

WD Robbins Elementary School

School Action Plan for Excellence

2009 - 2010

Inclusion

1. Special education teachers and paraprofessionals schedules are based on the level of support needed for each level and adapted to the needs of students.
2. Special education teacher collaborates with general education teachers to provide teaching strategies, behavioral strategies and / or adaptations and modifications.
3. Strategies to improve student performance are identified through ongoing analysis of data and are used to accommodate / modify instruction and the implementation of the IEP document.
4. Special education teachers to teach an elective for second delivery of instruction in math and / or reading entries using to read and my sidewalks.
5. A teacher's aide, will rotate in different degrees to assist in crisis management, and / or implementation of IEP.

Interdisciplinary

1. "Addressing disproportionality in Alabama Schools" awareness for all teachers in 2009; "disproportionality" Positive Behavior Supports and gives meaning to the training strategies for new teachers to the district.
2. Administrators BBSST participate in annual training, new team members participate in training BBSST and faculty participating in the annual update of BBSST / vista.
3. Provide daily intervention strategies for students who have identified needs in the content area. Purchase of materials and supplies for intervention.
4. Apply weekly data from the weekly meetings and grade level meetings to plan, execute, analyze lessons in the classroom, assessing student work and disaggregate data by EQT, SAT 10 and ARMT ADAWA.
5. Provide extended day tutorial programs and summer enrichment to ensure student achievement in reading and math concepts evaluated by elongated track days, progress reports, attendance data and forms of collaboration.
6. Purchase of equipment to improve the integration of technology into the curriculum (K - 5) to improve student performance. Train teachers in using computers. Compass Purchasing upgrade to provide a weekly intervention in the laboratory.
7. Providing health services to date (including community resources) and communication between parents / school with the use of a health aide.

Reading

1. Implement Accelerated Reader / Reading Renaissance, with emphasis on the results of $\geq 85\%$ and in monitoring levels of the books in order to challenge the growth of students.
2. Apply reading MCPSS Curriculum, PreK-5 with a focus on content standards (AL COS, SAT10, ARMT, DIBELS, CRT) by reading the recently approved text, Reading Street. Use SuccessNet to improve the overall program.
3. Provide a designated time for daily practice independent reading.
4. Use reading coach to provide and / or facilitate the integrated work of professional development, modeling and intervention for struggling readers. Employ a reading intervention teacher working with struggling readers (3-5).
5. Buy 5 paraprofessional media to help with the library program.

Mathematics

1. Use rigorous assessments that are aligned to the Alcos and state assessments (ARMT/SAT10). Use open questions frequently to allow students to develop mathematics related to communication and allow teachers to understand students' thinking. (ARMT)
2. AMSTI Participate in and / or other research-based professional development where teachers will receive instruction on the practical implementation of standards-based lessons based on the Curriculum Framework and Mobile Alcos.
3. Provide classroom intervention for students not proficient in the use of the following processes: modeling concepts for the use of manipulatives, who teach in small groups, teach again, and provide computer-assisted instruction.
4. Teachers are professionals meet in learning teams to enhance knowledge of mathematics content and teaching strategies from samples of student work to guide implementation of the goals and objectives. (O-Gap, AMSTI, objectives Feeder Pattern)

Writing

1. Develop and implement weekly writing, grammar, mechanics, spelling and writing lesson plans by hand, incorporating what I / we / you do and conferences at all grade levels.
2. To form a review committee of the writing system / themes developed by the samples so required in grades K-5. The artifacts will be included in magazines grade level.
3. Incorporating elements of a rigorous test on grammar, spelling and mechanics of the tests that require students to apply knowledge tested (with training and monitoring).

Science

1. Keep the quarterly pacing guides for all grade levels the uptake of research-based activities and implementation of strategies hands-on/minds-on.

2. Implementing the science teaching in the curriculum to daily by the increasing use of non-fiction books. Classroom libraries including books of nonfiction trade support and use of science concepts and scientific language writing.
3. Participate in a training program AMSTI and buy the necessary materials, computers, software and printers as needed for the AMSTI program.

Highly qualified faculty and staff

1. Annual Security official headquarters of Human Resources for all teachers and paraprofessionals. Ensure allocations are made under the state headquarters and certification.
2. Communicate district-level initiatives to become a venue: MCPSS Tuition Reimbursement (teachers and paraprofessionals) HOUSSE; Praxis II; WorkKeys
3. Secure updating of information of each semester, teachers and paraprofessionals not headquarters outlining progress towards the goals of the field.
4. Educating Alabama orientation for professional staff members in the comprehensive evaluation and administrator training and monitoring, as required by the state.

Strategies to attract quality teachers

1. Establish mentor teachers for new teachers to school and / or new to the district.
2. Establish procedures for interviewing, selection and recommendation of the most highly qualified candidates in the district and local level.
3. Recently, a rookie, and new teachers in the district to participate in programs appropriate for New Teacher Induction (Orientation for new teachers, Alabama Teacher Mentor Program, and other activities of induction of new teachers).

Parental Involvement

1. Assist families with parenting skills and setting home conditions to support children as students. Also help schools better understand families. Hiring an organizer of the parents. (Quarterly workshops, parent nights, Parent Resource Center)
2. Conduct effective communications from school to home and from home to school on school programs and student progress, including the covenants and the annual Title I meeting. (Compact, association conferences, newsletters, website, folders, school wide)
3. Organize volunteers and the public to support the school and students. Provide volunteer opportunities in various locations and at different times. (Volunteer Programs, PTO, Partners for Education, Foster Grandparents, Do-Dads, Story Corner)
4. Involve families with their children on schoolwork and other activities and curriculum decisions. (Family Night, Grade Bulletins)
5. Develop parent leaders and representatives. Include families as participants in school decisions, as 1% and polls aside funds for the Plan of LEA Parent Involvement. (BMS Parent Advisory Committee of the Board, PTO, Participants of the survey)

6. Coordinate resources and community services for families, students and school, and providing community services. (Partners-In-Education, Community stakeholders, Newsletters / Community Information)

Transition Activities

1. Provide a wide Pre-K program, including parent conferences and briefings.
2. Provide half session of school counseling for students in fifth grade.
3. Provide an orientation session for the spring of grade level transition through participation in cross-grade visits.

Interdisciplinary District Initiatives

1. The reading materials: Provide reading materials to support instruction.
2. Preschool: Providing instructional materials and support to build a foundation for learning the skills for teachers and paraprofessionals to implement Learning Waterford Early Reading, Math and Science Program.
3. Accelerated Reader: reading program provide technology to support the practice of reading a current reading level of each student and assess students' reading with tests based on the selection of the book collection of individual students.
4. Transition: Providing additional resources for students of the transition from school to school, grade to grade or the programs / classes