



ACIP

Flat Rock School

Jackson County Board of Education

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Historical Introduction

Flat Rock School was first established as a mission school by the United Methodist Church Conference.

In 1905 a primary school, which was housed in a wooden frame building consisting of one large room and one small room was built. Shortly after, a three-room building was established for the high school, and the two-room building was used for the primary graders. These served the community and surrounding areas until 1916 when the stone building, a library, a vocational building and two dormitories were erected. At this time the three-room frame building was used as a third dormitory.

The Flat Rock High School was the only high school in this area at this time. Students came from several surrounding states as well as Central America and Cuba.

The church school became inactive in 1929 at which time the property was purchased by the state and became a public school for grades one through nine.

From 1929 until 1955, elementary classes were taught in the vocational building, and grades seven through nine were taught in the stone building. The building housing the library had been torn down.

In 1955 a new brick building, which contained five classrooms, was erected for the elementary grades. The vocational building was sold. Between 1955 and 1998, six additional classrooms and a library were built. A well-equipped lunchroom has been established.

In 1977, Flat Rock Jr. High School, along with the other junior high schools in Jackson County, went from a junior high school to an elementary school, which included grades one through eight. Since then, kindergarten and library classes have been a part of the school program.

Today, the Flat Rock Elementary School is staffed with ten professionals whose objective is to offer the same type of quality education that has been offered to students who have been entering this institution of learning for over one hundred years.

In the last few years, several of our educational staff members have changed. With those changes, our school has seen an increase in parental support and involvement. The local community has responded very well to the new staff members and our school climate is continuously improving.

Demographics

Flat Rock School is a small, rural school serving 123 students in kindergarten through eighth grade. Additionally, we have a special education SY 2017-2018

teacher who serves identified special education students. We provide 504 services, counseling services, and have a district prepared ELL program should it be needed. An itinerant gifted teacher provides additional instructional experiences for any student identified as "gifted". Home bound instruction, speech therapy, occupational therapy, and physical therapy are also available for those who qualify.

The ethnic population includes approximately 78% Caucasian and 20% American Indian, and 2% who are listed as "other" or "more than one race". The majority of our students come from middle to low socio-economic backgrounds. Seventy percent of our students receive free or reduced breakfast and lunch. There are currently no ELL students enrolled.

School's Purpose

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

Flat Rock School Purpose

"Learning Today for a Better Tomorrow"

Flat Rock School is devoted to improving the education of teachers and students at all grade levels. Flat Rock School is also devoted to providing quality professional development that will enable teachers and administrators to continue their professional growth throughout their careers. This, in turn, will allow them to provide quality instruction which will enable our students to grow and prosper academically.

Flat Rock School Vision

Flat Rock School envisions a safe and inviting environment which promotes a mutual respect and cooperation between the school and community. The school also envisions a curriculum that equips all students with the necessary skills for lifelong learning.

Flat Rock School Mission

"Learning Today for a Better Tomorrow"

The mission of Flat Rock School is to provide a safe and encouraging learning environment. We will create and maintain an exemplary level of academic achievement as determined by national and state standards. We will commit to a system of collaboration and support to ensure that our students become lifelong learners.

Flat Rock School Beliefs

- *Flat Rock school will provide a safe learning environment for our students.
- *Academic success is a primary concern for our school.
- *Students learn in different ways and should be given a variety of instructional approaches to support their learning.
- *School, parents, and the community are all partners in the education of all students.
- *Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- *Our commitment to continuous improvement will help students become life long learners.

Notable Achievements and Areas of Improvement

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

Notable Achievements

Flat Rock School's ACT Aspire scores showed an increased number of students scoring ready in grammar, math, and writing. Flat Rock students showed an increase in grammar from 59% in 2015 to 73% in 2016, to 77% in 2017. We increased in math from 26% in 2015 to 33% in 2016, to 48% in 2017. In writing, our students increased from 10% in 2016 to 21% in 2017. Though we expected slight increases in all subject areas, we were very pleased with the higher than expected achievement in grammar, math and writing.

Due to a new program with our local water and gas company, our school has received additional technology funding. With these additional funds, we have been able to begin to replace and update technology resources for our students and teachers. Our district has worked hard to provide our school with up to date technology infrastructure to support the use of many online users. With our infrastructure in place, and funding available for additional devices, we now are able to provide our students with more opportunities to learn through the implementation of technology. We currently have three laptop carts and one desktop lab that can be used simultaneously. With this influx of technology capabilities, our teachers are better equipped to integrate technology into their classrooms.

Flat Rock School works closely with local high schools to motivate students to work diligently and set high career goals. Working as partners with these high schools, Flat Rock School has helped our district achieve a 91% graduation rate!

Areas of Improvement

Flat Rock students did not perform as well as expected on the writing portion of the ACT Aspire. Other than writing, the fifth grade reading scores were lower than expected.

Flat Rock School's annual academic objective is to increase math and reading proficiency. It is also our objective to maintain or increase scoring percentages on all state mandated assessments. Though most of our scores increased last year, we also see our academic proficiency as an area of improvement. Our scores were better last year, but we strive to continue to increase proficiency in all subject areas.

Additional Information

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

Our administrators, faculty, staff, students, and community members have collaborated to ensure the best possible learning environment for our student body. It has become a standard in our school to have a caring faculty that carries high expectations, sets high goals, and encourages a strong work ethic in our students. This is evidenced by parental support, community involvement, and high student achievement. Our school community, in collaboration with our local community, will continue to produce outstanding students who demonstrate high levels of academic excellence.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Members of the ACIP and Technology committees are representatives from all aspects of the system and include parents, students, stakeholders, teachers, principals, and administrators. Stakeholders were asked to serve on the committees based on their expertise and their interest in furthering the achievement of all students served by Flat Rock School. Through a collaborative effort, school teams were chosen that would best represent the diverse population and school demographics of our school. Stakeholders were selected and notified of their selection and asked to serve for two years. Meetings will be conducted at various times to best accommodate all stakeholders.

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

Flat Rock School's stakeholder teams consist of administrators, teachers, school counselor, parents, students, and community members. The responsibilities of each team member is for them to pull from their personal experiences and strengths to provide input into discussions related to school and student needs, strengths, and weaknesses and work together to develop ideas to improve deficiencies and encourage strengths. As a unified group, team members will work together to promote the highest level of student achievement within an environment conducive to learning.

Instructional Leadership Team
Principal- Scotty Overdear
ACIP Chairperson- Jennifer Roberts
Counselor- Stephanie Wagner
Teacher- Adam Boozer
Teacher- Jessica Owens
Community Leader- McGee Caperton
Parent- Amanda Freeman
Parent- LaShawna Shirley
Parent- Questa Bachelor
Student-Quin Harrell
Student-Andrew Palmer

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

school website and the district website.

The ACIP and Technology Plans will be discussed at monthly faculty meetings to determine effectiveness, updates, and changes. Updates will be made to the plans as needed.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	<p>Comparing the ACT Aspire scores from 2016 to 2017:</p> <p>The third grade increased in grammar and writing, and decreased in reading, science, and math.</p> <p>The fourth grade increased in math and writing, and decreased in reading, science, and grammar.</p> <p>The fifth grade increased in math, and decreased in grammar, reading, and science.</p> <p>The sixth grade increased in every subject!</p> <p>The seventh grade increased in grammar, and decreased in math, science, reading, and writing.</p> <p>The eighth grade also increased in every subject area!</p>	2017 ACT Aspire Results

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

Flat Rock School's scores showed an increased number of students scoring ready in grammar, math, and writing. Flat Rock students showed an increase in grammar from 73% in 2016 to 77% in 2017. We increased in math from 33% in 2016 to 48% in 2017, and increased in writing from 10% in 2016 to 21% in 2017. Though we expected slight increases in all subject areas, we were pleased with the increased achievement in grammar, math, and writing.

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

Flat Rock classes that are showing a positive trend in performance include: third grade grammar and writing; fifth grade math; sixth grade grammar, reading, writing, science, and math; seventh grade grammar; and eighth grade grammar, math, science, reading, and writing.

Which area(s) indicate the overall highest performance?

77% of Flat Rock students tested READY in grammar on the 2016 ACT Aspire.

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

Third and sixth grade students in the economically disadvantaged subgroup met or exceeded the class average in all subject areas that were tested. Eighth grade students in the economically disadvantaged subgroup met or exceeded the class average in math. Seventh grade students in the economically disadvantaged subgroup met or exceeded the class average in grammar and writing.

Between which subgroups is the achievement gap closing?

Though our school has a subgroup of economically disadvantaged students, not enough students were tested to show an achievement gap.

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

STAR reading and math scores are consistent with the ACT aspire findings that show Flat Rock teachers need to continue to increase rigor in reading and math practice to better prepare students for the ACT aspire.

Areas in Need of Improvement

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

Flat Rock students did not perform as well as expected on the writing portion of the ACT Aspire. Other than writing, the fifth grade reading scores were lower than expected.

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

The data shows no negative trends.

Which area(s) indicate the overall lowest performance?

Flat Rock students demonstrated the lowest performance in writing.

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

Though our school has a subgroup of economically disadvantaged students, not enough students were tested to show a subgroup trend at this time.

Between which subgroups is the achievement gap becoming greater?

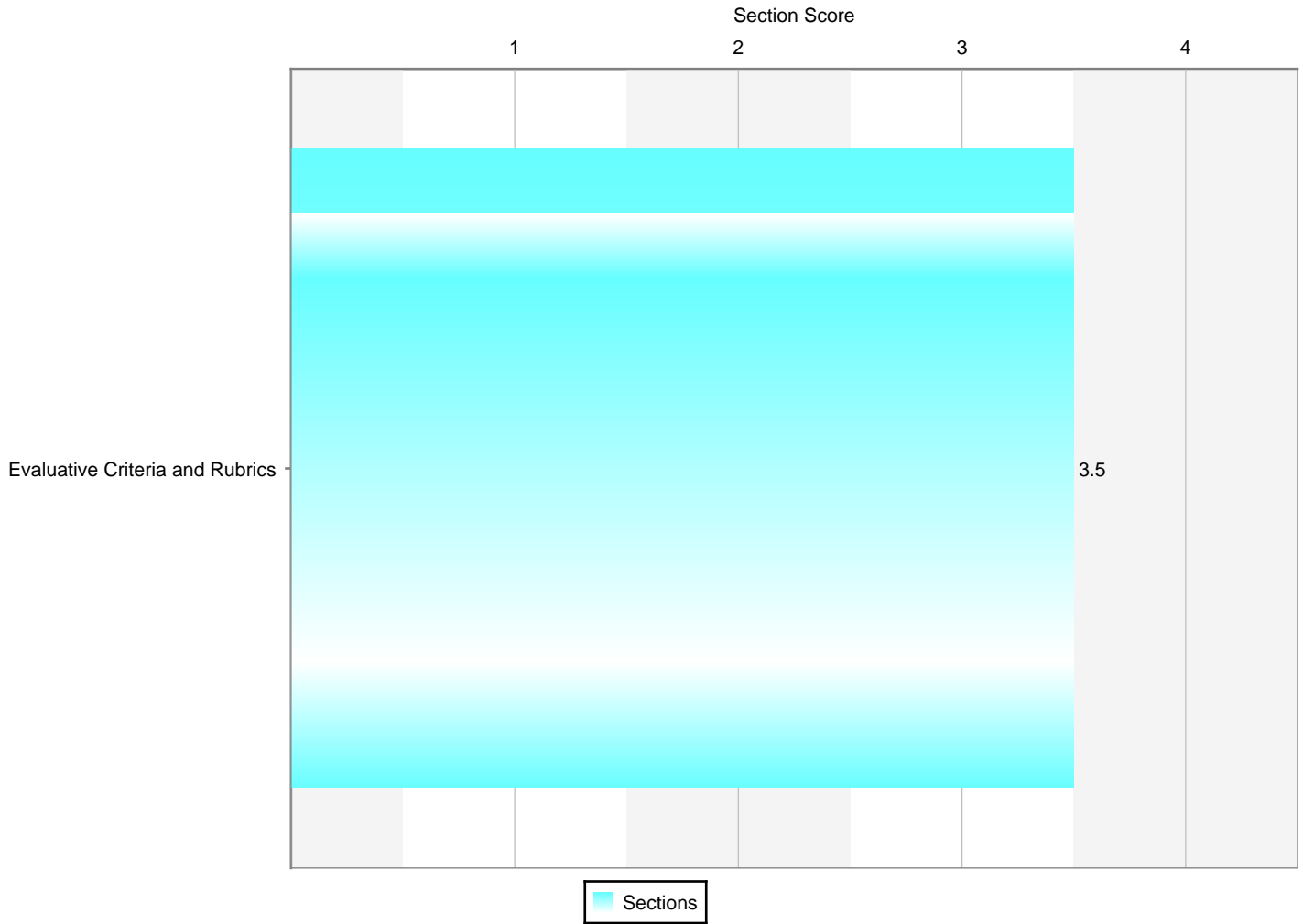
Though our school has a subgroup of economically disadvantaged students, the number of students who were tested did not show an achievement gap.

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

Scores from the STAR math and reading are consistent with the ACT aspire in showing that Flat Rock students need to continue to increase rigorous practice in math and reading.

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	The 2017-2018 Leadership Team signature page is attached.	Leadership Team Signatures 2017-2018

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	OCR enforces several Federal civil rights laws that prohibit discrimination in programs or activities that receive Federal funds from the Department of Education. These laws prohibit discrimination on the basis of race, color, and national origin, sex, disability, and on the basis of age... US Department of Education	Civil Rights Document Student Handbook 2017-2018

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Chris Davis Special Education Supervisor Jackson County Schools P.O. Box 490 16003 Alabama Hwy 35 Scottsboro, AL 35768 256-259-9500	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	The Jackson County Consolidated Report is attached.	2017-2018 LEA Consolidated Report Parents' Right to Know

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Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	The School-Parent Compacts are attached.	2017-2018 Parent Compact Grades 5-8 2017-2018 Parent Compact Grades k-4 2017-2018 Student Handbook

2017-2018 Flat Rock ACIP

Overview

Plan Name

2017-2018 Flat Rock ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2017 Provide a rigorous and effective instructional program to ensure the academic growth of all students.	Objectives: 5 Strategies: 10 Activities: 21	Academic	\$0
2	Graduate College and Career Ready Students	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0
3	Engage Parents and Community in the Education Process	Objectives: 3 Strategies: 6 Activities: 9	Organizational	\$0
4	Ensure that all students have optimal instructional time and the support necessary to be successful in school while providing a unique climate and culture in which all students feel welcome, safe, and secure.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$0

Goal 1: 2017 Provide a rigorous and effective instructional program to ensure the academic growth of all students.

Measurable Objective 1:

62% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by the state mandated assessment.

Strategy 1:

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided in instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 ELA teachers and content area teachers will participate in close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	06/01/2020	\$0	No Funding Required	Curriculum Coordinator
Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading Specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face sessions with the ARI Specialist.	Professional Learning	10/03/2016	05/30/2018	\$0	No Funding Required	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialits, Teachers
Activity - Teacher Use of Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	No Funding Required	Principals, Instructional Coach, ELA Teachers, Curriculum Coordinator

Activity - Professional Learning Support Plan for ARI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and Instructional Coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings. Turn around training will be provided.	Professional Learning	08/01/2017	07/31/2018	\$0	No Funding Required	Curriculum Coordinator, Principals, Instructional Coaches, Teachers

Strategy 2:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades K-8 will participate in a careful analysis of the ELA portions of the state mandated test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided.

All ELA social studies, and science teachers in grades 3-8 will participate in a careful analysis of the ELA portions of the state mandated test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Category: Develop/Implement Learning Supports

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-8 who are familiar with the state mandated test will participate in professional development which is designed to help teachers interpret summative assessment data based on the state mandated assessments.	Professional Learning	09/23/2015	11/30/2020	\$0	No Funding Required	Curriculum Coordinator, Principal, Teachers

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the state assessment data for reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Flat Rock School will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2020	\$0	No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the state assessments. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2020	\$0	No Funding Required	Principals, Instructional Coach, Curriculum Coordinator

Strategy 3:

Implementation of new AR strategies - Because effective use of the Accelerated Reader program will provide reading comprehension practice, Flat Rock School's teachers and administrator will work together to determine ways to encourage students to participate in Accelerated Reader.

Category:

Activity - AR Motivation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To motivate students to strive to reach higher goals, a reward will be provided for students who reach outstanding goals in AR. The classroom teacher and the librarian will work together to determine high goals and students will be encouraged to work diligently to achieve said goals and receive a reward at the end of each semester.	Academic Support Program	01/04/2016	06/01/2020	\$0	No Funding Required	Principal, Librarian, Classroom Teachers

Strategy 4:

Monitoring Progress in the Implementation of Instructional Strategies and Active Engagement of students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

Category: Develop/Implement Learning Supports

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialist

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	No Funding Required	Superintendent, Appropriate Supervisors, Principals

Measurable Objective 2:

70% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by the required state assessment.

Strategy 1:

Professional Development for K-8 Teachers on Mental Math and Computational Strategies - Math teachers in grades K-8 will have an opportunity to participate in face-to-face professional development on the strategies used in the standards-based Eureka Mathematics program. The professional development includes training videos

and materials.

Category: Develop/Implement Professional Learning and Support

Activity - Professional Development on Using Eureka Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers in grades K-8 will participate in face-to-face professional development on the strategies used in standards-based Eureka Math program for the purpose of implementing these strategies in their classrooms.	Professional Learning	05/01/2017	06/30/2020	\$0	No Funding Required	Curriculum Coordinator, Principals, Teachers, Instructional Coaches

Strategy 2:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

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

Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the state assessment will participate in professional development which is designed to help teachers interpret summative assessment data based on the state assessment. Teachers in grades K-8 will participate in a careful analysis of the math portions of the state assessment results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the state assessment test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2020	\$0	No Funding Required	Curriculum Coordinator, Principal, Teachers

Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2018	\$0	No Funding Required	Curriculum Coordinator, Principal, Teachers

(shared) Strategy 3:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

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Flat Rock School

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialist, Principal

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Principal and appropriate supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	No Funding Required	Superintendent, Appropriate supervisors, Principal

Measurable Objective 3:

62% of English Learners students will demonstrate a proficiency in comprehension in Reading by 05/29/2020 as measured by state mandated assessment.

Strategy 1:

Curricular and Instructional Guidance - Flat Rock School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category: Develop/Implement Learning Supports

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for teachers will be provided as needed.	Academic Support Program	10/20/2015	05/29/2020	\$0	No Funding Required	EL Coordinator

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELPs.	Academic Support Program	10/13/2015	05/29/2020	\$0	No Funding Required	EL Coordinator

Measurable Objective 4:

70% of English Learners students will demonstrate a proficiency problem solving in Mathematics by 05/29/2020 as measured by state mandated assessment.

Strategy 1:

Instructional and Curricular Guidance - Flat Rock School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category: Develop/Implement Learning Supports

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Professional Development for teachers will be provided as needed.	Professional Learning, Academic Support Program	10/20/2015	05/29/2020	\$0	No Funding Required	EL Coordinator
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Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELPs.	Academic Support Program	10/13/2015	05/29/2020	\$0	No Funding Required	EL Coordinator

Measurable Objective 5:

80% of All Students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations.

Strategy 1:

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Category: Develop/Implement Professional Learning and Support

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0	No Funding Required	Curriculum Coordinator, Principal, Teachers

Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0	No Funding Required	Curriculum Coordinator, Principal, Teachers

Goal 2: Graduate College and Career Ready Students**Measurable Objective 1:**

collaborate to provide the academic and career technical programs that ensure that 100% of students in the class of 2020 will graduate with college and career ready credentials by 05/31/2020 as measured by the Alabama State Department of Education Accountability Program.

Strategy 1:

Supporting the Development of Viable Education and Career Plans for Students - All students will develop a career plan by grade eight that is appropriate, attainable, and adaptable. These career plans will be implemented and adapted as the students progress through high school as needed to meet the needs of the students.

Support will be provided for school counselors and the students as they work through the process of developing the career plans.

Category:

Activity - Career Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2015	06/30/2020	\$0	No Funding Required	Superintendent

Measurable Objective 2:

collaborate to reach a graduation rate of no less than 90% for all schools by 06/01/2020 as measured by the standards set by the state of Alabama for receipt of a high school diploma.

Strategy 1:

Transition Process - All schools in a feeder-pattern will develop, evaluate, and or enhance the transition processes which support students as they transition from school to school.

Category: Implement Guidance and Counseling Plan

Activity - Transition Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the established committee chaired by the school counselor, Flat Rock will examine and enhance the transition program from grade-to-grade in the school. The schools in the feeder school pattern will collaborate to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	01/02/2015	05/31/2020	\$0	No Funding Required	Curriculum Coordinator, Principals, Assistant Principals, Counselors

Goal 3: Engage Parents and Community in the Education Process**Measurable Objective 1:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Flat Rock students using a variety of delivery methods by 07/01/2018 as measured by parent and community surveys.

Strategy 1:

School and District Community Relations/Communications Plan - Development of a School and District Community Relations Plan that will include: Professional Learning Unit for Administrators and teacher leaders; Survey to determine communication devices used; Collaboration to determine areas in need of improvement;

Collaboration with parents and community.

Category: Develop/Implement Professional Learning and Support

Activity - Complete and Implement Community Relations/Communication Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Having completed a professional learning unit on community relations and communication, the Principal will lead a school team in the development and implementation of a school community relations communication plan.	Parent Involvement, Community Engagement	08/01/2016	06/01/2018	\$0	No Funding Required	Principal, Central Office Supervisors, Staff School designees, System Technology Coordinator

(shared) Strategy 2:

Dynamic Digital Communications - The district will redesign and update its website to be a more dynamic presentation of information to the public through incorporating social media.

Category: Other - Continuous Communication

Activity - Digital Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will update the website interface to be more dynamic and engaging through the use of high-quality graphics and incorporation of social media.	Community Engagement	08/01/2017	06/01/2018	\$0	No Funding Required	Instructional Technology Specialist, Federal Programs Parental Involvement Consulting Teacher, Supervisors, Superintendent, School Webmasters, Principals and designees.

(shared) Strategy 3:

Website Enhancement - The district will update existing web services to improve availability of websites on multiple devices and improve the availability of information through a more intuitive design.

Category: Other - Community and Parental Engagement

Activity - Webmaster Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Webmasters or a designee from each school will attend a week long training on how to use our updated web hosting service platform. School and district web pages will be redesigned and content migrated to the new sites.	Technology, Parent Involvement, Community Engagement	05/09/2017	06/01/2018	\$0	No Funding Required	Principals, Central Office Supervisors and Staff School designee , System Technology Coordinator
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(shared) Strategy 4:

Parent Notification System - The District will update the current parent notification system for the 2017-2018 school year and train administrators in the use of mass notification tools.

Category: Other - Technology

Activity - Update Current Platform	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	\$0	No Funding Required	Technology Coordinator

Activity - Mass Notification Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will be trained to use the mass notification system apps.	Parent Involvement	09/05/2017	06/29/2018	\$0	No Funding Required	Technology Coordinator, Data and Accountability Coordinator, Supervisors, Principals, Assistant Principals

Activity - Inform Parents Using Mass Notification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	09/30/2018	\$0	No Funding Required	technology Coordinator, Superintendent, Supervisors, Principals, Assistant Principals

Measurable Objective 2:

collaborate to increase parental understanding of and participation in the development of student career plans as students transition into high school by 75% by 05/29/2020 as measured by the number of parents attending Eighth Grade Transition meetings.

Strategy 1:

College and Career Ready Resource Information - The district will provide information for parents concerning resources which are available to help students and parents as they plan to be College and Career Ready.

Category: Implement Guidance and Counseling Plan

Activity - College and Career Ready Resources for Families Brochure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Flat Rock School will utilize the district developed brochure that will be developed by the district describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the district's website.	Career Preparation/Orientation, Parent Involvement	08/01/2017	06/01/2018	\$0	No Funding Required	Federal Programs Coordinator, Parent Involvement Personnel, Counselor, Career Tech Administrator, Career Coaches

Activity - Earnest Pruet Center of Technology Tours for Parents and Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In conjunction with Eighth Grade Transition Meetings at district high schools, a Parent/Community Night will be planned in order for stakeholders to see and understand the career technical opportunities available to Jackson County students as they enter high school.	Career Preparation/Orientation, Parent Involvement, Community Engagement	08/01/2017	06/01/2018	\$0	No Funding Required	Principals, Counselors, Teachers, Career Technical Director, Career Technical Teachers

Measurable Objective 3:

collaborate to improve parental engagement in school activities by 12/22/2017 as measured by the number of parents in a school, participating in at least one school event.

(shared) Strategy 1:

Dynamic Digital Communications - The district will redesign and update its website to be a more dynamic presentation of information to the public through incorporating social media.

Category: Other - Continuous Communication

Activity - Digital Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district will update the website interface to be more dynamic and engaging through the use of high-quality graphics and incorporation of social media.	Community Engagement	08/01/2017	06/01/2018	\$0	No Funding Required	Instructional Technology Specialist, Federal Programs Parental Involvement Consulting Teacher, Supervisors, Superintendent, School Webmasters, Principals and designees.
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(shared) Strategy 2:

Website Enhancement - The district will update existing web services to improve availability of websites on multiple devices and improve the availability of information through a more intuitive design.

Category: Other - Community and Parental Engagement

Activity - Webmaster Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Webmasters or a designee from each school will attend a week long training on how to use our updated web hosting service platform. School and district web pages will be redesigned and content migrated to the new sites.	Technology, Parent Involvement, Community Engagement	05/09/2017	06/01/2018	\$0	No Funding Required	Principals, Central Office Supervisors and Staff School designee , System Technology Coordinator

(shared) Strategy 3:

Parent Notification System - The District will update the current parent notification system for the 2017-2018 school year and train administrators in the use of mass notification tools.

Category: Other - Technology

Activity - Update Current Platform	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	\$0	No Funding Required	Technology Coordinator

Activity - Mass Notification Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Administrators will be trained to use the mass notification system apps.	Parent Involvement	09/05/2017	06/29/2018	\$0	No Funding Required	Technology Coordinator, Data and Accountability Coordinator, Supervisors, Principals, Assistant Principals
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Activity - Inform Parents Using Mass Notification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	09/30/2018	\$0	No Funding Required	technology Coordinator, Superintendent, Supervisors, Principals, Assistant Principals

Strategy 4:

Parental Engagement Events - Flat Rock School will plan and implement an annual event for the purpose of creating a welcoming event for parents.

Category: Other - Parental Involvement

Activity - Parent and Family Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Flat Rock School will plan and execute an event that is unique to the school for the purpose of providing a welcoming event for parents and families during which relationships can be built.	Parent Involvement	08/01/2017	06/01/2018	\$0	No Funding Required	Principals, Counselors, Teachers

Goal 4: Ensure that all students have optimal instructional time and the support necessary to be successful in school while providing a unique climate and culture in which all students feel welcome, safe, and secure.

Measurable Objective 1:

collaborate to establish Advocacy Programs at all schools by 06/01/2018 as measured by end of year surveys to determine program effectiveness.

Strategy 1:

Advocacy Team Formation - District and school representatives will collaborate to develop and implement school advocacy programs.

Category: Develop/Implement Student and School Culture Program

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Activity - Advocacy Guidelines	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advocacy leaders from all schools and the district will meet to establish guidelines for the advocacy program based on research based practices.	Behavioral Support Program, Academic Support Program	05/30/2017	06/01/2018	\$0	No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Students Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals

Activity - Program Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advocacy leaders from all schools and the district will meet to establish the calendar and monthly themes and activities for the advocacy program based on research based practices.	Behavioral Support Program, Academic Support Program	05/30/2017	06/30/2018	\$0	No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Students Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals.

Strategy 2:

Implementation of Advocacy Program - School Advocacy teams will implement planned activities at the school level.

Category: Develop/Implement Student and School Culture Program

Activity - Calendar and Themes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will follow the outlined calendar and themes.	Behavioral Support Program, Academic Support Program	08/01/2017	06/30/2018	\$0	No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability coordinator, and LEA School Advocacy chairs and principals.

Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Advocacy chairs and district personnel will meet quarterly to determine the effectiveness of the program. Student surveys will be reviewed at the end of each year. The guidelines, calendar, and activities for the next year's program will be planned based on this review.	Behavioral Support Program, Academic Support Program	08/01/2017	06/01/2018	\$0	No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability coordinator, and LEA School Advocacy chairs and principals.
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Strategy 3:

Utilize Parent Notification System - The district will update the current parental notification system for the 2017-2018 school year and train administrators in the use of mass notification tools.

Category: Other - Parental Involvement

Activity - Update Current Platform	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	\$0	No Funding Required	Technology Coordinator

Activity - Mass Notification Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will be trained to use the mass notification system app.	Parent Involvement	09/05/2017	06/30/2018	\$0	No Funding Required	Technology Coordinator, Superintendent, Central Office Staff, Principals, Assistant Principals

Activity - Inform Parents Using Mass Notification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	09/30/2018	\$0	No Funding Required	Superintendent, Central Office Staff, Principals, Assistant Principals.
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on Data Analysis of Summative Assessments	Teachers in grades K-8 who are familiar with the state mandated test will participate in professional development which is designed to help teachers interpret summative assessment data based on the state mandated assessments.	Professional Learning	09/23/2015	11/30/2020	\$0	Curriculum Coordinator, Principal, Teachers
Mass Notification Training	Administrators will be trained to use the mass notification system apps.	Parent Involvement	09/05/2017	06/29/2018	\$0	Technology Coordinator, Data and Accountability Coordinator, Supervisors, Principals, Assistant Principals
Classroom Observations	Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	Superintendent, Appropriate Supervisors, Principals
Professional Development on Data Analysis of Formative Assessments	Teachers in grades K-8 who are unfamiliar with the district formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the state assessments. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2020	\$0	Principals, Instructional Coach, Curriculum Coordinator
Increased Emphasis on Data Meetings Focused on Formative Math Assessments	An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2018	\$0	Curriculum Coordinator, Principal, Teachers

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Earnest Pruet Center of Technology Tours for Parents and Community	In conjunction with Eighth Grade Transition Meetings at district high schools, a Parent/Community Night will be planned in order for stakeholders to see and understand the career technical opportunities available to Jackson County students as they enter high school.	Career Preparation/Orientation, Parent Involvement, Community Engagement	08/01/2017	06/01/2018	\$0	Principals, Counselors, Teachers, Career Technical Director, Career Technical Teachers
Inform Parents Using Mass Notification	Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	09/30/2018	\$0	Superintendent, Central Office Staff, Principals, Assistant Principals.
Administrator Walk Throughs	The principal, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	Superintendent, Selected Supervisors, School Improvement Specialist, Principal
Moodle Site for Teacher Collaboration	Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0	Curriculum Coordinator, Principal, Teachers
Update Current Platform	The district will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	\$0	Technology Coordinator
Administrator Walk Throughs	Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	Superintendent, Selected Supervisors, School Improvement Specialist

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Program Planning	Advocacy leaders from all schools and the district will meet to establish the calendar and monthly themes and activities for the advocacy program based on research based practices.	Behavioral Support Program, Academic Support Program	05/30/2017	06/30/2018	\$0	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Students Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals.
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals, Instructional Coach, ELA Teachers, Curriculum Coordinator
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading Specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face sessions with the ARI Specialist.	Professional Learning	10/03/2016	05/30/2018	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Face-to-Face Professional Development	Professional Development for teachers will be provided as needed.	Professional Learning, Academic Support Program	10/20/2015	05/29/2020	\$0	EL Coordinator
Face-to-Face Professional Development	Professional Development for teachers will be provided as needed.	Academic Support Program	10/20/2015	05/29/2020	\$0	EL Coordinator
Parent and Family Events	Flat Rock School will plan and execute an event that is unique to the school for the purpose of providing a welcoming event for parents and families during which relationships can be built.	Parent Involvement	08/01/2017	06/01/2018	\$0	Principals, Counselors, Teachers

Program Review	School Advocacy chairs and district personnel will meet quarterly to determine the effectiveness of the program. Student surveys will be reviewed at the end of each year. The guidelines, calendar, and activities for the next year's program will be planned based on this review.	Behavioral Support Program, Academic Support Program	08/01/2017	06/01/2018	\$0	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability coordinator, and LEA School Advocacy chairs and principals.
Grade Level Workshops	Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0	Curriculum Coordinator, Principal, Teachers
Classroom Observations	The Principal and appropriate supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	Superintendent, Appropriate supervisors, Principal
Webmaster Training	Webmasters or a designee from each school will attend a week long training on how to use our updated web hosting service platform. School and district web pages will be redesigned and content migrated to the new sites.	Technology, Parent Involvement, Community Engagement	05/09/2017	06/01/2018	\$0	Principals, Central Office Supervisors and Staff School designee , System Technology Coordinator
Professional Learning Support Plan for ARI	Principals and Instructional Coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings. Turn around training will be provided.	Professional Learning	08/01/2017	07/31/2018	\$0	Curriculum Coordinator, Principals, Instructional Coaches, Teachers

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Digital Engagement	The district will update the website interface to be more dynamic and engaging through the use of high-quality graphics and incorporation of social media.	Community Engagement	08/01/2017	06/01/2018	\$0	Instructional Technology Specialist, Federal Programs Parental Involvement Consulting Teacher, Supervisors, Superintendent, School Webmasters, Principals and designees.
Professional Development on Using Eureka Math	Math teachers in grades K-8 will participate in face-to-face professional development on the strategies used in standards-based Eureka Math program for the purpose of implementing these strategies in their classrooms.	Professional Learning	05/01/2017	06/30/2020	\$0	Curriculum Coordinator, Principals, Teachers, Instructional Coaches
Calendar and Themes	Schools will follow the outlined calendar and themes.	Behavioral Support Program, Academic Support Program	08/01/2017	06/30/2018	\$0	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability coordinator, and LEA School Advocacy chairs and principals.
AR Motivation	To motivate students to strive to reach higher goals, a reward will be provided for students who reach outstanding goals in AR. The classroom teacher and the librarian will work together to determine high goals and students will be encouraged to work diligently to achieve said goals and receive a reward at the end of each semester.	Academic Support Program	01/04/2016	06/01/2020	\$0	Principal, Librarian, Classroom Teachers

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WIDA ACCESS Assessment and IELPs	The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELPs.	Academic Support Program	10/13/2015	05/29/2020	\$0	EL Coordinator
Inform Parents Using Mass Notification	Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	09/30/2018	\$0	technology Coordinator, Superintendent, Supervisors, Principals, Assistant Principals
Increase the Inclusiveness of Personnel in Reading Data Meetings for the state assessment data for reading	Flat Rock School will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator, Principals, Reading Specialists, Teachers
Update Current Platform	The district will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	\$0	Technology Coordinator
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2015	06/30/2020	\$0	Superintendent
Complete and Implement Community Relations/Communication Plans	Having completed a professional learning unit on community relations and communication, the Principal will lead a school team in the development and implementation of a school community relations communication plan.	Parent Involvement, Community Engagement	08/01/2016	06/01/2018	\$0	Principal, Central Office Supervisors, Staff School designees, System Technology Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	K-8 ELA teachers and content area teachers will participate in close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	06/01/2020	\$0	Curriculum Coordinator
Transition Planning	Using the established committee chaired by the school counselor, Flat Rock will examine and enhance the transition program from grade-to-grade in the school. The schools in the feeder school pattern will collaborate to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	01/02/2015	05/31/2020	\$0	Curriculum Coordinator, Principals, Assistant Principals, Counselors

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<p>Advocacy Guidelines</p>	<p>Advocacy leaders from all schools and the district will meet to establish guidelines for the advocacy program based on research based practices.</p>	<p>Behavioral Support Program, Academic Support Program</p>	<p>05/30/2017</p>	<p>06/01/2018</p>	<p>\$0</p>	<p>School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Students Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals</p>
<p>College and Career Ready Resources for Families Brochure</p>	<p>Flat Rock School will utilize the district developed brochure that will be developed by the district describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the district's website.</p>	<p>Career Preparation/Orientation, Parent Involvement</p>	<p>08/01/2017</p>	<p>06/01/2018</p>	<p>\$0</p>	<p>Federal Programs Coordinator, Parent Involvement Personnel, Counselor, Career Tech Administrator, Career Coaches</p>
<p>WIDA ACCESS Assessment and IELPs</p>	<p>The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELPs.</p>	<p>Academic Support Program</p>	<p>10/13/2015</p>	<p>05/29/2020</p>	<p>\$0</p>	<p>EL Coordinator</p>
<p>Mass Notification Training</p>	<p>Administrators will be trained to use the mass notification system app.</p>	<p>Parent Involvement</p>	<p>09/05/2017</p>	<p>06/30/2018</p>	<p>\$0</p>	<p>Technology Coordinator, Superintendent, Central Office Staff, Principals, Assistant Principals</p>

ACIP

Flat Rock School

Increased Emphasis of Data Meetings Focused on Math Summative Assesements	Teachers in grades K-8 who are unfamiliar with the state assessment will participate in professional development which is designed to help teachers interpret summative assessment data based on the state assessment. Teachers in grades K-8 will participate in a careful analysis of the math portions of the state assessment results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the state assessment test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2020	\$0	Curriculum Coordinator, Principal, Teachers
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Survey results are attached.	2017-2018 Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

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

Areas of Notable Achievement

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

Highest indicator: The highest overall indicators were reported by the elementary students on indicators 3.3, 2.4, and 4.3.

INDICATOR 2.4: Leadership and staff foster a culture consistent with the school's purpose and direction.

INDICATOR 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

INDICATOR 3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

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

Trends: Indicators that have shown consistent high scores over the three year span include 3.8 on the parent survey; 4.1 and 4.3 on the staff survey; 4.3 on the elementary survey; and 5.4 on the middle school student survey.

Conclusions: Stakeholders are pleased with the communication of student progress; faculty and facilities of the school; and the continuous improvement process.

INDICATOR 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

INDICATOR 4.1: Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.

INDICATOR 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

INDICATOR 5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

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

The results from the parent surveys showed a high satisfaction rate for several indicators. This satisfaction is consistent with feedback received during parent meetings, school events, and day to day conversations with parents. Flat Rock parents are welcome to visit the school and meet with teachers or administrators to share concerns, compliments, or support.

Results from staff surveys reflect consistent findings with conversations held with staff members. Staff members agree that the purpose and direction of the school is maintained and communicated regarding teaching and learning.

Areas in Need of Improvement

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

Lowest indicator: The lowest overall score was reported by the middle/high school students on indicator 1.2 which states that the school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

Both the parents and staff scored indicator as 4.6 which states that the school provides support services to meet the physical, social, and emotional needs of the student population being served, in the lowest indicators.

Trends: When studying the survey results for three years, the indicators that continue to score low includes Indicator 4.6 on the parent and staff surveys; 3.8 on the elementary surveys; and 1.2 on the middle school surveys.

INDICATOR 1.2: The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

INDICATOR 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

INDICATOR 4.6: The school provides support services to meet the physical, social, and emotional needs of the student population being served.

Conclusions: Flat Rock School needs to continue to implement reform strategies to improve the services offered to students; mentoring program; and parental engagement activities.

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

When studying the survey results for three years, the indicators that continue to score the low includes Indicator 4.6 on the parent and staff surveys; 3.8 on the elementary surveys; and 1.2 on the middle school surveys.

INDICATOR 1.2: The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

INDICATOR 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

INDICATOR 4.6: The school provides support services to meet the physical, social, and emotional needs of the student population being served.

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What are the implications for these stakeholder perceptions?

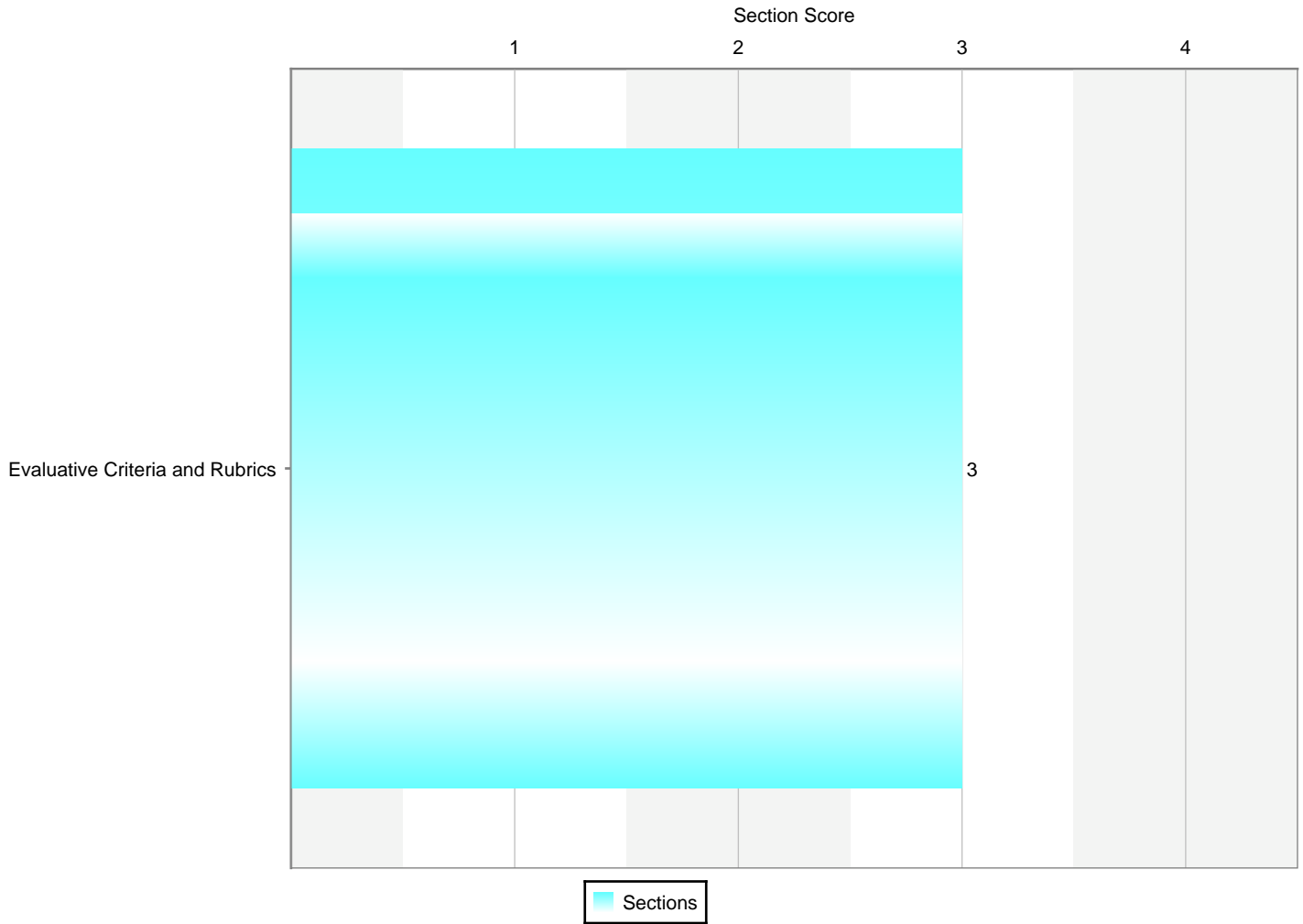
Though the areas in need of improvement were taken from the surveys, other stakeholder feedback was noted during parent meetings, school events, and day-to-day contact.

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

Many parents and students have verbally expressed their increased need for vocational training, music, art, and other programs for student involvement. The students and parents share a desire for these types of opportunities to be offered at school. Staff members have also indicated a need for a district wide mentor program for new teachers.

Report Summary

Scores By Section



2017-2018 Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

The instructional leadership team developed the ACIP with input from faculty, staff, and parents. The team analyzed data from the previous 3 school years. Teachers reviewed their students' data looking for trends. Areas needing improvement have been identified and will become the focus of the ACIP.

Multiple sources of data were used to determine our school's needs. Data used to determine comprehensive needs included, but was not limited to: Star Reading and Math Scores, ACT Aspire scores, Student, Parent, Faculty, and Community Surveys, Attendance and Discipline Data.

What were the results of the comprehensive needs assessment?

Students need to practice close reading strategies during the upcoming year to increase reading and writing achievement. Students in grades K through three need to work together to prepare third grade students to write a five paragraph essay. Students in grades four through eight need to work on essay organization and creative details. Students need to be exposed to math curriculum that requires deeper mathematical thinking. Discipline was not a determining factor in academics. No students were expelled. Most infractions were students being disrespectful and horseplay.

In the upcoming year, teachers will focus instruction to improve scores in reading, writing, and math.

Flat Rock School will also work to increase opportunities for students to participate in creative endeavors such as art and music.

Absences during the 2016-2017 school year resulted in an average of 7.6 absences for each teacher for the year. Student data shows a total of 369 tardies and 911 absences.

What conclusions were drawn from the results?

To address deficiencies in reading and writing scores, teachers will participate in professional development in which they will learn new ways to implement the math concepts tested on the state mandated assessment. Teachers will implement Engage New York at all grade levels. Teachers continue to implement close reading and engagement strategies into both reading and writing to address the need for improvement with text complexity.

Through vertical articulation meetings, the K-8 teachers have discussed and determined a writing goal for the end of each grade level. Each teacher will work diligently to ensure that the students have mastered their determined goal by the end of the school year.

To help decrease the number of teacher and student absences, the importance of being at school will be addressed by Advocacy leaders during the month of September and October. Both teachers and students will be encouraged to demonstrate outstanding attendance.

During the month of September, an attendance challenge will reward the class with the best attendance record for the month.

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

As determined by our surveys, community support for Flat Rock School is high and continues to increase. Parents and community members continue to offer support and praise for our school and faculty. Overall the student scores improved, but there is still a great deal of improvement to make.

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

Flat Rock School's needs include increasing achievement in reading, math, and writing. These needs are connected to our school goals that will be addressed by professional development and implementation of student engagement strategies through close reading and professional development for math curriculum implementation.

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

The goals were determined after careful study of multiple types of data. This data included but was not limited to: Assessments from Star Reading, Star Math, and ACT Aspire; community surveys; attendance and demographic data; discipline reports; verbal contacts with parents, students, and community members.

The goals set for Flat Rock School are a direct result of the compiled data.

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

The goals were determined after careful study of multiple types of data. This data included but was not limited to: Assessments from Star Reading, Star Math, and ACT Aspire; community surveys; attendance and demographic data; discipline reports; verbal contacts with parents, students, and community members.

The goals set for Flat Rock School are a direct result of the compiled data

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

2017 Provide a rigorous and effective instructional program to ensure the academic growth of all students.

Measurable Objective 1:

80% of All Students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations.

Strategy1:

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Strategy2:

Curriculum Development for Robotics - In order to ensure equity across the school district, STEM teachers will collaborate to identify what students should know and be able to do at each level of robotics instruction. Such collaboration will result in a robotics curriculum for the school district.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0 - No Funding Required	Curriculum coordinator, Principal, Robotics Teacher

Measurable Objective 2:

62% of English Learners students will demonstrate a proficiency in comprehension in Reading by 05/29/2020 as measured by state mandated assessment.

Strategy1:

Curricular and Instructional Guidance - Flat Rock School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Academic Support Program	10/20/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELPs.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Measurable Objective 3:

30% of All Students will demonstrate a proficiency in critical thinking in Science by 06/30/2020 as measured by eleventh grade student scores on ACT Plus Writing.

Strategy1:

Professional Development for Science Teachers - Professional development will be provided for science teachers on the new Alabama Science Standards and STEM projects

Category: Develop/Implement Professional Learning and Support

Research Cited:

ACIP

Flat Rock School

Activity - Face-to-Face professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade 4-12 teachers will participate in AMSTI training about the new Alabama Science Standards	Professional Learning	10/01/2015	08/01/2018	\$0 - No Funding Required	Curriculum Coordinator, AMSTI Science Teachers

Measurable Objective 4:

70% of English Learners students will demonstrate a proficiency problem solving in Mathematics by 05/29/2020 as measured by state mandated assessment.

Strategy1:

Instructional and Curricular Guidance - Flat Rock School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELPs.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Measurable Objective 5:

45% of All Students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/01/2020 as measured by ACT Plus Writing.

Strategy1:

Professional Development on Reading Comprehension Strategies for Secondary Teachers - Professional Development which focuses on understanding, implementing, and evaluating reading strategies and questioning techniques that foster critical thinking skills will be provided. The process involved in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the close reading techniques include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusion. It includes teacher modeling of high order thinking skills and hold students accountable for evidence-based answers to probing questions.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent Professional Development of Close Reading Strategies for Secondary Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Independent professional development on close reading strategies will be provide for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/05/2015	05/29/2020	\$0 - No Funding Required	Principal, Secondary ELA Teachers, Secondary Social Studies Teachers, Curriculum Coordinator

Activity - Teacher Use of Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/01/2020	\$0 - No Funding Required	Principal, Instructional Coach, Teachers

Activity - Face-to-Face Professional Development for Secondary ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing all available resources, secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	05/31/2020	\$0 - No Funding Required	Curriculum Coordinator, Secondary ELA Teachers

Measurable Objective 6:

32% of All Students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2020 as measured by eleventh grade student scores on ACT Plus Writing.

Strategy1:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal and appropriate supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate supervisors, Principal

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialist, Principal

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

2017 Provide a rigorous and effective instructional program to ensure the academic growth of all students.

Measurable Objective 1:

30% of All Students will demonstrate a proficiency in critical thinking in Science by 06/30/2020 as measured by eleventh grade student scores on ACT Plus Writing.

Strategy1:

Professional Development for Science Teachers - Professional development will be provided for science teachers on the new Alabama Science Standards and STEM projects

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Face-to-Face professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade 4-12 teachers will participate in AMSTI training about the new Alabama Science Standards	Professional Learning	10/01/2015	08/01/2018	\$0 - No Funding Required	Curriculum Coordinator, AMSTI Science Teachers

Measurable Objective 2:

70% of English Learners students will demonstrate a proficiency problem solving in Mathematics by 05/29/2020 as measured by state mandated assessment.

Strategy1:

Instructional and Curricular Guidance - Flat Rock School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELPs.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Measurable Objective 3:

62% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by the state mandated assessment.

Strategy1:

Monitoring Progress in the Implementation of Instructional Strategies and Active Engagement of students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principals

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialist

Strategy2:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades K-8 will participate in a careful analysis of the ELA portions of the state mandated test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided.

All ELA social studies, and science teachers in grades 3-8 will participate in a careful analysis of the ELA portions of the state mandated test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are familiar with the state mandated test will participate in professional development which is designed to help teachers interpret summative assessment data based on the state mandated assessments.	Professional Learning	09/23/2015	11/30/2020	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the state assessment data for reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flat Rock School will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the state assessments. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2020	\$0 - No Funding Required	Principals, Instructional Coach, Curriculum Coordinator

Strategy3:

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided in instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading Specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face sessions with the ARI Specialist.	Professional Learning	10/03/2016	05/30/2018	\$0 - No Funding Required	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

ACIP

Flat Rock School

Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on vocabulary development will be provided through a book study for teachers of grades K-8. K-4 teachers will participate in a face-to-face book study with the school reading specialist and teachers of grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-8 ELA teachers and content area teachers will participate in close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation..	Professional Learning	08/08/2014	06/01/2017	\$0 - No Funding Required	Principals, ELA Teachers, Curriculum Coordinator

Activity - Professional Learning Support Plan for ARI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and Instructional Coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings. Turn around training will be provided.	Professional Learning	08/01/2017	07/31/2018	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coaches, Teachers

Activity - Teacher Use of Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0 - No Funding Required	Principals, Instructional Coach, ELA Teachers, Curriculum Coordinator

Strategy4:

Implementation of new AR strategies - Because effective use of the Accelerated Reader program will provide reading comprehension practice, Flat Rock School's teachers and administrator will work together to determine ways to encourage students to participate in Accelerated Reader.

Category:

Research Cited:

ACIP

Flat Rock School

Activity - AR Motivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To motivate students to strive to reach higher goals, a reward will be provided for students who reach outstanding goals in AR. The classroom teacher and the librarian will work together to determine high goals and students will be encouraged to work diligently to achieve said goals and receive a reward at the end of each semester.	Academic Support Program	01/04/2016	06/01/2020	\$0 - No Funding Required	Principal, Librarian, Classroom Teachers

Measurable Objective 4:

62% of English Learners students will demonstrate a proficiency in comprehension in Reading by 05/29/2020 as measured by state mandated assessment.

Strategy1:

Curricular and Instructional Guidance - Flat Rock School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELPs.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Academic Support Program	10/20/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Measurable Objective 5:

80% of All Students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations.

Strategy1:

Curriculum Development for Robotics - In order to ensure equity across the school district, STEM teachers will collaborate to identify what students should know and be able to do at each level of robotics instruction. Such collaboration will result in a robotics curriculum for the school district.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0 - No Funding Required	Curriculum coordinator, Principal, Robotics Teacher

Strategy2:

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Measurable Objective 6:

70% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by the required state assessment.

Strategy1:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

ACIP

Flat Rock School

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialist, Principal

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal and appropriate supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate supervisors, Principal

Strategy2:

Professional Development for K-8 Teachers on Mental Math and Computational Strategies - Math teachers in grades K-8 will have an opportunity to participate in face-to-face professional development on the strategies used in the standards-based Eureka Mathematics program. The professional development includes training videos and materials.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Development on Using Eureka Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades K-8 will participate in face-to-face professional development on the strategies used in standards-based Eureka Math program for the purpose of implementing these strategies in their classrooms.	Professional Learning	05/01/2017	06/30/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers, Instructional Coaches

Activity - Independent, online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades K-8 will participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	09/23/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals

Strategy3:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

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

Research Cited:

Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the state assessment will participate in professional development which is designed to help teachers interpret summative assessment data based on the state assessment. Teachers in grades K-8 will participate in a careful analysis of the math portions of the state assessment results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the state assessment test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2018	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Measurable Objective 7:

32% of All Students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2020 as measured by eleventh grade student scores on ACT Plus Writing.

Strategy1:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal and appropriate supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate supervisors, Principal

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Flat Rock School

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialist, Principal

Measurable Objective 8:

45% of All Students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/01/2020 as measured by ACT Plus Writing.

Strategy1:

Professional Development on Reading Comprehension Strategies for Secondary Teachers - Professional Development which focuses on understanding, implementing, and evaluating reading strategies and questioning techniques that foster critical thinking skills will be provided. The process involved in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the close reading techniques include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusion. It includes teacher modeling of high order thinking skills and hold students accountable for evidence-based answers to probing questions.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Face-to-Face Professional Development for Secondary ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing all available resources, secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	05/31/2020	\$0 - No Funding Required	Curriculum Coordinator, Secondary ELA Teachers

Activity - Teacher Use of Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/01/2020	\$0 - No Funding Required	Principal, Instructional Coach, Teachers

Activity - Independent Professional Development of Close Reading Strategies for Secondary Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Independent professional development on close reading strategies will be provide for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/05/2015	05/29/2020	\$0 - No Funding Required	Principal, Secondary ELA Teachers, Secondary Social Studies Teachers, Curriculum Coordinator

Goal 2:

2017 Graduate College and Career Ready Students

Measurable Objective 1:

collaborate to reach a graduation rate of no less than 90% for all schools by 06/01/2020 as measured by the standards set by the state of Alabama for receipt of a high school diploma.

Strategy1:

Transition Process - All schools in a feeder-pattern will develop, evaluate, and or enhance the transition processes which support students as they transition from school to school.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - Transition Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the established committee chaired by the school counselor, Flat Rock will examine and enhance the transition program from grade-to-grade in the school. The schools in the feeder school pattern will collaborate to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	01/02/2015	05/31/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, Assistant Principals, Counselors

Measurable Objective 2:

collaborate to provide the academic and career technical programs that ensure that 100% of students in the class of 2020 will graduate with college and career ready credentials by 05/31/2020 as measured by the Alabama State Department of Education Accountability Program.

Strategy1:

Supporting the Development of Viable Education and Career Plans for Students - All students will develop a career plan by grade eight that is appropriate, attainable, and adaptable. These career plans will be implemented and adapted as the students progress through high school as needed to meet the needs of the students.

Support will be provided for school counselors and the students as they work through the process of developing the career plans.

Category:

Research Cited:

Activity - Career Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/ Orientation	08/05/2015	06/30/2020	\$0 - No Funding Required	Superintendent

Goal 3:

2017 Ensure that all students have optimal instructional time and the support necessary to be successful in school while providing a unique climate and culture in which all students feel welcome, safe, and secure.

Measurable Objective 1:

collaborate to establish Advocacy Programs at all schools by 06/01/2018 as measured by end of year surveys to determine program effectiveness.

Strategy1:

Implementation of Advocacy Program - School Advocacy teams will implement planned activities at the school level.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Calendar and Themes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will follow the outlined calendar and themes.	Behavioral Support Program Academic Support Program	08/01/2017	06/30/2018	\$0 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability coordinator, and LEA School Advocacy chairs and principals.

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Advocacy chairs and district personnel will meet quarterly to determine the effectiveness of the program. Student surveys will be reviewed at the end of each year. The guidelines, calendar, and activities for the next year's program will be planned based on this review.	Academic Support Program Behavioral Support Program	08/01/2017	06/01/2018	\$0 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability coordinator, and LEA School Advocacy chairs and principals.

Strategy2:

Advocacy Team Formation - District and school representatives will collaborate to develop and implement school advocacy programs.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Advocacy Guidelines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy leaders from all schools and the district will meet to establish guidelines for the advocacy program based on research based practices.	Behavioral Support Program Academic Support Program	05/30/2017	06/01/2018	\$0 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Students Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals

Activity - Program Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy leaders from all schools and the district will meet to establish the calendar and monthly themes and activities for the advocacy program based on research based practices.	Academic Support Program Behavioral Support Program	05/30/2017	06/30/2018	\$0 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Students Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals.

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

2017 Provide a rigorous and effective instructional program to ensure the academic growth of all students.

Measurable Objective 1:

80% of All Students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations.

Strategy1:

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

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Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Goal 2:

2017 Graduate College and Career Ready Students

Measurable Objective 1:

collaborate to provide the instructional and support programs necessary to ensure that 90% of students graduate from high school by 05/31/2018 as measured by drop out rates provided by the Alabama State Department of Education.

Strategy1:

Transition Processes - Flat Rock School will work within its feeder-school pattern to develop, evaluate, and/or enhance the transition processes which support students as they transition from school to school.

Category:

Research Cited:

Activity - Grade to grade transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels combine in field trips and various activities to get acquainted with expectations for the upcoming school year. Counseling classes also offer discussions on gaining more responsibilities as student's progress in grade levels.	Recruitment and Retention	08/03/2015	05/27/2016	\$0 - No Funding Required	Principal, Teachers, Counselor

Activity - Home to School Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Our upcoming kindergartners come on registration day and tour the school and kindergarten rooms and meet the teachers. - Popsicle Social: our kindergarten and 1st grade come together and have a Popsicle social. The current students socialize with the incoming students.	Recruitment and Retention	05/01/2016	05/27/2016	\$0 - No Funding Required	Principal, Counselor, Kindergarten Teacher

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Activity - Transition Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flat Rock School will develop or examine and enhance the transition program from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	01/02/2015	05/31/2018	\$0 - No Funding Required	Principal and Counselor

Measurable Objective 2:

collaborate to reach a graduation rate of no less than 90% for all schools by 06/01/2020 as measured by the standards set by the state of Alabama for receipt of a high school diploma.

Strategy1:

Transition Process - All schools in a feeder-pattern will develop, evaluate, and or enhance the transition processes which support students as they transition from school to school.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - Transition Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the established committee chaired by the school counselor, Flat Rock will examine and enhance the transition program from grade-to-grade in the school. The schools in the feeder school pattern will collaborate to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	01/02/2015	05/31/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, Assistant Principals, Counselors

Measurable Objective 3:

collaborate to provide the academic and career technical programs that ensure that 100% of students in the class of 2020 will graduate with college and career ready credentials by 05/31/2020 as measured by the Alabama State Department of Education Accountability Program.

Strategy1:

Supporting the Development of Viable Education and Career Plans for Students - All students will develop a career plan by grade eight that is appropriate, attainable, and adaptable. These career plans will be implemented and adapted as the students progress through high school as needed to meet the needs of the students.

Support will be provided for school counselors and the students as they work through the process of developing the career plans.

Category:

Research Cited:

Activity - Career Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2015	06/30/2020	\$0 - No Funding Required	Superintendent

Goal 3:

2017 Engage Parents and Community in the Education Process

Measurable Objective 1:

collaborate to increase parental understanding of and participation in the development of student career plans as students transition into high school by 75% by 05/29/2020 as measured by the number of parents attending Eighth Grade Transition meetings.

Strategy1:

College and Career Ready Resource Information - The district will provide information for parents concerning resources which are available to help students and parents as they plan to be College and Career Ready.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - Earnest Pruett Center of Technology Tours for Parents and Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In conjunction with Eighth Grade Transition Meetings at district high schools, a Parent/Community Night will be planned in order for stakeholders to see and understand the career technical opportunities available to Jackson County students as they enter high school.	Community Engagement Career Preparation/ Orientation Parent Involvement	08/01/2017	06/01/2018	\$0 - No Funding Required	Principals, Counselors, Teachers, Career Technical Director, Career Technical Teachers

Activity - College and Career Ready Resources for Families Brochure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flat Rock School will utilize the district developed brochure that will be developed by the district describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the district's website.	Career Preparation/ Orientation Parent Involvement	08/01/2017	06/01/2018	\$0 - No Funding Required	Federal Programs Coordinator, Parent Involvement Personnel, Counselor, Career Tech Administrator, Career Coaches

Goal 4:

2017 Ensure that all students have optimal instructional time and the support necessary to be successful in school while providing a unique climate and culture in which all students feel welcome, safe, and secure.

Measurable Objective 1:

collaborate to establish Advocacy Programs at all schools by 06/01/2018 as measured by end of year surveys to determine program effectiveness.

Strategy1:

Utilize Parent Notification System - The district will update the current parental notification system for the 2017-2018 school year and train

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administrators in the use of mass notification tools.

Category: Other - Parental Involvement

Research Cited:

Activity - Update Current Platform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	\$0 - No Funding Required	Technology Coordinator

Activity - Mass Notification Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will be trained to use the mass notification system app.	Parent Involvement	09/05/2017	06/30/2018	\$0 - No Funding Required	Technology Coordinator, Superintendent, Central Office Staff, Principals, Assistant Principals

Activity - Inform Parents Using Mass Notification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	09/30/2018	\$0 - No Funding Required	Superintendent, Central Office Staff, Principals, Assistant Principals.

Strategy2:

Advocacy Team Formation - District and school representatives will collaborate to develop and implement school advocacy programs.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Program Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy leaders from all schools and the district will meet to establish the calendar and monthly themes and activities for the advocacy program based on research based practices.	Academic Support Program Behavioral Support Program	05/30/2017	06/30/2018	\$0 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Students Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals.

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Activity - Advocacy Guidelines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy leaders from all schools and the district will meet to establish guidelines for the advocacy program based on research based practices.	Behavioral Support Program Academic Support Program	05/30/2017	06/01/2018	\$0 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Students Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals

Strategy3:

Implementation of Advocacy Program - School Advocacy teams will implement planned activities at the school level.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Calendar and Themes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will follow the outlined calendar and themes.	Academic Support Program Behavioral Support Program	08/01/2017	06/30/2018	\$0 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability coordinator, and LEA School Advocacy chairs and principals.

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Advocacy chairs and district personnel will meet quarterly to determine the effectiveness of the program. Student surveys will be reviewed at the end of each year. The guidelines, calendar, and activities for the next year's program will be planned based on this review.	Behavioral Support Program Academic Support Program	08/01/2017	06/01/2018	\$0 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability coordinator, and LEA School Advocacy chairs and principals.

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

2017 Provide a rigorous and effective instructional program to ensure the academic growth of all students.

Measurable Objective 1:

62% of English Learners students will demonstrate a proficiency in comprehension in Reading by 05/29/2020 as measured by state mandated assessment.

Strategy1:

Curricular and Instructional Guidance - Flat Rock School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Academic Support Program	10/20/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELPs.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Measurable Objective 2:

70% of English Learners students will demonstrate a proficiency problem solving in Mathematics by 05/29/2020 as measured by state mandated assessment.

Strategy1:

Instructional and Curricular Guidance - Flat Rock School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELPs.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

Student academic achievement results are discussed with students and sent home for parents to review. Any parent who needs support in the interpretation of scores may contact the school to schedule an appointment with a teacher. ESL parents who need achievement results to be translated will meet with a translator provided by the school district.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes	All Flat Rock instructional staff are highly qualified.	

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes	All Flat Rock teachers are highly qualified.	2017-2018 Highly Qualified

Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

A lesson plan template has been developed for teachers to use that requires documentation of standards based instruction by every teacher. Lesson plans are reviewed to ensure that the standards are being taught on a daily basis. Walk-throughs are conducted to ensure that varied teaching strategies are being delivered during instruction.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

Flat Rock School teaching staff did not change this year.

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

Flat Rock teacher experience levels range from 3 to 17 years.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

Flat Rock does not have a high turnover rate. Teachers enjoy a friendly work atmosphere with excellent relationships with peers, parents, administrator, and community members. Teachers receive "duty-free lunch" on a regular basis which allows them an extra break during the work day. All teachers and faculty members have a voice in school activities and are welcome to share ideas that will improve the environment or academics in our school.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

Professional Development is planned and approved by the school district. Topics are determined based on standardized assessment results. Areas which show weaknesses are targeted for research to determine the need for professional development for teachers and administrators.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

PD opportunities are provided by the Jackson County Board of Education.

At the school level teachers are given professional days to attend Professional Development.

Professional Development opportunities include workshops which address core standards through research based teaching strategies.

Reading, Science, and Math workshops allow teachers to meet together with other teachers from the same grade level to share ideas for implementing strategies and finding resources appropriate for their classrooms.

Professional development during this school year will include topics related to science standards, close reading strategies, and Engage New York Math.

Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

New Teacher Orientation was provided at the LEA level in August 2017. The principal provides orientation for new or inexperienced teachers. The principal will assign a master teacher to support an inexperienced teacher. The principal will work with the two teachers to plan a time for discussion of any questions.

Describe how all professional development is "sustained and ongoing."

PD is administered at various times throughout the school year. Topics for PD are determined through discussions with teachers and needs assessment as determined through Educate Alabama and student standardized assessment results.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Goal 1:

2017 Graduate College and Career Ready Students

Measurable Objective 1:

collaborate to provide the instructional and support programs necessary to ensure that 90% of students graduate from high school by 05/31/2018 as measured by drop out rates provided by the Alabama State Department of Education.

Strategy1:

Transition Processes - Flat Rock School will work within its feeder-school pattern to develop, evaluate, and/or enhance the transition processes which support students as they transition from school to school.

Category:

Research Cited:

Activity - Transition Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flat Rock School will develop or examine and enhance the transition program from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	01/02/2015	05/31/2018	\$0 - No Funding Required	Principal and Counselor

Activity - Home to School Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Our upcoming kindergartners come on registration day and tour the school and kindergarten rooms and meet the teachers. - Popsicle Social: our kindergarten and 1st grade come together and have a Popsicle social. The current students socialize with the incoming students.	Recruitment and Retention	05/01/2016	05/27/2016	\$0 - No Funding Required	Principal, Counselor, Kindergarten Teacher

ACIP

Flat Rock School

Activity - Grade to grade transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels combine in field trips and various activities to get acquainted with expectations for the upcoming school year. Counseling classes also offer discussions on gaining more responsibilities as student's progress in grade levels.	Recruitment and Retention	08/03/2015	05/27/2016	\$0 - No Funding Required	Principal, Teachers, Counselor

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

At the beginning of the school year, test data is discussed to determine the academic needs of the students. Global Scholar assessments will be administered 3 times during the year to monitor the students' progress throughout the year. The teachers have input on improvement goals. Teachers meet formally and informally on strategies to increase student performance. Data meetings are held on a regular basis in order to monitor student progress and make needed adjustments to instruction.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Teachers monitor student achievement through multiple sources. When it is determined that they have an academic need, they are monitored to determine the required tier of intervention needed. After the appropriate tier of intervention is implemented, if the academic progress does not improve, then the student may be referred to PST.

- The PST meets regularly to develop intervention strategies to help all general education students achieve academic success.
- Individual counseling services are provided as needed.
- ESL - A system of screening all new applicants to determine limited-English proficiency is currently in place. After ESL students are identified, a plan is developed to address their needs.
- Special Education- Students that continue failing academically after PST interventions are implemented may be evaluated to determine if they qualify for Special Education services.
- An Individualized Education Plan is developed for qualifying students.
- All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

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

Students who score 69% or below on progress reports or report cards are recommended for Timely Assistance. Instructional strategies are planned to enable the student to attain achievement increases in the area of need. Students scoring 59% or below receive parental strategies to use at home and parents are contacted with information regarding student needs and planned instructional strategies. Timely Assistance students are monitored to ensure that student progress increases, or new strategies are implemented. Students who require additional assistance, and qualify as Tier 3 students, receive additional instruction from their regular classroom teacher. Remediation activities are planned based on standards where scores are less than a proficient level. Tier 2 students receive extra practice from the classroom teacher. All students are progress monitored at scheduled times during the school year to ensure that students are receiving effective instruction or if they are in need of further intervention.

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Flat Rock School does not have an Extended Day Program.

Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

The PST meets regularly to develop intervention strategies to help all general education students achieve academic success.

-Individual counseling services are provided as needed.

-ELL A system of screening all new enrollees to determine limited-English proficiency is currently in place. After ELL students are identified, a plan is developed to address their needs.

-Special Education- Students that continue failing academically after PST interventions are implemented may be evaluated to determine if they qualify for Special Education services.

-An Individualized Education Plan is developed for qualifying students.

-Neglected/Delinquent/Homeless- State law requires all faculty members to report any suspected child abuse to the Department of Human Resources.

-A student experiencing family difficulty, neglect, or abuse is also referred to the counselor.

-All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

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

Flat Rock School is an elementary school.

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

Educational services will be coordinated and integrated to target improved student achievement most effectively. Ongoing collaboration across programs and alignment of state, local, and federal efforts will increase effectiveness, eliminate duplication and combine services. At Flat Rock School, funds from a variety of sources will be used to implement the overall school improvement plan.

Through collaborative planning at the school level, services for children with limited-English proficiency are coordinated. Policies are in place to ensure that immigrant, migratory and /or homeless children will receive proper services in the event of their enrollment in Flat Rock School.

Professional development activities will help teachers encourage students to further advance in the upper levels. Effective professional development will be funded by utilizing monies from Title I, Title II, state, and local funds. The School Improvement Specialist will also provide professional development to teachers on strategic teaching. Student performance on state assessments will serve as the overall evaluation of the effectiveness of professional development. Teacher surveys and voiced opinions will also be used to evaluate the effectiveness of the activities.

Title money expenditures:

Title I, Part A

The students who qualify for free or reduced lunch prices according to the guidelines set forth by the Child Nutrition Program determines the per pupil allocation for each school.

Title II, Part A - Teacher and Principal Training

Class Size Reduction - Instruction

Professional Development

Title III - Language Instruction for Limited English Proficient and Immigrant students

EL Instruction and Instructional Support

EL Instructional Hardware and Software

Staff Professional Development

Title V-Rural and Low Income

Title VI - Indian Education

Instruction and Instructional Support

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

All Jackson County Schools are served by Title I.

Educational services will be coordinated and integrated to target improved student achievement most effectively. Ongoing collaboration across programs and alignment of state, local, and federal efforts will increase effectiveness, eliminate duplication and combine services. At each school, funds from a variety of sources will be used to implement the overall school improvement plan.

The 2018 fiscal year allocation for the district is as follows:

Title I, Part A-

74% - Instruction and Instructional Support

Title I Set Asides

14% - Administration*

6% - School Improvement Specialist

6% - Parent Involvement/Consulting Teacher

6% English Language Teacher

*Private school participation funds are included.

Per pupil Allotment (PPA) is \$324.46

Title I set-asides include related administrative costs such as: A program administrator (.75 FTE), a secretary (.50 FTE), a Parental Involvement Consulting Teacher (1.0 FTE), and related administrative costs (including a 1.0 FTE Title III program specialist, and 1.0 School Improvement Specialist) will be paid from the Title I funds.

A Newcomers Academy for EL students with a qualified itinerant EL teacher (1.0 FTE) was implemented January of 2017.

Title II, Part A- Teacher and Principal Training

The fiscal year allocation is as follows:

99% Class Size Reduction-Instruction

1% Professional Development

Title III-Language Instruction for Limited English Proficient and Immigrant Students

The fiscal year allocation is as follows:

22% EL Instruction and Instructional Support

36% EL Instructional Hardware and Software

42% Staff Professional Development

Title V-Rural and Low Income

95% Class Size Reduction-Instruction

5% Professional Development

Title VI Indian Education

100% Instruction and Instructional Support

A Newcomers Academy for EL students with a qualified itinerant EL teacher (1.0 FTE) began in January of 2017.

Flat Rock School receives funds based on the percentage of our free and reduced population. Flat Rock School does not have a Head Start program. All those that qualify for adult education classes are referred to NACC or the Impact Learning Center. Flat Rock School does not offer job training nor vocational and technical education.

Component 10: Evaluation (Sec.1114(b)(3)):

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

Along with monthly faculty meetings that monitor the implementation and success or failure of new strategies, the leadership team meets at the conclusion of the school year to review and change any portion of the plan. Data from multiple sources is analyzed to determine if the strategies implemented were effective.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

As soon as the state's annual assessment data is returned to the school, the faculty as a whole will analyze the data and discuss successes and failures and share ideas regarding improvements to be made for the upcoming school year. These goals are added to the ACIP and are monitored and changed as needed. The leadership team meets at the conclusion of the school year to review and change any portion of the plan. All available data is analyzed to determine if the strategies implemented were effective.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

The leadership team meets at the conclusion of the school year to review and change any portion of the plan. Multiple sources of data is analyzed to determine if the strategies implemented were effective. Special attention is given to subgroups, classes, or individuals who were furthest from benchmark goals

What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Monthly meetings are held to monitor student success, share new strategies, report on new strategies implemented, and review the plan to ensure continuous improvement. The ACIP will be reviewed and updated as needed. At the end of the school year, stakeholders will meet to reflect and plan for the upcoming school year.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	8.53

Provide the number of classroom teachers.

8.53

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	333120.96

Total

333,120.96

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	107653.66

Total

107,653.66

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.0

Provide the number of Assistant Principals.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Total

0.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	0.5

Provide the number of Counselors.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	40376.17

Total

40,376.17

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	0.5

Provide the number of Librarians.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	44158.22

Total

44,158.22

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total

0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	2227.0

Total

2,227.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	817.0

Total

817.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	4439.0

Total

4,439.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	321.0

Total

321.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	32140.17

Provide a brief explanation and breakdown of expenses.

Title I certified instructors included 0.52 units with a total salary and fringe of \$32,140.17.

Instructional materials and supplies totaled \$305.83.

* \$533.00 Parental Involvement funds are not included in the school allocation but are utilized to enhance Parental Involvement at the school by the Parental Involvement Consulting Teacher.

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

The Jackson County allotment for Professional Development Activities was \$13622. This amount is used at the district level to provide professional development for each school in the district.

Title III

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

Provide a brief explanation and a breakdown of expenses.

The Jackson County allocation for ELL is \$11,252.00. These funds are used by the county to address ELL needs at each school.

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Flat Rock School does not receive these funds.

Title V

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

Provide a brief explanation and a breakdown of expenses.

Flat Rock School does not receive these funds.

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

Flat Rock School does not receive these funds.

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

Flat Rock School does not receive these funds.

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

Provide a brief explanation and breakdown of expenses.

Flat Rock School does not receive these funds.

Other

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

Provide a brief explanation and a breakdown of expenses.

Flat Rock School does not receive these funds.

Local Funds

Label	Question	Value
1.	Provide the total	64202.86

Provide a brief explanation and breakdown of expenses.

2.0 non-certified support personnel

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

The annual Title I Parental Involvement Title I Meeting will be at the Flat Rock School Open House, August 22. The meeting is to inform parents of the Title I requirements and is presented by the Federal Programs Parental Involvement Consulting Teacher. The Federal Programs Parental Involvement Consulting Teacher explains participation and requirements of Title I, 1% set-asides, and Parents Rights as well as describes the School-Parent Compact, the Parental Involvement Plan and the materials and support available at the Jackson County Parent Center. Flat Rock School and the Leadership Team chose to relinquish the 1% Parental Involvement allocation to the Jackson County Parent Center to offer programs to strengthen the school/family partnership by providing activities, materials, and education for school staff and parents.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

1. The Parental Involvement Consulting Teacher conducts a minimum of two meetings a year. These are meetings are scheduled with flexible times to meet the needs of working parents. One meeting is held at night and one during the day. The fall Title I meeting is to inform parents of Title I laws and regulations. Other meetings held are to assist parents in working with their children's educational needs. Flat Rock's meetings are planned for August 22 in the evening, at the Open House, and another parent training session will be available during the afternoon on January 19. Also, for meetings where there are Spanish-speaking families, an interpreter will also be provided.

2. Flat Rock School encourages parents to be full partners in the decisions that affect children and family. The school involves parents in an organized, ongoing, and timely way in the planning of the school improvement plan through newsletters, parent surveys, committee meetings, and handbooks. The Federal Programs Advisory Committee is comprised of parents, teachers, administrators, and community members. The purpose of this committee is to utilize federal funds to provide the maximum benefits to all the students of Jackson County. The committee discusses strategies, various federal programs available, and budgets allotted to fund them. All committee members are given the opportunity to offer opinions and suggestions.

3. Flat Rock School and the Leadership Team agreed to relinquish their allocated Parental Involvement Funds to allow the Federal Programs Consulting Teacher to be responsible for all Parental Involvement activities. These funds are used to maintain materials and supplies for both the Parent Center and fulfilling parent requests for additional resources to be used at home. The Jackson County Parent Center is open daily and provides a wide range of materials available for parent check out and various workshops to assist parents in developing parenting skills.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

All documents related to Federal Programs are made available in both English and Spanish. Interpreters are available in the event there are high Spanish speaking populations to further assist in any other explanations necessary. Information regarding curriculum, classroom standards, homework policies and assessments are provided in the Jackson County Schools Student Handbook. All students receive a handbook on the first day of school and must return the Parental Acknowledgement form which is filed in their cumulative record. Parents are provided with additional information throughout the school year, i.e., progress reports, report cards, assessment reports. Progress reports are sent home at the 4.5 week grading period and report cards are sent home at the 9 weeks grading period. Teachers make at least one parent contact per semester/year. Parents may request a conference to voice any concerns or suggestions related to the education of their child. Parents also can access the INOW Parent Portal and the school website. Each teacher within the Jackson County School District is assigned an email address thru which parents may contact them.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

The Leadership Team, comprised of parents, teachers, administrators, and community members, is responsible for designing, implementing, and evaluating school improvement efforts including Student /Parent Compact and the Continuous Improvement Plan. The Leadership Team and faculty review the School-Parent Compact each May and update it as necessary. Parents, the school staff, and students have created a shared responsibility by having parents/guardians and the student sign a School-Parent Compact for improving academic achievement and behavior. The signed compacts will be filed in the classroom for use during parent-teacher and/or student-teacher conferences.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Contact information for both the Jackson County Board of Education and the Alabama State Department of Education is provided and made available on the Jackson County School District Website, and in each school office.

"If you have comments or concerns, you may call the Jackson County Board of Education (256) 259-9500 Mr. Mark Guffey, Federal Programs Supervisor, guffeym@jackson.k12.al.us, and/ or Mr.Chris Davis, Special Education Supervisor, davis@jackson.k12.al.us. or the Alabama State Department of Education (334) 242-8199."

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family

engagement).

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

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

The Federal Programs Parental Involvement Consulting Teacher, in cooperation with the principal, will conduct parent meetings and offer training sessions covering many topics designed to aid parents in becoming more involved in their child's education. The Consulting Teacher conducts one parent meeting per semester at times convenient for all parents to attend. Newsletters for parents of elementary, middle, and high school students containing valuable and age-appropriate strategies for better parenting are distributed monthly. The newsletters are also posted on the Jackson County District Website. Parents can access the school website to stay more informed and involved. The Jackson County School District has also added Facebook and Twitter as tools of communication with parents. Daily parenting tips are managed by the Federal Programs Parental Involvement Consulting Teacher.

Flat Rock School shares the responsibility, with the parents/guardians, in improving academic achievement, and behavior by signing a compact indicating their agreement to the terms listed. Faculty members will provide and distribute information to assist parents in understanding how students can improve skills, get help when needed, foster learning at home and give feedback to teachers. Flat Rock hosts an Open House at the beginning of each school year. Parents will be given the opportunity to meet their child's teacher, explain expectations, and strategies to support their child. Parents will receive Progress Reports at the midpoint of each nine weeks and Report Cards at the end of the nine weeks. The Jackson County School System, as well as Flat Rock has a mass notification system where parents can receive messages from the principal, superintendent, or designee. Flat Rock has INOW Parent Portal which enables parents to view grades and report cards at their convenience.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Throughout the year, the Parent Center will send home grade-appropriate newsletters home with the students. They can also be found on the Jackson County District Website under Federal Programs. The Federal Programs Parental Involvement Consulting Teacher conducts a minimum of two parent training sessions to be held at the school at flexible times for the convenience of parents. Teachers promote effective involvement by assigning interactive homework that requires students to discuss and interact with parents about what they are learning in class. The Federal Programs Parental Involvement Consulting Teacher operates the Jackson County Schools Parent Center which offers videos, games, books, and other educational resource tools which may be used by either parents or teachers. When parents are unable to

come to the center, the Consulting Teacher will deliver requested materials to the school for the parent to pick up.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

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

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

As part of the action plan for school improvement and to understand parent perceptions of school programs and services, surveys were sent home with each student and various stakeholders. The data collected from these surveys is used as a tool to better serve the children of Insert Your School and Jackson County School District. One of the areas the survey identified to target continuous improvement was positive family, community, and staff relationships. The goal for Insert Your School is to communicate effectively with parents and members of this community to build positive relationships that strengthen support for the educational process. To meet our school objectives, we are encouraging parents to be involved in an annual Parenting Day to view school activities and student accomplishments. Parents are encouraged to visit the school website and are provided with a quarterly newsletter to inform them of the latest class and school activities. Framework for Understanding Poverty by Ruby Payne, Ph.D. was a book the faculty used for a book study regarding poverty. The book not only provided us with information about poverty but promoted discussion and awareness about developing parental involvement in a school with a high poverty level. We learned researchers have evidence that family participation in education is twice as predictive of students' academic success as family socioeconomic status. The faculty was also reminded lack of parental involvement is the biggest problem facing public schools and that many parents do not know how to help their children with their education.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

In order to involve all parents regardless of home language, the Jackson County School District, as well as Flat Rock School, disseminates all information to parents in a format and to the extent practicable, in a language parents can understand. Translated documents and interpreters are provided as needed.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

The Jackson County Board of Education provides each student with a Student Handbook at the beginning of each school year. The handbook provides clear detailed descriptions of rules, regulations, and expectations that are set by the Jackson County Board of Education. At the beginning of each school year, a parent meeting is held at every school in which the Title I program is explained to parents. During this meeting, the need for parental involvement is explained with the desire to foster positive family and community relationships. Parents are given the opportunity to voice concerns and ask questions. A letter explaining the materials available at the Parent Center is sent home at the beginning of the school year inviting parents to use the facility. Newsletters with age-appropriate activities are sent to the parents each month. The newsletters, available in English and Spanish, can be found on the Jackson County website. The school district has added Facebook and Twitter to disseminate interesting and useful information to parents.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Information is collected upon enrollment to ensure current and accurate information for parents. In order to involve all families regardless of home language, the Jackson County School District, as well as Flat Rock School, disseminates all information to parents in a format and to the extent practicable, in a language parents can understand. Translated documents and interpreters are provided as needed. The District website platform has design features that help ensure, to the extent practicable, that content is ADA compliant and Jackson County facilities are handicap accessible. The mass notification system translates written messages sent to parents.