%	77.7%	0.9%	3.1%	96%	
% of Total	10.2%	6.7%	21.3%	1.2%	2.6%	13.3%	0.4%	1.4%	43.1%	

Table 3c: 2014-2015 1st Grade DIBELS Next Data

Summary of Effectiveness by District - DIBELS Next

District: Montgomery County Schools

School: All Schools

Date: 2014-2015

Step: Beginning of 1st Grade to End of 1st Grade
Need for Support: Former Goals

Beginning of First Grade Composite Score to End of First Grade Benchmark Status on Composite Montgomery County Schools		Intensive Support at Beginning of Year to End of Year			Strategic Support at Beginning of Year to End of Year			Core Support at Beginning of Year to End of Year			Benchmark Status on Composite in End of 1st (Totals)
		End of Year	End of Year	End of Year	End of Year	End of Year	End of Year	End of Year	End of Year	End of Year	
		Intensive	Strategic	Core	Intensive	Strategic	Core	Intensive	Strategic	Core	
		789 Students Intensive at Beginning of 1st			339 Students Strategic at Beginning of 1st			1253 Students Core at Beginning of 1st			
		33.1% of Total Students			14.2% of Total Students			52.6% of Total Students			N=2381
Count	% of Composite Score	455	105	729	88	64	187	116	133	1064	Intensive 27.7%
% of Total		57.7%	13.3%	29%	28%	18.9%	55.2%	9.3%	10.6%	80.1%	Strategic 12.7%
		19.1%	4.4%	9.6%	3.7%	2.7%	7.9%	4.0%	5.6%	42.2%	Core 59.6%

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UN DIBELS Data System

Alabama Reading Initiative Development Plan

Table 3d: 2015-2016 DIBELS Next Data

Summary of Effectiveness by District - DIBELS Next

District: Montgomery County Schools
 School: All Schools
 Date: 2015-2016
 Step: Beginning of 1st Grade to End of 1st Grade
 Need for Support: Former Goals

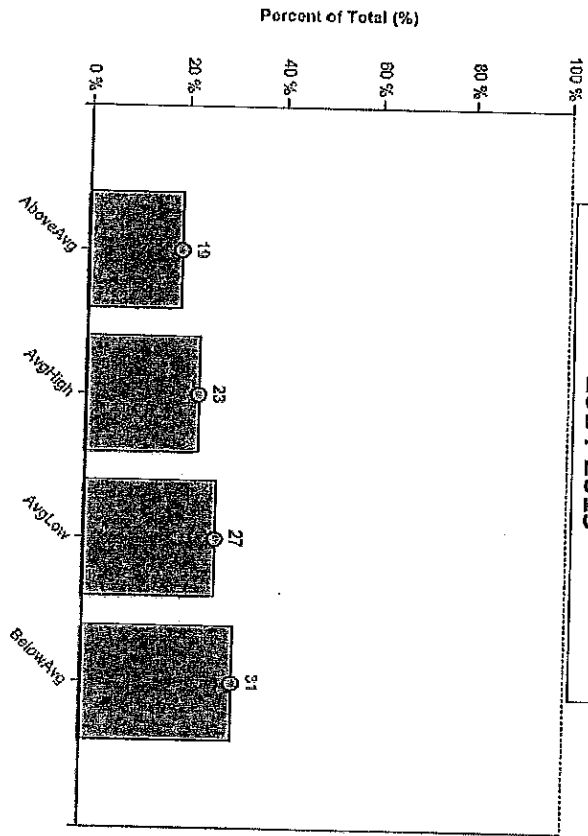
Beginning of First Grade Composite Score to End of First Grade Benchmark Status on Composite	Intensive Support at Beginning of Year to End of Year			Strategic Support at Beginning of Year to End of Year			Core Support at Beginning of Year to End of Year			Benchmark Status on Composite in End of 1st (Totals)
	Intensive	Strategic	Core	Intensive	Strategic	Core	Intensive	Strategic	Core	
Montgomery County Schools	430 Students Intensive at Beginning of 1st 20.8% of Total Students			233 Students Strategic at Beginning of 1st 10.9% of Total Students			1571 Students Core at Beginning of 1st 68.3% of Total Students			N=2503
Count	349	64	67	109	40	103	228	191	1152	Intensive: 29.8%
% of Composite Score	72.7%	13.3%	14%	43.3%	15.9%	40.9%	14.5%	12.2%	73.5%	Strategic: 12.8%
% of Total	15.2%	2.8%	2.9%	4.7%	1.7%	4.5%	9.9%	8.3%	50%	Core: 57.4%

Challenge 4 (Need for Professional Development Targeting Tiers 1,2, &3 Instruction, Use of Data to Drive Instruction, & Intervention Support): Performance Series Reading Data revealed that 56% of second grade students were performing either below or low average at the end of the 2016 school year and 58% at the end of 2015 school year. Scantron Performance Series Reading Data revealed a need to strengthen instructional practices in Reading Foundation standards. (see Table 4)

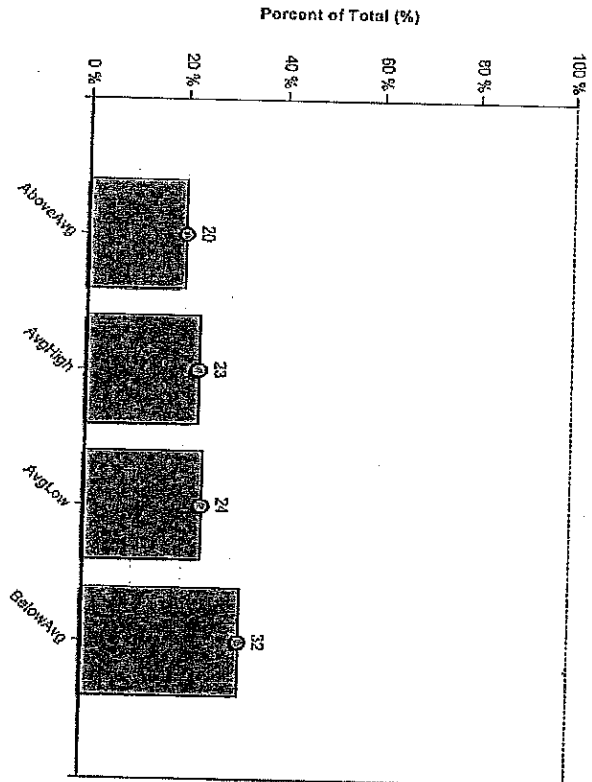
Alabama Reading Initiative Development Plan

Table 4: 2015 and 2016 2nd Grade Scantron Performance Series Data

Reading Performance Grade 2 2014-2015



Reading Performance Grade 2 2015-2016



Alabama Reading Initiative Development Plan

Develop IEA Priorities: Identify the area(s) of focus for the ARI Professional Development Plan. Describe how the selected area(s) of focus correlate with IEA-identified needs.

The areas of focus are as follows: A.) Standards-Based Curriculum, B.) Instruction, C.) Intervention, D.) Assessment, & E.) Collaborative Leadership.

A.) **Standards-Based Curriculum** addresses the following identified needs: **Challenge 1:** 3RD Grade Students in MPS have demonstrated a steady decrease in proficiency on the Reading ACT Aspire according to Longitudinal Data. **Challenge 2:** Based on 2016 ACT Aspire Data, there is a need to focus specifically on reading skills in the areas of Key Ideas & Details, Craft & Structure, & Integration of Knowledge & Details. **Challenge 4:** In Spring 2016, 56% of 2nd Grade students (current 3rd Graders) performed below or low average on Scantron Performance Series and the previous year Spring 2015, 58% of 2nd Grade students (3rd grade tested on ACT Aspire 2016) performed below or low average.

*****Based on these challenges,** MPS will provide teachers with a standards-based Curriculum Framework and Content Standards/Assessment Chart. In addition MPS will provide all 3rd Grade Teachers with the standards-based program entitled Studies Weekly which will be used a primary source for 3rd Grade Reading Texts. MPS will provide all 3rd Grade ARI Reading Specialists with a standards-based intervention program entitled Focus on Reading to provide Tier II and Tier III support to students whose data indicate that they are In Need of Support (INS) on ACT Aspire and whose Scantron Performance Series Data indicate that they performed below or low average.

B.) **Instruction** addresses the following identified needs: **Challenge 1:** 3RD Grade Students in MPS have demonstrated a steady decrease in proficiency on the Reading ACT Aspire according to Longitudinal Data. **Challenge 2:** Based on 2016 3rd Grade ACT Aspire Data, there is a need to focus specifically on reading skills in the areas of Key Ideas & Details, Craft & Structure, & Integration of Knowledge & Details. **Challenge 3:** DIBELS Data in K and 1st Grade indicate a need to strengthen instruction in Tiers I, II, and III. **Challenge 4:** In Spring 2016, 56% of 2nd Grade students (current 3rd Graders) performed below or low average on Scantron Performance Series and the previous year Spring 2015, 58% of 2nd Grade students (3rd grade tested on ACT Aspire 2016) performed below or low average.

*****Based on these challenges,** MPS will provide professional development on the Standard Operating Procedures (SOPs) for Tiered Instruction, reading error corrections, coding reading miscues, small group instructional routines around the five components of reading, and research-based reading instruction practices [read aloud, shared reading, think aloud, close reading, guided reading, cloze reading, decoding strategies, word work strategies). MPS will provide the following additional training for all ARI Reading Specialists, second and third grade teachers: Studies Weekly Implementation & Focus on Reading Implementation. MPS will provide differentiated training for ARI Reading Specialists and classroom teachers based on identified needs.

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C. **Intervention** addresses the following identified needs: **Challenge 1:** 3RD Grade Students in MPS have demonstrated a steady decrease in proficiency on the Reading ACT Aspire according to Longitudinal Data. **Challenge 2:** Based on 2016 3rd Grade ACT Aspire Data, there is a need to focus specifically on reading skills in the areas of Key Ideas & Details, Craft & Structure, & Integration of Knowledge & Details. **Challenge 4** In Spring 2016, 56% of 2nd Grade students (current 3rd Graders) performed below or low average on Scantron Performance Series and the previous year Spring 2015, 58% of 2nd Grade students (3rd grade tested on ACT Aspire 2016) performed below or low average.

*****Based on these challenges,** ARI Reading Specialists will provide Tier 2 & 3 intervention to second and third Grade students based on formative assessment data. MPS will also provide a "Focus Reading Intervention" Kit to all second grade and Tier II third grade teachers in order to ensure that they provide research-based systematic intervention to students based on universal screeners, diagnostic, and formative assessments.

D. **Assessment** addresses the following identified needs: **Challenge 1:** 3RD Grade Students in MPS have demonstrated a steady decrease in proficiency on the Reading ACT Aspire according to Longitudinal Data. **Challenge 2:** Based on 2016 3rd Grade ACT Aspire Data, there is a need to focus specifically on reading skills in the areas of Key Ideas & Details, Craft & Structure, & Integration of Knowledge & Details. **Challenge 3:** DIBELS Data in K and 1st Grade indicate a need to strengthen instruction in Tiers I, II, and III. **Challenge 4:** In Spring 2016, 56% of 2nd Grade students (current 3rd Graders) performed below or low average on Scantron Performance Series and the previous year Spring 2015, 58% of 2nd Grade students (3rd grade tested on ACT Aspire 2016) performed below or low average.

*****Based on these challenges,** MPS will provide Standard Operating Procedures (SOPs) for school-based data meetings for school leadership teams including the ARI Reading Specialist. MPS K-3 teachers will administer universal screeners to all students three times a year to identify students that may need targeted and intensive interventions as well as plan for intervention based on the needs of the students. MPS district staff will use formative assessments to identify school needs and share the data with principals for customize support in Grades K-3. MPS will ensure there is ongoing progress monitoring in K-3 grade span. K-3 teachers will monitor students' progress through the use of Scott-Foresman Fresh Reads to determine whether at risk students are making adequate progress toward grade-level Reading Foundational standards. MPS will ensure there is ongoing regular formative assessments for reading growth in the critical areas. (See Evaluation Section/Performance Indicators).

E. **Collaborative Leadership** addresses the following identified needs: **Challenge 1:** 3RD Grade Students in MPS have demonstrated a steady decrease in proficiency on the Reading ACT Aspire according to Longitudinal Data. **Challenge 2:** Based on 2016 3rd Grade ACT Aspire Data, there is a need to focus specifically on reading skills in the areas of Key Ideas & Details, Craft & Structure, & Integration of Knowledge & Details. **Challenge 3:** DIBELS Data in K and 1st Grade indicate a need to strengthen instruction in Tiers I, II, and III. **Challenge 4:** In Spring 2016, 56% of 2nd Grade students (current 3rd Graders) performed below or low average on Scantron Performance Series and the previous year Spring 2015, 58% of 2nd Grade students (3rd grade tested on ACT Aspire 2016) performed below or low average.

Alabama Reading Initiative Development Plan

*****Based on these challenges,** District and 3rd Grade ARI Reading Specialists will participate in all targeted trainings sponsored by the ALSEDE. All schools will schedule time for collaborative horizontal and vertical planning at least monthly and convene their initial meeting within the first month of school. MPS will establish a district K-3 Team to conduct school visits in Tier II schools using the MPS High Quality Instructional (HQI) framework. MPS will collaborate with the Community Partners (Colleges & Universities, Business, Fraternities & Sororities, etc.) and Parent Team leaders to identify volunteers and tutors to support reading in K-3.

Design the LEA PD Plan: Describe the LEA's ARI Professional Development Plan. Include how this plan: 1) connects to the vision of the LEA, 2) impacts LEA identified areas of need in reading (specifically, instruction and student achievement goals, personnel), and 3) aligns LEA support and resources to implement the plan and improve results.

See Appendix A

Describe LEA Use of Funds: Detail how the ARI funds will be used to carry out the ARI Professional Development Plan.

The ARI funds will be used to provide a full-time Reading Specialist in 23 schools designated as Tier II, schools with a third grade proficiency rate below the state average. The funds will also be used to purchase resources for third grade and support professional development through the purchase of materials, travel, etc. Funding for Tier I Schools, (third grade proficiency rate at or above the state average), will be used to provide two itinerant reading specialists. The specialists will provide one full-day of service to each school with emphasis on providing intervention to students performing below grade level in Grades K-3.

Explain Evaluation: Outline the steps that the LEA will take to evaluate progress in implementing the plan. Include: 1) Key Performance Indicator(s) that will be used to measure progress, 2) baseline data associated with the identified indicator(s) (must include 3rd grade Aspire Reading Scores, and 3) annual goal(s) for improvement. (Note: At a minimum, a mid-year and end-of-year progress check will be conducted by the ALSEDE).

Alabama Reading Initiative Development Plan

1. Key Performance Indicators:

- a. Kindergarten-2nd Grade: DIBELS Next Benchmark (August, January, May) and Progress Monitoring Data (Weekly, Bi-weekly, Monthly)
- b. 2nd Grade: Scantron Performance Series (Reading Foundations) (August, December, May)
- c. 3rd-5th Grade: Scantron Performance Series (Reading) (August, December, May)

2. Baseline Data:

- a. Kindergarten-2nd Grade: DIBELS Next Benchmark Data (August 2016)
- b. 2nd Grade (optional): Scantron Performance Series (Reading Foundations)
- c. 3rd-5th Grades: 2016 ACT Aspire Data: Scantron Performance Series (Reading) (August 2016)
 - i. 2016 3rd Grade Reading ACT Aspire Data: %Ready or Exceeding: 23% %Close or INS: 76%
 - ii. 2016 4th Grade Reading ACT Aspire Data: %Ready or Exceeding: 26% %Close or INS: 74%
 - iii. 2016 5th Grade Reading ACT Aspire Data: %Ready or Exceeding: 25% %Close or INS: 74%

3. Annual Goals for Improvement:

- a. Student growth over time with a 10% increase in grades 3-5 as measured by the performance series Winter and Spring decile growth target on Scantron Performance Series (Reading)
- b. MPS 3rd Grade student population will demonstrate a 10% point increase in the number of students ready and exceeding as measured by the ACT Aspire by May 26, 2017.

Alabama Reading Initiative Development Plan

Appendix A: LEA PD Plan

MPS Vision: MPS... Where every student develops a love of learning, cultivates intellectual curiosity, and dreams of a future full of amazing possibilities.

MPS Mission: The mission of MPS is to engage, educate, and inspire our students to succeed in college, career, and beyond.

MPS Strategic Goals: I. Every student is college and career ready upon graduation. II. Every education professional is well-prepared, resource supported, and effective. III. Every student has access to support systems that maximize opportunities. IV. Every school engages parents and community partners in support of student success.

Related to MPS Vision Goals	PD Focus Area	Related Challenges for the PD Focus Area	Action Steps	Time Line	Persons Responsible	Resources
Goals I & II	Standards-Based Curriculum	1, 2, 4	MPS will provide teachers with a standards-based Curriculum Framework and Content Standards/Assessment Chart for each grade level.	30 Days August 10, 2016	ISS Content Specialists, District Literacy Coach	CCRS MPS guides
			MPS will provide all 2 nd and 3 rd grade teachers with the standards-based program entitled "Studies Weekly" which will be used as a primary source for Social-Studies content text.	60 Days October 10, 2016	Chief Academic Officer	Studies Weekly
			MPS will provide all 2 nd and 3 rd Grade ARI Reading Specialists with a standards-based intervention program entitled "Focus on Reading" to provide Tier II and Tier III support to students whose data indicate that they are in need of support on ACT Aspire and whose Scantron Performance Series Data indicate that they performed below or low average.	60 Days October 10, 2016	Chief Academic Officer	Focus Reading Intervention Kit
			MPS will provide professional development on the Standard Operating Procedures (SOPs) for Tiered Instruction for all ARI Reading Specialists.	30 Days Sept. 10th	ARI LEA Contact	MPS SOP for Tier I Core Instruction
Goals I & II	Instruction	1, 2, 3, 4	MPS will provide professional development on reading error corrections, coding reading miscues, and small group instructional routines around the five components of reading; small group instructional routines around the five components of reading for Grades K-3 and ARI Reading Specialists.	60 Days Oct. 10 th (Yearlong)	District Literacy Coach and PD Specialist	small group routine cards, miscue coding, reading error correction procedures

Alabama Reading Initiative Development Plan

Related to MPS Vision Goals(s)	PD Focus Area	Related Challenges for the PD Focus Area	Action Steps	Time Line 30-60-90 Days	Persons Responsible	Resources
		MPS and Regional 8 partners will provide professional development and support on research-based reading instruction practices [read aloud, shared reading, think aloud, close reading, guided reading, cloze reading, decoding strategies, word work strategies] across the CCRS strands of Reading Literature, Reading Informational, Reading Foundation, Speaking and Listening, and Writing Standards for all K-3 Teachers. This training will also include working with small groups, matching student reading ability to text levels, listening to students read, modeling reading, prompting students to integrate their reading processes, and engaging students in conversation about the text.		90 Days Oct. 10 th (Yearlong)	District Literacy Coach, professional development specialist, ARI IEA contact, Regional 8 partners	Varied strategies
			Studies Weekly Implementation training will be provided for all ARI Reading Specialists and 3rd Grade Teachers.	90 Days Oct. 10 th (Yearlong)	Studies Weekly Personnel, District Literacy Coach	Studies Weekly
			MPS will provide differentiated training for ARI Reading Specialists and classroom teachers based on identified needs.	90 Days Oct. 10 th (Yearlong)	District Literacy Coach, professional dev. specialist, ARI LRA contact, Regional 8 partners	Various material based on needs
			Kindergarten Teachers will provide daily reading instruction which focuses on phonemic awareness, phonics skills, vocabulary skills, sight words, and listening comprehension skills.	30-90 Days Sept. 10 (Yearlong)	K-3 District team	Phonics resource Scott-Foresman text
			First grade teachers will provide daily reading instruction which focuses on phonemic awareness, phonics, phonemic decoding, sight words, oral reading fluency, vocabulary, and reading comprehension.	30-90 Days Sept. 10 (Yearlong)	K-3 District team	Phonics resource Scott-Foresman text
			Second grade teachers will provide daily reading instruction which focuses on phonemic decoding of single and multi-syllabic words, sight word phrases, oral reading fluency, vocabulary, and reading comprehension.	30-90 Days Sept. 10 (Yearlong)	K-3 District team	Fresh Reads Phonics resource

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Alabama Reading Initiative Development Plan

Related to MPS Vision/ Goals(s)	PD Focus Area	Related Challenges for the PD Focus Area	Action Steps	Time Line 30-60-90 Days	Persons Responsible	Resources
Goals I, II, & III	Intervention	1, 2, 4	Third grade teachers will provide daily reading instruction which focuses on phonemic decoding of single and multi-syllabic words, sight word phrases, oral reading fluency, vocabulary, and reading comprehension.	30-90 Days Sept. 10 (Yearlong)	District Literacy Coach, ARI Reading Specialist, Regional 8 partner	Focus Reading Kit, varied resources
			MPS will provide a "Focus Reading Intervention" Kit to all second grade and Tier II third grade teachers in order to ensure that they provide research-based systematic intervention to students based on universal screeners, diagnostic, and formative assessments.	60 Days Oct. 10-Nov (Yearlong)	Focus on Reading PD Personnel, District Literacy Coach, PD Coaches	Focused Reading Intervention Kit
			ARI Reading Specialists will provide Tier 2 & 3 intervention to 3rd Grade students based on formative assessment data.	30-90 Days Sept. 10 (Yearlong)	ARI Reading Specialist and third grade teachers	Focused Reading Intervention Kit
			MPS will provide Standard Operating Procedures (SOPs) for school-based data meetings for school leadership teams including the ARI Reading Specialist.	30 Days Aug. 10	Chief Academic Officer	Protocols for Data Meetings
Goals I, II, & III	Assessment	1,2,3,4	MPS K-3 teachers will administer universal screeners to all students three times a year to identify students that may need targeted and intensive interventions as well as plan for intervention based on the needs of the students.	30 Days Aug. 10	Classroom teachers	SOP for Tier I Core Instruction
			MPS district staff will use formative assessments to identify school needs and share the data with principals for customize support in Grades K-3.	60 Days Oct. 10	LEA Contact, District Content Specialists	Universal Screeners, Benchmark, etc.
			MPS will ensure there is ongoing progress monitoring in K-3 grade span. K-3 teachers will monitor students' progress through the use of Scott-Foresman Fresh Reads to determine whether at risk students are making adequate progress toward grade-level Reading Foundational standards.	60 Days Oct. 10	ISS-Elem. Dept. Teachers	Fresh Reads
			MPS will ensure there is ongoing regular assessment for reading growth in the critical areas.	30-90 Days Sept. 10 (Yearlong)	ISS-Elem. Dept.	Appropriate assessments

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Alabama Reading Initiative Development Plan

Related to MPS Vision/Goal(s):	PD Focus Area:	Related Challenges for the PD Focus Area:	Action Steps:	Time Line 30-60-90 Days	Persons Responsible	Resources
Goals I, II, III, & IV	Collaborative Leadership	1,2,3,4	LEA Contact, principal, and third grade ARI Reading Specialists will participate in all targeted trainings sponsored by ALSIDE-ARI.	30-90 Days Sept. 10 (Yearlong)	LEA ARI Contact	Schedule of trainings
			All schools will schedule time for collaborative horizontal and vertical planning at least monthly and convene their initial meeting within the first month of school.	30-90 Days Sept. 10 (Yearlong)	Chief Academic Officer, LEA ARI Contact	School schedules
			MPS will establish a district K-3 Team to conduct school visits in Tier II schools using the MPS High Quality Instructional (HQI) framework.	60 Days Oct. 10 (Yearlong)	LEA ARI Contact	Personnel
			MPS will collaborate with the Community Partners (Colleges & Universities, Business, Fraternities & Sororities, etc.) and Parent Team leaders to identify volunteers and tutors to support reading in K-3.	90 Days Nov. 10 (Yearlong)	LEA ARI Contact	volunteers

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**Montgomery Public Schools 5 Year
Strategic Plan 2013-2018: Year 2016-
2017**

Montgomery County Board of Education

Mrs. Margaret Allen, Superintendent
307 S Decatur St
Montgomery, AL 36104-4305

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Overview

Plan Name

Montgomery Public Schools 5 Year Strategic Plan 2013-2018: Year 2016-2017

Plan Description

This plan details current goals, objectives, strategies, and 30-60-90 days activities that are being implemented during the 2016-2017 school year.

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	(2013-2018 Strategic Plan Goal III) Every student has access to support systems that maximize opportunities for academic and life success.	Objectives: 8 Strategies: 7 Activities: 13	Organizational	\$135600
2	(2013-2018 Strategic Plan Goal I) Every student will be college and career ready upon graduation	Objectives: 10 Strategies: 17 Activities: 47	Organizational	\$1155000
3	(2013-2018 Strategic Plan Goal II) Every education professional will be well-prepared, resource-supported, and effective	Objectives: 5 Strategies: 5 Activities: 13	Organizational	\$425000
4	(2013-2018 Strategic Plan Goal IV) Every school engages parents and community partners in support of student success.	Objectives: 5 Strategies: 4 Activities: 7	Organizational	\$87000

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Goal 1: (2013-2018 Strategic Plan Goal III) Every student has access to support systems that maximize opportunities for academic and life success.

Measurable Objective 1:

demonstrate a behavior that will annually decrease discipline referrals based on behavior by 10% Year 1 by 05/31/2016 as measured by number of annual behavioral discipline referrals.

Status	Progress/Notes	Created On	Created By
Met	This objective was met during the 2015-2016 school year. Overall, MPS had a reduction in the number of office referrals during the 2015-2016 (n=13,931), as compared to the 2013-2014 baseline (n=15,537); which represents a decrease of 10.3% in office referral reductions. This was established through increased collaboration amongst the social services, student support, and special education departments working directly with the schools to identify and decrease undesirable student behaviors.	August 09, 2016	Dr. Margaret M. Jones
Met	In school year 2014-15, there was a 14.2% decrease in the total number of discipline infractions. The district PBIS tracking system has been utilized to monitor schools' PBIS meetings for students exhibiting behavioral issues.	September 18, 2015	Dr. Christopher Blair

(shared) Strategy 1:

SB: Student Behavior Programs - Implement programs designed to improve student behavior through clear communication of expectations, recognition of positive behavior, and remediation of negative behavior.

Category:

Research Cited: Aligned with Advanced Corrective Action 1.4, 3.4, 5.4, 30-60-90 Day: 11 and Plan 2020 Learners

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Activity - 30-60-90 (01/11/16-04/11/16) PBIS Support	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
*30: BCBAs, BIs, and Behavior Specialists will collaborate to identify school-specific behavioral issues based on school discipline data report. *60: Professional development will be provided on school-specific behavior issues that were identified based on school discipline data. *90: BCBAs, BIs, and Behavior Specialists will follow up with the schools that received the training to determine the effectiveness of the professional development and provide additional intervention as necessary.	Behavioral Support Program, Professional Learning	01/11/2016	04/11/2016	\$0	No Funding Required	Office of Learning Supports (Student Social Services, Student Support, Special Education) Staff
Schools: All Schools						

Status	Progress Notes	Created On	Created By
In Progress	90 Day: BCBAs, BIs, and Behavior Specialists are reviewing discipline data and following up with their schools to determine the impact of training	April 18, 2016	Dr. Margaret M. Jones
Completed	60 Day: Many discipline issues are a result of poor or inconsistent classroom management. Classroom management training is being provided by the BCBAs through the PD office, and at schools that request it for their staff. BIs are scheduled for bullying presentations in schools where bullying/narassment/fighting is an issue. Behavior Specialists are providing training to school-based special education staff on the Teacher's Encyclopedia of Behavior Management resource to be used to address the specific behaviors they are seeing from their students.	March 11, 2016	Dr. Margaret M. Jones
Completed	30 Day: On February 4, 2016, all district BCBAs, BIs (school-based and district-wide), and Behavior Specialists met to discuss school-specific behavioral issues based on school discipline data. The BCBAs provided training on School Climate, PBIS, Function-based Behavioral Interventions, and creative incentive systems. The Powerpoint presentations were provided to all attendees to be used as turnaround trainings for their respective school staff, based on the needs of their school.	February 10, 2016	Dr. Margaret M. Jones

Activity - 30-60-90 (Bullying Prevention & PBIS)	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
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Montgomery Public Schools 5 Year Strategic Plan 2013-2018: Year 2016-2017
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Direct support and services to the schools and students to decrease incidents of bullying. *30: OLS staff will collect bullying/harassment data from all Tier 3 elementary schools. *60: OLS staff will partner with the Educ. Tech. staff to create an electronic survey for students and teachers to be completed through Google documents and a memo will be submitted via the principals packet, and directly to the Tier 3 schools asking them to complete the surveys by October 28, 2016. *90: Select OLS staff will provide bullying prevention presentations to the Tier 3 schools, with additional PD, provided through Social Work and BCBA services.		Behavioral Support Program, Policy and Parent Involvement	08/10/2016	11/10/2016	\$500	Other	Office of Learning Supports Staff (Student Social Services, Student Support, Special Education) Sakia Dixon and Jenny Underwood
Schools: Peter Crump Elementary School, Chisholm Elementary School, Flowers Elementary School, E. T. Davis Elementary School, Thelma Smiley Morris Elementary School, Floyd Elementary School, Dannelly Elementary School, Martin Luther King Elementary School, William Silas Garrett Elementary School, Halcyon Elementary School, Seth Johnson Elementary School							

Status	Progress Notes	Created On	Created By
In Progress	The District-wide Behavior Interventionists continue to facilitate bullying prevention programs to their assigned schools. Social workers continue to develop the parent education component in collaboration with the Family Sunshine Center. The parent education program will be presented to the targeted schools in early 2017. Learning Supports in coordination with Education Technology have disseminated bullying surveys to all fifth graders in MPS to be completed by 11/30/16.	November 10, 2016	Charles Baker
In Progress	60 Day: OLS Staff partnered with Educational Technology staff to create a survey for the 5th grade students at Tier III schools. Additionally, OLS staff has decided to disseminate this survey to all 5th (II) and schools receiving general support (Tier I & II). The survey was to be completed by October 28, 2016; however this was not completed. The survey will be disseminated on October 31, 2016 through Google.	October 28, 2016	Dr. Margaret M. Jones
Completed	30 Day: Student Social Services staff collected 2015-2016 baseline data related to bullying/harassment incidents involving fifth grade students at Chisholm ES, Crump ES, Dannelly ES, Davis ES, Flowers ES, Floyd ES, Garrett ES, Halcyon ES, Johnson ES, ML King ES, and TS Morris ES from Chalkable I-NOW. There were 76 office discipline referrals for Bullying/Harassment during the 2015-2016 school year for fifth graders in these schools.	October 04, 2016	Dr. Margaret M. Jones

Activity: 30-60-90 11/28/16 - 3/31/17 (Bullying/PBIS)	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
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Student Social Services is continuing to work on bullying prevention programs in several Tier 3 elementary, Focus, Falling, and Priority schools. Various Social Services programs are providing bullying awareness in schools and more staff training surrounding the responsibility of the school with the student harassment and bullying prevention form. A parent training program is being developed by the social workers and will be presented to school leaders and parents during the second semester. Student Social Services will collaborate to revise bullying prevention procedures for schools to follow.	Behavioral Support Program	11/28/2016	03/03/2017	\$0	General Fund	Student Social Services
Schools: All Schools						

Status	Progress Notes	Created On	Created By
In Progress	This month, the behavioral interventionists have been presenting on bullying prevention in schools. The social work program has completed a parent training video, in collaboration with the Family Sunshine Center, to be presented at the schools during PTA meetings or other school events. The video focuses on strategies for preventing and responding to bullying in schools and in the community. Behavioral analyst and behavioral interventionist/At risk coordinator have provided five teacher training sessions on classroom management, school culture/climate, and PBIS.	December 16, 2016	Sakia Dixon

Measurable Objective 2:

demonstrate a behavior that 100% of staff will be introduced and trained on the Advisor/Advisee Program by 07/31/2015 as measured by the percentage of staff trained on the Advisor/Advisee Program as determined by sign-in sheets submitted by each school.

Status	Progress Notes	Created On	Created By
Not Met	Goal 3 Objective 4 was not met. Five of six schools that had initial meetings in 2016 regarding an Advisory Program elected to begin or continue an advisory program in 2016-2017. The objective has been modified to align with the needs of the specific schools in order to create a successful pilot to be replicated in additional schools at a later date.	August 09, 2016	Dr. Margaret M. Jones
Not Met	There has not been any progress made towards this goal as previously written. The goal will be amended with an emphasis on priority, focus and/or high need schools. Moving forward, new 30-60-90 day action steps will be created.	September 18, 2015	Dr. Christopher Blair

(shared) Strategy 1:

SD: Advisor/Advisee Program - Select programs and if necessary develop curriculum.
Train on program/curriculum.
Category:

Research Cited: Aligned with Advanced Corrective Action 1.4, 30-60-90 Day; and Plan 2020 Learners

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Activity - 30-60-90 Advisory Mentoring Program (8/10-11/10/2016)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
30: The Advisory Mentoring Program will be introduced to all priority, focus and/or high need schools. *60: The Advisory Mentoring Program will be implemented with on-going professional development provided to selected schools. *90: 100% of at-risk/targeted students from the selected sites will be assigned to an their mentor.	Behavioral Support Program	08/10/2016	11/10/2016	\$500	Other	Office of Learning Supports Staff (Student Social Services, Student Support, Special Education) Tim Baker
Schools: Goodwyn Middle School, E. T. Davis Elementary School, Capitol Heights Middle School, Park Crossing High School, Robert E. Lee Senior High School, Halcyon Elementary School, Seth Johnson Elementary School, Chisholm Elementary School, George Washington Carver Senior High School, Walter T. McKee Middle School, Sidney Lanier Senior High School, Thelma Smiley Morris Elementary School, Brewbaker Middle School, Dannelly Elementary School, Fews Secondary Acceleration Academy, William Sias Garrett Elementary School, Jefferson Davis Senior High School, Southawn Middle School						

Status	Progress Notes	Created On	Created By
In Progress	• Learning Support personnel have met with two additional principals with expectations of implementing or continuing an advisory program at their school. Efforts are continuing to hold conversations with the remaining principals. Curriculum is being reviewed with the plan to select one-two choices before the end of the semester. A survey will be sent to all of the identified schools completing a summary of plans and activities for the beginning of the next semester.	November 10, 2016	Charles Baker
Completed	60 Day: Learning Support personnel have met with the principals at 13 of 21 selected schools to discuss the Advisory/ mentoring Programs. Two schools have a full implementation advisory plan in place. Six schools are planning to implement, or are considering an advisory program. Four schools prefer to implement a mentoring program for targeted students. A curriculum for high school advisory has been identified. Curriculum for middle school and elementary school advisory programs are being viewed and will be identified within the next 30 days. The remaining 8 school principals will be contacted to schedule an appointment to discuss the Advisory/ Mentoring Program.	October 28, 2016	Dr. Margaret M. Jones
In Progress	30: OLS staff members have met with the targeted schools that will be involved with the Advisory Mentoring Program (AMP). Additionally, interest has been generated from additional school principals, and the program will be shared with these interested schools.	October 04, 2016	Dr. Margaret M. Jones

Activity - 30-60-90/11/28/16 - 3/31/17 (Advisory/Advisee Mentoring Program)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The behavioral interventionists are collaborating with principals and school leaders to develop, implement, and strengthen the advisory and mentoring programs in their schools in order to improve the culture/climate of their schools.	Behavioral Support Program	11/28/2016	03/03/2017	\$0	No Funding Required	Behavioral Interventionist s/At Risk Coordinator
Schools: All Schools						

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Status	Progress Notes	Created On	Created By
In Progress	The behavioral interventionists and at-risk coordinator have met with the principals of Priority, Focus, and Failing schools to discuss current advisor/advisee programs and provide support for further development. The at-risk coordinator has met with community partners (ASU, Crimestoppers, YMCA, and MPD) to discuss possible mentoring partnerships.	December 16, 2016	Sakia Dixon

Measurable Objective 3:

demonstrate a behavior to evaluate gifted services in elementary schools and fill gaps in current services by 05/31/2016 as measured by annual increase in advanced core course offerings in traditional middle and high schools. by 05/31/2016 as measured by annual increase in advanced core course offerings in traditional middle and high schools.

Status	Progress Notes	Created On	Created By
Met	Continue to enhance and expand programs for gifted students. MPS hired 2 additional gifted specialists for the 2015-2016 schools year to fill in gaps in current gifted services. MPS added resource room gifted services for 6th grade gifted students in elementary schools in ensure equity of services.	September 18, 2015	Dr. Christopher Blair

Strategy 1:

Expansion of GT Services - Gifted Specialists and Gifted Coordinator will collaborate to determine effective strategies for differentiation in the general education classroom, specifically at Forrest Avenue Academic Magnet (FAAM), that are listed on the ALSIDE monitoring report from the Principal Response Forms. Gifted Specialists will provide FAAM with professional development and modeling of differentiation strategies from the principal response forms. Gifted Specialists will provide task cards, training/professional development and other consultative service activities to the teachers at FAAM.
Category: Develop/Implement Learning Supports
Research Cited: Problem-based learning, project-based learning, concept-based learning and the Principal Response form from state monitoring that indicate differentiation professional development requests from the gifted program.

Activity - Expansion of GT Services	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Professional Development and modeling of differentiation strategies Schools: Forest Avenue Academic Magnet School	Professional Learning, Academic Support Program	01/10/2017	03/10/2017	\$0	No Funding Required	Gifted Coordinator

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Status	Progress Notes	Created On	Created By
In Progress	30 days—consult with GT specialists 60 days—prepare presentation 90 days—provide training	January 18, 2017	Jacqueline Davis

Measurable Objective 4:

collaborate to provide training and implement programs to decrease the number of students with at-risk factors in attendance, behavior, and academics in Tier 3 schools by 2% by 05/31/2017 as measured by 2016-2017 INowALGTS student risk factors.

Strategy 1:

At-Risk Student Intervention - Through the utilization of the AL Graduation Tracking System (ALGTS), OLS staff will work directly with schools to identify students with risk factors that may become barriers to student learning.

Category: Develop/Implement Learning Supports

Research Cited: Baltanz, R. (2008). Three steps to building an early warning and intervention system for potential dropouts. Retrieved from <http://new.every1graduates.org/three-steps-to-building-an-early-warning-and-intervention-system>.

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
30-60-90 At-Risk Students (8/10/16-11/10/16) 30: Data will be extracted from the ALGTS for all students who exhibit at least one at-risk factors that may potentially become a barrier to student learning and success. 60: This data will be shared with all schools who have at least 1-risk factor as identified on the ALGTS to refer the district or community resources. 90: The ALGTS will be pulled and analyzed to compare from the initial extraction to see students who may have been added or removed after referral to services were provided. Schools: All Schools	Behavioral Support Program, Academic Support Program	08/10/2016	11/10/2016	\$0	No Funding Required	Office of Learning Supports Staff (Student Support, Student Social Services, Special Education) Margaret M. Jones

Status	Progress Notes	Created On	Created By
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In Progress	30: A comprehensive listing was extracted from the AGTS that listed all of the students who had at list one of the 3 identified at-risk factors. This information has not been shared with each of the schools. However, OLS is working to provide direct strategies and process for schools. The schools are using the weekly tiered report that is generated from Student Support that details similar information. This report is now given to each school principal and OLS staff members are working with the schools and using this data as the talking point.	October 20, 2016	Dr. Margaret M. Jones
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Measurable Objective 5:

demonstrate a behavior with district and community stakeholders to reduce by 2% district-wide the number of chronic student absences as compared to the 2015-2016 chronic student absence rates by 06/31/2017 as measured by the JNow data management system.

Strategy 1:

Student Attendance - OLS Staff members will work with schools to reduce the number of students who are chronically absent by reviewing student absenteeism data to look for trends and provide a solution to increase student achievement. Equally important, staff members will work with parents and students to refer students to supports/services that will assist with increasing student attendance.

Category: Develop/Implement Learning Supports

Research Cited: Sheldon, S. B. (2007). Improving student attendance with a school-wide approach to school-family-community partnerships. Journal of Educational Research, 100, 267 – 275.

Activity - 30-60-90 (Chronic Absenteeism)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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OLS Staff will provide school/district trainings, analyze data with schools, and incorporate direct assistance to work to reduce the number of chronic student absences. 30: Establish baseline from the 2015-2016 data to determine the number of students who are chronically absent 10% or 17 days out of school for any reason. Identify students, who have missed 5+ days during the first month of school, along with students who had compulsory letters filed during the 15-16 school term, to monitor and target for early interventions. 60: OLS staff will provide attendance, academic, and behavioral data to principals and CO staff and will work collectively to identify at-risk students. These students will be referred to various support programs within MPS and through community partnerships. OLS staff will provide PD to school principals and staff on attendance procedures and reporting to help ensure accurate data is being entered into Chalkable/Now. 90: OLS will continue to monitor student performance and share data with the school staff to continue intervention processes for students who are at risk of becoming chronically absent. OLS will review first semester comparisons of attendance and discipline data and will provide results to principals and CO staff. This data will help target intervention efforts at the beginning of the second semester.	Policy and Process, Other, Community Engagement	08/10/2016	11/10/2016	\$500	Other	Office of Learning Supports Staff (Student Support, Special Education, Student Social Services) Sophia Johnson
Schools: All Schools						

Status	Progress Notes	Created On	Created By
Completed	Trained teacher staff on Dec 12 on importance of attendance and achievement. Continue to provide data to schools on a weekly basis of at risk students for intervention referrals	December 16, 2016	Mrs. Sophia L Johnson
Completed	Professional Development was offered to teachers on Nov 17 from 3:30-4:30 to review attendance, office referrals and 504 updates	November 30, 2016	Mrs. Sophia L Johnson
Completed	Review of absences by school were provided to school/district administration to include the total number of absences as well as the number of truant students- at risk- in comparison to previous time period (Aug- Oct) OLS staff revisited school administration to review results	November 08, 2016	Mrs. Sophia L Johnson
In Progress	In Progress- The OLS Staff will re-visit school administration to review attendance results. OLS staff will continue to provide attendance and behavioral data to principals and central office staff to identify at risk students and refer them to various programs within MPS and the Community Additional training for data staff will be held on January 24 to review policies and procedures and to ensure accurate data entry into Chalkable	October 21, 2016	Mrs. Sophia L Johnson
Completed	A baseline was established from 2015-2016 data to identify the number of students who were chronically absent 10% or 17 days out of school for any reason. - 3700 students for the district- Students were identified who had missed 5+ days during the first month of the school term. Early intervention letters were sent to any student who had been previously served with compulsory letters in the prior school term. The DRO staff made a video to promote attendance awareness to share with the community. Training was held on Oct 10 with all school data entry personnel to review standard operating procedures for school attendance. During September, the OLS Ed specialists teamed up with the DRO staff to visit the school administration to review Sept attendance results.	October 21, 2016	Mrs. Sophia L Johnson

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Montgomery Public Schools 5 Year Strategic Plan 2013-2018: Year 2016-2017
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Activity - 30-60-90 Chronic Absenteeism 11-28-3-8-2017	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
<p>30-60-90 (Chronic Absenteeism) 11-28-3/3/2017</p> <p>OLS Staff will continue to work to reduce the number of chronic student absences by providing school/district Trainings, reviewing school data results with staff and administration and working with community partners to have a positive impact on student achievement.</p> <p>30 Day- Provide ongoing attendance training for teachers and administrators to establish an understanding of the importance of increasing student attendance and the impact on student achievement- Next Session is Dec 12 2016</p> <p>Quarterly Training will be held on January 24, 2017 for school data staff to ensure expectations are communicated regarding attendance procedures and reporting</p> <p>60 Day- Review first semester results for attendance by school with school staff and administration. OLS staff will provide attendance, academic, and behavioral data to principals and CO staff on a weekly basis and will work collectively to identify at-risk students. These students will be referred to various support programs within MPS and through the community. This data will help target intervention efforts at the beginning of the second semester</p> <p>90 Day OLS will continue to monitor student performance and share data with the school staff to continue intervention processes for students who are at risk of becoming chronically absent. Professional Development opportunity for OLS staff to attend AAPASS (Attendance and Prevention Division of CLASS) to collaborate with other districts within the state and to learn about successful truancy interventions</p>	Policy and Process, Other, Community Engagement	11/28/2016	03/03/2017	\$0	Other	Student Support Services
Schools: All Schools						

Status	Progress Notes	Created On	Created By
Completed	Dec 12 2016- provided ongoing attendance training for teachers and administrators to establish an understanding of the importance of increasing student attendance and the impact on student achievement- Session at Carver Elementary School	December 16, 2016	Mrs. Sophia L Johnson

Measurable Objective 6:

demonstrate a behavior to decrease the number of suspensions for students with disabilities by at least 2% as compared to the 2015-2016 SWD suspension rate by 05/31/2017 as measured by the district discipline reports extracted from the iNow student data management system.

Strategy 1:

Social Emotional Learning - This strategy will incorporate a social emotional curriculum within all behavior resource units and behavior resource programs. This

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curriculum will provide teachers the opportunity to teach students about replacement behavior, responsibility, decision making, and to develop resiliency.
Category: Develop/Implement Student and School Culture Program
Research Cited: Ross, J. A., Hogaboam-Gray, A., & Gray, P. (2004). Prior student achievement, collaborative school processes, and collective teacher efficacy.
Leadership and Policy in Schools, 3(3), 163-188.

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Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Activity = 30-60-90 Reducing SPED student suspensions (8/10/16-11/10/16)						
30: The special education department will purchase a social emotional curriculum for teachers to utilize in the Behavior Intervention Programs and Behavior Resource Units.	Behavioral Support Program, Professional Learning	08/10/2016	11/10/2016	\$9000	Other	Office of Learning Supports Staff (Special Education, Student Support, Student Social Services)
90: Behavior, attendance, and academic data will be analyzed to see if there are any changes in these three variables for students involved in the SEL program.						Katrina Johnson - IDEA Part B Funding
Schools: All Schools						

Status	Progress Notes	Created On	Created By
Not Completed	90 day: The results of the pre-test for the social emotional curriculum is currently being collected. An analysis will be conducted to determine what impact the use of this curriculum has had in reducing the number of suspensions for SPED students. This activity will be included in the new 30-60-90 day plan.	November 09, 2016	Katrina Johnson
Completed	60-day The BIP/BRU teachers were trained on September 13, 2016 on the utilization of a social emotional curriculum.	October 27, 2016	Katrina Johnson
Completed	30-day The social emotional curriculum was purchased by the special education department for the BIP/BRU teachers.	October 27, 2016	Katrina Johnson

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Activity = 30-60-90 Reducing SPED student suspensions (11/28/16-03/03/17)						

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30 Day: An audit will be conducted to determine if all BIP/BRU teachers are utilizing the social-emotional curriculum to fidelity. Additional support will be provided to those teachers who have not mastered incorporating the integration of the program into their students' schedules.	Behavioral Support Program	11/28/2016	03/03/2017	\$0	Other	OLS staff, Department of Special Education staff
60 Day: The results of the pre-test for the social emotional curriculum will be collected and analyzed to determine what impact the use of this curriculum has had in reducing the number of suspensions for SPED students.						
90 Day: Discipline data will be pulled from INOW for SPED students and compared to the weekly match reports to determine accuracy. Additionally, the number of suspensions from last scholastic year will be compared to this scholastic year to determine if there was a reduction. Additional training will be provided to administrators on de-escalation of problematic student behavior and alternatives to suspensions.						
Schools: All Schools						

Status	Progress Notes	Created On	Created By
In Progress	30 Day Progress: The audits are still being conducted and the Behavior Specialists are troubleshooting any concerns addressed by the teachers with implementing the programs. On-going support and feedback is being provided.	December 16, 2016	Katrina Johnson

Strategy 2:

Social Skills Instruction - Social Skills Instruction- This strategy will incorporate social skills instruction within all traditional secondary schools through the Skills Enrichment (6-8) and Transition (9-12) courses. Teachers will provide social skills instruction utilizing research-based resources to identify strategies and interventions to address target behaviors.

Category: Develop/Implement Learning Supports

Research Cited: Sprick, R. (2012). Teacher's encyclopedia of behavior management. 2nd edition. Pacific Northwest Publishing.

Activity - 30-60-90 Social Skills (8/10/16-11/10/16)	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
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Status	Progress/Notes	Behavioral Support Program	08/10/2016	11/10/2016	\$125000	Other	Special Education: Katrina Johnson (IDEA-Part B Funding)
Completed	30 day: Create a teacher help-document for the Skills Enrichment (6-8) and Transition (9-12) courses. 60 day: Provide a help session to teachers of the Skills Enrichment (6-8) and Transition (9-12) courses. 90 day: Provide Chromebooks to teachers of the Skills Enrichment (6-8) and Transition (9-12) courses to facilitate small group instruction and positive peer interactions.						
Completed	Schools: Goodwyn Middle School, Dunbar-Ramner School, Capitol Heights Middle School, Park Crossing High School, Johnnie R. Carr Middle School, Robert E. Lee Senior High School, Georgia Washington Middle School, Walter T. McKee Middle School, George Washington Carver Senior High School, Bellingrath Middle School, Sidney Lanier Senior High School, Brewbaker Middle School, Jefferson Davis Senior High School, Southlawn Middle School						

Status	Progress/Notes	Created On	Created By
Completed	90-day: The special education department has provided chrome books to each teacher who provides instruction for the skills enrichment and transition skills courses.	November 09, 2016	Katrina Johnson
Completed	60 day: The Special Education department provided professional development sessions.	October 27, 2016	Katrina Johnson
Completed	30-day The teacher help document was created to provide guidance on how to effectively deliver social skills instruction utilizing web-based and print resources.	October 27, 2016	Katrina Johnson

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
30 Day: Survey middle and high school SEFs to determine areas of strengths and weakness in the Skills Enrichment (6-8) and Transition (9-12) courses. 60 Day: Review survey data and determine next steps in providing support to teachers. 90 Day: Conduct lesson plan audits for the Skills Enrichment (6-8) courses at Priority middle schools. Audits will include a review of IEP goals and lesson plan alignment, social skills instruction, and planning for Compass Learning usage.	Behavioral Support Program	11/28/2016	03/03/2017	\$0	Other	Department of Special Education staff
Schools: Goodwyn Middle School, Capitol Heights Middle School, Park Crossing High School, Johnnie R. Carr Middle School, Robert E. Lee Senior High School, Georgia Washington Middle School, Walter T. McKee Middle School, George Washington Carver Senior High School, Bellingrath Middle School, Sidney Lanier Senior High School, Brewbaker Middle School, Jefferson Davis Senior High School, Southlawn Middle School						

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Status	Progress Notes	Created On	Created By
Completed	<p>30- Day Progress: School View Skills Enrichment</p> <ol style="list-style-type: none"> 1. Skills Enrichment survey results indicated school view's areas of strength are the following: <ol style="list-style-type: none"> a. The Skills Enrichment (6-8) course encourages teachers in my school to provide social skills instruction utilizing research-based resources and identify strategies and interventions to address target behaviors. b. All Skills Enrichment (6-8) teachers in my school have been adequately trained on how to teach the Skills Enrichment (6-8) course. c. The teachers in my school use the class time in the Skills Enrichment (6-8) course wisely. d. Teachers in my school are able to provide social skills instruction to students who need it the most. 2. Skills Enrichment survey results indicated school view's areas of need are the following: <ol style="list-style-type: none"> a. The Skills Enrichment (6-8) course has positively affected students' overall behavior. b. The teachers in my school submit quality Skills Enrichment (6-8) lesson plans. c. The students in the Skills Enrichment (6-8) course are actively engaged in the course. <p>Classroom View</p> <ol style="list-style-type: none"> 1. Skills Enrichment survey results indicated classroom view's areas of strength are the following: <ol style="list-style-type: none"> a. I use the class time in the Skills Enrichment (6-8) course wisely. b. I understand how to teach the Skills Enrichment (6-8) course. c. I have been adequately trained on how to teach the Skills Enrichment (6-8) course. 2. Skills Enrichment survey results indicated classroom view's areas of need are the following: <ol style="list-style-type: none"> a. The Skills Enrichment (6-8) course has positively affected the behavior of students on my caseload. b. I submit quality Skills Enrichment (6-8) lesson plans. c. The students in my Skills Enrichment (6-8) course are actively engaged. <ol style="list-style-type: none"> 1. Transition Services (9-12) survey results indicated classroom view's areas of strength are the following: <ol style="list-style-type: none"> a. Teachers in my school are able to provide social skills instruction to students who need it the most. b. The Transition Services (9-12) course encourages teachers in my school to provide social skills instruction utilizing research-based resources and identify strategies and interventions to address target behaviors. c. The Transition Services (9-12) course encourages teachers in my school to collaborate to create quality social skills lessons for students. d. The Transition Services (9-12) course has helped to increase communication between case managers and students. 2. Transition Services (9-12) survey results indicated classroom view's areas of need are the following: <ol style="list-style-type: none"> a. The teachers in my school use the class time in the Transition Services (9-12) course wisely. b. The teachers in my school understand how to teach the Transition Services (9-12) course. c. The students in the Transition Services (9-12) course are actively engaged in the course. 	December 16, 2016	Katrina Johnson

Measurable Objective 7:

demonstrate a behavior to decrease incidents of bullying/harassment at Tier 3 elementary schools by 10% as compared to the 2015-2016 bullying/harassment rate by 05/31/2017 as measured by 2016-2017 office discipline referrals coded in the Innow student data management system.

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(shared) Strategy 1:

SB: Student Behavior Programs - Implement programs designed to improve student behavior through clear communication of expectations, recognition of positive behavior, and remediation of negative behavior.

Category:

Research Cited: Aligned with Advanced Corrective Action 1.4, 3.4, 5.4, 30-60-90 Day: 11 and Plan 2020 Learners

Activity - 30-60-90 (Bullying Prevention & PBIS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Direct support and services to the schools and students to decrease incidents of bullying.</p> <p>*30: OLS staff will collect bullying/harassment data from all Tier 3 elementary schools.</p> <p>*60: OLS staff will partner with the Educ. Tech. staff to create an electronic survey for students and teachers to be completed through Google documents and a memo will be submitted via the principals packet, and directly to the Tier 3 schools asking them to complete the surveys by October 28, 2016.</p> <p>*90: Select OLS staff will provide bullying prevention presentations to the Tier 3 schools, with additional PD, provided through Social Work and BCBA services.</p> <p>Schools: Peter Crump Elementary School, Chisholm Elementary School, Flowers Elementary School, E. T. Davis Elementary School, Thelma Smiley Morris Elementary School, Floyd Elementary School, Dannelly Elementary School, Martin Luther King Elementary School, William Silas Garrett Elementary School, Halcyon Elementary School, Seth Johnson Elementary School</p>	Behavioral Support Program, Policy and Process, Parent Involvement	08/10/2016	11/10/2016	\$500	Other	Office of Learning Supports Staff (Student Social Services, Student Support, Special Education) Saki Dixon and Jenny Underwood

Status	Progress Notes	Created On	Created By
In Progress	<p>The District-wide Behavior Interventionists continue to facilitate bullying prevention programs to their assigned schools.</p> <p>Social workers continue to develop the parent education component in collaboration with the Family Sunshine Center.</p> <p>The parent education program will be presented to the targeted schools in early 2017.</p> <p>Learning Supports in coordination with Education Technology have disseminated bullying surveys to all fifth graders in MPS to be completed by 11/30/16.</p>	November 10, 2016	Charles Baker

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In Progress	60 Day: OLS Staff partnered with Educational Technology staff to create a survey for the 5th grade students at Tier III schools. Additionally, OLS staff has decided to disseminate this survey to all 5th grade students to see if there is a difference between schools receiving more intensive support (Tier II) and schools receiving general support (Tier I & II). The survey was to be completed by October 28, 2016; however this was not completed. The survey will be disseminated on October 31, 2016 through Google.	October 28, 2016	Dr. Margaret M. Jones
Completed	30 Day: Student Social Services staff collected 2015-2016 baseline data related to bullying/harassment incidents involving fifth grade students at Chisholm ES, Crump ES, Dannelly ES, Davis ES, Flowers ES, Floyd ES, Garrett ES, Halcyon ES, Johnson ES, ML King ES, and TS Morris ES from Chalkable I-NOW. There were 76 office discipline referrals for Bullying/Harassment during the 2015-2016 school year for fifth graders in these schools.	October 04, 2016	Dr. Margaret M. Jones

Activity - 30-60-90 (1/28/16 - 3/31/17) (Bullying/PBIS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Social Services is continuing to work on bullying prevention programs in several Tier 3 elementary, Focus, Falling, and Priority schools. Various Social Services programs are providing bullying awareness in schools and more staff training surrounding the responsibility of the school with the student harassment and bullying prevention form. A parent training program is being developed by the social workers and will be presented to school leaders and parents during the second semester. Student Social Services will collaborate to revise bullying prevention procedures for schools to follow.	Behavioral Support Program	11/28/2016	03/03/2017	\$0	General Fund	Student Social Services
Schools: All Schools						

Status	Progress Notes	Created On	Created By
In Progress	This month, the behavioral interventionists have been presenting on bullying prevention in schools. The social work program has completed a parent training video, in collaboration with the Family Sunshine Center, to be presented at the schools during PTA meetings or other school events. The video focuses on strategies for preventing and responding to bullying in schools and in the community. Behavioral analyst and behavioral interventionist/At risk coordinator have provided five teacher training sessions on classroom management, school culture/climate, and PBIS.	December 16, 2016	Sakia Dixon

Measurable Objective 8:

collaborate to implement the Advisory Mentoring Program (AMP) at all Tier 3 elementary, middle, and high schools by 05/31/2017 as measured by agenda's, sign-in sheets, and anecdotal notes from OLS staff member trainings and technical assistance visits.

(shared) Strategy 1:

SD: Advisor/Advisee Program - Select programs and if necessary develop curriculum.

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Train on program/curriculum.

Category:

Research Cited: Aligned with Advanced Corrective Action 1.4, 30-60-90 Day: and Plan 2020 Learners

Activity - 30-60-90 Advisory Mentoring Program (8/10-11/10/2016)	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
30: The Advisory Mentoring Program will be introduced to all priority, focus and/or high need schools. *60: The Advisory Mentoring Program will be implemented with on-going professional development provided to selected schools. *90: 100% of at-risk/targeted students from the selected sites will be assigned to an their mentor. Schools: Goodwyn Middle School, E. T. Davis Elementary School, Capitol Heights Middle School, Park Crossing High School, Robert E. Lee Senior High School, Halcyon Elementary School, Seth Johnson Elementary School, Chisholm Elementary School, George Washington Carver Senior High School, Walter T. McKee Middle School, Sidney Lanier Senior High School, Thelma Smiley Morris Elementary School, Brewbaker Middle School, Dannelly Elementary School, Fews Secondary Acceleration Academy, William Silas Garrett Elementary School, Jefferson Davis Senior High School, Southlawn Middle School	Behavioral Support Program	08/10/2016	11/10/2016	\$500	Other	Office of Learning Supports Staff (Student Social Services, Student Support, Special Education) Tim Baker

Status	Progress Notes	Created On	Created By
In Progress	<ul style="list-style-type: none"> Learning Support personnel have met with two additional principals with expectations of implementing or continuing an advisory program at their school. Efforts are continuing to hold conversations with the remaining principals. Curriculum is being reviewed with the plan to select one-two choices before the end of the semester. A survey will be sent to all of the identified schools completing a summary of plans and activities for the beginning of the next semester. 	November 10, 2016	Charles Baker
Completed	60 Day: Learning Support personnel have met with the principals at 13 of 21 selected schools to discuss the Advisory/ mentoring Programs. Two schools have a full implementation advisory plan in place. Six schools are planning to implement, or are considering an advisory program. Four schools prefer to implement a mentoring program for targeted students. A curriculum for high school advisory has been identified. Curriculum for middle school and elementary school advisory programs are being viewed and will be identified within the next 30 days. The remaining 8 school Principals will be contacted to schedule an appointment to discuss the Advisory/ Mentoring Program.	October 28, 2016	Dr. Margaret M. Jones
In Progress	30: OLS staff members have met with the targeted schools that will be involved with the Advisory Mentoring Program (AMP). Additionally, interest has been generated from additional school principals, and the program will be shared with these interested schools.	October 04, 2016	Dr. Margaret M. Jones

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Activity - 30-60-90 11/28/16 - 3/3/17 (Advisor/Advisee Mentoring Program)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The behavioral interventionists are collaborating with principals and school leaders to develop, implement, and strengthen the advisory and mentoring programs in their schools in order to improve the culture/climate of their schools.	Behavioral Support Program	11/28/2016	03/03/2017	\$0	No Funding Required	Behavioral Interventionist s/At Risk Coordinator
Schools: All Schools						

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Status	Progress Notes	Created On	Created By
In Progress	The behavioral interventionists and at-risk coordinator have met with the principals of Priority, Focus, and Failing schools to discuss current advisor/advisee programs and provide support for further development. The at-risk coordinator has met with community partners (ASU, Crimestoppers, YMCA, and MPD) to discuss possible mentoring partnerships.	December 16, 2016	Sakia Dixon

Goal 2: (2013-2018 Strategic Plan Goal 1) Every student will be college and career ready upon graduation

Measurable Objective 1:

demonstrate a behavior that ensures that there will be an increase to 69% year 1, 72% year 2, 76% year 3, and 80% year 4 in the 4-year cohort graduation rate by 05/25/2018 as measured by number of students graduating on time by completing required number of credits within grades nine through twelve..

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Status	Progress Notes	Created On	Created By
Met	Year 3 benchmark was met. The 2014-2025 4-year graduation cohort is 79%. Data collection is underway to determine the 2015-2016 4-year cohort graduation rate.	October 06, 2016	Dr. Christopher Blair
Met	Year 1 benchmark was met. 2013-14 four-year cohort graduation rate is 76%	October 06, 2015	Dr. Christopher Blair
Met	Year 2 72% graduation rate was met in Year 1. Data collection is underway to determine the 2014-15 four-year cohort graduation rate.	September 16, 2015	Dr. Christopher Blair

Strategy 1:

SE: Professional Staff & Aligned Counseling Program - Develop, implement and professionally staff a vertically aligned college and career preparation/counseling program.

Category:

Research Cited: Effective Schools Research
Plan 2020

Activity - 30-60-90 (8/10-11/40/60) Cohort Tracking and Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
High school counselors will work with Student Assessment to ensure that designated personnel track students by their first time in a 9th grade cohort, provide support services for students to remain in the cohort and get back into the correct cohort, keep accurate records of students who enter and exit the cohort, and conduct cohort maintenance following SDE guidelines. *30 High school principals will submit an approved evening academy program to the CAO. School POCs will ensure that summer completers are documented. School counselors will provide course schedules for fifth year students for only course needed to complete high school diploma requirements. *90 Guidance counselors will review 4-year plans with all 9th and 10th grade students. School counselors will conduct college and career workshops and orientations for 9-12th grade students. Schools: George Washington Carver Senior High School, Sidney Lanier Senior High School, Park Crossing High School, Booker T. Washington Magnet High School for the Visual and Performing Arts, Loveless Academic Magnet Program High School, Brewbaker Technology Magnet High School, Robert E. Lee Senior High School, Jefferson Davis Senior High School	Policy and Process, Tutoring, Career Preparation/Orientation, Academic Support Program	08/10/2016	11/10/2016	\$0	No Funding Required	Christian Dial

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Strategy 2:

Alternative School Learning Options - Provide alternative school learning environments for high students out of cohort and at-risk of dropping out or currently dropped out.

Category:

Research Cited: Increase percentage of four and five-year graduates.

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - 30-60-90 (8/10-11/10/16) Alternative School Options						
*30 day: Progressive Academy will implement the Alternative Education Transition Plan for academics and behavior. This includes a more specific orientation program that targets social skills and behavior management.	Academic Support Program	08/10/2016	11/10/2016	\$0	No Funding Required	Mrs. Sabrina Johnson, Alternative Principal
*60 day: Collaborate with Wrap-Around Services team to provide additional behavior support to Tier II and Tier III student to reduce recidivism.						
*90 day: Increase social skills and behavior management programs to target specific behaviors such as anger management, conflict resolution, and op-positional defiance.						
Schools: All Schools						

Status	Progress Notes	Created On	Created By
Completed	*90 day: Increase social skills and behavior management programs to target specific behaviors such as anger management, conflict resolution, and op-positional defiance.	November 16, 2016	Mrs. Shaniece Powell Williams
Completed	*60 day Completed: The Wrap-Around Services team met at Progressive Academy on October 20, 2016. Holley Dunn, school counselor served as the facilitator. Additionally, a second BI was hired to address the behavior programs and provide additional behavior support to Tier II and Tier III student to reduce recidivism.	October 27, 2016	Mrs. Shaniece Powell Williams
Completed	*30 day Completed: The transition plan for academics and behavior is currently and continuously being implemented. Additionally, the principal, counselor, and behavior interventionist conduct orientation five days a week for all enrolled students.	October 04, 2016	Mrs. Shaniece Powell Williams

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - 30-60-90 (11/28-3/31/17) Alternative Options						

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*30 day: Transition students using the goal-setting process to build a bridge of communication with students, parents, and zone schools. The Alternative Transition Plan (on Intranet) will be used for documentation.	Behavioral Support Program, Academic Support Program	11/28/2016	03/03/2017	\$0	No Funding Required	Sabrina Johnson
*60 day: Develop a plan for restructuring alternative education programs, specifically course offerings, flexible scheduling, and behavior modification.						
*90 day: Partner with S.T.E.P. Foundation to provide social skills programs for targeted students based on SIR data. Certificate of completion will be provided for students.						
Schools: All Schools						

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Measurable Objective 2:

demonstrate a behavior that ensures a decrease in the rate of recidivism by 2% in year 1, 2% in year 2, 2% in year 3, and 2% in year 4 for students with behavior issues who return to an alternative school program by 05/25/2018 as measured by STI enrollment records for alternative school/program and SIR report.

Status	Progress Notes	Created On	Created By
Not Met	2013-14: 203 students sent to Progressive 6 students returned 2.96% 2014-15: 278 students sent to Progressive 8 students returned 2.88%	September 16, 2015	Dr. Christopher Blair

Strategy 1:

Transition from Alternative School - Provision of transition plan of support for students transition back to base school from alternative school placement.
 Category:

Research Cited: Eliminating behavioral barriers to environmental and academic success.

Status	Progress Notes	Created On	Created By
N/A	*30 Day COMPLETE: Met with priority school counselors and academic interventionist and discussed the various components of an alternative education academic transition plan. 60 Day COMPLETE: Developed an Alternative Education Academic Transition Plan draft.	November 05, 2015	Mrs. Shaniece Powell Williams

Activity - 30-60-90 (8/10-11/10/16)	Transition from Alternative School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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*30 day: All over-age students will have an active Alternative Transition Plan.	Behavioral Support Program, Academic Support Program	08/10/2016	11/10/2016	\$0	No Funding Required	Mrs. Shaniece P. Williams, School Improvement Specialist
	*60 day: Alternative Transition Plan meeting with all secondary counselors and academic interventionist on October 19, 2016 at Brewbaker Middle School.					
*90 day: Ensure that school transition teams have been created and monitor over-age student progress.						
Schools: All Schools						

Status	Progress Notes	Created On	Created By
Completed	*90 day completed: After the district MSAP/over-age meeting occurred at October 20, 2016 at Brewbaker Middle School, the secondary counselors created school transition team to monitor over-age student progress.	November 16, 2016	Mrs. Shaniece Powell Williams
Completed	*60 day Completed: A district Alternative Transition Plan meeting took place on Thursday, October 20, 2016 at Brewbaker Middle School from 1:00-3:00 pm. All secondary school counselors and academic interventionist were present.	October 27, 2016	Mrs. Shaniece Powell Williams
In Progress	*30 day: All middle school over-age students currently have an active Alternative Transition Plan; however, the previous over-age students that are currently in high school are either in need of a plan or need revisions to their plan. This activity will continue in the 60 day progress notes.	October 04, 2016	Mrs. Shaniece Powell Williams

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Activity: 30-60-90 (11/28-3/8/17) Transition Plan	Academic Support Program	11/28/2016	03/03/2017	\$0	No Funding Required	Shaniece P. Williams, School Improvement Specialist
*30 day: Conduct an district over-age meeting with school academic interventionist and secondary counselors. This meeting will consist of tech support training counselors on how to set red flag alerts in INOW for over-age students.						
*60 day: Complete a transition plan audit to ensure that all over-age students have an active plan in place.						
*90 day: Continue progress monitoring on student progress.						
Schools: All Schools						

Measurable Objective 3:

demonstrate a behavior that ensures each school year in April, 100% of 9th grade students will have a 4-year College and Career Ready Plan in the student database program by 05/25/2018 as measured by student database records.

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Status	Progress Notes	Created On	Created By
Met	78% of 9th grade students from all high schools excluding LAMP completed a 4-year plan in Kudar. 100% of 9th grade students at LAMP completed a paper 4-year plan.	October 06, 2016	Dr. Christopher Blair
Not Met	42% of MPS' 9th grade students completed a four-year plan in 2014-2015.	September 16, 2015	Dr. Christopher Blair

Strategy 1:

Career Coach Collaboration - Career Coaches will collaborate with and coach Career Preparedness Teachers and Counselors in the Kudar process.
 Category:

Research Cited: Early career and college interest.

Activity	Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*30 Meet with principals to advise of moving Career Prep A to the middle schools. Provide onsite support for creating school schedule to support career prep course. Career Prep A moved as 8th grade course at all middle schools						
Orientation with 8th grade teachers on career preparedness standards by rep from Kudar. Career coaches will conduct follow up with teachers to ensure that students are accessing Kudar following a prescribed timeline.						
*60 Career coaches will model career prep lessons for all middle school teachers. Career coaches will virtually monitor student progress in Kudar. Career tech director will meet with middle school counselors regarding the importance of 4 year plans and use in building 9th grade schedules.						
*90 Career coaches will ensure that all 8th grade middle school students are on track to complete assessments by Oct 31, 2016. Career coaches will support teachers as they provide assessment feedback to students and transfer assessment data to a plan.						
Schools: Goodwyn Middle School, Walter T. McKee Middle School, Bellingrath Middle School, Floyd Middle Magnet School, Brewbaker Middle School, Capitol Heights Middle School, Johnnie R. Carr Middle School, Southawn Middle School						
Other - College and Careers, Career Preparation/Orientation, Academic Support Program	08/10/2016	11/10/2016	\$170000	State Funds	Cindy Veazey	

Status	Progress Notes	Created On	Created By
In Progress	Career Coaches are working with Career Prep Teachers to ensure students (8th & 9th grade in CP classes) have completed assessments, identifying students that have not, and working with students to review results for 4 year education plans.	November 16, 2016	cindy veazey

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Completed	Progress Notes 60 day: Career Coaches created a spreadsheet for Trenholm Admissions detailing the next course each Dual Enrollment student should be registered and enrolled in for Spring term.	November 02, 2016	Mikki Crenshaw
Completed	Progress Notes 60 day: Career Coaches delivered Career Preparedness books to middle school career preparedness teachers and provided resources to engage students into the lessons. Career Coaches continue to monitor the progression of Kuder Career Interest Assessments and provide feedback on each school's progression.	November 02, 2016	Mikki Crenshaw
Completed	*30. Career prep moved to middle schools. Trained middle school teacher on career prep course and Kuder. Career coaches are monitoring and following up with teachers.	October 05, 2016	Dr. Christopher Blair

Strategy 2:

Career Coach Collaboration (1/11 - 4/11/16) - Career Coaches will collaborate with Career Preparedness Teachers and Counselors recruiting students to Career Tech Programs and/or college pathways. *Replaces previous Career Coach Collaboration strategy 2.

Category: Develop/Implement College and Career Ready Standards

Activity - 30-60-90 (1/28-3/31/16) @ Career Coaches	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Career Coaches will work with Career Prep teachers and Counselors to ensure all 4 year education plans are complete and APPROVED in the Kuder database. 30: Identify classes and students that have not completed 4 year education plans and work with Career Prep teachers to get those completed. 60: Complete reports from Kuder of completed plans. 90: Work with counselors on approving all 4 year education plans.	Career Preparation/Orientation	11/28/2016	03/03/2017	\$0	No Funding Required	Career Tech Director
Schools: All Schools						

Measurable Objective 4:

demonstrate a behavior that ensures that there will be an increase by 2% in year 1, 2% in year 2, 2% in year 3, and 2% in year 4 in the number of students participating in Career and Technical dual enrollment courses by 05/25/2018 as measured by the number of students enrolled in the courses in STI.

Status	Progress Notes	Created On	Created By
Met	By the end of the 2015-2016 school year, 44 students participated in dually enrolled CTE courses.	October 06, 2016	Dr. Christopher Blair

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Met	As of August 2016, 101 students are enrolled in Trenholm Community College.	October 06, 2016	Dr. Christopher Blair
Not Met	2013-14: 81 CTE Dual Enrollments 2014-15: 82 CTE Dual Enrollments	September 28, 2015	Dr. Christopher Blair

Strategy 1:

Two-year College Collaboration - Collaborate with Trenholm to provide dual enrollment opportunities at MPS high schools.

Category:

Research Cited: Access to post secondary courses while in high school.

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
*30 Career director will attend regional support meeting at community college and develop dual enrollment goal and action steps. CTE Directors will meet bi-weekly with regional team to reflect on progress and continue dual enrollment efforts. MPS will identify teachers to serve as adjunct community college instructors. MPS will identify community college courses to be offered and instructed at MPS school sites. Career coaches will meet with school staff to recruit students for dual enrollment and complete registration process. MPS will communicate dual enrollment options and free tuition benefit to parents. *60 MPS will work to enroll currently dually enrolled students into the next course. *90 Create process to communicate dual enrollment to parents to increase winter term enrollment. CTE director will work with community college to monitoring protocol to ensure student success. MPS will develop articulation plans for students to ensure pathway toward accomplishing two-year degree. Schools: George Washington Carver Senior High School, Sidney Lanier Senior High School, Park Crossing High School, Booker T. Washington Magnet High School for the Visual and Performing Arts, Loveless Academic Magnet Program High School, Brewbaker Technology Magnet High School, Robert E. Lee Senior High School, Jefferson Davis Senior High School	Other - CTE Dual Enrollment, Academic Support Program	08/10/2016	11/10/2016	\$0	No Funding Required	Cindy Veazey

Status	Progress Notes	Created On	Created By
In Progress	Articulation Agreements are still under construction. They are delayed due to Trenholm's NCCER certification process so that all current MPS CTE NCCER courses will articulate with Trenholm.	November 16, 2016	cindy veazey
In Progress	Articulation Agreements are still under construction. They are delayed due to Trenholm's NCCER certification process so that all current MPS CTE NCCER courses will articulate with Trenholm.	November 16, 2016	cindy veazey

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Not Completed	Currently unable to proceed with recruiting dual enrollment students for "winter term" (Spring 2017) due to lack of scholarships provided by Trenholm State. Upon notification of more funds, we will resume this goal.	November 16, 2016	cindy veazey
Not Completed	Currently unable to proceed with recruiting dual enrollment students for "winter term" (Spring 2017) due to lack of scholarships provided by Trenholm State. Upon notification of more funds, we will resume this goal.	November 16, 2016	cindy veazey
Not Completed	Currently unable to proceed with recruiting dual enrollment students for "winter term" (Spring 2017) due to lack of scholarships provided by Trenholm State. Upon notification of more funds, we will resume this goal.	November 16, 2016	cindy veazey
Completed	*30 Career director has attended bi-weekly regional support meetings and developed dual enrollment goals and action steps. MPS has identified two teachers at MPACT to serve as adjunct community college instructors. MPS identified community college courses to be offered and instructed at MPS school sites. Community college instructors provide dual enrollment instruction at the following MPS sites: Caver HS, MPACT and Brew Tech HS. Career coaches met with school staff to recruit students for dual enrollment and complete registration process. Currently 101 students are dually enrolled.	October 05, 2016	Dr. Christopher Blair

Activity - 30-60-90 (11/28-3/31/17) Trenholm Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Maintain Fall 2016 Dual enrollment for the remainder of the year. (NOTE: Goal has been met for this school year, and Trenholm funding prevents new enrollees for the Spring 2017 term.)	Career Preparation/Orientation	11/28/2016	03/03/2017	\$0	No Funding Required	Career Tech Director
30: Work with Trenholm to ensure all current dual enrollment students are registered for the Spring 2017 term.						
60: Career Coaches and CTE staff will promote communications concerning dual enrollment with all stakeholders.						
90: Career coaches will collaborate with Trenholm to begin recruitment for the Fall 2017 Term.						
Schools: All Schools						

Measurable Objective 5:

demonstrate a behavior that ensures that there will be an increase of 2% year 1 (2015), 2% year 2 (2016), 2% year 3 (2017) and 2 % year 4 (2018) in the percentage of students who are college and career ready by 05/31/2018 as measured by receiving: 1) benchmark any ACT section, 2) benchmark on WorkKeys, 3) approved post-secondary credit, 4) career credential, 5) qualifying score on AP or IB exam, 6) military enlistment. (2015 is baseline yr).

Status	Progress Notes	Created On	Created By
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Met	Career Credentials: At the end of year 2 (2016) 403 students earned 433 career credentials, an increase of 109 credentials (34%credentials) or 24% increase in students receiving career credentials.	October 06, 2016	Dr. Christopher Blair
Not Met	2014-15 Benchmarks WorkKeys: 618 students Career Credential: 262 students AP Qualifying Score: 598 students	September 28, 2015	Dr. Christopher Blair

000127

Strategy 1:

AP and IB - Support AP and IB teachers as they prepare students to demonstrate mastery of college level content as evidenced by IB exams and College Board AP exams.

Category:

Activity	30-60-90 (8/0-11/10/2016)	Increase Student AP/IB Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>*30 ISS Specialist will ensure that IB coordinators give access to all IB faculty to use the IB Online Curriculum Centre which they will use as a resource throughout the year. ISS Specialist will meet with principals and IB coordinators to review and discuss needs (including professional development and resources) for the upcoming school year. ISS Specialist will meet with new AP Coordinators and principals for an overview of the expectations for this school year. ISS Specialists will meet with AP teachers who are a part of the APlus College Ready Grant. ISS Specialist will provide additional point of contact for new AP teachers and coordinators (Veteran AP teacher/coordinator.) ISS Specialist will communicate with principals about the AP College Board Audit.</p> <p>*60 AP Math, Science and English teachers will be given an opportunity to attend a two day professional development training.</p> <p>Pre AP teachers will have an opportunity to attend a one day training.</p> <p>*90 ISS Specialist will conduct face-to-face sessions with school principals and AP/IB coordinators and teachers to reflection on 2015-2017 instructional progress, student success in obtaining AP/IB credential and develop customized support teachers to improve content knowledge and instructional strategies and to develop student support activities.</p> <p>30: Meet with AP coordinators individually and collectively. Meet with AP teachers.</p> <p>60: AP math, science, and English students at APlus partner and program schools will have an opportunity to take an AP mock exam.</p> <p>90 days: AP math, science and English teachers at APlus partner and program schools will have an opportunity to attend mock exam reading. IB.</p> <p>30 days: ISS specialist will meet with IB coordinators and principals for program review.</p> <p>60 days: ISS specialist will assist PYP coordinator and principal with reviewing items and timeline for 5 year evaluation. ISS specialist will be available to help all IB schools as needed.</p> <p>90 days: IB teachers will continue to have access to Online Curriculum Center. ISS specialists will work with principal and coordinators to begin determining upcoming summer pd needs.</p>	Professional Learning, Academic Support Program	08/10/2016	11/10/2016	\$170000	General Fund	Liz Norman
<p>Schools: George Washington Carver Senior High School, Sidney Lanier Senior High School, Park Crossing High School, Booker T. Washington Magnet High School for the Visual and Performing Arts, Loveless Academic Magnet Program High School, Brewbaker Technology Magnet High School, Robert E. Lee Senior High School, Jefferson Davis Senior High School</p>						

Status	Progress Notes	Created On	Created By
Completed	90:ISS Specialist has been communicating with AP/IB coordinators and principals about their programs. Pending funding, there will be opportunities for mock exams and student study sessions.	November 09, 2016	Ms. Mary E Norman

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Completed	30:ISS specialist has communicated with IB coordinators to ensure that all faculty have access to the IB online curriculum centre. ISS specialist met with principals and IB coordinators to discuss needs for upcoming year. ISS specialist communicated with new AP coordinators and principals in an overview of the AP expectations for the year. (There have been two new AP coordinators added since the first 30 days.) ISS specialists met with AP teachers who are a part of the AP Plus College Ready Program grant. ISS specialist communicated with principals about the AP Audit. 60: AP Math, Science, and English teachers had an opportunity to attend a two day workshop—per school funding. Pre AP math, science and English teachers at AP Program school had an opportunity to attend a one day workshop.	October 31, 2016	Ms. Mary E Norman
Completed	30:ISS specialist has communicated with IB coordinators to ensure that all faculty have access to the IB online curriculum centre. ISS specialist met with principals and IB coordinators to discuss needs for upcoming year. ISS specialist communicated with new AP coordinators and principals in an overview of the AP expectations for the year. (There have been two new AP coordinators added since the first 30 days.) ISS specialists met with AP teachers who are a part of the AP Plus College Ready Program grant. ISS specialist communicated with principals about the AP Audit. 60: AP Math, Science, and English teachers had an opportunity to attend a two day workshop—per school funding. Pre AP math, science and English teachers at AP Program school had an opportunity to attend a one day workshop.	October 31, 2016	Ms. Mary E Norman
Completed	30:ISS specialist has communicated with IB coordinators to ensure that all faculty have access to the IB online curriculum centre. ISS specialist met with principals and IB coordinators to discuss needs for upcoming year. ISS specialist communicated with new AP coordinators and principals in an overview of the AP expectations for the year. (There have been two new AP coordinators added since the first 30 days.) ISS specialists met with AP teachers who are a part of the AP Plus College Ready Program grant. ISS specialist communicated with principals about the AP Audit. 60: AP Math, Science, and English teachers had an opportunity to attend a two day workshop—per school funding. Pre AP math, science and English teachers at AP Program school had an opportunity to attend a one day workshop.	October 31, 2016	Ms. Mary E Norman

Activity - 30:60:90 Nov-28-March 3rd AP/IB support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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AP	Academic Support Program	11/28/2016	03/03/2017	\$0	General Fund	Dr. Liz Norman
<p>30: Meet/Confer via phone and email with AP coordinators as well as meet collectively.</p> <p>60: AP math, science, and English students at APlus partner and program schools will have an opportunity to take an AP mock exam.</p> <p>90 days: AP Math, science, and English teachers at Aplus partner and program schools will have an opportunity to attend an AP mock exam reading.</p> <p>IB:</p> <p>30 days: ISS specialist will meet with principal and IB coordinators for program review.</p> <p>60 days: ISS specialist will meet with PYP coordinator and principal to review and discuss upcoming 5 year evaluation. ISS specialist will be on hand to assist all programmes as needed.</p> <p>90 days: IB staff will continue to have access to the IB Online Curriculum Center. ISS specialist will confer with principals and coordinators about upcoming needs for summer professional development.</p> <p>Schools: MacMillan International Academy, Park Crossing High School, Johnnie R. Carr Middle School, Booker T. Washington Magnet High School for the Visual and Performing Arts, Loveless Academic Magnet Program High School, Brewbaker Technology Magnet High School, Robert E. Lee Senior High School, Jefferson Davis Senior High School</p>						

Status	Progress Notes	Created On	Created By
Completed	30 day plans have been completed. AP: Educational Specialist met with AP Coordinators collectively in January. She has met with some AP coordinators individually and has spoken to each coordinator via phone. IB: The Educational Specialist has met with the principals and IB coordinators to discuss program review.	February 06, 2017	Ms. Mary E Norman

Strategy 2:

CT Enrollment Promotion - Promote enrollment in CT programs that offer recognized industry credentials for students to obtain CRI status.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ...

Activity - 30:60-90 (4/28-3-3-17)	Collaboration Career Coaches & CT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Career coaches & CT staff will collaborate with Counselors and Career Prep teachers to recruit and enroll students for CT programs/academies based on the student's career interest and 4 year education plan.		Career Preparation/Orientation	11/28/2016	03/03/2017	\$0	No Funding Required	Career Tech Director
30: Career Coaches and CT teachers will distribute recruitment materials and applications for CT programs and academies to interested students.							
60: Career Coaches will coordinate field trips for students to tour MPACT based on career interest.							
90: Career Coaches and CT Teachers will work with counselors to ensure students are correctly enrolled in courses for the 2017-18 school year.							
Schools: All Schools							

000131

Measurable Objective 6:

demonstrate a behavior to increase the number of overage students who complete an accelerated curriculum by 1% year 2015, 1% year 2016, 1% year 2017 and 1% 2018 by 05/31/2017 as measured by as measured by promotion and retention records.

Status	Progress Notes	Created On	Created By
Met	Montgomery Public Schools has provided various over-age programs throughout the district such as: Fews Academy, Middle School Acceleration Program (MSAP) and Elementary School Acceleration Program (ESAP). Fews Academy had 57 students in 2015-2016, 52 out of 57 students were successful. MSAP had 63 students (Capitol Heights (17); Brewbaker (13); Bellingrath (24); McKee (9). 49 out of 63 students were successful. In addition, 37 ESAP students were identified for the summer program at Floyd Elementary School. However, only 18 students attended. Based on the three programs discussed above, a total of 180 students participated in an over-age program in 2015-2016, 166 out of 180 students (92%) were successful.	August 08, 2016	Mrs. Shantece Powell Williams
Met	FEWS MSAP 2013-14 88 completed 2014-15 63 completed 2014-15 (McKee only) 38 completed	September 16, 2015	Dr. Christopher Blair

Strategy 1:

SF: Implement Effective Alternative Programs - Ensure effective alternative school programs for students with behavioral issues and students who are over-age.

Category: Research Cited: Aligns with Advanced Corrective Action 2.4, 30-60-90 Day Plan 9.0 and Plan 2020-2

Status	Progress Notes	Created On	Created By
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N/A	MSAP priority middle schools will meet monthly to collaborate and provide continuous professional development on the MSAP program. Each month, the meetings will take place at a different priority middle school. This is to ensure that each MSAP school is on one accord. This allows MSAP teachers, school counselors, and academic interventionist a chance to collaborate and discuss students that need immediate remediation.	September 01, 2015	Mrs. Shaniece Powell Williams
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Activity - 30-60-90 (8/10-11/10/16)	Monitor Over-age Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>*30 day: All middle schools will begin implementing the Middle School Acceleration Program (MSAP) for the 2016-2017 school year. The MSAP updates will be presented to the school board. A piloted program at Southlawn Middle School called Students On Academic Rise (SOAR) will be introduced to the school board and cabinet for approval in September 2016. The SOAR program is an extension of the MSAP program for extremely over-age students. This program gives students the opportunity to participate in flexible scheduling.</p> <p>*60 day: Progress monitor MSAP students using Compass Learning reports, Scantron Performance Series, and pre/post-test. If approved, the SOAR program will begin implementation at Southlawn Middle School. A district-wide meeting for all MSAP schools will take place on October 19, 2016 at Brewbaker Middle School. This meeting will inform all counselors and team members of the expectations from the Office of Assessment with Vickie Holloway.</p> <p>*90 day: All eligible MSAP students who have completed standard and grade level mastery will be promoted to the next grade level by December 15, 2016. Additionally, failure letter will be communicated to parents for any student who has not mastered first semester.</p> <p>Schools: Goodwyn Middle School, Walter T. McKee Middle School, Bellingrath Middle School, Brewbaker Middle School, Capitol Heights Middle School, Fews Secondary Acceleration Academy, Georgia Washington Middle School, Southlawn Middle School</p>		Academic Support Program	08/10/2016	11/10/2016	\$0	No Funding Required	Mrs. Shaniece P. Williams, School Improvement Specialist

Status	Progress Notes	Created On	Created By
In Progress	*90 day: In progress and will reflect in the new 30-60-90 day plan for November 28-March 3, 2016.	November 16, 2016	Mrs. Shaniece Powell Williams

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Completed	*60 day Completed: A district Middle School Acceleration Program (MSAP) meeting took place on Thursday, October 20, 2016 at Brewbaker Middle School from 1:00-3:00 pm. Academic Interventionist and the Alternative School Improvement Specialist monitored the MSAP students weekly using Compass Learning reports and comprehensive progress reports.	October 27, 2016	Mrs. Shaniece Powell Williams
	The SOAR program was approved by the MPS board on September 13, 2016. Southlawn Middle School has begun the program, but they are still working on logistics of effective scheduling in INOW and afternoon feeding programs.		
Completed	*30 day Completed: All middle schools have been trained on the MSAP program and implementation is evident. On September 12-13, 2016, Mrs. Shaniece P. Williams presented the MSAP updates and introduced the pilot program called Students On Academic Rise (SOAR). The SOAR program was approved by the school board and cabinet members.	October 04, 2016	Mrs. Shaniece Powell Williams

Activity - 30-60-90 (8/10-11/10/16)	Monitor Elementary Over-age Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*30 day: Create an elementary RtI framework for all elementary students. Provide training to all elementary facilitators. All elementary over-age students will receive Tier III instruction, documented in the RtI framework.	Academic Support Program	08/10/2016	11/10/2016	\$0	No Funding Required	Mrs. Shaniece P. Williams, School Improvement Specialist	
*60 day: Elementary RtI facilitators will review over-age report cards to ensure students are progressing. If students have failed first nine weeks, then a over-age failure letter will be communicated to parents.							
*90 day: Progress check over-age students by using Compass Learning, Scantron Performance Series, and comprehensive progress reports. If students are not performing on mastery, then the facilitator will conduct a PST or intervention meeting to ensure success.							
Schools: All Schools							

Status	Progress Notes	Created On	Created By
In Progress	*90 day: In progress and will reflect in the new 30-60-90 day plan for November 28-March 3, 2016.	November 16, 2016	Mrs. Shaniece Powell Williams
In Progress	*60 day In Progress: The RtI facilitators are aware of the over-age students and have placed them in Tier III; however, 1st nine weeks failure letters need to be sent home or communicated to parents. This will be completed before the 90 day check point.	October 27, 2016	Mrs. Shaniece Powell Williams
Completed	*30 day: An elementary RtI framework for all elementary students was created in August 2016. All elementary over-age students receive Tier III services within this framework. All elementary RtI facilitators received professional development on the framework.	October 04, 2016	Mrs. Shaniece Powell Williams

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Activity - 30-60-90 (1/28-3/31/17) Monitor Over-Age Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*30 day: All MSAP students will complete a post-test to determine mastery. MSAP students who have completed standard and/or grade level mastery will be promoted to the next grade level by December 15, 2016. Additionally, failure letter will be communicated to parents for any student who has not mastered first semester. However, students will be able to continue the program until May 2017. *60 day: Evaluate student progress in MSAP and complete a audit on the S.O.A.R. program at Southlawn Middle School. *90 day: Review MSAP progress using Compass Learning and Performance Series to begin intense interventions in order to prepare for ACT ASPIRE.	Academic Support Program	11/28/2016	03/03/2017	\$0	No Funding Required	Shaniece P. Williams, School Improvement Specialist
Schools: All Schools						

Activity - 30-60-90 (1/28-3/31/17) Monitor Elementary Over-Age Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*30 day: If students are not performing on mastery per their 2nd nine weeks report card, then the facilitator will conduct a PST or intervention meeting to ensure success. At this point, all students who are two or more grades behind should be on Tier II interventions. Students who are one grade behind should be on Tier III interventions. *60 day: Progress check over-age students by using Compass Learning, Scantron Performance Series, and comprehensive progress reports. *90 day: Review over-age student progress and begin intense interventions to prepare students for ACT ASPIRE.	Academic Support Program	11/28/2016	03/03/2017	\$0	No Funding Required	Shaniece P. Williams, School Improvement Specialist
Schools: All Schools						

Measurable Objective 7:

demonstrate a behavior that ensures there will be an increase in academic achievement in the areas of reading and math according to the following timeline/benchmarks by 05/29/2015 as measured by: Reading 2% 2015, 1% 2016, 1% 2017, 1% 2018; Math 2% 2015, 1% 2016, 1% 2017, 2% 2018, Reading SPED decrease .2% 2015, 2016, 2017, 2018 & Math SPED .2% 2015, 2016, 2017, 2018.

Status	Progress Notes	Created On	Created By
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Not Met	<p>Composite for all students tested revealed increases in the following grades and content areas when comparing 2014-15 ACT Aspire composite proficiency scores and 2015-16 ACT Aspire composite proficiency scores:</p> <ul style="list-style-type: none"> Grade 3 Math +7% Grade 4 Math +1% Grade 7 Math +1% Grade 8 Math +3% Grade 7 Reading +3% <p>Composite for all students tested revealed decreases in the following grades and content areas when comparing 2014-15 ACT Aspire composite proficiency scores and 2015-16 ACT Aspire composite proficiency scores:</p> <ul style="list-style-type: none"> Grade 5 Math no change Grade 6 Math -1% Grade 3 Reading -3% Grade 4 Reading -1% Grade 5 Reading -2% Grade 6 Reading no change Grade 8 Reading -4% <p>Overall the district met the 2016 benchmark of 1% increase in math with an aggregate composite increase of 10% but did not meet the 2016 benchmark of 1% increase in reading with an aggregate composite decrease of 7% as measured by ACT Aspire.</p> <p>Notable gains were achieved in Grade 3 Math and Grade 8 Math.</p> <p>More students in the priority middle schools scores reading and exceeding in reading and math as compared to the 2015 scores.</p> <p>Learning gains data indicates that a higher percent of students tested in grades 3-8 experienced average and high growth in the areas of reading and math.</p> <p>SPED and other subgroup assessment data has not been made available.</p>	October 11, 2016	Dr. Christopher Blair
Not Met	<p>Increases were recognized in the following areas when comparing 2013-14 and 2014-15 ACT Aspire data:</p> <ul style="list-style-type: none"> • Grade 4 Math +2% • Grade 5 Math +2% • Grade 6 Math +8% • Grade 5 Reading +1% <p>Decreases were noted in the following areas when comparing 2013-14 and 2014-15 ACT Aspire data:</p> <ul style="list-style-type: none"> • Grade 3 Math -2% • Grade 7 Math -2% • Grade 8 Math -4% • Grade 3 Reading -5% • Grade 4 Reading -2% • Grade 6 Reading -4% • Grade 7 Reading -5% • Grade 8 Reading -4% <p>Overall the district did not meet the benchmark for 2015 in reading and math as measured by ACT Aspire. Grade level data indicates continued support in the areas of reading and math in grades 3-8 with an emphasis on 7th and 8th grade math and 3rd grade reading and math.</p> <p>(Don't have access to 2015 SPED data currently.)</p>	September 16, 2015	Dr. Christopher Blair

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Strategy 1:

SC: Data Meetings - Each school is expected to use multiple forms of data to drive all decisions for improving teaching and learning. Each school should conduct at minimum, monthly Problem Solving Team or other data meetings. This procedure should be used with PBIS meetings, RtI meetings, etc.... Roles for the meetings, group norms, and agendas should be aligned with the SOP and various forms of data such as Scan-tron Performance/Achievement, Quarterly Assessments, Academic, Behavior or Attendance data, PLAN, ACT ASPIRE, Drop-out rates, etc.... Meeting minutes should be uploaded to the RtI site.

000136

Category: Develop/Implement Learning Supports

Research Cited: Data Driven Decisions (March, Pane, Hamilton); A conceptual framework for data driven decisions. (Gill, Borden, Hallgreen)

Status	Progress Notes	Created On	Created By
N/A	Schools are having data meetings and posting them on the RtI site. They are currently addressing failure lists, focusing on students who will be retained.	May 06, 2016	bridgette johnson
N/A	Principals and RtI coordinators were trained on SOP on January 20, 2016.	February 11, 2016	bridgette johnson

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - 30-60-90 (01-11-04-11-16) SOP for Data Driven Meetings						

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<p>All schools will use Standard Operating Procedures for all data meetings. *30 Train principals on the Standard Operating Procedures for data-driven meetings/collaborative groups on January 20th during leadership council with expectations of principals turning around the training to school-based leadership teams and teachers. Monitor to ensure all meeting calendars (PLT/data meetings, Grade Level, PST, etc.) are uploaded in the Rtl site and updated each month by school personnel. Conduct a mid-year review of each school's Rtl/PST process (survey); identify the number of students receiving formal interventions using weekly confidential reports from INOW. *60 Central office staff will participate in school-based data driven meetings. Schools will enter progress notes monthly in ASSIST and maintain all meeting minutes electronically for review. District specialists will provide support as needed. District Rtl Coordinator will meet with AI and Rtl facilitators to discuss next steps for students in jeopardy of retention. Central Office staff will analyze survey results for school-based Rtl/PST effectiveness and compile data to revise district and school plans. Rtl Coordinator will convene district Rtl/PST to discuss the revision to the system PST plan based on the revised Administrative Code for PST to include dyslexia screening. (Note: All K-2 MPS teachers receive Dyslexia awareness training on 1/4/16) Central Office staff will collaborate with Montgomery Education Foundation to support Extended Learning Opportunities for Tier III students. Central Office will continue Helping Montgomery Families Initiative develop and sustain family/community partnerships for at risk students in the areas of behavior, academics and social/emotional problems. *90 Content Specialists and Title I specialists collaborate to plan for End of Year Reflections for data meetings. Central Office will notify schools and parents of summer learning opportunity for students with a final average of a D or F. District Rtl/PST will meet to discuss first draft of the revised system PST plan for 2016-2017. Schools will evaluate their Rtl/PST plans and begin to make changes for 2016-2017.</p>		Behavioral Support Program, Academic Support Program	08/10/2016	11/10/2016	\$0	No Funding Required	J. Campbell
Schools: All Schools							

Status	Progress Notes	Created On	Created By
In Progress	The Rtl Coordinator and other district staff attend the Helping Montgomery Family Initiative training each week to discuss at risk students and develop plans for support and follow-up.	February 11, 2016	bridgette johnson
In Progress	The Rtl Coordinator and other district staff attend the Helping Montgomery Family Initiative training each week to discuss at risk students and develop plans for support and follow-up.	February 11, 2016	bridgette johnson
Completed	District Problem Solving Team met on February 10, 2016. Agenda: Making Data Driven Decisions; Data Collection Processes; Rtl Processes; Dyslexia Screening; Referrals for Evaluation.	February 11, 2016	bridgette johnson

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Completed	SOP developed and shared.	February 11, 2018	bridgette johnson
Completed	Standard Operating Procedures have been developed and shared.	February 11, 2016	bridgette johnson

Strategy 2:

Improve 6-12 ELA Instruction - ISS ELA Specialists will work in collaboration with ELA experts to provide whole group, small-group, and one-on-one professional development to improve instructional delivery.

This strategy will provide needed training for teachers in the following areas:

- DOK Levels (To ensure each lesson has sufficient rigor)
- Strategic teaching (to include all elements of the cycle of instruction)
- Data analysis methods to include using student work samples to determine if classroom work is aligned with COS standards and that they provide opportunities for students to show mastery on skills related to standards.
- Formative assessment methods for the classroom teacher. This will increase the teachers' ability to check for student understanding throughout the lesson and make instructional adjustments as needed.

The following professional development training will serve to improve student achievement.

Small group instruction: will help teachers group and instruct students based on identified needs

Tiered Assignment: This will allow students to receive standards based instruction on or slightly above their reading level with scaffolding and the gradual release of responsibility.

These strategies will be monitored using classroom observations performed by building leadership teams and content specialists.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Marzano's research on effective vocabulary instructional practices to improve student reading levels.

Small group reading instruction research by Kosanovich, Ladinsky, Nelson & Torgesen, 2007.

Activity - 30-66-99 (8/10-11/10/2016)	Effective Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Status</p> <p>Completed</p>	<p>Progress Notes</p> <p>* 30 Day Teachers received professional development on the curriculum frameworks and the content standards charts. The learning outcomes are as follows: - Teachers will know how to use the documents on the intranet - Teachers will know how to use the documents to guide instruction This strategy will be implemented by teachers who will access, print and use these documents in the planning of their lessons. Standards are arranged to reflect their presence on high stakes, standardized tests. *60 Day. ISS specialist will provide professional development on implementing small group instruction with an emphasis on reading in the classrooms. *90 Day. Hold grade-level meeting to review student work samples to determine if standards are being taught and measure the sufficiency of the rigor based on the DOK levels of questions and assigned tasks. Neuhaus Education Center will be contracted to provide the following on-site support: Accurate and Automatic Decoding, Unexpected Underachievement, Patterns and rules of American English and Academic English, Neuhaus Academy, and in-class coaching and instructional rounds.</p>	Professional Learning	08/10/2016	11/10/2016	\$0	No Funding Required	Aurelio Harrison

<p>Status</p> <p>Completed</p>	<p>Progress Notes</p> <p>* 30 Day Completed: On August 10, 2016 all 6-12 ELA teachers received professional development on the curriculum frameworks and the content standards charts. The learning outcomes were completed and are as follows: - Teachers will know how to use the documents on the intranet - Teachers will know how to use the documents to guide instruction this strategy will be implemented by teachers who will access, print and use these documents in the planning of their lessons.</p>	<p>Created On</p> <p>October 05, 2016</p>	<p>Created By</p> <p>Mrs. Shaniece Powell Williams</p>

Activity - 30-60-90 (11/28-3/03/2017) Effective Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
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<p>Schools: All Schools</p>	<p>* 30 Day Teachers will continue to use the curriculum frameworks and the content standards charts when planning of their lessons. Standards are arranged to reflect their presence on high stakes, standardized tests. * 30 Day ISS specialist will provide awareness training to principals, and an in depth training will be provided to literacy coaches and building leadership teams on effective strategies for teaching informational texts. * 60 Day: Teachers will be trained by literacy coaches and building leadership team on strategies to increase the amount of informational text students are exposed to during whole group and independent reading. * 60 Day: ISS specialist will provide professional development on implementing small group instruction with an emphasis on reading in the classrooms. * 90 Day: Content specialists and building leadership team members will monitor the implementation of the strategies as evidence by an increase (baseline first semester observations) in the number of classroom observations with emphasis on the use of informational text. Specific "look fors" will include: 1. Exposure to grade appropriate texts. Did the students have an opportunity to read and explore texts? 2. Type of text. Are the students being exposed to more informational texts than literary texts? 3. Effective reading strategies. Will the classroom activities lead to the desired student learning? (Read alouds, Think alouds, Level of questioning, and Student discourse) * 90 Day: Hold grade-level meeting to review student work samples to determine if standards are being taught and measure the sufficiency of the rigor based on the DOK levels of questions and assigned tasks. * 90 Day: Teachers will complete the final Neuhaus training on the science of teaching reading and implement the strategies and instructional practices in all lessons taught.</p>	Academic Support Program	11/28/2016	03/03/2017	\$0	No Funding Required	Instructional Support Staff Building leadership teams ELA Teachers

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Strategy 3:

Target 6th, 7th, 8th, and 10th Math Deficits - Establish classroom climates in 6th, 7th, 8th, and 10th grade mathematics classes that require high expectations of students by providing a task-oriented classroom enriched with thought provoking questions.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <http://www.educationnews.org/k-12-schools/research-high-teacher-expectations-raise-student-achievement/>

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Activity Details	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Activity - 30-60-90 (8/10-11/10/16), Target Math 7, Math 8, and Math 10.</p> <p>An analysis of the ASPIRE mathematics data for the district revealed deficiencies in the reporting categories of Modeling for grades 7, 8, and 10, Functions for grades 8 and 10, and Number Systems for grades 6 and 7 which represented the greatest immediate need. As a result the following 30-60-90 day plan will be implemented:</p> <ul style="list-style-type: none"> • The secondary mathematics specialist will introduce to teachers the new, more detailed curriculum frameworks which include academic and content vocabulary, as well as skills that reveal evidence of student mastery. The new format will assist teachers in successfully unwrapping the mathematics standards. The standards identified on the curriculum frameworks are also hyperlinked to resources to encourage a task-oriented classroom. • The secondary mathematics specialist will meet with new hires to ensure they are knowledgeable of the district's expectations to include a TDQ classroom (tasks, discourse, and questioning), Math Talk Moves, and unwrapping the standards. • Continued partnership with Math Solutions which will begin with job-embedded coaching with a particular focus on questioning in the priority schools. <p>60 days:</p> <ul style="list-style-type: none"> • Performance Series training will be provided to select schools to assist teachers with using the data to close the achievement gap by identifying needed skills for intervention. • Create non-negotiable academic practices to produce an effective learning environment. • Continued partnership with Math Solutions which will begin with job-embedded coaching with a particular focus on questioning. • Use the non-negotiable academic practices to focus on unwrapping standards, selecting tasks to ensure that the rigor of standards is met, and identify questions to ensure conceptual understanding of the standards. • Continued partnership with Math Solutions which will begin with job-embedded coaching with a particular focus on questioning. <p>Schools: Goodwyn Middle School, Walter T. McKee Middle School, Sidney Lanier Senior High School, Bellingrath Middle School, Brewbaker Middle School, Capitol Heights Middle School, Jefferson Davis Senior High School, Southlawn Middle School</p>	Academic Support Program	08/10/2016	11/10/2016	\$10000	Other	ISS mathematics specialist: LaMechcha James Professional Development Department

Status	Progress Notes	Created On	Created By
Completed	Performance Series Training has been provided for Lanier High School, Brewbaker Middle, Goodwyn Middle, and Jeff Davis High School	October 20, 2016	LaMechcha James

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Completed	The non-negotiable academic practices have been created: 1. Unwrap the standard 2. Limited Lecture 3. Higher Order Thinking Questions 4. Activate and Summarize Lesson 5. Student-Focused	October 20, 2016	LaMecha James
In Progress	These five non-negotiables have been created using a graphic organizer to include characteristics for each one. The intended audience is secondary mathematics teachers. 30 days in progress: At the August 2016 teacher in-service, all secondary mathematics teachers were introduced to new, more detailed curriculum frameworks which included academic and content vocabulary, as well as skills that reveal evidence of student mastery (completed). The secondary mathematics specialist met with new hires to ensure they are knowledgeable of the district's expectations to include a TDQ classroom (tasks, discourse, and questioning), Math Talk Moves, and unwrapping the standards. We will continue a partnership with Math Solutions which will begin with job-embedded coaching with a particular focus on questioning in the priority schools (in progress).	October 05, 2016	Mrs. Shaniece Powell Williams

Activity Details	30-60-90 (1/28, 16 to 3/3/7)	Target Math 7	Math 8	and Math 10	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>An analysis of the ASPIRE mathematics data for the district revealed deficiencies in the reporting categories of Modeling for grades 7, 8, and 10, Functions for grades 8 and 10, and Number Systems for grades 6 and 7 which represented the greatest immediate need. As a result the following 30-60-90 day plan will be implemented:</p> <p>30 Days: The secondary mathematics specialist will create and facilitate lesson demonstrations (complete lesson plans focused on student engagement and conceptual understanding) for Math 6, Math 7, Math 8 and Algebra I. The standards for the lesson demonstrations (LD) will be determined by the pacing guides as well as longitudinal data (benchmark assessments). The LDs will include a focus a TDQ classroom using the non-negotiable academic practices/effective mathematics teaching practices. The partnership with Math Solutions will include a training extended to literacy coaches, academic interventionists, and curriculum specialists of all secondary schools (Developing Math Coaching Expertise). Additionally, the continued partnership with Math Solutions will encompass job-embedded coaching for classroom teachers with a particular focus on questioning.</p> <p>60 Days: The secondary mathematics specialist will create and facilitate lesson demonstrations (complete lesson plans focused on student engagement and conceptual understanding) for Math 6, Math 7, Math 8 and Algebra I. The standards for the lesson demonstrations (LD) will be determined by the pacing guides as well as longitudinal data (benchmark assessments). The LDs will include a focus a TDQ classroom using the non-negotiable academic practices/effective mathematics teaching practices. The continued partnership with Math Solutions will encompass job-embedded coaching for classroom teachers with a particular focus on questioning.</p> <p>90 Days: The secondary mathematics specialist will create and facilitate lesson demonstrations (complete lesson plans focused on student engagement and conceptual understanding) for Math 6, Math 7, Math 8 and Algebra I. The standards for the lesson demonstrations (LD) will be determined by the pacing guides as well as longitudinal data (benchmark assessments). The LDs will include a focus a TDQ classroom using the non-negotiable academic practices/effective mathematics teaching practices. The continued partnership with Math Solutions will encompass job-embedded coaching for classroom teachers with a particular focus on questioning.</p>	Academic Support Program	11/28/2016	03/03/2017	\$0	Other	Educational Secondary Mathematics Specialist
<p>Schools: Goodwyn Middle School, Dunbar-Rarner School, Capitol Heights Middle School, Park Crossing High School, Johnnie R. Carr Middle School, Robert E. Lee Senior High School, Brewbaker Technology Magnet High School, Georgia Washington Middle School, George Washington Carver Senior High School, Walter T. McKee Middle School, Bellingrath Middle School, Sidney Lanier Senior High School, Baldwin Arts and Academics Magnet School, Thelma Smiley Morris Elementary School, Floyd Middle Magnet School, Brewbaker Middle School, Booker T. Washington Magnet High School for the Visual and Performing Arts, Loveless Academic Magnet Program High School, Jefferson Davis Senior High School, Southawn Middle School</p>						

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Southlawn Middle School

Strategy 4:

Target 6th, 7th, 8th and 10th Gr Reading Deficits - Teachers will provide students tiered instructional supports to increase reading deficits.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Increased vocabulary instruction, time on task reading and foundation reading instruction.

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
<p>*30 day: Performance Series training will be provided to select schools to assist teachers with using the data to close the achievement gap by identifying needed skills for intervention. *60 day: Create non-negotiable instructional practices to produce an effective learning environment. *90 days: Monitor and use the non-negotiable instructional practices to focus on unwrapping standards, selecting tasks to ensure that the rigor of standards is met, and identify questions to ensure conceptual understanding of the standards.</p> <p>*90 Day: Neuhaus Training will be provided for ELA teachers, Literacy coaches, SPED teachers, and administrators on the science of teaching reading. topics will include: Accurate and Automatic Decoding and Neuhaus Academy.</p> <p>Schools: Goodwyn Middle School, Walter T. McKee Middle School, Sidney Lanier Senior High School, Bellingrath Middle School, Dunbar-Ramier School, Capitol Heights Middle School, Robert E. Lee Senior High School, Georgia Washington Middle School, Jefferson Davis Senior High School, Southlawn Middle School</p>	Academic Support Program	08/10/2016	11/10/2016	\$0	No Funding Required	Aurelio Harrison

Status	Progress/Notes	Created On	Created By
In Progress	<p>60 Day Progress: Professional development on the instructional non-negotiables have started in the middle schools (Goodwyn and Bellingrath). All middle school literacy coaches and high school ELA department heads will receive training on the non-negotiables with the expectation to turn it around in their assigned buildings. This effort will be monitored by building leadership team members, instructional support staff, as well as instructional leaders. Look fors will include lesson plans with appropriate strategies and activities, teacher behaviors aligned with the ELEOT Tool, and student behaviors that reflect mastery of standards taught.</p>	October 27, 2016	Aurelio Harrison

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In Progress	Instructional Non-Negotiables have been determined and are now being communicated to building leadership team members. Professional development opportunities will be offered to schools on how to incorporate these non-negotiables into daily instruction. Bellingrath and Goodwyn Middle Schools (October 24, 2016)	October 20, 2016	Aurelio Harrison
In Progress	*30 day In Progress: More than half of the selected schools have received Performance Series training to assist teachers with using the data to close the achievement gap by identifying needed skills for intervention. All schools will receive Performance Series training with 60 days.	October 05, 2016	Mrs. Shantece Powell Williams

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Agency - 30-60-90 (11/28/16 to 3/8/17) Information Text: Increase proficiency	Activity/Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>*30 Day Goal: Devise a system-wide plan to address informational text in all ELA Classes in grades 6-10. This plan will require instructors to focus more heavily on reading strategies that will assist students in mastering standards associated with informational texts. (Standards RI 1-6 for grades 6-10) Students will receive increased exposure to informational passages, engage in rich and meaningful discourse, as well as implement strategies that will aide in analyzing, comprehension and interpretation of informational texts.</p> <p>*30 Day Goal: Disseminate the system-wide plan. This will be a train the trainer format. Central office content specialist will provide professional development to literacy coaches and other instructional support staff at middle and high schools. Designees from each school will be responsible for the turnaround of this information in their perspective buildings.</p> <p>*60 Day Goal: Monitor the implementation of the system-wide plan for informational texts. Individual schools will host PLCs and data meetings to determine progress and make needed changes to the plan of action or classroom instruction as such needs are determined by the evidence presented in the data meetings. Evidence can be in any of the forms: student work samples, common assessments, teacher-made- tests etc.</p> <p>*60 Day Goal: Neuhaus Education Center will provide training on Patterns and Rules of African American English and Standard Academic English for ELA teachers in middle schools as well as literacy coaches and academic interventionists.</p> <p>*60 Day Goal: Neuhaus Education Center will provide side by side coaching in middle schools to reinforce the training on the following topics: Accurate and Automatic Decoding, Unexpected Underachievement.</p> <p>*90 Day Goal: Compare student performance on district created benchmark assessments from the first, second, and third grading periods, and be able to document an increase in student proficiency as it relates to standards dealing with informational texts (RI 1-6 for grades 6-10).</p> <p>Schools: George Washington Carver Senior High School, Goodwyn Middle School, Walter T. McKee Middle School, Sidney Lanier Senior High School, Bellingrath Middle School, Dunbar-Ramner School, Brewbaker Middle School, Capitol Heights Middle School, Park Crossing High School, Robert E. Lee Senior High School, Georgia Washington Middle School, Jefferson Davis Senior High School, Southawn Middle School</p>	Professional Learning, Academic Support Program	11/28/2016	03/13/2017	\$0	No Funding Required	Instructional Support Services School Based Personnel
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Strategy 5:

Middle School Reading & Math Intervention - Middle school principals and school staff will develop school schedules that implement intensive academic one-on-one, small group, and computer-assisted instruction to close academic deficits in the areas of reading and math.

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Category: Develop/Implement College and Career Ready Standards

Research Cited: Effective academic intervention strategies as documented in a meta-analysis by John Hattie.

Activity - 30-60-90 (8/10-11/10/16)	Middle School Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>*30 Analyze current assessment data to determine to target at risk students by grade levels, and student gap groups and determine appropriate tiers for all students. Evaluate current resources for each tier of instruction or intervention Develop a school based PST and define the role of the members. Implement an intervention schedule within the master schedule Monitor teacher lesson plans and grade books for evidence of differentiation and responsive teaching in core instruction Conduct awareness training on Dyslexia Meet with students who have poor attendance based on weekly office referrals document Examine discipline data to determine areas of concern *60 Provide training to middle school staff on the multi-tiered system of interventions to ensure a common expectation Conduct classroom walkthroughs and collect data on tier 1 instruction and intervention programs Conduct PST meetings and make adjustments as needed Monitor intervention sessions to ensure lessons meet the identified needs. Make adjustments to the instructional process using student work samples as a data source Create a comprehensive universal screening process for secondary schools Convene a PST to complete the attendance monitoring form for students with excessive for absences Teach student behavior through classroom management and discipline plans *90 Conduct progress monitoring to ensure teachers are following Cycle of instruction and strategic teaching model. Develop employee intervention plans for teachers who need additional support based on walkthrough data Document interventions in Google Drive. Analyze student performance data to determine effectiveness of interventions and adjust as needed. PST will review intervention plan. Administer dyslexia specific screening to identified students Schedule parent conferences and begin early warning processes. Implement Positive Behavioral Interventions and Supports</p>	<p>Behavioral Support Program, Academic Support Program</p>	<p>08/10/2016</p>	<p>11/10/2016</p>	<p>\$600000</p>	<p>Title I School Improvement (SI)</p>	<p>Bridget Johnson</p>
<p>Schools: Goodwyn Middle School, Walter T. McKee Middle School, Bellingrath Middle School, Brewbaker Middle School, Capitol Heights Middle School, Johnnie R. Carr Middle School, Georgia Washington Middle School, Southlawn Middle School</p>						

Status	Progress Notes									

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In Progress	90 Progress monitoring is being conducted to ensure High Quality Instruction is occurring. Employee intervention plans for teachers who are struggling are being developed and PD needs will be sent to PD department. Interventions are uploaded into Google Drive. Dyslexia screening will be conducted for students identified as having characteristics of Dyslexia. Positive Behavior Interventions and Supports are being provided to students.	November 10, 2016	bridgette johnson
In Progress	60 Classroom walkthroughs are being conducted to collect data on tier 1 instruction and intervention programs. PST meetings are being conducted using Compass and Officer Referrals along with grades from report cards. Universal screening has been conducted and benchmark assessments given as applicable. Attendance monitoring is being conducted for students with excessive absences.	November 10, 2016	bridgette johnson
Completed	30 Schools have analyzed assessment data and 30 determined students' needs. The are looking at their resources and making decisions as to which resources will be used with which students. Each school has identified a problem-solving team to assist with identifying students and providing interventions. I conducted a data meeting with Academic Interventionists and week analyzed lesson plans, grades, instructional strategies, interventions and attendance and discipline. Alls were asked to go back to their schools and engage in data meetings around the data points discussed.	November 10, 2016	bridgette johnson
Completed	60 Training has been provided to all middle schools and 6 high schools on the use of multi-tiered interventions to ensure a common expectation. PST meetings are being conducted at most schools. The administrators are conducting classroom observations and walkthroughs. Intervention sessions are being monitored weekly.	October 31, 2016	bridgette johnson

Activity - 30-60-90 (11/28-3/3/2017) Middle School Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>30*Collect and analyze student, teacher and school data to evaluate progress</p> <p>Conduct progress monitoring to ensure intervention schedules are being followed</p> <p>Identify students who exhibit characteristics of dyslexia</p> <p>Conduct RtI evaluation using 8 turn around principles</p> <p>Identify trends in schools and assist with targeted and intensive support</p> <p>Evaluate school wide discipline plans and PBIS programs to determine progress</p> <p>Evaluate teachers' use of formative assessment data</p> <p>Evaluate intervention periods to determine effectiveness</p> <p>Formalize opportunities for staff to visit each other schools, observe and share ideas</p> <p>60*Analyze 2nd benchmark assessment data</p> <p>Analyze Grade Level Team PST meetings for discussion of tiers 1/2</p> <p>Administer dyslexia screening to identified students</p> <p>Provide teachers with feedback and support</p> <p>Evaluate data collected to assess practices and improve instruction</p> <p>Monitor implementation of ALL intervention programs (Compass, Scope, Coach, Kaplan,...)</p> <p>Evaluate Gear Up program to determine impact on intervention</p> <p>Use current school data to evaluate tiers 1 and 2 processes</p> <p>Conduct system 44 training for dyslexia screening</p> <p>90*Evaluate failure data to target at risk students</p> <p>Engage in book study with colleagues</p> <p>Use a variety of supervisory/coaching models to help teachers improve teaching and learning</p> <p>Evaluate ELEOT data to identify trends across schools</p> <p>Evaluate effectiveness of school based PST to identify deficits in management/instruction</p> <p>Monitor implementation of tier 3 intervention and referrals</p> <p>Evaluate the RtI/PST decision points for students with academic or behavior needs</p> <p>Evaluate grades, lesson plans and walkthrough data</p> <p>Implement dyslexia specific interventions for students identified as exhibiting characteristics of dyslexia</p>	Behavioral Support Program, Academic Support Program	11/28/2016	03/03/2017	\$5000	Title I Part A	Bridgette Johnson CST Team Christopher Blair
Schools: All Schools						

Measurable Objective 8:

increase student growth in third grade reading by 05/26/2017 as measured by a 10% growth target decrease in far below from Fall to Winter PS from a 36% far below growth target baseline and a 10% point increase percent of students ready on Aspire 2017 from a baseline of 23% proficiency on Aspire 2016..

Strategy 1:

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Comprehensive 3rd Grade Literacy Plan - LEA will implement a comprehensive K-3 Literacy Plan to support student learning...
 Category: Develop/Implement College and Career Ready Standards
 Research Cited: Alabama's Action Plan for Literacy: Birth Through Grade 12

Activity - 30-60-90/8/10-11/10/2016 Standards-based Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
<p>*30 LEA will provide a local curriculum framework for all teachers in Grades K-5 in reading and math that is aligned with the Alabama State Department of Education standards as listed in the Alabama Course of Study. The framework will outline which set of standards will be taught each quarter. Adjustments will be made to the curriculum as needed to improve student achievement</p> <p>*60 LEA will provide all 2nd and 3rd grade teachers with the standards-based resource entitled Studies Weekly which will be used a primary source for Reading Informational texts.</p> <p>*90 LEA in collaboration with the resource vendor will provide school-based training for 2nd and 3rd grade teachers on resource to ensure implementation.</p> <p>*90 LEA will observe implementation of the resource.</p> <p>Schools: Flowers Elementary School, Vaughn Road Elementary School, Dunbar-Ramner School, E. D. Nixon Elementary School, Dalraida Elementary School, Winton Blount Elementary School, Southlawn Elementary School, Halcyon Elementary School, Fitzpatrick Elementary School, Bear Exploration Center, Peter Crump Elementary School, Forest Avenue Academic Magnet School, Floyd Elementary School, Pintala Elementary School, Dannelly Elementary School, Catoma Elementary School, Highland Avenue Elementary School, William Silas Garrett Elementary School, E. T. Davis Elementary School, Brewbaker Primary School, Brewbaker Intermediate School, G.W. Carver Elementary and Arts Magnet School, Morningview Elementary School, Martin Luther King Elementary School, Seth Johnson Elementary School, Chisholm Elementary School, Theima Smiley Morris Elementary School, Highland Gardens Elementary School, MacMillan International Academy, James W. Wilson Elementary, Waras Ferry Road Elementary School, Dozier Elementary School</p>	Academic Support Program	08/10/2016	11/10/2016	\$150000	Title II Part A	J. Brown

Status	Progress Notes	Created On	Created By
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In Progress	90 Day: Training has been provided for ARI-RS on Focused Reading Intervention (10/10/16) and Studies Weekly (10/24/16). The ARI-RS and 2nd and 3rd Grade Teachers are currently using Focused Reading Intervention during their 30 minute Tier II Intervention Time. Studies Weekly is being used as an informational text source for 2nd and 3rd Grade for Social Studies. Some schools are using Studies Weekly text during whole group reading instruction in 2nd and 3rd Grades. The Studies Weekly training video is still being edited by the Ed. Tech department. Observations of implementation will be completed in the next 90 Days. This Activity should continue.	November 08, 2016	Ms. Jaclyn Brown
Completed	Focused Reading Intervention kits and PD were provided on 10/10/16 by Ashley Smith for ARI-RS. 2nd and 3rd Grade Teachers and ARI-RS received the kits. Students and Teachers may also access the content for FRI online. Ashley Smith is following up with schools that have requested training for their schools. Studies Weekly PD will be provided on 10/24/16 by Kirby Weaver and has been provided to 2nd and 3rd Grade Teachers. Schools can use this as an informational text (primary source) during whole group reading and/or during Social Studies. Students and Teachers can also access this text and related resources online.	October 20, 2016	Ms. Jaclyn Brown
Completed	60 Days: All Title I elementary schools 2nd and 3rd grade teachers received the standards-based resource. Studies Weekly effective of September 30..	October 05, 2016	Ms. Jacqueline D Campbell
Completed	30 Days: Jaclyn Brown provided training on the curriculum framework for all teachers in Grades K-5 in reading on August 4th.	October 05, 2016	Ms. Jacqueline D Campbell

Activity - 30-60-90 (8/10-11/10/2016)	Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
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<p>Third grade teachers will provide daily reading instruction which focuses on the five components of reading: phonemic decoding of single and multi-syllabic words, sight word phrases, oral reading fluency, vocabulary, and reading comprehension.</p> <p>*30 Days: ARI District Contact and District Literacy Coach will provide professional development on the Standard Operating Procedures (SOPs) for Tiered Instruction for all ARI Reading Specialists who will train third grade teachers.</p> <p>*60 Days: ARI Regional 8 partners and District Literacy Coach will provide professional development on reading error corrections, coding reading miscues for fluency, and small group instructional routines around phonemic awareness and phonics.</p> <p>*90 Days: LEA and Regional 8 partners will provide professional development and support on research-based reading instruction practices to support comprehension (read aloud, shared reading, think aloud, close reading, guided reading, cloze reading, decoding strategies, word work strategies) across the CCRS strands of Reading Literature, Reading Informational, Reading Foundation, Speaking and Listening, and Writing Standards for all K-3 Teachers. This training will also include working with small groups, matching student reading ability to text levels, listening to students read, modeling reading, prompting students to integrate their reading processes, and engaging students in conversation about the text.</p> <p>*90 Days: Volume of Reading. District Literacy team will develop a plan that focuses on grade specific action for increasing the volume of reading in Grades K-12. The plan will consist of Why, How and monitoring. It will encompass opportunities for students to read verses how to read.</p> <p>Schools: Flowers Elementary School, Vaughn Road Elementary School, Dunbar-Ramner School, E. D. Nixon Elementary School, Dalraida Elementary School, Wynton Blount Elementary School, Southlawn Elementary School, Haleydon Elementary School, Fitzpatrick Elementary School, Bear Exploration Center, Peter Crump Elementary School, Forest Avenue Academic Magnet School, Floyd Elementary School, Pritalia Elementary School, Dannelly Elementary School, Caloma Elementary School, Highland Avenue Elementary School, William Silas Garrett Elementary School, Walter T. McKee Elementary School, E. T. Davis Elementary School, Brewbaker Primary School, G.W. Carver Elementary and Arts Magnet School, Morningview Elementary School, Martin Luther King Elementary School, Seth Johnson Elementary School, Chisholm Elementary School, Theima Smiley Morris Elementary School, Highland Gardens Elementary School, MacMillan International Academy, James W. Wilson Elementary, Warrens Ferry Road Elementary School, Dozier Elementary School</p>	Academic Support Program	08/10/2016	11/10/2016	\$0	No Funding Required	Jaclyn Brown
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Status	Progress Notes					Created On		Created By	
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In Progress	November 09, 2016	Ms. Jaclyn Brown
<p>90 Day: The District Literacy Coach recorded a video demo lesson of whole group instruction on 10/13/16 at Southawn Elementary. The Ed. Tech Department finished editing the video on 11/9/16 and it will be uploaded, along with supporting documents on 11/10/16.</p> <p>The Demo Lesson Video can be used for 2nd-5th Grades for the following purposes:</p> <p>Classroom Management: Teachers who need a model for classroom management can watch the video as a group and discuss how behavior, planning, pacing, time management, and corrective procedures were used to manage student behaviors in the classroom.</p> <p>Purposeful Planning: Teachers who struggle with planning purposefully can view the video as a group and discuss the evidence of purposeful planning and the impact it has on the teacher and the overall lesson.</p> <p>Strategic Teaching: Teachers who have not been trained on strategic teaching or need a refresher on how to use the strategic teaching instructional model may watch the video as a group and discuss the evidence of strategic teaching.</p> <p>Components of Reading: Teachers who need a better understanding of how to incorporate phonics, vocabulary, fluency, and comprehension into their whole group lesson can watch the video as a group and discuss evidence of each component of reading and determine next steps for small group instruction.</p> <p>Rigor: Teachers who need a better understanding of how to incorporate DOK Level 2-3 questions and tasks can watch the video in groups to determine how DOK Level 2-3 questions and tasks were incorporated and the impact that it had on the students throughout the lesson. Rigor is defined as having high expectations (standards/outcomes) for ALL students and supporting students as they work toward reaching the expectation that has been established.</p> <p>Analysis of Student Work Samples: After teachers view the video, they can analyze the student work samples to determine the % of students who demonstrated mastery, close to mastery, or in need of support for mastery on this standard. They can also determine how they would use varied grouping to teach students who still need support for this standard.</p> <p>Vertical Alignment: Small Group, Intervention, Enrichment: 2nd, 3rd, 4th, and 5th Grade Teachers can watch the video together and determine how the standard that was taught during the lesson is similar or different from their grade level standard. The teachers can also have conversations about how they would teach the lesson differently at their grade level to ensure that students meet the standard. Teachers can also discuss implications for small group instruction, intervention, extending learning, and literacy centers.</p> <p>***Here is when the video can be used with teachers: The video can be watched during collaborative planning times, faculty meetings, etc. This action step should be continued.</p>		

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In Progress	60-Day Progress: Provide ACT Aspire/Reading Instruction PD as requested (Garrett and Catoma)	October 20, 2016	Ms. Jaclyn Brown
Completed	<p>Provided Small Group Instruction PD at Halcyon on 10/17 and for ARI-RS on 10/10/16 which focused on Reading Foundations Skills. The session with ARI-RS was recorded and focuses on Phonemic Awareness, Phonics, and decoding multi-syllabic words. The Small Group Instruction PD will be recorded at Catoma on 10/24 and used as a resource for PD.</p> <p>Demonstration Lessons which focused on Anchor Standard 2, Strategic Teaching, Student Engagement, phonics, fluency, vocabulary, comprehension, HQI, etc. were provided by the District Literacy Coach for 3rd-5th Grades at Southlawn Elementary on 10/14/16. The 4th Grade lesson was recorded and will be available soon through the PD office.</p> <p>3rd and 5th Grade demo lessons will be provided by the District Literacy Coach on 10/25/16 at Catoma Elementary School. Both lessons will be recorded and made available to teachers through the PD office.</p> <p>Develop Elements of Response to Instruction (Rti) Guidance Tool (tech issues with the voice-over caused a delay of the completion of the PowerPoint, but was completed on 10/20/16)</p> <p>Focused Reading Intervention PD was provided to all ARI-RS on 10/10/16 by Ashley Smith. Schools may use this during whole group instruction and small group instruction. Schools must use this during reading intervention in 2nd and 3rd Grades.</p> <p>Studies Weekly PD will be provided on 10/24/16 by Kirby Weaver for all ARI-RS.</p> <p>Participate in ARI Reading Specialists PD Provided by ARI on 8/30, 9/2, and 9/28 (Reading Foundations Focus).</p>	October 05, 2016	Ms. Jacqueline D Campbell
Completed	60 Days: ARI Regional 8 partners provided professional development on coding reading miscues for fluency, and small group instructional routines around phonemic awareness and phonics on September 20 and 28.	October 05, 2016	Ms. Jacqueline D Campbell
Completed	*30 Days: The ARI reading specialists and principals received training on the Standard Operating Procedures (SOPs) for Tiered Instruction during ARI Orientation August 30 and Sept 2nd.	October 05, 2016	Ms. Jacqueline D Campbell

Activity - 30-60-90 (8/10-11/10/2016) Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
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<p>Intervention is provided to students who may need to receive additional instructional support that is designed to meet their specific needs while at the same time accelerating their growth toward grade-level expectations to include instructional practices aligned with the revised Response to Instruction best practices. Teachers will be provided the research behind RtI and guidance for implementing a multi-tiered instructional model.</p> <p>*30 Days: Resources: Every school should schedule students for practice using Compass Learning paths and monitor their performance by reviewing reports weekly. Students must complete 50% of their learning paths to improve performance in reading.</p> <p>*60 Days: LEA will provide a "Focus Reading Intervention" Kit to all second grade and Tier II third grade teachers in order to ensure that they provide research-based systematic intervention to students based on universal screeners, diagnostic, and formative assessments.</p> <p>RtI PD. Every elementary school facilitator will be trained on the revised procedures for multi-tiered systems of support. A voice over will be provided for teachers in two phases: Phase I Tier One and Phase II Tier Two instruction. The face-to-face will be comprehensive encompassing all levels of support.</p> <p>*30 Days: Redefine RtI in elementary schools.</p> <p>*60 Days: Complete the voice over for roll-out to schools</p> <p>*90 Days: All elementary schools trained on the revised process for RtI and implementation occurs at the school level.</p> <p>Tier II and III intervention.</p> <p>*60 Days: The third grade classroom teacher and reading specialist will identify students who may need Tier 2 and Tier 3 academic intervention to 3rd Grade students using fall universal screeners and formative assessment data.</p> <p>*90 days: All third grade teachers and reading specialists will provide targeted instruction in Tier 2 and 3 to third grade students who require Tier II interventions through a grade level support plan and implement the intervention.</p> <p>Schools: Flowers Elementary School, Vaughn Road Elementary School, Dunbar-Ramner School, E. D. Nixon Elementary School, Dairaida Elementary School, Wynton Blount Elementary School, Southlawn Elementary School, Halcyon Elementary School, Fitzpatrick Elementary School, Bear Exploration Center, Peter Crump Elementary School, Forest Avenue Academic Magnet School, Floyd Elementary School, Pintlala Elementary School, Dannelly Elementary School, Catoma Elementary School, Highland Avenue Elementary School, William Silas Garrett Elementary School, E. T. Davis Elementary School, Brewbaker Primary School, G.W. Carver Elementary and Arts Magnet School, Morningview Elementary School, Martin Luther King Elementary School, Seth Johnson Elementary School, Chisholm Elementary School, Thelma Smiley Morris Elementary School, Highland Gardens Elementary School, MacMillan International Academy, James W. Wilson Elementary, Wares Ferry Road Elementary School, Dozier Elementary School</p>	Academic Support Program	08/10/2016	11/10/2016	\$0	No Funding Required	Jacqueline Campbell and Jaclyn Brown
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Status	Progress Notes	Created On	Created By
In Progress	90 Day: All 3rd Grade Reading Teachers and ARI-RS are providing Tier II Intervention using Focused Reading Intervention Kits at Tier II schools where the Focused Reading Intervention Kits were provided. Schools that did not receive the kits are using SIPPS, Phonics for Reading, and/or REWARDS. This Activity will continue for the next 90 Days.	November 08, 2016	Ms. Jaclyn Brown
In Progress	90 Day: All 3rd Grade Reading Teachers and ARI-RS are providing Tier II Intervention using Focused Reading Intervention Kits at Tier II schools where the Focused Reading Intervention Kits were provided. Schools that did not receive the kits are using SIPPS, Phonics for Reading, and/or REWARDS. This Activity will continue for the next 90 Days.	November 08, 2016	Ms. Jaclyn Brown
In Progress	90 Day: All 3rd Grade Reading Teachers and ARI-RS are providing Tier II Intervention using Focused Reading Intervention Kits at Tier II schools where the Focused Reading Intervention Kits were provided. Schools that did not receive the kits are using SIPPS, Phonics for Reading, and/or REWARDS. This Activity will continue for the next 90 Days.	November 08, 2016	Ms. Jaclyn Brown
In Progress	60 Day Progress: Focused Reading Intervention PD was provided by Ashley Smith of Teacher Created Materials for all Reading Specialists. The Reading Specialists have returned to their schools and are using FRI Intervention Level 2 and 3 Kits to provide Intervention during each school required 30 minute intervention block. Additional PD is scheduled for several schools with Ashley Smith (e.g. Floyd, Morningview, & Waras Ferry). Reading Specialists must submit there weekly schedules which show the 30 minutes of intervention time. In addition, the District Literacy Coach met with each ARI-RS to to build schedules that included appropriate coaching/intervention support and identify the students that would be receiving intervention from the ARI-RS.	October 20, 2016	Ms. Jaclyn Brown
In Progress	60 Days: Some third grade classroom teacher and reading specialist have identified students who may need Tier 2 and Tier 3 academic intervention to 3rd Grade students using fall universal screeners and formative assessment data. Support is provided to schools who need assistance in the process.	October 05, 2016	Ms. Jacqueline D Campbell
Completed	60 Days: Face-to-face training of elementary PST facilitator was completed on October 4, 2016. Voice over uploaded by Thursday, October 6th.	October 05, 2016	Ms. Jacqueline D Campbell

Activity - 30-60-90 (8/0-1/10/2016)	Activity/Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Formative Assessments						

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<p>Assessment is the process of collecting data for the purpose of improving learning. Assessment may be formal or informal and may be conducted through a variety of methods. A comprehensive assessment system provides a framework that defines which assessments should be administered, when they should be administered, to whom they should be administered, and how the assessment results will be used. A comprehensive assessment system includes both formative and summative assessments. Montgomery Public Schools require all schools to use multiple sources of data when planning for continuous improvement. The assessments consists of formative and summative assessments. Teachers will use multiple sources of formative assessment data to inform and modify instruction.</p> <p>*30 Days: Teachers will administer universal screeners three times a year, use data to administer diagnostic assessments including dyslexia screeners to students performing below grade level expectations, and plan for tiered instruction.</p> <p>*90 Days: PD Studies Weekly implementation training will be provided for all ARI Reading Specialists and 3rd Grade Teachers.</p> <p>*90 Days: LEA will provide differentiated training for ARI Reading Specialists and classroom teachers based on identified needs.</p> <p>*90 Days: Reflective Practice: District personnel will engage in reflective practices with targeted schools to help plan for continuous improvement in reading using multiple sources of assessment data to guide the dialogue.</p> <p>60 Days: Special Population. Schools will disaggregate data to determine performance of various subgroups within the school (special education, EL,). Collaborative planning and dialogue must occur at a minimum of biweekly among school level and district assigned staff for each subgroup represented in the school/district.</p> <p>90 Days: Goal setting will occur for the students to help build ownership.</p> <p>Schools: Flowers Elementary School, Vaughn Road Elementary School, Dunbar-Ramer School, E. D. Nixon Elementary School, Dalralda Elementary School, Wyrnton Blount Elementary School, Southlawn Elementary School, Halcyon Elementary School, Fitzpatrick Elementary School, Bear Exploration Center, Peter Crump Elementary School, Forest Avenue Academic Magnet School, Floyd Elementary School, Pintlala Elementary School, Dannelly Elementary School, Catoma Elementary School, Highland Avenue Elementary School, William Silas Garrett Elementary School, Brewbaker Primary School, E. T. Davis Elementary School, G.W. Carver Elementary and Arts Magnet School, Morningview Elementary School, Martin Luther King Elementary School, Seth Johnson Elementary School, Chisholm Elementary School, Theima Smiley Morris Elementary School, Highland Gardens Elementary School, MacVillian International Academy, James W. Wilson Elementary, Dozier Elementary School</p>	Academic Support Program	08/10/2016	11/10/2016	\$0	No Funding Required	Jacqueline Campbell and Jaclyn Brown
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Status Progress Notes

Created On

Created By

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In Progress	90 Day: ***In response to feedback from teachers and Reading Specialists about students' difficulties navigating Scanton Achievement and comments that the questions were "too hard," the DLC created a standards-based Quick Quiz in Scanton Achievement Series for every Reading Informational Standard that is required to be taught during 2nd Quarter. The DLC shared the quizzes with each school and ARI-RS and explained that the quizzes could be used to assess standards mastery, to teach test-taking skills, to teach students how to navigate Scanton Achievement Series, and for RtI purposes (reassess) after a standard has been re-taught. This activity must continue for the next 90 days.	November 09, 2016	Ms. Jaclyn Brown
In Progress	90 Day: The schools were given a deadline of Nov. 4th to complete all 2nd-5th Grade dyslexia screening. On Nov. 9th, the MPS Dyslexia-Specific Intervention Resource Committee, led by the DLC, will convene to determine which ALSD approved resource/program will be best for MPS. The committee will complete an electronic survey by Nov. 15th. The data from the survey, product and PD quotas will be shared with ISS Executive Director and the CAO after the surveys are completed. This activity must continue for the next 90 days.	November 08, 2016	Ms. Jaclyn Brown
Completed	60 Day Progress: Develop Handwriting Assessments for 1st Quarter 2nd-5th Grades Develop Writing Assessments for 1st Quarter K-5 Develop Assessment Guidelines for Writing and Handwriting Assessments Finalize ELA End of Quarter Assessments and Test Analysis Documents for 1st Quarter Vet Assessment Documents with a District Team	October 20, 2016	Ms. Jaclyn Brown
In Progress	Students took assessments from 9/26/16 to 10/7/16. The data from Scanton Achievement Series indicates that for 2nd-5th Grades, Anchor Standard #2 is our greatest area of concern.		
In Progress	30 Days: Some schools have completed the diagnostic assessments including dyslexia screeners to students performing below grade level expectations, and are planning for tiered instruction. Support will be provided to schools as needed.	October 05, 2016	Ms. Jacqueline D Campbell
Completed	*30 Days: All teachers have administered the Fall universal screener,	October 05, 2016	Ms. Jacqueline D Campbell

Activity - 30-60-90 (8/10-11/10/2016) Collaborative Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Collaborative Leadership is the combined influence that organizational members and stakeholders exert on decisions that positively impact the performance of the organization. Collaborative leadership take the form of a leadership team, including principal, coach, teachers and other staff, district or center personnel, parents, and possibly students. The goal of the team is to increase student learning. Montgomery Public Schools fosters leadership teams to support student learning and every school is expected to have an active team.</p> <p>*30 Days: LEA Contact, principal, and third grade ARI Reading Specialists will participate in orientation training sponsored by ALSDE-ARI.</p> <p>*30 Days: All schools will schedule time for collaborative horizontal and vertical planning at least monthly and convene their initial meeting within the first month of school.</p> <p>*60 Days: LEA will establish a district K-3 Team to support schools in the implementation of Tier I and Tier II instruction.</p> <p>*90 Days: Partners and Community, LEA will collaborate with the Community Partners (Colleges & Universities, Business, Fraternities & Sororities, etc.) and Parent Team leaders to identify volunteers and tutors to support reading in grade 3</p>		Academic Support Program	08/10/2016	11/10/2016	\$0	No Funding Required	Jacqueline Campbell
<p>Schools: Flowers Elementary School, Vaughn Road Elementary School, Dunbar-Ramer School, E. D. Nixon Elementary School, Daltrida Elementary School, Wynton Blount Elementary School, Southlawn Elementary School, Halcyon Elementary School, Fitzpatrick Elementary School, Bear Exploration Center, Peter Crump Elementary School, Forest Avenue Academic Magnet School, Floyd Elementary School, Pritlala Elementary School, Dannelly Elementary School, Catoma Elementary School, Highland Avenue Elementary School, William Silas Garrett Elementary School, E. T. Davis Elementary School, Brewbaker Primary School, G.W. Carver Elementary and Arts Magnet School, Morningview Elementary School, Martin Luther King Elementary School, Seth Johnson Elementary School, Chisholm Elementary School, Thelma Smiley Morris Elementary School, Highland Gardens Elementary School, MacMillan International Academy, James W. Wilson Elementary, Warren Ferry Road Elementary School, Dozier Elementary School</p>							

Status	Progress Notes	Created On	Created By
In Progress	The District Literacy Coach provided training to the District Literacy Team on DIBELS Next. The team included the EL Department, Title I Ed. Specialists, PD Ed. Specialists, itinerant Reading Specialists, and Ed. Specialists from ISS. The training was provided on 10/7/16. The District Literacy Coach also formed a Dyslexia-Specific Intervention Resource Committee which met for the first time on 11/9/16 to learn about and prepare to select a dyslexia-specific intervention resource for K-12 in MPS in accordance with AAC requirements. Representatives from the following offices were invited to be a part of the committee: Special Education, PD, Federal Programs, ISS, Special Education Principals, Teachers, ARI-Reading Specialists, Itinerant Reading Specialists, and Special Education Teachers.	November 09, 2016	Ms. Jaclyn Brown
In Progress	90 Day: This action step must be continued.	November 08, 2016	Ms. Jaclyn Brown

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In Progress	The District Literacy Team was provided DIBELS Standardization PD by the District Literacy Coach. The team provided assistance with assessing students using DIBELS Next Benchmark materials on 10/11-10/12 at Brewbaker Intermediate. Some members of the team assisted at Chisholm and Johnson Elementary Schools during the week of 10/17/16.	October 20, 2016	Ms. Jaclyn Brown
Completed	*60 Days: LEA has identified a district K-3 team to support schools in the administration of benchmark assessments at Brewbaker Intermediate (October 11, 12 and morning of the 13th). Dalraida and Chisholm have asked for assistance as well.	October 05, 2016	Ms. Jacqueline D Campbell
Completed	*30 Days: All schools will schedule time for collaborative horizontal and vertical planning at least monthly and convene their initial meeting within the first month of school.	October 05, 2016	Ms. Jacqueline D Campbell
Completed	*30 Days: Team engagement LEA Contact, principal, and third grade ARI Reading Specialists will participate in orientation training sponsored by ALSDE-ARI on August 30 and September 2.	October 05, 2016	Ms. Jacqueline D Campbell

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Activity	30-60-90 (11/28/16-3/3/2017)	Standards-Based Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
30: The ARI-RS will complete training for 3rd Grade Teachers on the use of Studies Weekly and Focused Reading Intervention. 60: The DLC and ARI-RS will complete observations, provide feedback, and develop next steps for coaching and classroom instruction of the implementation and use of Studies Weekly and Focused Reading Intervention. 90: The DLC and ARI-RS will complete follow-up observations to determine the effectiveness of the next steps identified during the initial observations.			Professional Learning, Academic Support Program	11/28/2016	03/03/2017	\$0	No Funding Required	Jacqueline Campbell Jaclyn Brown MPS ARI-RS MPS Principals MPS Teachers
Schools: Flowers Elementary School, E. T. Davis Elementary School, Vaughn Road Elementary School, Dunbar-Ramer School, Brewbaker Intermediate School, E. D. Nixon Elementary School, Morningview Elementary School, Dalraida Elementary School, Martin Luther King Elementary School, Southlawn Elementary School, Halcyon Elementary School, Fitzpatrick Elementary School, Seth Johnson Elementary School, Peter Crump Elementary School, Chisholm Elementary School, Thelma Smiley Morris Elementary School, Highland Gardens Elementary School, Floyd Elementary School, Dannelly Elementary School, Highland Avenue Elementary School, Wares Ferry Road Elementary School, William Slias Garrett Elementary School, Dozier Elementary School								

Activity	30-60-90 (11/28/16-3/3/2017)	Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>30: ARI-RS will use the Video Demo Lesson provided by the DLG during PD which focuses on the following areas for 3rd Grade Teachers (2nd-5th Grade Teachers may be included along with 3rd Grade Teachers): Classroom Management: Teachers who need a model for classroom management can watch the video as a group and discuss how behavior, planning, pacing, time management, and corrective procedures were used to manage student behaviors in the classroom. Purposeful Planning: Teachers who struggle with planning purposefully can view the video as a group and discuss the evidence of purposeful planning and the impact it has on the teacher and the overall lesson. Strategic Teaching: Teachers who have not been trained on strategic teaching or need a refresher on how to use the strategic teaching instructional model may watch the video as a group and discuss the evidence of strategic teaching. Components of Reading: Teachers who need a better understanding of how to incorporate phonics, vocabulary, fluency, and comprehension into their whole group lesson can watch the video as a group and discuss evidence of each component of reading and determine next steps for small group instruction. Rigor: Teachers who need a better understanding of how to incorporate DOK Level 2-3 questions and tasks can watch the video in groups to determine how DOK Level 2-3 questions and tasks were incorporated and the impact that it had on the students throughout the lesson. Rigor is defined as having high expectations (standards/outcomes) for ALL students and supporting students as they work toward reaching the expectation that has been established. Analysis of Student Work Samples: After teachers view the video, they can analyze the student work samples to determine the % of students who demonstrated mastery, close to mastery, or in need of support for mastery on this standard. They can also determine how they would use varied grouping to teach students who still need support for this standard. Vertical Alignment: Small Group, Intervention, Enrichment: 2nd, 3rd, 4th, and 5th Grade Teachers can watch the video together and determine how the standard that was taught during the lesson is similar or different from their grade level standard. The teachers can also have conversations about how they would teach the lesson differently at their grade level to ensure that students meet the standard. Teachers can also discuss implications for small group instruction, intervention, extending learning, and literacy centers. ***Here is when the video can be used with teachers: The video can be watched during collaborative planning times, faculty meetings, etc. This activity should be continued for the next 90 days. 60: ARI-RS will engage teachers in a coaching cycle which focuses on the 3rd Grade Teachers' demonstrated area of need. 90: ARI-RS will engage teachers in a coaching cycle which focuses on the 3rd Grade Teachers' demonstrated area of need.</p>	Professional Learning, Academic Support Program	11/28/2016	03/03/2017	\$0	No Funding Required	Jaclyn Brown ARI-RS MPS Teachers
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School, Floyd Elementary School, Pintala Elementary School, Dannelly Elementary School, Catoma Elementary School, Highland Avenue Elementary School, William Silas Garrett Elementary School, E. T. Davis Elementary School, Brewbaker Intermediate School, G.W. Carver Elementary and Arts Magnet School, Morningview Elementary School, Martin Luther King Elementary School, Seth Johnson Elementary School, Chisholm Elementary School, Thelma Smiley Morris Elementary School, Highland Gardens Elementary School, James W. Wilson Elementary, Wares Ferry Road Elementary School, Dozier Elementary School							
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Activity - 30-60-90 (1/28/16-3/8/2017)	Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>30: All Tier II and Tier III students will be identified using benchmark data from the mid-year benchmark. All 3rd Grade Reading Teachers and ARI-RS will provide Tier II intervention using Focused Reading Intervention Kits at Tier II schools where the Focused Reading Intervention Kits were provided. Schools that did not receive the kits will use SIPPS, Phonics for Reading, and/or REWARDS. Progress monitoring data is reviewed weekly for Tier III students and bi-weekly for Tier II students.</p> <p>60: All Tier II and Tier III students will be identified using benchmark data from the mid-year benchmark. All 3rd Grade Reading Teachers and ARI-RS will provide Tier II intervention using Focused Reading Intervention Kits at Tier II schools where the Focused Reading Intervention Kits were provided. Schools that did not receive the kits will use SIPPS, Phonics for Reading, and/or REWARDS. Progress monitoring data is reviewed weekly for Tier III students and bi-weekly for Tier II students.</p> <p>90: All Tier II and Tier III students will be identified using benchmark data from the mid-year benchmark. All 3rd Grade Reading Teachers and ARI-RS will provide Tier II intervention using Focused Reading Intervention Kits at Tier II schools where the Focused Reading Intervention Kits were provided. Schools that did not receive the kits will use SIPPS, Phonics for Reading, and/or REWARDS. Progress monitoring data is reviewed weekly for Tier III students and bi-weekly for Tier II students.</p>	Academic Support Program	11/28/2016	03/03/2017	\$0	No Funding Required	Jacqueline Campbell Jaclyn Brown Principals ARI-RS MPS Teachers
<p>Schools: Flowers Elementary School, Vaughn Road Elementary School, Dunbar-Ramier School, E. D. Nixon Elementary School, Dairaida Elementary School, Wyrton Blount Elementary School, Southlawn Elementary School, Haleyon Elementary School, Fitzpatrick Elementary School, Bear Exploration Center, Peter Crump Elementary School, Floyd Elementary School, Forest Avenue Academic Magnet School, Pintala Elementary School, Dannelly Elementary School, Catoma Elementary School, Highland Avenue Elementary School, William Silas Garrett Elementary School, Brewbaker Primary School, E. T. Davis Elementary School, Brewbaker Intermediate School, Martin Luther King Elementary School, Seth Johnson Elementary School, Christolm Elementary School, Theima Smiley Morris Elementary School, Highland Gardens Elementary School, MacMillan International Academy, James W. Wilson Elementary School, Wares Ferry Road Elementary School, Dozier Elementary School</p>						

Activity - 30-60-90 (11/28/16-3/3/2017) Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>80: Students will complete EOQ Benchmark Assessments for ELA, Writing, and Handwriting. Students will complete mid-year Benchmark Assessments (Scantron Performance Series, San Diego Quick, DIBELS, etc.)</p> <p>60: Principals, Teachers, and ARI-RS will participate in school-based data meetings to analyze the data from the Benchmark Assessments to determine standards where students demonstrated strength, weakness, and growth. Teachers, Principals, and ARI-RS will work collaboratively to determine strategies and action steps to improve students' proficiency. The DLC will develop quick quizzes for 3rd-5th Grades in Scantron Achievement Series for ELA which target the standards with lowest proficiency percentages on the 2nd Quarter ELA Post-Test.</p> <p>90: Students will use the quick quizzes to practice standards, practice navigating the CBT format, and practice test taking skills.</p>	Professional Learning, Academic Support Program	11/28/2016	03/03/2017	\$0	No Funding Required	Jacqueline Campbell Jaclyn Brown MPS MPS MPS MPS Teachers ARI-RS
<p>Schools: Flowers Elementary School, Vaughn Road Elementary School, Dunbar-Ramer School, E. D. Nixon Elementary School, Dairaida Elementary School, Wyrton Blount Elementary School, Southlawn Elementary School, Halcyon Elementary School, Fitzpatrick Elementary School, Bear Exploration Center, Peter Crump Elementary School, Forest Avenue Academic Magnet School, Floyd Elementary School, Pintlala Elementary School, Dannelly Elementary School, Caloma Elementary School, Highland Avenue Elementary School, William Silas Garrett Elementary School, E. T. Davis Elementary School, Brewbaker Primary School, Brewbaker Intermediate School, G.W. Carver Elementary and Arts Magnet School, Morningview Elementary School, Martin Luther King Elementary School, Seth Johnson Elementary School, Chisholm Elementary School, Thelma Smiley Morris Elementary School, Highland Gardens Elementary School, MacMillan International Academy, James W. Wilson Elementary, Wares Ferry Road Elementary School, Dozier Elementary School</p>						

Activity - 30-60-90(11/28/16-3/3/2017) Collaborative Leadership	Activity/Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
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<p>30: ISS will continue to work with Principals, ARI-RS, and Teachers in collaboration with Professional Development, Federal Programs, Special Education, Assessment Services, Student Support Services, etc. to provide comprehensive support in the form of observation teams, the district literacy team, and the district Dyslexia Resource Intervention team to focus on improving classroom instruction, intervention, and formative assessments. Principals, ISS staff, and ARI-RS will participate in the ARI PLCs and collaborate with ARI Regional Support Staff to engage in professional learning and the support of the ARI-RS.</p> <p>60: ISS will continue to work with Principals, ARI-RS, and Teachers in collaboration with Professional Development, Federal Programs, Special Education, Assessment Services, Student Support Services, etc. to provide comprehensive support in the form of observation teams, the district literacy team, and the district Dyslexia Resource Intervention team to focus on improving classroom instruction, intervention, and formative assessments. Principals, ISS staff, and ARI-RS will participate in the ARI PLCs and collaborate with ARI Regional Support Staff to engage in professional learning and the support of the ARI-RS.</p> <p>90: ISS will continue to work with Principals, ARI-RS, and Teachers in collaboration with Professional Development, Federal Programs, Special Education, Assessment Services, Student Support Services, etc. to provide comprehensive support in the form of observation teams, the district literacy team, and the district Dyslexia Resource Intervention team to focus on improving classroom instruction, intervention, and formative assessments. Principals, ISS staff, and ARI-RS will participate in the ARI PLCs and collaborate with ARI Regional Support Staff to engage in professional learning and the support of the ARI-RS.</p>	Other - Professional Collaboration (Collegiality), Academic Support Program	11/28/2016	03/03/2017	\$0	No Funding Required	Jacqueline Campbell Department Directors and Executive Directors
Schools: All Schools						

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Measurable Objective 9:

demonstrate a behavior to increase of 20% in the percent of 3rd gr students meeting PS annual growth target from a baseline of 27% and a 5% increase in the percent of 3rd gr students scoring ready or exceeding in math from a baseline of 46% by 05/26/2017 as measured by the 2017 ACT Aspire..

Strategy 1:

Mathematical Practices Standards - The standards for Mathematical Practices are not a checklist but rather a set of processes students must engage in and master. To help math teachers focus their time and effort on those high-impact actions that translate into improved student learning, focus will be provided in the following areas: collaboration, instruction, content, and assessment.

Category: Develop/Implement College and Career Ready Standards

Research Cited: www.corestandards.org/Math/Practice/

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Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - 30-60-90 (8/10-11/10/2016) Collaboration	Academic Support Program	08/10/2016	11/10/2016	\$0	No Funding Required	Kisha Bailey
<p>Collaboration- Increase opportunities for teachers to collaboratively plan their lessons; teachers are to make sure their students attend to precision, in their planning; they can map out the important vocabulary of the lesson as well as the expectations for student clarity and accuracy.</p> <p>*30 Days: Teachers should have common planning on their schedule and plan collaboratively for math instruction using the mathematical practices.</p> <p>*60 Days: Support will be provided to schools as requested and based on data analysis to support math teachers in planning.</p> <p>*90 Days: District math content specialist will host a reflective dialogue session for third grade math teachers to share successes and opportunities for improvement.</p> <p>Schools: Flowers Elementary School, Vaughn Road Elementary School, Dunbar-Ramer School, E. D. Nixon Elementary School, Dairaida Elementary School, Wynton Blount Elementary School, Southlawn Elementary School, Halyon Elementary School, Fitzpatrick Elementary School, Bear Exploration Center, Peter Crump Elementary School, Forest Avenue Academic Magnet School, Floyd Elementary School, Pintlala Elementary School, Dannelly Elementary School, Catoma Elementary School, Highland Avenue Elementary School, William Stas Garrett Elementary School, E. T. Davis Elementary School, Brawbaker Intermediate School, G.W. Carver Elementary and Arts Magnet School, Morningview Elementary School, Martin Luther King Elementary School, Seth Johnson Elementary School, Chisholm Elementary School, Thelma Smiley Morris Elementary School, Highland Gardens Elementary School, MacMillan International Academy, James W. Wilson Elementary, Wares Ferry Road Elementary School, Dozier Elementary School</p>						

Status	Progress Notes	Created On	Created By
Completed	Seth Johnson, Dannelly, Halyon, Wares Ferry, Nixon, Vaughn Road, Chisholm, Carver and Floyd were involved in conversations related to mathematics. When collaborating with individual schools standards and student grouping served as the areas of focus.	November 09, 2016	Dr. KISHA S. BAILEY

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - 30-60-90 (8/10-11/10/2016) Instruction						

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<p>Effective instructional practices will include changing the messages we send through our questions, the math tasks we assign, the way we group students, the feedback we give and how we address mistakes.</p> <p>*30-90 Days: Support schools through professional development in planning and designing for rigorous standards-based math tasks.</p> <p>Schools: Flowers Elementary School, Vaughn Road Elementary School, Dunbar-Ramer School, E. D. Nixon Elementary School, Dairaida Elementary School, Wynton Blount Elementary School, Southlawn Elementary School, Haley Elementary School, Fitzpatrick Elementary School, Bear Exploration Center, Peter Crump Elementary School, Floyd Elementary School, Forest Avenue Academic Magnet School, Pritalia Elementary School, Dannelly Elementary School, Caloma Elementary School, Highland Avenue Elementary School, William Slias Garrett Elementary School, E. T. Davis Elementary School, Brewbaker Intermediate School, G.W. Carver Elementary and Arts Magnet School, Martin Luther King Elementary School, Seth Johnson Elementary School, Chisholm Elementary School, Thelma Smiley Morris Elementary School, Highland Gardens Elementary School, MacMillan International Academy, James W. Wilson Elementary, Wares Ferry Road Elementary School, Dozier Elementary School</p>		Academic Support Program	08/10/2016	11/10/2016	\$0	No Funding Required	Kisha Bailey
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Status	Progress Notes	Created On	Created By
Completed	90-day progress-observation, side by side coaching, and model lessons were completed in the areas of unitizing, visual models, and distributive properties.	November 09, 2016	Dr. KISHA S. BAILEY
In Progress	90 Day: This Activity has been completed through video demonstration lessons and PD provided to ARI-RS. Implementation needs continuous monitoring and teachers need access to video demo lessons. This activity should continue for the next 90 Days to ensure monitoring of implementation and determine next steps for additional training.	November 08, 2016	Ms. Jaclyn Brown
Completed	60 Day: 9/19, Math assessment (standards review) with selected personnel. Personnel from: Davis, Wares Ferry, Morris, and Dannelly.	October 05, 2016	Ms. Jacqueline D Campbell
Completed	30 Day: Kisha Bailey Provided small group and grade level mathematics professional development (review of standards and instructional strategies and tools at selected schools: Carver Elementary School professional development completed with all teachers on 8/3 and Wares Ferry Elementary-Professional Development for all grade levels occurred on 8/23 and 8/30.	October 05, 2016	Ms. Jacqueline D Campbell

Activity - 30-60-90 (3/10-11/10/2016) Content	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
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<p>Additional guidance will be provided to students for transforming computation into rich mathematical tasks, making math more equitable, helping students develop a growth mindset, and approaching assessment in a more fruitful way.</p> <p>*30 Days: The 2016-2017 math supporting documents (curriculum framework and standards assessment chart) located on the intranet provides teachers a collection of recommendations that directly support the grade level standards to be taught.</p> <p>*30 Days: PD on vocabulary development. Three specific strategies that have been identified to help students to learn essential math vocabulary include: pre-teaching key vocabulary items, modeling those vocabulary words, and using only universally accepted math terms in instruction.</p> <p>*60 Days: Develop a guide to help teachers provide vocabulary instruction in math using three key strategies.</p> <p>(1) Pre-teach key math vocabulary. Math vocabulary provides students with the language tools to grasp abstract mathematical concepts and to explain their own reasoning.</p> <p>Teacher will be encouraged not wait to teach vocabulary only at point of use. Instead, preview relevant math vocabulary as a regular part of the 'background' information that students receive in preparation to learn new math concepts or operations.</p> <p>(2) Model the relevant vocabulary when new concepts are taught.</p> <p>Strengthen students' grasp of new vocabulary by reviewing a number of math problems with the class, each time consistently and explicitly modeling the use of appropriate vocabulary to describe the concepts being taught. Then have students engage in cooperative learning or individual practice activities in which they too must successfully use the new vocabulary—while the teacher provides targeted support to students as needed.</p> <p>(3) Ensure that students learn standard, widely accepted labels for common math terms and operations and that they use them consistently to describe their math problem-solving efforts. In addition, to the previously listed strategies teacher will be encouraged to support the ELA Standards through TWRLL.</p> <p>Schools: Flowers Elementary School, Vaughn Road Elementary School, Dunbar-Ramer School, E. D. Nixon Elementary School, Dalralda Elementary School, Wyrton Blount Elementary School, Southlawn Elementary School, Halcyon Elementary School, Fitzpatrick Elementary School, Bear Exploration Center, Peter Crump Elementary School, Forest Avenue Academic Magnet School, Floyd Elementary School, Pintlala Elementary School, Dannelly Elementary School, Catoma Elementary School, Highland Avenue Elementary School, William Silas Garrett Elementary School, E. T. Davis Elementary School, Brewbaker Intermediate School, G.W. Carver Elementary School, Martin Luther King Elementary School, Morningview Elementary School, Martin Luther King Elementary School, Seth Johnson Elementary School, Chisnolm Elementary School, Thelma Smiley Morris Elementary School, Highland Gardens Elementary School, MacMillan International Academy, James W. Wilson Elementary, Wares Ferry Road Elementary School, Dozier Elementary School</p>	Academic Support Program	08/10/2016	11/10/2016	\$0	No Funding Required	Kisha Bailey
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Status	Progress Notes	Created On	Created By
Completed	Teacher support in the area of mathematics was provided at Vaughn Road and Morningview. As a result of the individual teacher support some mathematics standards will be re-taught.	November 09, 2016	Dr. KISHA S. BAILEY
Completed	Professional Development in small groups and or faculty meetings occurred at the following schools. Primary focus was provided to a review of mathematics related content standards as well as a review of classroom assessment data to develop RtI plans related to mathematics. Dannelly, Wares Ferry, and Halcyon	November 09, 2016	Dr. KISHA S. BAILEY
Completed	60 Day: Follow up training as requested. Dannelly Elementary- Professional Development for all grade levels occurred on 9/14 and 9/15. Vaughn Road-professional development completed with fourth and fifth grade teachers on 9/12	October 05, 2016	Ms. Jacqueline D Campbell
Completed	30 Day: All math teachers were trained on the math curriculum frameworks and standards assessment charts on August 4, 2016 by Kisha Bailey.	October 05, 2016	Ms. Jacqueline D Campbell

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - 30-60-90 (8/10-11/10/2016) Assessment	Academic Support Program	08/10/2016	11/10/2016	\$0	No Funding Required	Kisha Bailey
Building conceptual understanding of mathematics will entail teachers reviewing previously taught math skills and concepts every day. *30-60 Days: All math teachers in third grade will administer the fall universal screener and analyze data to identify students performing below grade level. *90 Day: Use additional diagnostic and formative assessments to for target students to plan for Tier II intervention. Schools: Flowers Elementary School, Vaughn Road Elementary School, Dunbar-Ramer School, E. D. Nixon Elementary School, Dairaida Elementary School, Wynton Blount Elementary School, Southlawn Elementary School, Halcyon Elementary School, Fitzpatrick Elementary School, Bear Exploration Center, Peter Crump Elementary School, Forest Avenue Academic Magnet School, Floyd Elementary School, Pintlala Elementary School, Dannelly Elementary School, Catoma Elementary School, Highland Avenue Elementary School, William Silas Garrett Elementary School, E. T. Davis Elementary School, Brewbaker Intermediate School, G.W. Carver Elementary and Arts Magnet School, Morningview Elementary School, Martin Luther King Elementary School, Seth Johnson Elementary School, Chisholm Elementary School, Thelma Smiley Morris Elementary School, Highland Gardens Elementary School, MacMillan International Academy, James W. Wilson Elementary, Wares Ferry Road Elementary School, Dozier Elementary School						

Status	Progress Notes	Created On	Created By
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Completed	A second nine weeks assessment has been developed. The assessment will assess mathematical skills outlined in the MPS second nine weeks grading periods pacing guide. Also, the most frequently system-wide non-mastered skills are being re-assessed. This assessment will be administered beginning December 05, through December 16, 2017.	November 09, 2016	Dr. KISHA S. BAILEY
In Progress	60 Day: Third grade teachers are in process of analyzing data to identify students performing below grade level.	October 05, 2016	Ms. Jacqueline D Campbell
Completed	30 Day: All math teachers have administered the fall universal screener.	October 05, 2016	Ms. Jacqueline D Campbell

Activity - 30-60-90 (8/10-11/10/2016) OGAP AMSTI Partnership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*60 Days: Identify a select group of schools to attend an initial training with AMSTI to gain access to an in-depth look at the Ongoing Assessment Project (OGAP). The group will consist of instructional leaders from selected schools. The following schools have been identified: Brewbaker Intermediate, Asante, Shareefah- Academic Interventionist Peter Crump, Dismuke, Mary-Math Coach, Dannelly, Doughty, Ronnie- Literacy Coach, Title I Funded, Fitzpatrick, Mitchell, Cassandra- Academic Interventionist, Highland Gardens, Sanders, Angie-STEM Coordinator, Seth Johnson, Whiting, Gaye- Academic Interventionist, Morningview, Jackson, Nykea- Assistant Principal *90 Days: Meet with AMSTI to discuss the needs of MPS and the schools that have been identified to participate. *90 Days: Notify the targeted schools and meet with them to discuss the opportunity. Attend the training, collaboratively determine the benefits, if any, and discuss and develop a training template if the consensus is to move forward. *90 Days: Provide targeted assistance to the seven participating schools in analyzing student math work. By working directly with the third grade students, we will increase the chances of whole classes and/or individuals better developing their understanding of math concepts.	Academic Support Program	08/10/2016	11/10/2016	\$50000	Title I Part A	Kisha Bailey
Schools: Peter Crump Elementary School, Brewbaker Intermediate School, Highland Gardens Elementary School, Morningview Elementary School, Dannelly Elementary School, Fitzpatrick Elementary School, Seth Johnson Elementary School						

Status	Progress Notes	Created On	Created By
In Progress	Bertha Allen and I have been unable to observe participants at the same time. We will continue to communicate for the purpose of attempting to work with the program goals.	January 19, 2017	Dr. KISHA S. BAILEY
In Progress	Bertha Allen and I have been unable to observe participants at the same time. We will continue to communicate for the purpose of attempting to work with the program goals.	January 19, 2017	Dr. KISHA S. BAILEY

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In Progress	Progress Note: 30 day-Selected third grade math teachers are participating in OGAP Training and AMSTI Phase I Training hosted by AMSTI. Bertha Allen and Amber Trantam are serving as the facilitators. The professional development activities began November 08 and will continue until November 15. Upon the completion of large group training, teachers will participate in Professional Learning Teams. These teams will be developed and completed at the individual (participating) schools under the guidance of AMSTI personnel.	November 09, 2016	Dr. KISHA S. BAILEY
Completed	Progress Note: 60 Days: Chief Academic Officer and Kisha Bailey met with AMSTI staff on September 28th to discuss a collaborative opportunity for 15 schools to participate in an Ongoing Assessment Project (OGAP). The program will only be used in schools that have third grade departmentalized. Kisha Bailey has identified seven schools (seventeen teachers). The schools are: Brewbaker Intermediate, Crump, Dannelly, Fitzpatrick, Highland Gardens, Johnson, and Morningview. All seventeen third grade math teachers will have access to standards-based professional development activities that will directly influence student achievement in the spring.	October 05, 2016	Ms. Jacqueline D Campbell

Activity - 30-60-90 (11/28-3/31/16) Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
30 days District Math Specialist will collaborate with the school based leadership team to plan a time to meet with teachers to ensure they plan lesson with the primary focus of students attending to precision and accuracy. 90 days District Math Specialist will provide targeted assistance to the schools scoring in the lowest ten percent on the second quarter benchmark assessment and continue to support the failing schools. 60 days District math content specialist will host/participate in reflective dialogue sessions with math teachers to share successes and opportunities for improvement using second quarter benchmark data and student work samples.	Academic Support Program	11/28/2016	03/03/2017	\$0	No Funding Required	Math Content Specialist
Schools: Flowers Elementary School, Vaughn Road Elementary School, Dunbar-Ramer School, E. D. Nixon Elementary School, Dalraidia Elementary School, Wynton Blount Elementary School, Southlawn Elementary School, Halcyon Elementary School, Fitzpatrick Elementary School, Bear Exploration Center, Peter Crump Elementary School, Forest Avenue Academic Magnet School, Floyd Elementary School, Pintlala Elementary School, Dannelly Elementary School, Catoma Elementary School, Highland Avenue Elementary School, William Silas Garrett Elementary School, Walter T. McKee Elementary School, E. T. Davis Elementary School, Brewbaker Primary School, Brewbaker Intermediate School, G.W. Carver Elementary and Arts Magnet School, Morningview Elementary School, Martin Luther King Elementary School, Seth Johnson Elementary School, Chisholm Elementary School, Thelma Smiley Morris Elementary School, Highland Gardens Elementary School, MacMillan International Academy, James W. Wilson Elementary, Warrens Ferry Road Elementary School, Dozier Elementary School						

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Completed	Chisholm Elementary's ACIP was reviewed with Mrs. Osborne. The plan will be revised to include specific math goals for grade levels 3-5.	January 20, 2017	Dr. KISHA S. BAILEY
Completed	Chisholm Elementary's ACIP was reviewed with Mrs. Osborne. The plan will be revised to include specific math goals for grade levels 3-5.	January 20, 2017	Dr. KISHA S. BAILEY
Completed	All elementary school administrators were involved in small group sessions that detailed Performance Series and the benefits of accessing and using the suggested student learning objectives. Administrators were encouraged to take advantage of MPS resources and professional development for mathematics.	January 19, 2017	Dr. KISHA S. BAILEY
Completed	All elementary administrators were provided a session that was intended to develop better familiarity of the standard operating procedures for math data meetings in grades K-5. The desired result of the meeting was to view and use the data provided in the item analysis score reports for the second nine weeks.	December 14, 2016	Dr. KISHA S. BAILEY
In Progress	Six schools were contacted via email to schedule math work sessions. Thus far, four schools have been scheduled.	December 02, 2016	Dr. KISHA S. BAILEY

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Activity: 30-60-90 (1/28-3/3) Assessment</p> <p>30 Days: Assessment-Administer and analyze second nine weeks quarterly exams.</p> <p>60 Days: Use data from Achievement Series to identify student mastery of spiral and new content standards. Analyze and chart growth between the fall and winter universal screener to identify student growth patterns.</p> <p>Schools: Flowers Elementary School, Vaughn Road Elementary School, Dunbar-Ramer School, E. D. Nixon Elementary School, Dalraidia Elementary School, Wynton Blount Elementary School, Southlawn Elementary School, Halcyon Elementary School, Fitzpatrick Elementary School, Bear Exploration Center, Peter Crump Elementary School, Forest Avenue Academic Magnet School, Floyd Elementary School, Pintala Elementary School, Dannelly Elementary School, Caloma Elementary School, Highland Avenue Elementary School, William Stiles Garrett School, Highland Avenue Elementary School, William Stiles Garrett School, Brewbaker Intermediate School, G.W. Carver Elementary and Arts Magnet School, Morningview Elementary School, Martin Luther King Elementary School, Seth Johnson Elementary School, Chisholm Elementary School, Thelma Smiley Morris Elementary School, Highland Gardens Elementary School, MacMillan International Academy, James W. Wilson Elementary, Wares Ferry Road Elementary School, Dozier Elementary School</p>	Academic Support Program	11/28/2016	03/03/2017	\$0	No Funding Required	Math Content Specialist

Status	Progress Notes	Created On	Created By
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In Progress	During the month(s) of January and February selected schools/Wares Ferry, Chisholm, Southlawn, Davis, T.S. Morris, Nixon, and Floyd) will be provided additional support in using the most recent Achievement Series results to create SOL's for students.	January 20, 2017	Dr. KISHA S. BAILEY
In Progress	Discuss individual class results for Achievement Series. Review the SOP's as outlined by the Office of Instructional Support Services. Teachers are expected to use multiple forms of data to make decisions for improving student achievement. The results from Achievement Series and classroom activities will be used to create an RtI Plan. (Strategic Plan Goal 1)	January 19, 2017	Dr. KISHA S. BAILEY
Completed	Second nine weeks assessment includes the mathematical skills that received the highest rate (system-wide) of none-mastery during the first nine weeks assessment on each grade level.	December 14, 2016	Dr. KISHA S. BAILEY
N/A	Second quarter assessment (Achievement Series) will be administered in all schools for grades K-5 during the time frame of December 06 until December 16, 2016. As a result of analyzing the math data action plans created during math data meetings and implemented directly after the December break.	December 02, 2016	Dr. KISHA S. BAILEY

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Activity - 30-60-90 (11/28-3/31/17) Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
60-90 days Continue to support schools through professional development using first nine weeks data to identify standards that should be taught as early work, small group instructions (RtI), and homework while continuing to teach the standards listed on the content standards. Teachers should employ math tasks to review (non-mastered) and practice (current skills) as a means to ensure appropriate rigor when teaching standards. 90 Days: instruction-Use student work samples to determine what standards will be retaught	Academic Support Program	11/28/2016	03/03/2017	\$0	No Funding Required	Math Content Specialist
Schools: Flowers Elementary School, Vaughn Road Elementary School, Dunbar-Ramer School, E. D. Nixon Elementary School, Dairada Elementary School, Wynton Blount Elementary School, Southlawn Elementary School, Halcyon Elementary School, Fitzpatrick Elementary School, Bear Exploration Center, Peter Crump Elementary School, Forest Avenue Academic Magnet School, Floyd Elementary School, Pirtilla Elementary School, Dannelly Elementary School, Catoma Elementary School, Highland Avenue Elementary School, William Sillas Garrett Elementary School, E. T. Davis Elementary School, Brewbaker Primary School, Brewbaker Intermediate School, G.W. Carver Elementary and Arts Magnet School, Morningview Elementary School, Martin Luther King Elementary School, Seth Johnson Elementary School, Chisholm Elementary School, Thelma Smiley Morris Elementary School, Highland Gardens Elementary School, MacMillan International Academy, James W. Wilson Elementary, Wares Ferry Road Elementary School, Dozier Elementary School						

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Status	Progress Notes	Created On	Created By
In Progress	Each school administrator will be provided via email grade level (PARCC) documents that will address weaknesses as revealed by the second quarter post assessment. The documents should be used by grade level teachers as early work, small group assignments and homework. It is more economical to email the documents, administrators share the documents with the appropriate teachers, and teachers print or project the problems on whiteboards.	January 19, 2017	Dr. KISHA S. BAILEY
In Progress	Each school administrator will be provided via email grade level (PARCC) documents that will address weaknesses as revealed by the second quarter post assessment. The documents should be used by grade level teachers as early work, small group assignments and homework. It is more economical to email the documents, administrators share the documents with the appropriate teachers, and teachers print or project the problems on whiteboards.	January 19, 2017	Dr. KISHA S. BAILEY
In Progress	Each school administrator will be provided via email grade level (PARCC) documents that will address weaknesses as revealed by the second quarter post assessment. The documents should be used by grade level teachers as early work, small group assignments and homework. It is more economical to email the documents, administrators share the documents with the appropriate teachers, and teachers print or project the problems on whiteboards.	January 19, 2017	Dr. KISHA S. BAILEY
Completed	Nine schools have been provided in -depth training on accessing and using the Item Analysis Score Reports in math. This information was used to develop RtI goals for strategies with a mastery below 69%.	December 14, 2016	Dr. KISHA S. BAILEY
In Progress	Teachers will administer Achievement Series to all grade levels k-2. Upon the completion of the assessment selected facilities will engage in student work sample reviews. The schools scheduled schools are: Vaughn Road, Seth Johnson, Dannelly, Chisholm, Morningview, Highland Avenue, Highland Gardens and MLK. After reviewing student work samples we will collectively chart a course of action for improvement in mathematics.	December 02, 2016	Dr. KISHA S. BAILEY

Activity - 30-60-90 (11/28-3/17)	Content	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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30-90 days District Math Specialist will provide support to teachers and students in the use of justification and explanation when responding to constructed responses. Modeling and tasks will be incorporated into daily lesson to support constructed responses. Math tasks will provide opportunities for discourse between teachers and students for the purpose of student growth, rather than the assignment of a grade. Students will be provided additional assignments and/or regrouped based on the mastery of math tasks.	Academic Support Program	11/28/2016	03/03/2017	\$0	No Funding Required	Math Content Specialist
60 Days: Use Achievement Series data related to non-mastered standards for reteaching and small group instruction. 90 Days: Implement research based strategies related to specified standards. Reteach and improve student success on previously non-mastered standards. 60-90 days District Math Specialist will provide support to teachers and students in effective use of vocabulary as connected to the math standards.						
Schools: Flowers Elementary School, Vaughn Road Elementary School, Dunbar-Ramer School, E. D. Nixon Elementary School, Dairaida Elementary School, Wyrton Blount Elementary School, Southlawn Elementary School, Fitzpatrick Elementary School, Bear Exploration Center, Peter Crump Elementary School, Forest Avenue Academic Magnet School, Floyd Elementary School, Pirtala Elementary School, Dannelly Elementary School, Catoma Elementary School, Highland Avenue Elementary School, William Sias Garrett Elementary School, Brewbaker Primary School, E. T. Davis Elementary School, Brewbaker Elementary School, G.W. Carver Elementary and Arts Magnet School, Morningview Elementary School, Martin Luther King Elementary School, Seth Johnson Elementary School, Chisholm Elementary School, George Washington Carver Senior High School, Thelma Smiley Morris Elementary School, Highland Gardens Elementary School, MacMillan International Academy, James W. Wilson Elementary, Wares Ferry Road Elementary School, Dozier Elementary School						

Status	Progress Notes	Created On	Created By
Completed	All 3-5 teachers were provided PARCC materials to use as an additional teaching resource. Teachers were encouraged to allow the students to work the problem during early work, small groups, or for homework. The students should be encouraged to employ the 8 mathematical practices and be able to articulate the processes.	January 20, 2017	Dr. KISHA S. BAILEY
Completed	Each elementary school was provided additional (math vocabulary development) strategies that are suggested for daily use in classrooms.	December 14, 2016	Dr. KISHA S. BAILEY
In Progress	E.D. Nixon-All teachers reviewed the first quarter math assessments. After reviewing the assessments teachers developed an action plan (RtI) for standards that had a mastery level below 70% on the Achievement Series.	December 02, 2016	Dr. KISHA S. BAILEY

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Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Activity - 30-60-90 (1/28-3/3/2017) @GAP AMSTI Partnership 60 days Develop and implement PLC's in collaboration with Bertha Allen, representative from AMSTI. Schools: Brewbaker Intermediate School, Highland Gardens Elementary School, Morningview Elementary School, Dannelly Elementary School, Fitzpatrick Elementary School, Seth Johnson Elementary School	Academic Support Program	11/28/2016	03/03/2017	\$0	Other	AMSTI and District Math Content Specialists

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Status	Progress Notes	Created On	Created By
In Progress	Peter Crump OGAP follow up meeting with completed by Mary Dismukes, Bertha Allen, SDE AMSTI Personnel and I were both in attendance. The meeting was productive and should serve as a model for our future meetings with the other schools.	December 14, 2016	Dr. KISHA S. BAILEY
In Progress	Bertha Allen and I have in collaboration with administrative teams and teachers have scheduled the following initial PLC meetings: Peter Crump December 06 Morningview December 14 Highland Gardens December 14 Dannelly December 06	December 02, 2016	Dr. KISHA S. BAILEY

Measurable Objective 10:

demonstrate a behavior that will foster a community of stakeholders sharing a common language, knowledge, understanding, and vision for STEM education and ignite community engagement around cultural change by 05/25/2018 as measured by one school-based, community engagement event at each school and evidence of teacher use of 3-5 digital tools to facilitate station-based activities, differentiation of student learning, and/or formatively assessing student learning by 5/26/2017..

Strategy 1:

MPS STEM Leader Corps Program - A science content focus will be on developing STEM throughout the district, beginning with a focus on five middle schools.
*Continued partnership with Discovery Education to begin with job-embedded coaching at the priority middle schools. The Montgomery Public Schools System is in our second year of a partnership with Discovery Education to implement a STEM Leader Corps program. Last year, we selected the five middle schools in our district, who were named as "at risk" schools and decided to focus on their science teachers. The goal of the program is to build a culture of STEM teaching and learning. A link to a program description can be found here: <http://www.discoveryeducation.com/what-we-offer/stem/stem-leader-corps.cfm>.

Category: Develop/Implement Professional Learning and Support
Research Cited: Oregon State University, Center for Research on Lifelong STEM Learning, 2013
STEMconnector 2015
usinnovation.org

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Activity - 30-60-90 (8/10-11/10/2016) Culture of STEM	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
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<ul style="list-style-type: none"> • The secondary science specialist will introduce to teachers the new, more detailed curriculum frameworks which include academic and content vocabulary, as well as skills that reveal evidence of student mastery. The new format will assist teachers in successfully unwrapping the science standards. • August 4-5, 2016 - Discovery Education PD Specialist will instruct participants in how to more effectively build and apply their knowledge and skills through the following professional learning course sequences: Module 2: Developing High Quality STEM Lessons and Module 3: Building Differentiation in STEM Lessons. • August 29, 2016 - Discovery Education PD will instruct participants who are NEW to the cohort in how to more effectively build and apply their knowledge and skills through the following professional learning course sequences: Module 1: Getting Started with Discovery Education STEM, Module 2: Centers-Based Teaching and Learning with STEM, Module 3: Maximizing Student Engagement through STEM • To build capacity for STEM Administrators for a STEM transformation, PD Specialists from Discovery Education will support administrators with a proactive approach to managing and leading the STEM transformation. Administrators will be instructed on how to message the positive changes happening at the school and communicate the strategies for promoting the successes beyond the school's walls. The sessions will be school based, one-on-one with the PD specialist. • (continued from August to complete a visit to each school) To build capacity for STEM Administrators for a STEM transformation, PD Specialists from Discovery Education will support administrators with a proactive approach to managing and leading the STEM transformation. Administrators will be instructed on how to message the positive changes happening at the school and communicate the strategies for promoting the successes beyond the school's walls. The sessions will be school based, one-on-one with the PD specialist. • A PD Specialist from Discovery Education will work directly with teachers in the school to provide instruction on how to: <ul style="list-style-type: none"> o Develop intentional opportunities to create transdisciplinary lessons o Utilize different levels of inquiry: direct, guided, and open o Engage students through personalized learning o Focus on effective use of technology • Create relevant real-world connections with a focus on the design process, PBL, and STEM careers. • September 9, 2016 - The PD Specialists with Discovery Education will provide pre-event planning support to the educators hosting a STEM Family Night event and will assist in the facilitation of the event. STEM Family Nights will give students of all ages and their parents the opportunity to experience hands-on activities using STEM digital content and practices. • September 28, 2016 - The PD Specialists with Discovery Education will provide pre-event planning support to the educators hosting a STEMtastic Saturday. This event is to provide students and parents with the opportunity to experience the "Eureka" of STEM while simultaneously showcasing local STEM careers. The event includes a large group STEM activity as well as rotating hands-on and digital explorations. • Discovery Education PD will instruct participants who are NEW to the cohort in how to more effectively build and apply their knowledge and skills 	Professional Learning	08/10/2016	11/10/2016	\$0	Title I Part A	Kristy Hatch
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cohort in how to more effectively build and apply their knowledge and skills through the following professional learning course sequences: Module 1: STEM Immersion Experience and Module 2: Developing High Quality STEM Lessons • A PD Specialist from Discovery Education will work directly with teachers in the school to provide instruction on how to: o Develop intentional opportunities to create transdisciplinary lessons o Utilize different levels of inquiry: direct, guided, and open o Engage students through personalized learning o Focus on effective use of technology o Create relevant real-world connections with a focus on the design process, PBL, and STEM careers.								
Schools: Walter T. McKee Middle School, Bellingrath Middle School, Brewbaker Middle School, Capitol Heights Middle School, Georgia Washington Middle School								

Status	Progress/Notes	Created On	Created By
Completed	30: All professional development that was scheduled from August 4 to September 9 has been completed. Evidence of the training is in the form of sign-in sheets. These are available in the office of Instructional Support Services. 60: All professional development that was scheduled from September 29 to October 10 has been completed. Evidence of the training is in the form of sign-in sheets. These are available in the office of Instructional Support Services.	October 31, 2016	Kristy Hatch

Activity - 30-60-90 (1/28/16-3/3/17) Culture of STEM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>60 day: December 28 to January 27</p> <p>January 27, 2017 - STEM Administrator Coaching with Southawn Middle School. To build capacity for STEM Administrators for a STEM transformation, PD Specialists from Discovery Education will support administrators with a proactive approach to managing and leading the STEM transformation. Administrators will be instructed on how to message the positive changes happening at the school and communicate the strategies for promoting the successes beyond the school's walls. The sessions will be school based, one-on-one with the PD specialist.</p> <p>90 day: January 28 to March 3</p> <p>January 30, 2017 - Discovery Education Specialists will instruct participants in how to more effectively build and apply their knowledge and skills through the following professional learning course sequence: Module 1: Reflections of Year One and Planning Forward.</p> <p>January 31, 2017 - STEM Administrator Coaching with Brewbaker Middle School. To build capacity for STEM Administrators for a STEM transformation, PD Specialists from Discovery Education will support administrators with a proactive approach to managing and leading the STEM transformation. Administrators will be instructed on how to message the positive changes happening at the school and communicate the strategies for promoting the successes beyond the school's walls. The sessions will be school based, one-on-one with the PD specialist.</p> <p>February 1, 2017 - STEM Administrator Coaching with Capitol Heights Middle School. To build capacity for STEM Administrators for a STEM transformation, PD Specialists from Discovery Education will support administrators with a proactive approach to managing and leading the STEM transformation. Administrators will be instructed on how to message the positive changes happening at the school and communicate the strategies for promoting the successes beyond the school's walls. The sessions will be school based, one-on-one with the PD specialist.</p> <p>February 2, 2017 - STEM Administrator Coaching with McKee Middle School. To build capacity for STEM Administrators for a STEM transformation, PD Specialists from Discovery Education will support administrators with a proactive approach to managing and leading the STEM transformation. Administrators will be instructed on how to message the positive changes happening at the school and communicate the strategies for promoting the successes beyond the school's walls. The sessions will be school based, one-on-one with the PD specialist.</p> <p>February 3, 2017 - STEM Administrator Coaching with Bellingrath Middle School. To build capacity for STEM Administrators for a STEM transformation, PD Specialists from Discovery Education will support administrators with a proactive approach to managing and leading the STEM transformation. Administrators will be instructed on how to message the positive changes happening at the school and communicate the strategies for promoting the successes beyond the school's walls. The sessions will be school based, one-on-one with the PD specialist.</p> <p>Schools: Walter T. McKee Middle School, Bellingrath Middle School, Brewbaker Middle School, Capitol Heights Middle School, Georgia Washington Middle School</p>	Professional Learning	11/28/2016	03/03/2017	\$0	Title I Part A	Kristy Hatch
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000181

Goal 3: (2013-2018 Strategic Plan Goal II) Every education professional will be well-prepared, resource-supported, and effective

000182

Measurable Objective 1:

collaborate to develop a systematic protocol for district level support by 06/29/2018 as measured by surveys, anecdotal evidence, principal/leadership growth.

Strategy 1:

Central Level Support (2015-16) - Evaluate central level support implemented in 2014-15.

Restructure support based on evidence collected.

Monitor central level support to ensure site-based assistance is being provided.

Monitor progress of schools

Provide training to central level support team members

Evaluate processes, refocus support, restructure procedures, as needed

Category:

Activity - 30-60-90 (5/9/16 - 8/19/16) CST Summer Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
30 days: Conduct principal survey. Work with principals to review the 2015-16 ACIP and begin planning for 2016-17 ACIP. 60 days: Begin plans for customizing support based on data for schools, particularly the priority schools. 90 days: Prepare CST for 16-17 school year - re-tooling, review of revised processes, assignment of schools, etc.	Professional Learning	05/09/2016	08/19/2016	\$0	No Funding Required	Ms. Gibrat White, Executive Director Dr. Eric Parker, Executive Director
Schools: All Schools						

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Activity - 30-60-90 (8/10-11/10/2016)	Turnaround Principals and ACIPs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*30 *60 *90		Professional Learning, Academic Support Program	08/10/2016	11/10/2016	\$0	No Funding Required	Gibral White
Schools: All Schools							

Status	Progress Notes	Created On	Created By
In Progress	CST level of support was evaluated for the 2016-17 school year. New team members were selected and support restructured based on central office and school level collaboration. An orientation and planning session was held on October 13, 2016 to discuss the expectations responsibilities and focus of the CST Team. CST members include but are not limited to the CST Lead, Interposition Partner, Learning Supports, and a Professional Development representative. The CST discussions each month are focused on the ACIP progress. Feedback, open discussions, immediate school concerns and challenges are addressed. Next steps are communicated before the meeting is closed. Individual CST meetings started in October and will continue every month through May 2017.	January 26, 2017	Dr. Vernet C Nettles

Measurable Objective 2:
demonstrate a behavior that indicates the positive impact of the Alabama Teacher Mentoring Program (ATMP) by 08/30/2017 as measured by 85% retention rate of those teachers who have completed the ATMP..

Strategy 1:
Implementation - Implementation of the Alabama Teacher Mentoring Program (ATMP)—Induction, Mentoring, Professional Development of Mentors, and Professional Development of Mentees.
Category: Develop/Implement Professional Learning and Support
Research Cited: TBD

Activity - 30-60-90 (8/10-11/10/2016)	Induction Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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*30-Create an email contact list of all teachers who attended induction. *60-Contact new teachers to determine immediate professional learning needs. *90-organize professional learning to meet identified needs.		Professional Learning	08/10/2016	11/10/2016	\$10000	Title II Part A	Shanetha Patterson
Schools: All Schools							

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Status	Progress Notes	Created On	Created By
Completed	A series of professional development sessions in the area of Classroom Management have been set up by grade level for teachers who have demonstrated a need on this topic. The series consist of 3 two hour sessions.	November 10, 2016	Shanetha Patterson
In Progress	New teachers are being contacted about their immediate professional development needs.	October 31, 2016	Shanetha Patterson
Completed	*30-Email contact list was created for all new teachers attending Induction Week as well as those hired after Induction Week.	October 04, 2016	Debbie Cook

Activity - 30-60-90 (8/10-11/10/2016) Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*30-Select and notify mentors; pair mentors with new teachers *60-Provide training to mentors *90-Develop observation guidelines	Professional Learning	08/10/2016	11/10/2016	\$10000	Title II Part A	Shanetha Patterson
Schools: All Schools						

Status	Progress Notes	Created On	Created By
In Progress	Make-up training was provided. Mentors will receive information for Mentor/Mentee observations during second semester.	November 10, 2016	Shanetha Patterson
In Progress	Mentors received training. Those who were absent will have a make-up session on Wednesday, November 2, 2016.	October 31, 2016	Shanetha Patterson
In Progress	*30-Mentor applications are still being accepted. Mentors will be selected and notified by the 60 day mark.	October 04, 2016	Debbie Cook

Activity - 30-60-90 (8/10-11/10/2016) Evidence of Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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*30-Inclusion of Induction and Mentoring Goal in Strategic Plan *60-Required documentation will be sent to the Alabama State Department of Education (AL SDE), Liaisons will participate in a survey from AL SDE *90-Training verification, agendas, etc. uploaded into ASSIST in a Stakeholder Feedback Diagnostic Schools: All Schools	Recruitment and Retention	08/10/2016	11/10/2016	\$0	No Funding Required	Shanetha Patterson, LaKisha Stokes, Debbie Cook
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000185

Status	Progress Notes	Created On	Created By
Completed	Training verification, agendas, and all required documentation has been uploaded in a stakeholder feedback diagnostic. Alabama Teacher Mentoring Program has been implemented to fidelity thus far in the 2016-17 school year.	November 10, 2016	Shanetha Patterson
In Progress	All required documentation has been submitted to the SDE and required survey has been completed.	October 31, 2016	Shanetha Patterson
Completed	*30-Induction and Mentoring goal entered into the Strategic Plan	October 04, 2016	Debbie Cook

Activity - 30-60-90- (1/28/16-03/03/17) Implementation of the Mentoring Cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*30- Develop and begin implementation of an observation schedule. *60- Continue ongoing training of mentors. *90- Advance the professional culture including the mentoring cycle. Schools: All Schools	Professional Learning	11/28/2016	03/03/2017	\$10000	Title II Part A	Shanetha Patterson

Measurable Objective 3:

collaborate to provide focused professional learning to 18 targeted schools by 07/31/2017 as measured by pre- and post-assessments, agendas, and sign in sheets.

Strategy 1:

Develop and implement a system - Develop and implement a system to best meet the professional learning needs of the 18 targeted schools.
 Category: Develop/Implement Professional Learning and Support

Activity - 30-60-90- (8/10-11/10/2016) Site-based Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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*30-Divide 18 targeted schools equitably between Professional Development Staff		Professional Learning	08/10/2016	11/10/2016	\$0	No Funding Required	Debbie Cook, Karen Atkins, Yvette Dillard, Shanetha Patterson, Lakisha Stokes
*60-Develop a calendar of assistance							
*90-Collaborative discourse with principals to identify differentiated, site-based needs.							
Schools: Goodwyn Middle School, E. T. Davis Elementary School, Capitol Heights Middle School, Martin Luther King Elementary School, Georgia Washington Middle School, Halcyon Elementary School, Seth Johnson Elementary School, Chisholm Elementary School, Walter T. McKee Middle School, Bellingrath Middle School, Thelma Smiley Morris Elementary School, Brewbaker Middle School, Floyd Elementary School, Dannelly Elementary School, Faws Secondary Acceleration Academy, William Silas Garrett Elementary School, Jefferson Davis Senior High School, Southlawn Middle School							

Status	Progress Notes	Created On	Created By
In Progress	90- The collaborative effort of meeting with principals has been completed, and the process of analyzing PD needs is ongoing. Some PD sessions have been delivered, some are ready for delivery, while others are still in the planning stage.	November 10, 2016	Shanetha Patterson
In Progress	Site-based visits are being conducted. Staff is determining the PD needs of each targeted school. Needs are being analyzed to determine commonalities, and PD is being planned.	October 31, 2016	Shanetha Patterson
Completed	*30-The 18 targeted schools were divided equitably among the Professional Development staff as follows: Debbie Cook--Goodwyn, Capitol Heights, and Chisholm; Karen Atkins--Brewbaker Middle, Floyd Elementary, and Davis; Yvette Dillard--Bellingrath, Georgia Washington, King, and FEWS; Shanetha Patterson--Halcyon, Garrett, Johnson, and McKee Middle; Lakisha Stokes--Southlawn Middle, Morris, JD, and Dannelly	October 04, 2016	Debbie Cook

Activity	30-60-90 (8/10-11/10/2016)	Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
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*30-Identify resources for PLCs *60-Evaluate scientifically-based research to identify proven protocols and resources *90-Select identified resources		Professional Learning	08/10/2016	11/10/2016	\$0	No Funding Required	Lakisha Stokes, Yvette Dillard
Schools: Goodwyn Middle School, E. T. Davis Elementary School, Capitol Heights Middle School, Martin Luther King Elementary School, Georgia Washington Middle School, Halcyon Elementary School, Seth Johnson Elementary School, Chisholm Elementary School, Walter T. McKee Middle School, Bellgrath Middle School, Thelma Smiley Morris Elementary School, Brewbaker Middle School, Floyd Elementary School, Dannelly Elementary School, Fews Secondary Acceleration Academy, William Silas Garrett Elementary School, Jefferson Davis Senior High School, Southlawn Middle School							

Status	Progress Notes	Created On	Created By
Completed	90- After the analysis of SBR on Professional Learning Communities, the decision has been made to bring in a consultant to present novice level information on PLCs two members from each failing schools as well as some central office staff. A new 30-60-90 day goal will be written to address implementation of PLCs in the failing schools.	November 10, 2016	Shanetha Patterson
In Progress	Research is ongoing, proven resources are being utilized, training will be scheduled.	October 31, 2016	Shanetha Patterson
Completed	*30-Various PLC resources have been identified and are now in the process of being evaluated.	October 04, 2016	Debbie Cook

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Activity - 30-60-90- 11/28/16-03/03/17 Site-based support *30- Collaborate with Central Support Teams and other departments to coordinate professional development services to address identified needs. Continue observing and collaborative discourse. *60- Through discussions with the principals as well as observation data, determine additional support needed, and provide assistance. *90- Continue formative assessments and facilitate collaborative discourse. Schools: Goodwyn Middle School, E. T. Davis Elementary School, Capitol Heights Middle School, Martin Luther King Elementary School, Georgia Washington Middle School, Halcyon Elementary School, Seth Johnson Elementary School, Chisholm Elementary School, Walter T. McKee Middle School, Bellgrath Middle School, Thelma Smiley Morris Elementary School, Brewbaker Middle School, Floyd Elementary School, Dannelly Elementary School, Fews Secondary Acceleration Academy, William Silas Garrett Elementary School, Jefferson Davis Senior High School, Southlawn Middle School	Professional Learning	11/28/2016	03/03/2017	\$0	No Funding Required	Debbie Cook, Shanetha Patterson, Karen Atkins, Lakisha Stokes, Yvette Dillard

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Activity - 30-60-90 (8/10-11/10/2016) Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>*30- Consultant will train two participants from each failing school as well as some central office staff on PLCs and their implementation. Facilitate the establishment of needs based PLCs at each of the targeted schools.</p> <p>*60- Continue facilitation and gradual release of facilitator responsibility to site based individuals. *90- Observe PLCs offering support as needed.</p> <p>Schools: Goodwyn Middle School, E. T. Davis Elementary School, Capitol Heights Middle School, Martin Luther King Elementary School, Georgia Washington Middle School, Halcyon Elementary School, Seth Johnson Elementary School, Chisholm Elementary School, Walter T. McKee Middle School, Belingrath Middle School, Thelma Smiley Morris Elementary School, Brewbaker Middle School, Floyd Elementary School, Dannelly Elementary School, Fewes Secondary Acceleration Academy, William Silas Garrett Elementary School, Jefferson Davis Senior High School, Southlawn Middle School</p>	Professional Learning	11/03/2016	03/03/2017	\$15000	Title II Part A	Debbie Cook, Yvette Dillard, Lakisha Stokes and school personnel.

Measurable Objective 4:

collaborate to implement site-based central support team tiered activities in support of MPS' Theory of Action by 05/31/2017 as measured by the Alabama Instructional Leadership Standards, MPS HQI Framework, MPS Teacher Effectiveness and eloct observations and data collection.

Strategy 1:

- Central Support Team Activities - *30 School principal, assistance principals, other school leadership team members and central office team members will participate in a two-day session to develop ACIP goals, objectives, strategies, and activities
- *60 School principal will participate in one-on-one review sessions to refine ACIP objectives, strategies, and activities. School leadership team members and the central office POCs will participate in a full-day effective school session by the SDE.
- *60 School leadership teams will reflect on ACIP strategies and if necessary revise strategies to reflect new learning from the effective school session
- *90 School leadership teams will participate in an initial collaborative session to develop a customized plan of support to meet school ACIP objectives.
- Category: Develop/Implement Research Based Best Practices for Continuous Improvement
- Research Cited: International Center for Leadership in Education

Activity - 30-60-90 (8/10-11/10/2016) Developing An Strategic ACIP and Plan of Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>*30 School principal, assistance principals, other school leadership team members and central office team members will participate in a two-day session to develop ACIP goals, objectives, strategies, and activities *60 School principal will participate in one-on-one review sessions to refine ACIP objectives, strategies, and activities. School leadership team members and the central office POCs will participate in a full-day effective school session by the SDE. *60 School leadership teams will reflect on ACIP strategies and if necessary revise strategies to reflect new learning from the effective school session *90 School leadership teams will participate in an initial collaborative session to develop a customized plan of support to meet school ACIP objectives.</p>		Behavioral Support Program, Professional Learning, Academic Support Program	08/10/2016	11/10/2016	\$380000	Title I School Improvement (ISI)	Christopher Blair Global White
Schools: All Schools							

Status	Progress Notes	Created On	Created By
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Completed	*30 Tier III supported school principals and school leaders participated in a two session to accomplish the following outcomes and agenda topics: Day I Outcome: Develop a common language and understanding of the Eight (8) Turnaround Principles for effective schools, High-Quality Instruction (HQI), and Plan for Continuous Improvement and Support. 8:00-8:10 Morning Refreshments compliments of Sadlier 8:10-8:20 Introduction of Purpose, Facilitators, & Team Members 8:20-9:00 Overview of the Eight Turnaround Principles (Handout A) Activity with 8 Turnaround Principles (Handout B) 9:00-9:15 Resource presentation by Jane Sharp with Sadlier 9:15-9:30 Break 9:30-11:30 High-Quality Instructional Framework (Handout C) 11:30-1:00 Lunch (OVO) 1:00-2:30 Whole Group/Small Group Breakout Comprehensive Plan for an Effective School (Handout D) Compare the Summative 8 Turnaround Principle Rubric (Handout E) Share Out Plan for an Effective School (Break at will. Afternoon refreshments compliments of Sadlier) 2:30-4:00 Whole Group/Small Group Breakout Data Analysis & Gap Identification Identify achievement gaps using the Data Analysis and Data Review Forms (Handout F) Align the gaps within four strategic plan goals using the guiding document centered around 8 Turnaround Principles (Handout G) Day II Outcome: Each team will develop an ACIP that includes Strategic Goals and SMART objectives, strategies, and activities that are aligned to the four strategic plan goals and based on identified gaps and develop a plan for support. 8:00-8:10 Morning Refreshments compliments of Hill Hill Carter 8:10-12:00 Whole Group/Small Group Breakout ACIP Development Build an ACIP using district's ACIP templates (Handout F & G) 12:00-12:15 Resource Presentation by Ashley Smith with Teacher Created Materials 12:15-1:00 Lunch compliments of Teacher Created Materials 1:00-3:00 ACIP and Support Plan Development Build an ACIP using district's ACIP templates (Handout F & G) Align the 8 Turnaround Principles with ACIP activities. Label activities with "TP" plus the principle number. (TP#3) Timeline for completion of ACIP Goals, Objectives, Strategies, and Activities: August 19, 2016 <th>October 04, 2016</th> <th>Dr. Christopher Blair</th>	October 04, 2016	Dr. Christopher Blair
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<p>Timeline for completion of ACIP Goals, Objectives, Strategies, and Activities: August 19, 2016 Identify the support needed to accomplish your ACIP goals. (Handout H) (Break at will. Afternoon refreshments compliments of Hill Hill Carter) 3:00-4:00 Share out Areas of Focus and Support Needed Next Steps: Leading, Supporting, Monitoring Improvement Checklist Closing Remarks</p>	
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Measurable Objective 5:
 collaborate to implement professional learning on the High-Quality Instructional Frameworks (HQI) Elements to fidelity by 07/31/2017 as measured by agendas, sign in sheets, and teacher reflections.

Strategy 1:
 Professional Development - Develop and implement professional learning activities to support HQI elements 1 & 2.
 Category: Develop/Implement Professional Learning and Support

Activity - 30-60-90 (8/10/16/10/2016) Effective Standards-Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
*30-Identify resources, best practices, and blueprints to successfully support educator behaviors described in element 1 *60-Collaborate with other departments to determine the most effective delivery of professional learning *90-Plan specific professional learning activities, Create a calendar of professional learning activities Schools: All Schools	Professional Learning	08/10/2016	11/10/2016	\$0	No Funding Required	Debbie Cook, Karen Atkins, Yvette Dillard, Shanetha Patterson, Lakisha Stokes

Status	Progress Notes	Created On	Created By
In Progress	Interdepartmental meeting was held on November 3, 2016. Information was gathered from specialist to create a data base of PD resources to address the needs of HQI. The information is being compiled to use as a resource to provide PD as needed.	November 10, 2016	Shanetha Patterson
In Progress	Collaborative conversations have begun and interdepartmental meeting is scheduled for November 3, 2016. The goal of the meeting is to create a data base of PD resources to address the needs of HQI.	October 31, 2016	Shanetha Patterson
Completed	*30-Resource, best practices, and blueprints identified. It was determined many of those identified are applicable to several of the indicators in both elements 1 and 2.	October 04, 2016	Debbie Cook

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Activity - 30-60-90 (8/10-11/10/2016)	Student-Centered Instruction 8	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
*30-Identify resources, best practices, and blueprints to successfully support educator behaviors as identified in element 2		Professional Learning	08/10/2016	11/10/2016	\$0	No Funding Required	Debbie Cook, Karen Atkins, Yvette Dillard, Shanetha Patterson, Lakisha Stokes
*60-Collaborate with other departments to determine the most effective delivery of professional learning							
*90-Plan specific professional learning activities, Create a calendar of professional learning activities							
Schools: All Schools							

Status	Progress Notes	Created On	Created By
In Progress	Collaborative conversations have begun and interdepartmental meeting is scheduled for November 3, 2016. The goal of the meeting is to create a data base of PD resources to address the needs of HQI.	November 10, 2016	Shanetha Patterson
In Progress	Collaborative conversations have begun and interdepartmental meeting is scheduled for November 3, 2016. The goal of the meeting is to create a data base of PD resources to address the needs of HQI.	October 31, 2016	Shanetha Patterson
Completed	*30-Resource, best practices, and blueprints identified. It was determined many of those identified are applicable to several of the indicators in both elements 1 and 2.	October 04, 2016	Debbie Cook

Goal 4: (2013-2018 Strategic Plan Goal IV) Every school engages parents and community partners in support of student success.

Measurable Objective 1:

demonstrate a behavior to annually (year four 2016-17 and five 2017-18), first and second semester, provide professional development to principals and district staff on communication and school marketing by 07/31/2018 as measured by agendas, training documents, sign-in sheets.

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Status	Progress Notes	Created On	Created By
Met		October 06, 2016	Tom Salter
Met	There is evidence to support two trainings were held during the 2015-16 school year on communication and school marketing. The dates were October 12th and February 17th.	August 03, 2016	Ms. Jacqueline D Campbell
Not Met	One training was held and video recorded in 2015.	September 18, 2015	Dr. Christopher Blair

(shared) Strategy 1:

SA: Engagement with Parents and Public - Develop and provide training regarding protocols and best practices for dynamic district and school engagement with parents and public.

Category:

Research Cited: Aligned with Advanced Corrective Action 2.5, 30-60-90 Day, 34 and Plan 2020 Learners

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Activity: 30-60-90 (8/10-11/10/2016) Back to School/Be There Marketing Fall 2016	Community Engagement, Parent Involvement	08/10/2016	11/10/2016	\$4000	General Fund	Communication Staff Tom Salter
*30 Purchased a variety of advertisement to promote the opening of school and to promote parent involvement						
Schools: All Schools						

Status	Progress Notes	Created On	Created By
Completed	TBD	October 04, 2016	Dr. Christopher Blair

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Activity: 30 days (9/28 - 10/28, 2016) Promote attendance and parent involvement	Community Engagement, Parent Involvement	09/28/2016	10/28/2016	\$0	No Funding Required	Tom Salter
Dr. Margaret Jones will appear on WSFA's noon newscast to promote parent involvement and attendance.						
Schools: All Schools						

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Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Activity - 30 days (10/4 - 10/24/2016) Community Caravan MPS Staff will visit four community centers on 10/24 to provide parents with information on specific MPS programs to help improve parent involvement, attendance, and involvement in social services. Schools: All Schools	Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program	10/04/2016	10/24/2016	\$0	No Funding Required	Tom Satter, Margaret Jones

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Strategy 2:

District/Staff Training - Provide training regarding protocols and best practices for dynamic district and school engagement with parents and public.
Category:

Research Cited: Plan 2020

Status	Progress/Notes	Created On	Created By
N/A	There is evidence to support this strategy was met.	August 09, 2016	Ms. Jacqueline D Campbell

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Activity - 30-60-90 District Training (August 10 - Nov 22) 60 days - Biannual training on marketing and PR for principals and staff Schools: All Schools	Community Engagement	08/10/2016	11/22/2016	\$0	No Funding Required	Tom Satter

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Activity - 30-60-90 (8/10 - 11/10/2016) Principal Training *30 Provide training on community engagement to principals and district leaders during leadership council. Schools: All Schools	Community Engagement	08/10/2016	11/10/2016	\$0	No Funding Required	Tom Satter

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Status	Progress Notes	Created On	Created By
Completed	Provided training to all principals and leadership staff on parent involvement and communication at Leadership Council September 21, 2016	October 04, 2016	Dr. Christopher Blair

Measurable Objective 2:

demonstrate a behavior to continue to implement Be There campaign by purchasing advertising and marketing material to help parents become more involved in their child's education by 12/31/2018 as measured by displayed billboards, posters, and PSAs..

Status	Progress Notes	Created On	Created By
Met	PSAs were created and aired by WSFA (TV) and additional radio spots have been run on several stations at no charge.	October 06, 2016	Tom Salter
Met	As of August 31st, there is evidence of implementation of the Be There Campaign with Radio commercials currently running on four stations. Four electronic billboards are currently running, and a Back to School Guide and Annual report was placed in the Montgomery Advertiser (July 31, 2016. Additionally, there is evidence to support each school received a distribution of posters and marketing material to be displayed in the schools.	August 03, 2016	Ms. Jacqueline D Campbell
Met	All activities related to the objective were accomplished with the exception of creating PSAs.	September 23, 2015	Dr. Christopher Blair

(shared) Strategy 1:

SA: Engagement with Parents and Public - Develop and provide training regarding protocols and best practices for dynamic district and school engagement with parents and public.

Category:

Research Cited: Aligned with Advanced Corrective Action 2.5, 30-60-90 Day, 34 and Plan 2020 Learners

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Activity: 30-60-90 (8/10-11/10/2016) Back to School/Be There Marketing Fall 2016	Community Engagement, Parent Involvement	08/10/2016	11/10/2016	\$4000	General Fund	Communications Staff Tom Salter

*30 Purchased a variety of advertisement to promote the opening of school and to promote parent involvement

Schools: All Schools

Status	Progress Notes	Created On	Created By
Completed	TBD	October 04, 2016	Dr. Christopher Blair

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Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - 30 days (9/28 - 10/28, 2016) Promote attendance and parent involvement Dr. Margaret Jones will appear on WSFA's noon newscast to promote parent involvement and attendance. Schools: All Schools	Community Engagement, Parent Involvement	09/28/2016	10/28/2016	\$0	No Funding Required	Tom Salter

Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity - 30 days (10/4 - 10/24/2016) Community Caravan MPS Staff will visit four community centers on 10/24 to provide parents with information on specific MPS programs to help improve parent involvement, attendance, and involvement in social services. Schools: All Schools	Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program	10/04/2016	10/24/2016	\$0	No Funding Required	Tom Salter, Margaret Jones

Measurable Objective 3:
demonstrate a behavior to begin a video series on communication, marketing, PR, and parent engagement for principals and teachers by 08/31/2016 as measured by research for existing program and development of in-house materials.

Status	Progress Notes	Created On	Created By
Met	Additional training and an online video series has been identified and information is being sent to the principals on this on 10/7/16.	October 06, 2016	Tom Salter
Met	Training was conducted in 2014-15 school and video recorded for future training.	September 18, 2015	Dr. Christopher Blair

(shared) Strategy 1:

SA: Engagement with Parents and Public - Develop and provide training regarding protocols and best practices for dynamic district and school engagement with parents and public.

Category:

Research Cited: Aligned with AdvancedED Corrective Action 2.5, 30-60-90 Day 34 and Plan 2020 Learners
Montgomery County Board of Education
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Montgomery Public Schools 5 Year Strategic Plan 2013-2018: Year 2016-2017
 Montgomery County Board of Education

Activity - 30-60-90 (8/10/16-10/20/16) Back to School/Be There Marketing Fall 2016	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*30 Purchased a variety of advertisement to promote the opening of school and to promote parent involvement	Community Engagement, Parent Involvement	08/10/2016	11/10/2016	\$4000	General Fund	Communication Staff Tom Salter
Schools: All Schools						

Status	Progress Notes	Created On	Created By
Completed	TBD	October 04, 2016	Dr. Christopher Blair

Activity - 30 days (9/28-10/28 2016) Promote attendance and parent involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dr. Margaret Jones will appear on WSFA's noon newscast to promote parent involvement and attendance.	Community Engagement, Parent Involvement	09/28/2016	10/28/2016	\$0	No Funding Required	Tom Salter
Schools: All Schools						

Activity - 30 days (10/4-10/24/2016) Community Caravan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MPS Staff will visit four community centers on 10/24 to provide parents with information on specific MPS programs to help improve parent involvement, attendance, and involvement in social services.	Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program	10/04/2016	10/24/2016	\$0	No Funding Required	Tom Salter, Margaret Jones
Schools: All Schools						

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Montgomery Public Schools 5 Year Strategic Plan 2013-2018: Year 2016-2017
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Measurable Objective 4:

demonstrate a behavior demonstrate a behavior to evaluate the MPS Communication and Marketing Plan annually and provide a report to the superintendent each July by 07/31/2016 as measured by report to school board..

Status	Progress Notes	Created On	Created By
Not Met	The decision was made that a report to the board was not needed at the time. We expect to provide additional information to the board in the future.	October 06, 2016	Tom Salter
Not Met	As of July 31, 2016, this goal was not met for the 2015-2016 school year. Superintendent was briefed on activities. However, a report to the school board has not occurred as of August 3, 2016.	August 03, 2016	Ms. Jacqueline D Campbell
Met	Completed in 2014-15 school year.	September 18, 2015	Dr. Christopher Blair

(shared) Strategy 1:

SA: Engagement with Parents and Public - Develop and provide training regarding protocols and best practices for dynamic district and school engagement with parents and public.

Category:

Research Cited: Aligned with Advanced Corrective Action 2.5, 30-60-90 Day: 34 and Plan 2020 Learners

Activity - 30-60-90 (8/10-11/10/2016) Back to School/Be There Marketing Fall 2016	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
**30 Purchased a variety of advertisement to promote the opening of school and to promote parent involvement	Community Engagement, Parent Involvement	08/10/2016	11/10/2016	\$4000	General Fund	Communications Staff Tom Salter
Schools: All Schools						

Status	Progress Notes	Created On	Created By
Completed	TBD	October 04, 2016	Dr. Christopher Blair

Activity - 30 days (9/28 - 10/28, 2016) Promote attendance and parent involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dr. Margaret Jones will appear on WSFA's noon newscast to promote parent involvement and attendance.	Community Engagement, Parent Involvement	09/28/2016	10/28/2016	\$0	No Funding Required	Tom Salter
Schools: All Schools						

Montgomery Public Schools 5 Year Strategic Plan 2013-2018: Year 2016-2017
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Activity - 30 days (10/4 - 10/24/2016)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MPS Staff will visit four community centers on 10/24 to provide parents with information on specific MPS programs to help improve parent involvement, attendance, and involvement in social services. Schools: All Schools	Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program	10/04/2016	10/24/2016	\$0	No Funding Required	Tom Salter, Margaret Jones

Measurable Objective 5:

demonstrate a behavior to redesign the MPS website, individual school websites, create applications for parents, and implement a new parent notification system. by 02/28/2017 as measured by Creation of the new websites, apps and the parent notification system. .

Status	Progress Notes	Created On	Created By
N/A	In process. Both the websites and parent notification systems are being updated. We expect work to be completed on the notification system by the end of November 2016 and the websites by the end of January 2017.	October 06, 2016	Tom Salter

Strategy 1:

60 days - Implement new Blackboard Parent Notification System - The Blackboard system will replace the existing School Messenger School notification system. The new tool will be more cost effective and offer some additional resources to ensuring parents are notified of important school events and information related to their child's academic progress.

Category: Implement Community Based Support and Intervention System

Activity - 60 days - Implement new Blackboard Parent Notification System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with MPS staff and Blackboard to implement new parent notification system. Schools: All Schools	Community Engagement, Parent Involvement	09/26/2016	11/21/2016	\$33000	General Fund	Tom Salter

Montgomery Public Schools 5 Year Strategic Plan 2013-2018: Year 2016-2017
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Strategy 2:

90 days (8/1/16 - 12-31-16) Redesign MPS and local school websites and create parent applications - Working with MPS staff and School Messenger we will provide a new website for the district, individual schools, teachers and create applications to help parents better monitor the activities of MPS and improve parental involvement and community communication.

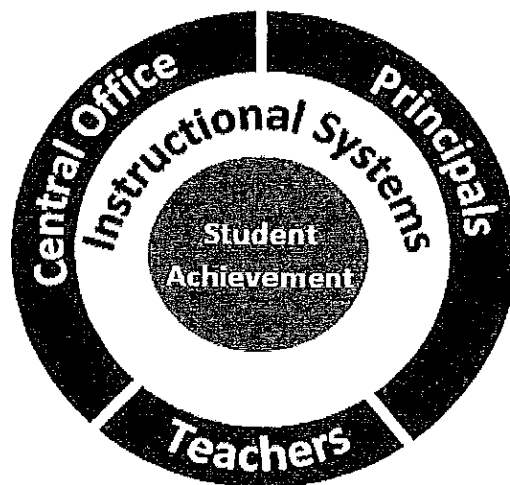
Category: Implement Community Based Support and Intervention System

Activity - 90 days (8/1/16 - 12-31-16)	Activity Type	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Redesign MPS and local school websites and create parent applications	Community Engagement, Parent Involvement	08/01/2016	12/31/2016	\$50000	General Fund	Tom Salter
Implement new websites and apps.						
Schools: All Schools						

000200

MPS' System Success = Student Success

MPS' Large Scale Instructional Improvement Strategy is a FOCUS on the instructional core, a COLLABORATIVE culture that values reflection and adult learning, and a COHERENT theory of action and a system-wide implementation strategy.



If we organize, plan and professionally develop a central office team to collaboratively support adult and student learning, leadership development, instructional delivery, assessment and accountability and effectively communicate the plan, then school principals and instructional staff will create environments that deliver effective professional development and high-quality instruction, assess and monitor individual and collective student progress and yield high student achievement.



Central Support Team Overview

Central Support Team (CST) Member: Chief Academic Officer, Executive Directors, Curriculum and Instruction Content Specialists, Career Tech. Specialists, Federal Programs Specialists, Professional Development Specialists, Student Support Services Specialists, Student Social Services Specialists, Special Education Specialists, and Student Assessment Specialists.

SCOPE OF WORK AND TIMELINE FOR TIER III SUPPORT

Goal: Provide targeted leadership, instructional and operational support.

Format: Using protocols and processes for CST and school leadership team engagement in collaborative data analysis, discussion of areas success and areas in need of improvement, and formulation of systemic improvement strategies.

Initial Support Meeting: October 2016

Objective: Establish CST and school leadership team partnership and plan of support.

1. CST brief school of organizational goals and improvement strategies and its partnership role in:

- Assisting school leadership team in implementing district designated, non-negotiable improvement strategies;
- Increasing school's organizational and instructional leadership and its academic and behavioral achievement;
- Providing leadership, instructional and programmatic support;
- Conducting instructional rounds around identified problem of practice; and
- Assisting leadership team when additional support is required and/or requested.

2. School leadership brief CST of school's organizational structure, instructional leadership team, areas of success and areas in need of improvement.

- Review of school's, vision, mission, goals and ASSIST Continuous Improvement Plan (ACIP).
- Analyze formative and summative achievement and behavioral data.
- Engage in improvement discussion.
- Develop goals, strategies and action steps for ACIP.
- Develop plan of support required from CST.
- Develop next steps for follow-up.

Monthly Support Meetings: November 2016-May 2017

Objective: Report of actions taken and improvements observed and/or not observed.

1. Update on support and progress toward instructional and operational improvements.
2. Analyze achievement and performance data.
3. Revise/update ACIP.



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Central Support Team Overview

4. Develop next steps of continued support.

Summary Support Meeting: June 2016

Objectives: Final report of actions taken and improvements observed and/or not observed.

- Review of student academic and behavioral achievement data.
- Analyze data and discuss what strategies worked and/or did not work.
- Revise school improvement plan action steps to be taken June-August 2017.
- Develop next steps for October 2017 support meeting.

SCOPE OF WORK AND TIMELINE FOR TIER II SUPPORT

Goal: Establish a collaborative leadership, instructional and operational continuous improvement team

Format: CST and school leadership team collaboratively analyze data, discuss areas of success and areas in need of improvement, and formulate continuous improvement plan.

Initial Support Meeting: October 2016

Objective: Establish CST and school leadership team partnership and plan of collaboration.

1. CST brief school of organizational goals and improvement strategies and its partnership role in:

- Collaborating with school leadership team in implementing district-designated, non-negotiable improvement strategies;
- Improving and sustaining school's organizational and instructional leadership and its academic and behavioral achievement;
- providing leadership, instructional and programmatic support;
- conducting walk-throughs and classroom and school operation observations; and
- assisting leadership team when additional support is required and/or requested.

2. School leadership brief CST of school's organizational structure, instructional leadership team, areas of success and areas in need of improvement.

- Review of school's, vision, mission, goals and ASSIST Continuous Improvement Plan (ACIP).
- Analyze formative and summative achievement and behavioral data.
- Engage in improvement discussion.
- Revise goals, strategies, and action steps for ACIP.
- Develop plan of support required from CST.
- Develop next steps for follow-up.

Bi-Monthly Support Meetings: November 2016-May 2017

Objective: Report of actions taken and improvements observed and/or not observed.

1. Update on support and progress toward instructional and operational improvements.
2. Analyze achievement and performance data.



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Central Support Team Overview

3. Revise/update ACIP.
4. Develop next steps of continued support.

Summary Support Meeting: June 2017

Objectives: Final report of improvements observed and/or not observed.

- Review of student academic and behavioral achievement data.
- Analyze data and discuss what strategies worked and/or did not work.
- Revise school improvement plan action steps to be taken June-September 2017.
- Develop next steps for August 2015 collaboration meeting.

SCOPE OF WORK AND TIMELINE FOR TIER I SUPPORT

Goal: Establish supportive and innovative partnership with school's instructional leadership team.

Format: CST and school leadership team review analyze data, discuss areas of success and areas of continued improvement and innovation, and formulate supportive partnership plan.

Initial Support Meeting: November 2016

Objective: Establish CST and school leadership partnership and plan of support with a focus on creation of innovative programs.

1. CST brief school of organizational goals and improvement strategies and its partnership role in:
 - Supporting instructional leadership team's continued success and ensuring implementation of district-designated, non-negotiable improvement strategies;
 - Sustaining school's organizational and instructional leadership capacity and its academic and behavioral achievements;
 - Supporting leadership, instructional and programmatic innovations;
 - Conducting walk-throughs and classroom and school operation observations; and
 - Assisting leadership team when additional support is required and/or requested.
2. School leadership brief CST of school's organizational structure, instructional leadership team, areas of success and areas of continuous improvement.
 - Review of school's, vision, mission, goals and ASSIST Continuous Improvement Plan (ACIP).
 - Review formative and summative achievement and behavioral data analysis.
 - Engage in improvement and innovation discussion.
 - Revise/create innovative goals, strategies, and action steps for ACIP.
 - Develop plan of support required from CST.
 - Develop next steps for follow-up.

Quarterly Support Meetings: December 2016-May 2017

Objective: Report of actions taken and improvements observed and/or not observed.

1. Update on support and progress toward instructional and operational innovations.
2. Analyze achievement and performance data.
3. Revise/update ACIP.



Central Support Team Overview

4. Develop next steps of continued support.

Summary Support Meeting: June 2017

Objectives: Final report of improvements observed and/or not observed.

- Evaluation of innovative strategies/programs.
- Review of student academic and behavioral achievement data.
- Analyze summative data and discuss what strategies worked and/or did not work.
- Revise school improvement plan action steps to be taken June-September 2017.
- Develop next steps for August 2015 collaboration meeting.

Central Support Team Overview

MPS Vertical Feeder Patterns among Traditional Schools

Feeder Pattern 1

High School	Middle School	Elementary School
Carver	*Bellingrath Middle	Davis, *Floyd, Nixon
	Dumbarton	Pintala
	*Southlawn Middle	Catoma, Carver (Traditional), King, **Morris, Southlawn Elem,
Jeff Davis	*Brewbaker Middle	Brewbaker Intermediate, Brewbaker Primary, Dannelly, Fitzpatrick, Vaughn Rd.
	*McKee Middle	Brewbaker Intermediate, Brewbaker Primary, Dannelly, Crump, Fitzpatrick, Johnson
Lanier	*Bellingrath Middle	Davis, *Floyd, Nixon
	*McKee Middle	Brewbaker Intermediate, Brewbaker Primary, Dannelly, Crump, Fitzpatrick, Johnson

Feeder Pattern 2

High School	Middle School	Elementary School
Lee	*Capitol Heights	Chisholm , Highland Avenue, Highland Gardens, Morningview ,
	**Georgia Washington	Dozier , **Garrett, ** Halcyon , Wares Ferry
	Goodwyn	Chisholm , Dalraida, Dannelly , Flowers, Morningview , Vaughn Rd.
Park Crossing	Carr (Traditional)	Blount, Dozier , Halcyon , Pintala , Vaughn Rd. , Wilson
	Dumbarton	Pintala
	**Georgia Washington	Dozier , **Garrett, ** Halcyon , Wares Ferry

= Middle school feeding into two high schools

= ~~Middle school crossing feeder pattern feeding into a high school~~

= ~~Elementary school feeding into two middle schools~~

= ~~Elementary school crossing feeder pattern feeding into a middle school~~

*Priority School

**Focus School



Central Support Team Overview

MPS Vertical Feeder Patterns among Non-Traditional Schools

High School	Middle School	Elementary School
Brewbaker Technology	Floyd Middle Magnet	Bear Exploration Center
Booker T. Washington Magnet	Baldwin Arts Magnet	Carver Elementary Magnet
Loveless Academic Magnet Program	Baldwin Academic Magnet	Forest Avenue
	Carr Magnet	MacMillan IB

= Middle school feeding into two high schools

MPS Non-Feeder Pattern Schools

School	Student Population
Aboretum	K-12 from any schools
Children's Center	K-12 , Ages 5-21 Special Education Students
The Fews Schools	Middle/High School Over-aged, Under-credited
Montgomery City Youth Facility/Davis Treatment	Juveniles detained for criminal offenses
Montgomery Preparatory Academy for Career Technologies (MPACT)	High school students
PreK at Mckee	County-wide children
Progressive Academy	6-12 Behavior Modification

Instructional & Organizational Leadership by Feeder Patterns

Office of Instructional Support Services: Provide leadership of content area and programmatic support for schools. Central Office POC for Guidance and PD.	PreK-5	6-12
Feeder Pattern 1	Jacqueline Campbell	Christopher Blair
Feeder Pattern 2	Jacqueline Campbell	Christopher Blair
Feeder Patterns among Non-Traditional Schools	Mary Norman	
Non-Feeder Pattern Schools	Christopher Blair	

Office of Leadership & Continuous Improvement: Provide leadership of school operations and improvement support for schools. Central Office POC for Principals.	PreK-12
Feeder Pattern 1 (including schools crossing feeder pattern)	Gibral White
Feeder Pattern 2	Christopher Blair
Feeder Patterns among Non-Traditional Schools	Gibral White
Non-Feeder Pattern Schools	Christopher Blair



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Central Support Team Overview

Tiered Support from Central Support Teams

Tier II Support by Feeder Pattern			
High School	Middle School	Elementary School	Other
	*Southlawn		
Jeff Davis	*Bellingrath *Brewbaker *McKee	Floyd Davis Johnson King	
	*Capitol Heights	Chisholm	
Park Crossing	**Georgia Washington	**Garrett **Halcyon	
	Goodwyn	Dannelly	FEWS Mont. Co. Youth Facility Progressive Academy
		**Morris	

School will be assigned a specialist to function as an **Interposition Partner** to provide onsite, weekly observations of school operations, instructional delivery, and academic and behavioral data and to provide onsite assistance as needed or requested by school administration. Will participate in monthly central support meetings.

Tier II Support by Feeder Pattern			
High School	Middle School	Elementary School	Other
Carver		Dalraida	
Lanier		Nixon Pintlala	
Lee		Carver ES Highland Gardens Highland Avenue	
	Dunbar-Ramer		MPACT

School will be provided a **Data Monitor** to monthly, virtually monitor the school's behavioral and academic data. Provide support as needed and requested.

Tier I Support by Feeder Pattern			
High School	Middle School	Elementary Schools	
BTW	Baldwin (Arts)		
Brewbaker Tech.	Floyd	Bear	
LAMP	Baldwin (Academic) Carr (Magnet)	MacMillan IB	
	Carr (Traditional)	Blount Dozier	Vaughn Road Wilson
		Brewbaker Intermediate Brewbaker Primary Children's Center Catoma Crump Dalraida Fitzpatrick Flowers	Forest Avenue Morningview PreK Center Southlawn Wares Ferry

School will be assigned a **Data Monitor** to monthly, virtually monitor academic and behavioral data. Provide support as needed and requested.

*Priority School **Focus School



Central Support Team Overview

Criteria for Tiered Support from Central Support Teams

Tier III: School on Failing, Priority, and/or Focus list; three-year trend summative data indicates decreased academic and behavioral performance; and/or high at-risk population, change in leadership, and/or newly formed school.

Tier II: School removed from Failing, Priority, and/or Focus list, two-year trend summative data indicates decreased academic and behavioral performance and/or change in leadership.

Tier I: School data indicates average and/or above average academic and behavioral performance with no significant decline in performance and no change in leadership.

Definitions:

Interposition Partner: Personnel assigned to provide weekly, on-site instructional and organizational monitoring of schools receiving Tier III support. Provide on-site support as needed or requested by school administration. Share monitoring reports with CST lead and share weekly reports during monthly central support team meetings

Data Monitor: Personnel assigned to provide on-site and virtual monitoring of school's formative and summative data using observation tool and data warehouse program (INow INfocus).

Central Support Team

A central support team will be assigned to each tier III supported schools. The team will meeting monthly with the assigned school to provide customized support.

Team Representation
Lead: Leadership and Continuous Improvement Executive Director
Central Office Specialist: Interposition Partner Special Education Learning Supports Federal Programs Professional Development English Language Arts Mathematics Communication



Central Support Team Overview

Interposition Partner: Personnel assigned to provide weekly, on-site instructional and organizational monitoring of schools receiving Tier III support. Provide on-site support as needed or requested by school administration. Share monitoring reports with CST lead and share weekly reports during monthly central support team meetings.

High Schools	Interposition Partner
Jeff Davis	Ferlisa Dotson
Park Crossing	Kristy Hatch
Middle Schools	
Bellingrath	Donna Nelson
Brewbaker	Gary Colman
Capitol Heights	Tiawan Holston
Goodwyn	Bridgette Johnson
Georgia Washington	Tamika Lawrence
McKee	Bennie Webb
Southlawn	Lakiska Stokes
Elementary Schools	
Chisholm	Kisha Bailey
Dannelly	Aris Shanks
Davis	Mikki Crenshaw
Floyd	Karen Atkins
Johnson	Marcus Roberts
King	Yvette Dillard
Garrett	Shanetha Patterson
Halcyon	Quebe Bradford
Morris	Lillian Sanders
Other	
FEWS	Shaniece Williams
Montgomery Youth	Angela James
Progressive	Tim Baker

Data Monitors
Tracy Williams
Kristen Dial
William Dean
Alesia Ruffin
Kenisha Brown
Mary Norman
Mayte Cotton
Lizzette Farsinejad
Steve Blair
Yulander Thornton

Planning Steps for Central Support Team

1. Review Scope of Work and Timeline for Tiered Support.
2. Develop an understanding and consensus on what the CST does to support the schools.
3. Discuss how the CST meetings will be conducted.
4. Tentatively develop a schedule for each school's initial and monthly/bi-monthly support meetings.
5. Assign CST member roles for each team:
 - a. **Facilitator:** Serve as monthly central support team meeting facilitator to ensure that meeting objectives are accomplished and next steps are taken.
 - b. **Recorder:** Take notes during monthly support meetings and ensure that requests for support, goals, strategies, action steps, accomplishments and areas for improvement are documented and inputted into ACIP as needed.
 - c. **Point of Contact:** Serve as communication liaison for school administration. Communicate reminders regarding monthly meeting date and time. Pre-plan with CST lead and school administration to create agenda and ensure preparation for monthly support meeting.

Central Support Team Overview

Conduct follow-up with administration regarding meeting outcomes and next steps.

- d. **ACIP Designee:** Ensure that the ACIP is developed, updated monthly, and revised as needed. The Interposition Partner for each school receiving Tier III support will function as the CST ACIP Designee for the school.
 - e. **Data Monitor:** On-site and virtual monitoring of school's formative and summative data using data collection form and data warehouse program (INow INfocus).
- 6. Familiarize team members with data collection form and timeline for submission.
 - 7. Focus on district High-Quality Instruction via the designated, non-negotiable improvement strategies: CCRS implementation, Strategic Teaching, Positive Behavior Interventions & Supports (PBIS), Response to Instruction (Rti), co-teaching, remediation/enrichment periods at middle schools, and school operations, etc.



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Central Support Team Overview

Central Office Team PLANNING WORKSHEET

School: _____

Support Tier: _____

Central Support Team Meeting Dates

October (Initial Meeting)			November
December	January	February	March
April	May	June	July

Required Support Meetings - Tier III: Monthly with CST Team

Central Support Team for Tier III Support

CST Member	CO Personnel	CST Role (facilitator, recorder, point of contact, ACIP designee)
Executive Director for L & CI		CST Lead
Interposition Partner		
Special Education		
Learning Supports		
Federal Programs		
Professional Development		
English Language Arts		
Mathematics		
Communication		

Central Support Team Overview

Planning Steps for School Principal

1. Review Scope of Work and Timeline for Tiered Support.
2. Develop an understanding of what the CST does to support the school.
3. Before the initial team meeting, the school principal will receive a telephone call from the **CST Lead** to discuss the CST plan for support, identify the school's **Interposition Partner, Point of Contact, ACIP Designee, and/or Data Monitor** and to discuss how the initial CST support meeting will be conducted.
4. Principal and CST Lead will schedule the initial and monthly, bi-monthly, and/or quarterly support meetings.
5. The school principal will brief the school leadership team on the CST support plan and review the Scope of Work and Timeline for Tiered Support with the leadership team. The CST Point of Contact will establish communication with the Tier III support school principal and CST Lead to pre-plan each meeting agenda and ensure preparation for each monthly support meeting. As well, the CST Point of Contact will conduct follow-up with the school principal and/or his/her designee regarding meeting outcomes and next steps. The executive director for leadership and continuous improvement will establish communication with Tier II and I supported school principals to pre-plan each meeting agenda and ensure preparation for monthly support meetings thereafter.
6. The Tier III supported school principal and school leadership team will collaborate with the ACIP Designee to ensure that the school's ACIP is developed, updated monthly and revised as needed. The Interposition Partner for schools receiving Tier III support will function as the CST ACIP Designee for that school.