

## **ACIP**

Paint Rock Valley High 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?**

Nestled in the shadows of Putman and Maxwell Mountains stands Paint Rock Valley High School. The quaint rock building is truly a community school built by hand, rock by rock in 1935. Pre-K through twelfth grade, students from Princeton, and the surrounding areas of Garth, Hollytree, Trenton, Swaim, Estillfork, and Francisco attend the school in the same building today. Some are fourth generation attendees of the school. Paint Rock Valley High School is a small, very rural school in northeast Alabama.

At the start of the 2016-17 school year the enrollment was 78 students. The school has 5 elementary teachers, one and a half high school teachers, a full time counselor, as well as a secretary. The school has two lunchroom workers, three bus drivers and one custodian. Everyone in the school performs more than one duty. Paint Rock Valley High School is a Title I school with 65% percent of students participating in the free or reduced lunch program. With few businesses in the area, many residents commute to Huntsville or to Scottsboro to work.

Even though we have a small faculty, our students are provided with a great education. Our teachers work well together taking on multiple duties. Students have access to online classes provided by ACCESS which are facilitated by our teachers. Some students choose travel to EPCOT in the mornings to take technical classes and back to Paint Rock Valley for core classes in the afternoon.

Because we are a small community, we have a good relationship with many of our parents. We welcome all parents in our school at any time. Our principal and counselor has an open door policy and is readily available to anyone at any time.



## **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.**

School Purpose:

To offer a curriculum that engages students through innovative classroom experiences with a focus on college and career readiness.

PRVHS School Beliefs

1. Every student is entitled to a high-quality education, built upon collaboration and continuous dialogue.
2. Each student has a unique approach to learning, deserving of opportunities to develop that approach to its fullest potential.
3. Open communication between faculty, students, and parents fosters connections critical to the success of all students.
4. Curious, inquiring students graduate into lifelong learners and productive community and global citizens.

School Vision:

Paint Rock Valley High School educates, nurtures, and motivates students to become positive, responsible, versatile, honorable scholars.

School Mission:

PRVHS= Positive, Responsible, Versatile, Honorable Scholars

Our school embodies our purpose, beliefs, vision and mission through setting high expectations for our students. The administration has high expectations for all staff and students. Faculty/staff expect a positive attitude, an impressive amount of effort, and production from our students. This flows down to every area of our school.

## **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.**

Paint Rock Valley High School has survived the threat of closure for the last three decades. PRVHS has had 8 principals in the last 16 years which has contributed to challenges concerning enrollment. Currently, the principal is from the community and has started implementing various programs to address school needs. One such program is our new, school funded Pre-K program. The program has been in operation for almost 4 years now and had made significant academic gains for the school. Parents have been more involved in fundraisers for athletics as well as educational needs. Parents are also more involved in our PTO.

The current principal has a vision for PRVHS as a project based school with an increased focus on agriculture, music and the arts. The next three years we will be implementing his plan to develop this curriculum and implement it in every area of our school. The donation of \$40,000 of green house frames to the school has made this vision possible. The pad for the green houses was installed last year and now construction can begin. Within three years PRV should have a functioning agriculture program, home ec, green house project with aquaponics and a fully functioning cannery. It is our belief that this vision will truly create a sustainable environment for PRV and allow our school to offer programs that are not offered anywhere else in Jackson County.

## **Additional Information**

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

The vision of Paint Rock Valley High School is to create a community environment that supports our students in a way to ensure success. We have a unique school setting and we want all stakeholders to understand the value of the low student to teacher ratio that is being offered here at PRV. Creating programs like our PRV School of Music and the PRV Pre-K are evidence that we are working hard to create a movement specific to our school that sets us apart from other public educational institutions in Jackson County. The faculty/staff of Paint Rock Valley High School are working daily to improve our program offerings, instruction, curriculum, and our overall service to our stakeholders. We encourage parent involvement and welcome all ideas/suggestions.

# **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 committee are representatives from all aspects of the school and community and include the principal, teachers, stakeholders, students and parents. Team members were asked to serve on the committee based on their expertise and involvement in our school and community. Through a collaborative effort of PRVHS, a school leadership team was chosen that best represented the diverse population and school demographics. Monthly faculty meetings are held to discuss the school improvement plan. Special meetings are called as needed to accommodate all stakeholders schedules in order to involve everyone.

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

The leadership team is comprised of departments within the school: Principal, Guidance Counselor, Teachers, Community Members, Parents, and Students . Through a collaborative effort, our faculty collaborates and works with stakeholders to promote the highest level of student achievement within an environment conducive to learning.

Clay Webber, Principal: Oversight and data analysis

Cindy Woodall, Guidance Counselor: Chairperson

Debbie McRae, District School Improvement Specialist, Consulting

Stacey Miller, Collaborative Teacher: Student Performance Diagnostic, Data Analysis

Danielle Potts, Elementary Teacher: Student Performance Diagnostic, Data Analysis

Scotty Baugh, Secondary Teacher: Student Performance Diagnostic, Data Analysis

Mona Bishop, Secretary: Consulted on Executive Summary

Amanda Hinshaw, Community Leader: Consulted on Parent Involvement and various school improvement ideas

Mike Muratet, Community Leader: Consulted on Parent Involvement and various school improvement ideas

Jordan Waldman, Student: Consulted on student perception of PRV

Jamie Whitley, Parent: Consulted on Executive Summary and Parent Involvement

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

Copies of the A-CIP are available in the school office, library, and the counselor's office and on the school website

@<http://paintrockvalley.jch.schoolinsites.com/> and on the Jackson County Website, [www.jackson.k12.org](http://www.jackson.k12.org). The A-CIP will be updated as needed. ACIP will be updated as needed and stakeholders will be made aware 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	Student Performance Data Document Uploaded	2016-2017 Student Performance Data Document

## 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	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

## Areas of Notable Achievement

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

According to the ACT Aspire Reading data, 60% of Paint Rock Valley 4th grade students scored at or above the ACT Readiness Benchmark level. 67% of the 8th grade scored at or above in Reading.

According to ACT+Writing 50% of the students in 12th grade scored college readiness in English.

According to ACT+Writing 43% of the students in 11th grade scored college readiness in English.

According to ACT+Writing 43% of the students in 12th grade scored college readiness in Reading.

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

According to the ACT Aspire Reading data, 10% of Paint Rock Valley 4th grade students scored at or above the ACT Readiness Benchmark. In 2015, 0% of students scored at or above the ACT Readiness Benchmark. In 2016, the score went up to 60%. A trend throughout 2014, 2015, and 2016 shows an increase of 50%.

According to the ACT Aspire Mathematics data, 0% of Paint Rock Valley 6th grade students scored at or above the ACT Readiness Benchmark. In 2015, the score went up to 22%. In 2016, the Mathematics score went up to 33%. A trend throughout 2014, 2015, and 2016 shows an increase of 33%.

According to the ACT Aspire Reading data, 30% of Paint Rock Valley 8th grade students scored at or above the ACT Readiness Benchmark. In 2015, 33% of students scored at or above the ACT Readiness Benchmark. In 2016, the score went up to 67%. A trend throughout 2014, 2015, and 2016 shows an increase of 37%.

### Which area(s) indicate the overall highest performance?

The areas which indicated the overall highest performance is in the area of English.

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

According to the ACT Aspire Paint Rock Valley High School females in grades 3-8 show a steadily increasing trend line in performance whereas the males trend line is gradually increasing.

According to ACT + Writing, Paint Rock Valley High School males are performing at a higher rate.

**Between which subgroups is the achievement gap closing?**

Subgroups are hard to determine at Paint Rock Valley High School. We are a very small school with little diversity.

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

We use our STAR Assessment as a predictor of achievement on the ACT Aspire and ACT + Writing. Student achievement on the STAR is consistent with their achievement on these assessments.

## **Areas in Need of Improvement**

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

According to ACT Aspire, areas below the expected level of performance are in the subject areas of reading and writing. Writing is significantly lower than expected and this finding is consistent across all data sources.

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

According to the ACT Aspire Reading data, 43% of Paint Rock Valley 7th grade students scored at or above the ACT Readiness Benchmark. In 2015, 20% of students scored at or above the ACT Readiness Benchmark. In 2016, the score dropped to 0%. A trend throughout 2014, 2015, and 2016 shows a decrease of 43%.

According to the ACT Aspire Mathematics data, 20% of Paint Rock Valley 8th grade students scored at or above the ACT Readiness Benchmark. In 2015, the score went up to 50%. In 2016, the Mathematics score dropped to 0%. A trend throughout 2014, 2015, and 2016 shows a decrease of 20%.

### **Which area(s) indicate the overall lowest performance?**

According to data analysis, as well as classroom based performance, writing is our weakest subject area.

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

Subgroups are hard to determine at Paint Rock Valley High School. We are a very small school with little diversity.

### **Between which subgroups is the achievement gap becoming greater?**

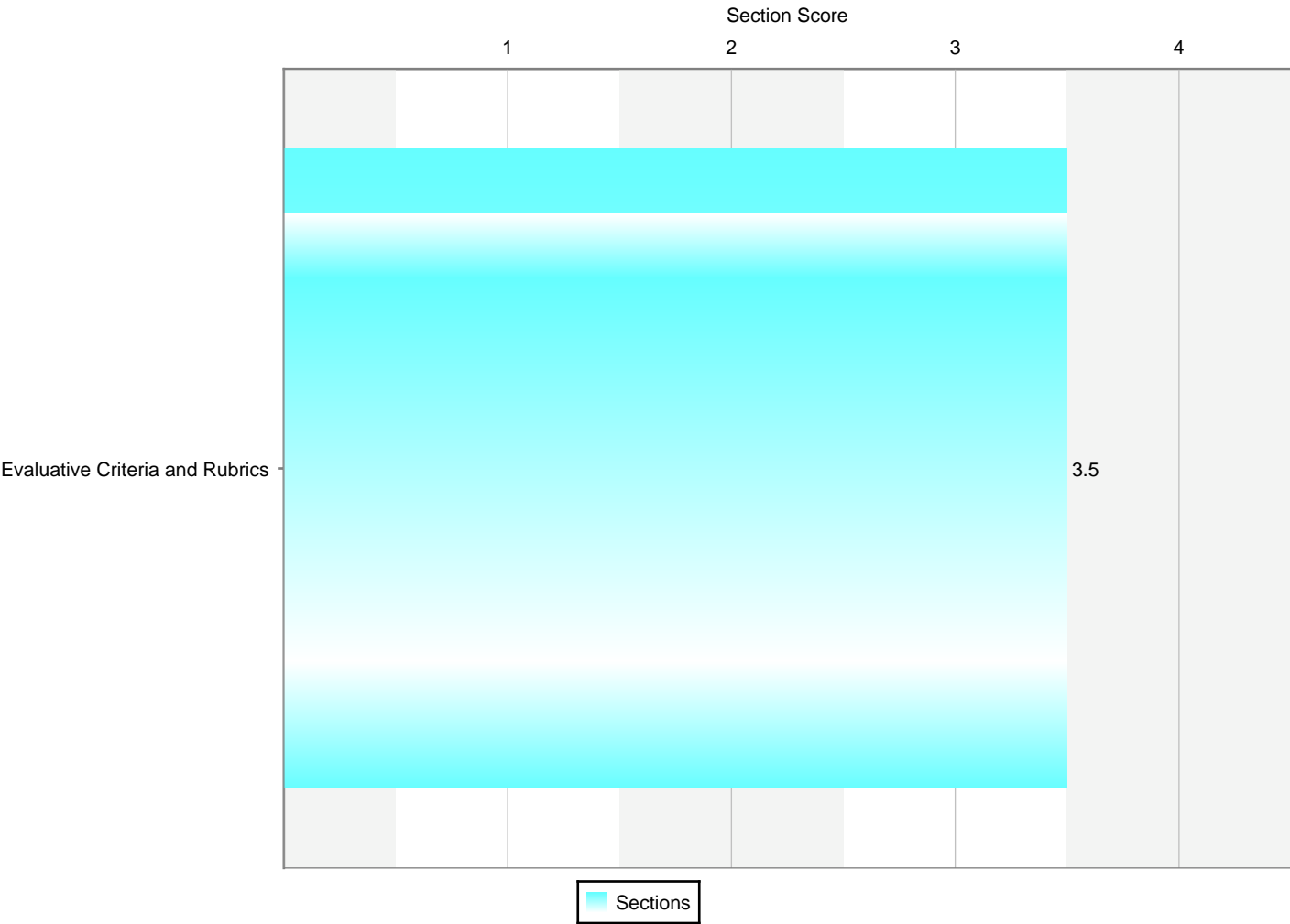
Subgroups are hard to determine at Paint Rock Valley High School. We are a very small school with little diversity.

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

We use our STAR Assessment as a predictor of achievement on the ACT Aspire and ACT + Writing. Student achievement on the STAR is consistent with their achievement on these assessments.

Report Summary

Scores By Section



# **ACIP Assurances**



## **Introduction**

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

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	PRVHS Leadership Team signatures have been uploaded.	2016-2017 Leadership Team

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	The Federal Programs Plan, Civil Rights Document, and EL District Plan has been uploaded.	2016-2017 Federal Programs 2016-2017 EL District Plan 2016-2017 Civil Rights Document

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 or Mark Guffey Jackson County Board of Education P.O. Box 490 16003 Alabama Highway 35 Scottsboro, Alabama 35768 (256) 259-9500	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	The Jackson County Parental Involvement Plan and the Student Handbook has been uploaded.	2016-2017 Parental Involvement Plan 2016-2017 Student Handbook

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	The PRVHS Parent/School Compacts have been uploaded.	2016-2017 Parent School Compacts

# **2016-2017 Paint Rock Valley High School Continuous Improvement Plan**

# Overview

**Plan Name**

2016-2017 Paint Rock Valley High School Continuous Improvement Plan

**Plan Description**

2016-2017 Paint Rock Valley High School Continuous Improvement Plan

## 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	Provide a rigorous and effective instructional program to ensure the academic growth of all students.	Objectives: 6 Strategies: 8 Activities: 21	Academic	\$0
2	Ensure that all students have optimal instructional time.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0
3	Engage Parents and Community in the Educational Process	Objectives: 2 Strategies: 3 Activities: 3	Organizational	\$0

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

### Measurable Objective 1:

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

### Strategy 1:

Professional Development on Reading Comprehension 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.

Category: Develop/Implement Professional Learning and Support

Research Cited: The processes 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 technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

Activity - Face to Face Professional Development for Secondary ELA Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	05/31/2018	\$0	No Funding Required	Curriculum Coordinator Secondary ELA Teachers
Activity - Independent Professional Development on Close Reading Strategies for Secondary Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Independent professional development on close reading strategies will be provided 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	05/29/2018	\$0	No Funding Required	Principals, Secondary ELA Teachers, Secondary Social Studies Teachers, Curriculum Coordinator
Activity - Teacher Collaboration on Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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.	Professional Learning	10/15/2015	05/31/2018	\$0	No Funding Required	Principals Instructional Coaches Teachers

**(shared) Strategy 2:**

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

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	08/04/2016	06/01/2020	\$0	No Funding Required	Superintendent, Principals, 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:**

62% of Eleventh grade students will demonstrate a proficiency in English skills in English Language Arts in English Language Arts by 06/01/2020 as measured by ACT Plus Writing.

**(shared) Strategy 1:**

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

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	08/04/2016	06/01/2020	\$0	No Funding Required	Superintendent, Principals, 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

**Strategy 2:**

Professional Development on Strategies for Teaching Writing Strategies - ELA Teachers who are new to the district will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle Component.

Category: Develop/Implement Professional Learning and Support

Activity - Independent Professional Development on Teaching Writing Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA Teachers who are new to the district will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle component.	Professional Learning	11/01/2016	02/28/2017	\$0	No Funding Required	ELA Teachers

Activity - Professional Learning Book Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers who have completed Then Things Every Writer Should Know will participate in a school book study of Everyday Editing: Inviting Students to Develop Skill and Craft in a Writer's Workshop which will be completed as a school "Book Club" activity	Professional Learning	11/01/2016	11/28/2016	\$0	No Funding Required	Curriculum Coordinator, Principals, Teachers

**Measurable Objective 3:**

32% of Eleventh grade students will demonstrate a proficiency in Problem Solving in Mathematics in Mathematics by 06/01/2020 as measured by ACT Plus Writing.

**(shared) Strategy 1:**

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

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	08/04/2016	06/01/2020	\$0	No Funding Required	Superintendent, Principals, 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

**Strategy 2:**

Professional Development for Secondary Mathematics Teachers - Professional Development on the mathematics practice standards for Alabama's College and Career Ready Standards

Category: Develop/Implement Professional Learning and Support

Activity - Independent Online Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Secondary Mathematics Teachers will have an opportunity to participate in self-paced online professional development on the conceptual strategies of Eureka Math, a standards based program.	Professional Learning	10/10/2016	06/30/2017	\$0	No Funding Required	Curriculum Coordinator, Principals, Mathematics, Teachers

**Measurable Objective 4:**

30% of Eleventh grade students will demonstrate a proficiency in critical thinking in Science by 06/01/2020 as measured by ACT Plus Writing.

**(shared) Strategy 1:**

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

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	08/04/2016	06/01/2020	\$0	No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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
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**Strategy 2:**

Professional Development for Secondary Science Teachers - Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.

Category: Develop/Implement Professional Learning and Support

Activity - Face to Face Professional Development for Science Teachers for STEM Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will participate in the development and execution of STEM projects	Professional Learning	10/07/2016	06/01/2017	\$0	No Funding Required	Curriculum Coordinator, Science Teachers

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Secondary teachers will participate in AMSTI training about the new Alabama Science Standards	Professional Learning	10/01/2016	01/02/2017	\$0	No Funding Required	Curriculum Coordinator, AMSTI Science Teachers

**Measurable Objective 5:**

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 as measured by the ACT Aspire assessment.

**(shared) Strategy 1:**

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

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	08/04/2016	06/01/2020	\$0	No Funding Required	Superintendent, Principals, 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

**Strategy 2:**

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on: instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills of 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

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA 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	07/01/2017	\$0	No Funding Required	Principals, ELA Teachers, Curriculum Coordinator

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 English Language Arts Teachers and Content Area Teachers will participate on 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	01/03/2017	\$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	07/31/2017	\$0	No Funding Required	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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 specialists, 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
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**Strategy 3:**

Test Data Analysis of 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 reading portions of the ACT Aspire 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 ACT Aspire test results for their current students to determine areas in which student 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 Research Based Best Practices for Continuous Improvement

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 unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0	No Funding Required	Principals, Curriculum Coordinator, Teachers

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings For the ACT Aspire	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All school with grades K-8 will expand the use of summative data meeting to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2017	\$0	No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Professional Development on Data Analysis of Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/13/2017	\$0	No Funding Required	Principals, Reading Specialists, Curriculum Coordinator

**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 as measured by the ACT Aspire assessment.

**(shared) Strategy 1:**

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

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	08/04/2016	06/01/2020	\$0	No Funding Required	Superintendent, Principals, 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

### Strategy 2:

Professional Development for K-8 Teachers on Teaching Computational and Reasoning Strategies - Math Teachers in grades K-8 will have an opportunity to participate in online, self-paced 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 - Independent Online Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	08/30/2017	\$0	No Funding Required	Curriculum Coordinator, Principals, Instructional Coaches
Activity - Professional Development on Using Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development on using number talks will be provided for new K-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0	No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.</p> <p>Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire 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. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire 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.</p>	Academic Support Program	10/03/2016	06/01/2017	\$0	No Funding Required	Curriculum Coordinators, Principals, Teachers
Activity - Increased Emphasis on Data Meetings Focused 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 in all school. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0	No Funding Required	Curriculum Coordinators, Principals, Teachers

## Goal 2: Ensure that all students have optimal instructional time.

### Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 23% to 20% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program.

### Strategy 1:

School Advocacy Program - The school will design and implement an Advocacy Program in which each student has an adult advocate at the school who is invested in the student's educational progress. Advocates will provide encouragement and support for academic growth including encouraging attendance and following-up on unexcused absences.

Category: Develop/Implement Student and School Culture Program

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Paint Rock Valley High School

An advocacy Leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers in the schools.	Academic Support Program	08/26/2016	08/26/2016	\$0	No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals
<b>Activity - Planning and Implementation</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The school will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0	No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals
<b>Activity - Advocacy Leader Meetings</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0	No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals
<b>Activity - Regularly Scheduled Advocacy Sessions</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Paint rock valley School will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0	No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals
<b>Activity - Parent/Guardian Notification System</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Paint Rock Valley High School will develop a Parent/Guardian Notification system by mailing letters to Parents/Guardians informing them of student absences each time the student is not in attendance to keep Parents/Guardians informed of the attendance policy and eliminate excessive unexcused absences.	Policy and Process	09/15/2016	05/30/2017	\$0	No Funding Required	Principal, Secretary



## Goal 3: Engage Parents and Community in the Educational Process

### Measurable Objective 1:

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

### Strategy 1:

Dynamic Website - The district will redesign its website to be a more dynamic presentation to the public through a greater use of still graphics and videos.

Category: Implement Community Based Support and Intervention System

Activity - Website Redesign	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will redesign its website interface to be more dynamic and engaging through the use of high-quality graphics and live-streaming video presentations.	Community Engagement	09/01/2016	11/30/2016	\$0	No Funding Required	Instructional Technology Specialist

### Strategy 2:

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 Learning Supports

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, principals will lead a school team in the development and implementation of a school community relations, communication plan.	Parent Involvement, Community Engagement	05/02/2016	10/31/2016	\$0	No Funding Required	Principals, Central Office Supervisors

### Measurable Objective 2:

collaborate to increase parental understanding of and participation in the development of student career plans as students transition into high school to 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 for college and career.

Category: Develop/Implement Learning Supports

**ACIP**

Paint Rock Valley High School

Activity - College and Career Ready Resource for Families Brochure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will develop a brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the districts website.	Career Preparation/Orientation, Parent Involvement	10/15/2015	05/26/2017	\$0	No Funding Required	Federal Programs Coordinator, Parent Involvement Personnel

## 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
Independent Online Professional Development	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	08/30/2017	\$0	Curriculum Coordinator, Principals, Instructional Coaches
Professional Development on Vocabulary Development	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 specialists, and teachers of grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0	Curriculum Coordinator, Principals, Reading Specialists, Teachers
Professional Development on Using Number Talks	Professional Development on using number talks will be provided for new K-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0	Curriculum Coordinator, Principals, Teachers
Planning and Implementation	The school will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0	School Improvement Specialist, School Advocacy Leader, Teachers, Principals
Parent/Guardian Notification System	Paint Rock Valley High School will develop a Parent/Guardian Notification system by mailing letters to Parents/Guardians informing them of student absences each time the student is not in attendance to keep Parents/Guardians informed of the attendance policy and eliminate excessive unexcused absences.	Policy and Process	09/15/2016	05/30/2017	\$0	Principal, Secretary
Face to Face Professional Development	Secondary teachers will participate in AMSTI training about the new Alabama Science Standards	Professional Learning	10/01/2016	01/02/2017	\$0	Curriculum Coordinator, AMSTI Science Teachers

**ACIP**

Paint Rock Valley High School

Independent Professional Development on Teaching Writing Strategies	ELA Teachers who are new to the district will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle component.	Professional Learning	11/01/2016	02/28/2017	\$0	ELA Teachers
Independent Online Professional Development	Secondary Mathematics Teachers will have an opportunity to participate in self-paced online professional development on the conceptual strategies of Eureka Math, a standards based program.	Professional Learning	10/10/2016	06/30/2017	\$0	Curriculum Coordinator, Principals, Mathematics, Teachers
Teacher Collaboration and Self-Assessment on Effective Questioning	ELA 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	07/01/2017	\$0	Principals, ELA Teachers, Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	K-8 English Language Arts Teachers and Content Area Teachers will participate on 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	01/03/2017	\$0	Curriculum 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	08/04/2016	06/01/2020	\$0	Superintendent, Principals, Selected Supervisors, School Improvement Specialist
Professional Development on Data Analysis of Formative Assessment	Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/13/2017	\$0	Principals, Reading Specialists, Curriculum Coordinator
Teacher Collaboration on Effective Questions and Higher Order Thinking Skills	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.	Professional Learning	10/15/2015	05/31/2018	\$0	Principals Instructional Coaches Teachers
Professional Development for Advocate Leaders and Teachers	An advocacy Leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers in the schools.	Academic Support Program	08/26/2016	08/26/2016	\$0	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

Increased Emphasis of Data Meetings Focused on Math Summative Assessments	<p>Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.</p> <p>Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire 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. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire 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.</p>	Academic Support Program	10/03/2016	06/01/2017	\$0	Curriculum Coordinators, Principals, Teachers
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
Regularly Scheduled Advocacy Sessions	Paint rock valley School will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0	School Improvement Specialist, School Advocacy Leader, Teachers, Principals
College and Career Ready Resource for Families Brochure	The district will develop a brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the districts website.	Career Preparation/Orientation, Parent Involvement	10/15/2015	05/26/2017	\$0	Federal Programs Coordinator, Parent Involvement Personnel
Independent Professional Development on Close Reading Strategies for Secondary Teachers	Independent professional development on close reading strategies will be provided 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	05/29/2018	\$0	Principals, Secondary ELA Teachers, Secondary Social Studies Teachers, Curriculum Coordinator
Increased Emphasis on Data Meetings Focused 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 in all school. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0	Curriculum Coordinators, Principals, Teachers

**ACIP**

Paint Rock Valley High School

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	07/31/2017	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Advocacy Leader Meetings	The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals
Face to Face Professional Development for Secondary ELA Teachers	Utilizing all available resources, secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	05/31/2018	\$0	Curriculum Coordinator Secondary ELA Teachers
Increase the Inclusiveness of Personnel in Reading Data Meetings For the ACT Aspire	All school with grades K-8 will expand the use of summative data meeting to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2017	\$0	Curriculum Coordinator, Principals, Reading Specialists, Teachers
Professional Learning Book Club	All ELA teachers who have completed Then Things Every Writer Should Know will participate in a school book study of Everyday Editing: Inviting Students to Develop Skill and Craft in a Writer's Workshop which will be completed as a school "Book Club" activity	Professional Learning	11/01/2016	11/28/2016	\$0	Curriculum Coordinator, Principals, Teachers
Professional Development on Data Analysis of Summative Assessments	Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0	Principals, Curriculum Coordinator, Teachers
Complete and Implement Community Relations/Communication Plans	Having completed a professional learning unit on community relations and communication, principals will lead a school team in the development and implementation of a school community relations, communication plan.	Parent Involvement, Community Engagement	05/02/2016	10/31/2016	\$0	Principals, Central Office Supervisors
Face to Face Professional Development for Science Teachers for STEM Projects	Science teachers will participate in the development and execution of STEM projects	Professional Learning	10/07/2016	06/01/2017	\$0	Curriculum Coordinator, Science Teachers
Website Redesign	The district will redesign its website interface to be more dynamic and engaging through the use of high-quality graphics and live-streaming video presentations.	Community Engagement	09/01/2016	11/30/2016	\$0	Instructional Technology Specialist
<b>Total</b>					<b>\$0</b>	

# **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	PRVHS Stakeholder Feedback 2016-2017	Stakeholder Feedback Stakeholder Feedback2

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

	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	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

## Areas of Notable Achievement

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

According to the Staff Surveys..Indicator 1.3 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. The approval rating was 4.64/5.

According to the Early Elementary Surveys.. Indicator 2.4 Leadership and staff foster a culture consistent with the school's purpose and direction. The approval rating was 4.98/5.

According to the Elementary Surveys.. Indicator 4.5 The technology infrastructure supports the school's teaching, learning, and operational needs. The approval rating was 4.98/5.

According to the Parent Surveys.. Indicator 4.3 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. The approval rating was 4.98/5.

According to Middle/High School Surveys.. Indicator 3.9 The system designs and evaluates structures in all schools whereby each student is well know by at least one adult advocate in the student's school that supports that student's educational experience. The approval rating was 3.74/5.

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

In order to statistically determine a trend at least three years of data must be available. Only two scores are available at this time, therefore trend lines are incomplete.

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

The data is consistent with informal observations such as teacher and stakeholder discussions.

## Areas in Need of Improvement

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

According to Paint Rock Valley High School Early Elementary Surveys, Indicator 4.6, The school provides support services to meet the physical, social and emotional, needs of the student population being served, was the lowest.

According to Paint Rock Valley High School Elementary Surveys, Indicator 4.4, Students and school personnel use a range of media and information resources to support the school's educational programs, was the lowest.

According to Paint Rock Valley High School Middle/High Surveys, Indicator 1.4, Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning, was the lowest.

According to Paint Rock Valley High School Staff Surveys, Indicator 3.3, Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations, was the lowest.

According to Paint Rock Valley High School Parent Surveys, Indicator 3.11, All staff members participate in a continuous program of professional learning, was the lowest.

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

No areas show a trend toward decreasing stakeholder satisfaction or approval.

### What are the implications for these stakeholder perceptions?

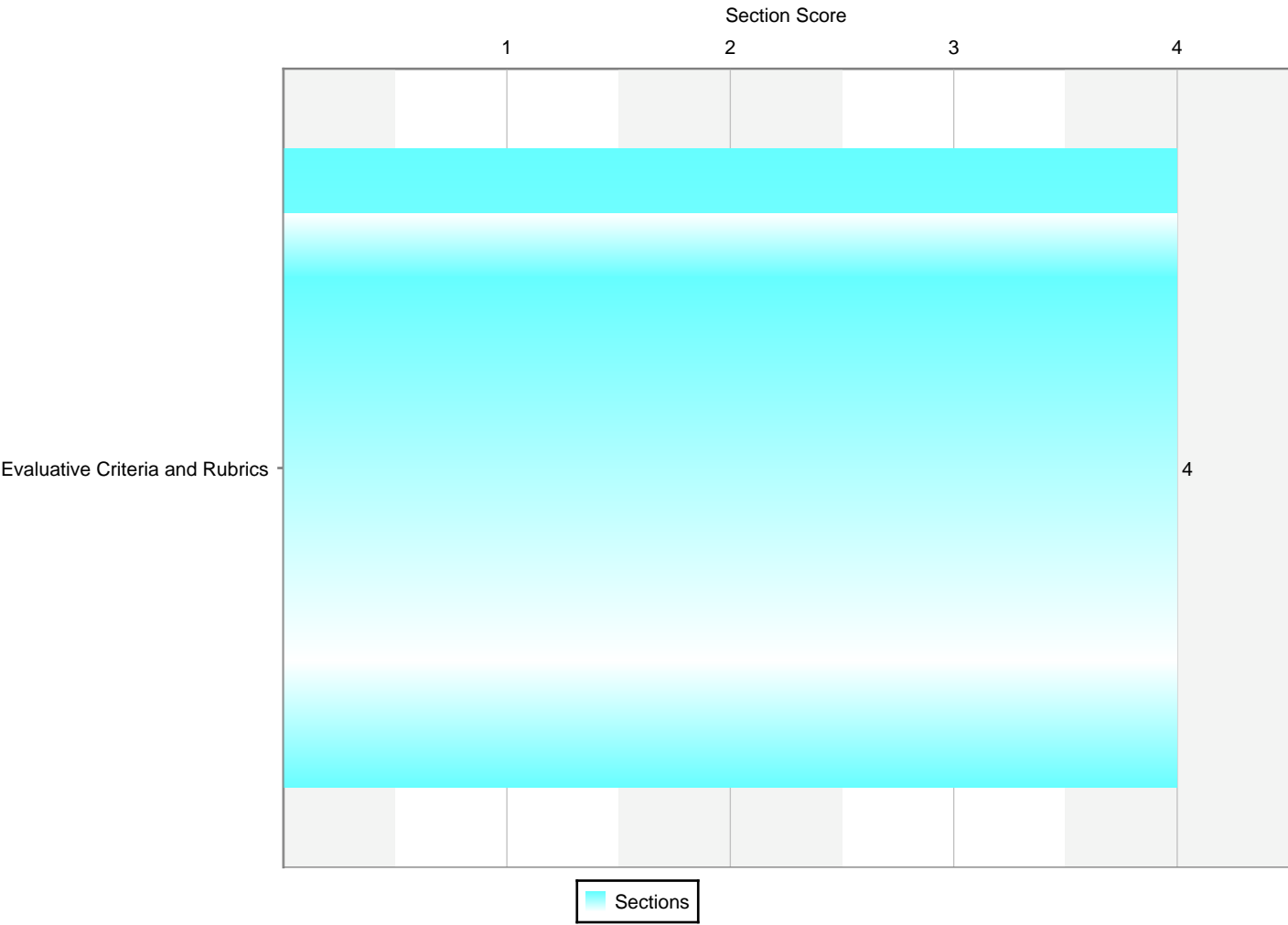
Paint Rock Valley High School uses feedback to improve student success and stakeholders involvement and satisfaction. According to parent and staff surveys Indicator 3.3 Engage students in their learning through instructional strategies that ensure achievement of learning expectations, through professional development, teachers will work on strategies to improve student understanding of their expectations. It is our goal to meet the needs of each individual student.

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

The data is consistent with informal observations such as teacher and stakeholder discussions.

Report Summary

Scores By Section



# **Title I Schoolwide Diagnostic**

## **Introduction**

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

## **Component 1: Comprehensive Needs Assessment**

### **1. How was the comprehensive needs assessment conducted?**

The school leadership team including parent, student and community members met in May 2016 to review the 2015-2016 Continuous Improvement Plan and assessed the degree to which implemented strategies had been met. We began the discussion of how to proceed with the CIP for the 2016-2017 school year. Multiple sources of data are analyzed for the overall school wide plan. SIR reports and attendance are analyzed to determine cultural issues. After receiving testing data, the faculty met, dis-aggregated data from STAR, ACT Aspire and ACT + Writing results. We began to formulate the plan based on all sources of data along with input from all stakeholders.

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

PRVHS strengths include a low percentage of office referrals. Only 1 student fight took place during the year. There were less than 5 students sent to Alternative school the entire school year. We have maintained an attendance rate of over 95%. PRVHS has a very low drop out rate. Faculty members attend a large percentage of professional development and training in using technology in the classroom. One area across grade levels that needs to be improved is writing and reading. ACT Aspire: Overall English is our highest area of achievement. Our weakest area is our need for more staff.

### **3. What conclusions were drawn from the results?**

The school leadership team concluded, we have made significant improvements in every area in the last three years. Discipline was an area of improvement, no students were expelled in the 2016-17 school year. We maintain over a 95% attendance rate. There is a higher percentage of students moving from Tier 2 to Tier 1. The majority of teacher absences were due to professional development opportunities. PRVHS faculty and staff will continue to use data analysis, collaboration and best practice strategies, strategic remediation, close reading, and individual tutoring to increase the success rate of all students.

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

According to Stakeholder Surveys and Assessment Data PRVHS Staff is clearly providing a suitable environment for students to succeed in learning. Surveys indicate school facilities are well maintained, school staff is engaging families in meaningful ways in their children's education, and the school's leadership implements a continuous improvement process providing clear direction for improving conditions to support student learning. Surveys also indicate grading reports are clearly defined and parents understand what students are learning and mastering in their courses across grade levels. Assessment data shows English and Reading is the area of strength at PRVHS and Writing is the area of weakness.



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

The school goals were determined through a thorough analysis of multiple sources of data. Our team analyzed data from surveys, STAR tests, ACT Aspire, ACT + Writing and other sources to conclude their analysis.

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

Areas that need improvement are carefully analyzed from multiple data sources. We have academic goals, and goals related to increasing parental involvement. We do not have goals set for areas that have been improved like discipline and teacher attendance. Our goals directly reflect the needs identified in our data analysis.

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

PRVHS goals address every area of a students education. Goals have multiple strategies to address the entire students population.

## Component 2: Schoolwide Reform Strategies

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

#### Goal 1:

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

#### Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade 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 in Mathematics 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, Principals, Robotics Teachers

#### 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 applications of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

**Measurable Objective 2:**

70% of English Learners students will demonstrate a proficiency problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire.

**Strategy1:**

Curricular and Instructional Guidance - All schools 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 Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

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 assessments and as the basis for the development of IELPs.	Academic Support Program	10/15/2015	10/29/2017	\$0 - No Funding Required	EL Coordinator

**Measurable Objective 3:**

30% of Eleventh grade students will demonstrate a proficiency in critical thinking in Science by 06/01/2020 as measured by 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 - 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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

**Strategy2:**

Professional Development for Secondary Science Teachers - Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Face to Face Professional Development for Science Teachers for STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will participate in the development and execution of STEM projects	Professional Learning	10/07/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Science Teachers

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary teachers will participate in AMSTI training about the new Alabama Science Standards	Professional Learning	10/01/2016	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, AMSTI Science Teachers

**Measurable Objective 4:**

62% of English Learners students will demonstrate a proficiency in mathematics in Reading by 05/29/2020 as measured by ACT Aspire assessment.

**Strategy1:**

Curricular and Instructional Guidance - All schools 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 Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

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 assessments and as the basis for the development of IELPs.	Academic Support Program	10/15/2015	10/29/2017	\$0 - No Funding Required	EL Coordinator

**Measurable Objective 5:**

62% of Eleventh grade students will demonstrate a proficiency in English skills in English Language Arts in English Language Arts by 06/01/2020 as measured by 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 - 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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

**Strategy2:**

Professional Development on Strategies for Teaching Writing Strategies - ELA Teachers who are new to the district will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle Component.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent Professional Development on Teaching Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA Teachers who are new to the district will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle component.	Professional Learning	11/01/2016	02/28/2017	\$0 - No Funding Required	ELA Teachers

Activity - Professional Learning Book Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers who have completed Then Things Every Writer Should Know will participate in a school book study of Everyday Editing: Inviting Students to Develop Skill and Craft in a Writer's Workshop which will be completed as a school "Book Club" activity	Professional Learning	11/01/2016	11/28/2016	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

**Measurable Objective 6:**

32% of Eleventh grade students will demonstrate a proficiency in Problem Solving in Mathematics in Mathematics by 06/01/2020 as measured by ACT Plus Writing.

**Strategy1:**

Professional Development for Secondary Mathematics Teachers - Professional Development on the mathematics practice standards for Alabama's College and Career Ready Standards

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary Mathematics Teachers will have an opportunity to participate in self-paced online professional development on the conceptual strategies of Eureka Math, a standards based program.	Professional Learning	10/10/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Mathematics, Teachers

**Strategy2:**

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
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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

**Measurable Objective 7:**

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 as measured by the ACT Aspire assessment.

**Strategy1:**

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on: instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills of 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:

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 English Language Arts Teachers and Content Area Teachers will participate on 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	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator

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 specialists, and teachers of grades 5-8 will complete and online book study.	Professional Learning	10/03/2016	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

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	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA 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	07/01/2017	\$0 - No Funding Required	Principals, ELA Teachers, Curriculum Coordinator

**Strategy2:**

Test Data Analysis of 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 reading portions of the ACT Aspire 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 ACT Aspire test results for their current students to determine areas in which student 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 Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Professional Development on Data Analysis of Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/13/2017	\$0 - No Funding Required	Principals, Reading Specialists, Curriculum Coordinator

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 unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals, Curriculum Coordinator, Teachers



Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings For the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All school with grades K-8 will expand the use of summative data meeting to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

**Strategy3:**

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 - 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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

**Measurable Objective 8:**

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 as measured by the ACT Aspire assessment.

**Strategy1:**

Professional Development for K-8 Teachers on Teaching Computational and Reasoning Strategies - Math Teachers in grades K-8 will have an opportunity to participate in online, self-paced 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 Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on using number talks will be provided for new K-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.</p> <p>Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire 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. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire 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.</p>	Academic Support Program	10/03/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinators, Principals, Teachers

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	08/30/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coaches

Activity - Increased Emphasis on Data Meetings Focused 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 in all school. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum Coordinators, Principals, Teachers

**Strategy2:**

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 - 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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

**Measurable Objective 9:**

45% of Eleventh grade students will demonstrate a proficiency in reading comprehension in English Language Arts in Reading by 06/01/2020 as measured by 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 - 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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

**Strategy2:**

Professional Development on Reading Comprehension 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.

Category: Develop/Implement Professional Learning and Support

Research Cited: The processes 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 technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

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	05/31/2018	\$0 - No Funding Required	Curriculum Coordinator Secondary ELA Teachers

Activity - Teacher Collaboration on Effective Questions and Higher Order Thinking Skills	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.	Professional Learning	10/15/2015	05/31/2018	\$0 - No Funding Required	Principals Instructional Coaches Teachers

Activity - Independent Professional Development on 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 provided 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	05/29/2018	\$0 - No Funding Required	Principals, Secondary ELA Teachers, Secondary Social Studies Teachers, Curriculum Coordinator

**Goal 2:**

Engage Parents and Community in the Educational 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 to 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 for college and career.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - College and Career Ready Resource for Families Brochure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will develop a brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the districts website.	Parent Involvement Career Preparation/ Orientation	10/15/2015	05/26/2017	\$0 - No Funding Required	Federal Programs Coordinator, Parent Involvement Personnel

**Measurable Objective 2:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

**Strategy1:**

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 Learning Supports

Research Cited:

Activity - Complete and Implement Community Relations/Communication Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Having completed a professional learning unit on community relations and communication, principals will lead a school team in the development and implementation of a school community relations, communication plan.	Community Engagement Parent Involvement	05/02/2016	10/31/2016	\$0 - No Funding Required	Principals, Central Office Supervisors

**Strategy2:**

Dynamic Website - The district will redesign its website to be a more dynamic presentation to the public through a greater use of still graphics and videos.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Website Redesign	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will redesign its website interface to be more dynamic and engaging through the use of high-quality graphics and live-streaming video presentations.	Community Engagement	09/01/2016	11/30/2016	\$0 - No Funding Required	Instructional Technology Specialist

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

**Goal 1:**

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

**Measurable Objective 1:**

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

**Strategy1:**

Professional Development on Reading Comprehension 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.

Category: Develop/Implement Professional Learning and Support

Research Cited: The processes 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 technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

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	05/31/2018	\$0 - No Funding Required	Curriculum Coordinator Secondary ELA Teachers

Activity - Teacher Collaboration on Effective Questions and Higher Order Thinking Skills	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.	Professional Learning	10/15/2015	05/31/2018	\$0 - No Funding Required	Principals Instructional Coaches Teachers

Activity - Independent Professional Development on 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 provided 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	05/29/2018	\$0 - No Funding Required	Principals, Secondary ELA Teachers, Secondary Social Studies Teachers, Curriculum Coordinator

**Strategy2:**

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 - 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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

**Measurable Objective 2:**

62% of Eleventh grade students will demonstrate a proficiency in English skills in English Language Arts in English Language Arts by 06/01/2020 as measured by 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 - 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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

**Strategy2:**

Professional Development on Strategies for Teaching Writing Strategies - ELA Teachers who are new to the district will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle Component.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Learning Book Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers who have completed Ten Things Every Writer Should Know will participate in a school book study of Everyday Editing: Inviting Students to Develop Skill and Craft in a Writer's Workshop which will be completed as a school "Book Club" activity	Professional Learning	11/01/2016	11/28/2016	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Independent Professional Development on Teaching Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA Teachers who are new to the district will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle component.	Professional Learning	11/01/2016	02/28/2017	\$0 - No Funding Required	ELA Teachers

**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 as measured by the ACT Aspire 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:

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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

**Strategy2:**

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on: instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills of 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:



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 English Language Arts Teachers and Content Area Teachers will participate on 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	01/03/2017	\$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
ELA 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	07/01/2017	\$0 - No Funding Required	Principals, ELA Teachers, Curriculum Coordinator

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	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

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 specialists, 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

**Strategy3:**

Test Data Analysis of 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 reading portions of the ACT Aspire 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 ACT Aspire test results for their current students to determine areas in which student 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 Research Based Best Practices for Continuous Improvement

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 unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals, Curriculum Coordinator, Teachers

Activity - Professional Development on Data Analysis of Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/13/2017	\$0 - No Funding Required	Principals, Reading Specialists, Curriculum Coordinator

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings For the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All school with grades K-8 will expand the use of summative data meeting to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

**Measurable Objective 4:**

62% of English Learners students will demonstrate a proficiency in mathematics in Reading by 05/29/2020 as measured by ACT Aspire assessment.

**Strategy1:**

Curricular and Instructional Guidance - All schools 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 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 assessments and as the basis for the development of IELPs.	Academic Support Program	10/15/2015	10/29/2017	\$0 - No Funding Required	EL Coordinator

**Measurable Objective 5:**

32% of Eleventh grade students will demonstrate a proficiency in Problem Solving in Mathematics in Mathematics by 06/01/2020 as measured by 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
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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

**Strategy2:**

Professional Development for Secondary Mathematics Teachers - Professional Development on the mathematics practice standards for Alabama's College and Career Ready Standards

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary Mathematics Teachers will have an opportunity to participate in self-paced online professional development on the conceptual strategies of Eureka Math, a standards based program.	Professional Learning	10/10/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Mathematics, Teachers

**Measurable Objective 6:**

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade 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 in Mathematics 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, Principals, Robotics Teachers

**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 applications of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

**Measurable Objective 7:**

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 as measured by the ACT Aspire 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:

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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

#### Strategy2:

Professional Development for K-8 Teachers on Teaching Computational and Reasoning Strategies - Math Teachers in grades K-8 will have an opportunity to participate in online, self-paced 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 Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on using number talks will be provided for new K-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Increased Emphasis on Data Meetings Focused 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 in all school. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum Coordinators, Principals, Teachers

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	08/30/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coaches

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 ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.  Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire 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. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire 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	06/01/2017	\$0 - No Funding Required	Curriculum Coordinators, Principals, Teachers

**Measurable Objective 8:**

70% of English Learners students will demonstrate a proficiency problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire.

**Strategy1:**

Curricular and Instructional Guidance - All schools 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 assessments and as the basis for the development of IELPs.	Academic Support Program	10/15/2015	10/29/2017	\$0 - No Funding Required	EL Coordinator

Activity - Face-to-Face Professional 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 9:**

30% of Eleventh grade students will demonstrate a proficiency in critical thinking in Science by 06/01/2020 as measured by 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 - 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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

**Strategy2:**

Professional Development for Secondary Science Teachers - Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Face to Face Professional Development for Science Teachers for STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will participate in the development and execution of STEM projects	Professional Learning	10/07/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Science Teachers

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary teachers will participate in AMSTI training about the new Alabama Science Standards	Professional Learning	10/01/2016	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, AMSTI Science Teachers

**Goal 2:**

Engage Parents and Community in the Educational Process

**Measurable Objective 1:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

**Strategy1:**

Dynamic Website - The district will redesign its website to be a more dynamic presentation to the public through a greater use of still graphics and videos.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Website Redesign	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will redesign its website interface to be more dynamic and engaging through the use of high-quality graphics and live-streaming video presentations.	Community Engagement	09/01/2016	11/30/2016	\$0 - No Funding Required	Instructional Technology Specialist

**Strategy2:**

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 Learning Supports

Research Cited:

Activity - Complete and Implement Community Relations/Communication Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Having completed a professional learning unit on community relations and communication, principals will lead a school team in the development and implementation of a school community relations, communication plan.	Parent Involvement Community Engagement	05/02/2016	10/31/2016	\$0 - No Funding Required	Principals, Central Office Supervisors

**Measurable Objective 2:**

collaborate to increase parental understanding of and participation in the development of student career plans as students transition into high school to 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 for college and career.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - College and Career Ready Resource for Families Brochure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will develop a brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the districts website.	Career Preparation/ Orientation Parent Involvement	10/15/2015	05/26/2017	\$0 - No Funding Required	Federal Programs Coordinator, Parent Involvement Personnel

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

**Goal 1:**

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

**Measurable Objective 1:**

30% of Eleventh grade students will demonstrate a proficiency in critical thinking in Science by 06/01/2020 as measured by ACT Plus Writing.

**Strategy1:**

Professional Development for Secondary Science Teachers - Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.

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
Secondary teachers will participate in AMSTI training about the new Alabama Science Standards	Professional Learning	10/01/2016	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, AMSTI Science Teachers

Activity - Face to Face Professional Development for Science Teachers for STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will participate in the development and execution of STEM projects	Professional Learning	10/07/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Science Teachers

**Strategy2:**

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 - 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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

#### Measurable Objective 2:

70% of English Learners students will demonstrate a proficiency problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire.

#### Strategy1:

Curricular and Instructional Guidance - All schools 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 Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

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 assessments and as the basis for the development of IELPs.	Academic Support Program	10/15/2015	10/29/2017	\$0 - No Funding Required	EL Coordinator

#### Measurable Objective 3:

62% of Eleventh grade students will demonstrate a proficiency in English skills in English Language Arts in English Language Arts by 06/01/2020 as measured by ACT Plus Writing.

**Strategy1:**

Professional Development on Strategies for Teaching Writing Strategies - ELA Teachers who are new to the district will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle Component.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Learning Book Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers who have completed Then Things Every Writer Should Know will participate in a school book study of Everyday Editing: Inviting Students to Develop Skill and Craft in a Writer's Workshop which will be completed as a school "Book Club" activity	Professional Learning	11/01/2016	11/28/2016	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Independent Professional Development on Teaching Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA Teachers who are new to the district will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle component.	Professional Learning	11/01/2016	02/28/2017	\$0 - No Funding Required	ELA Teachers

**Strategy2:**

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 - 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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

**Measurable Objective 4:**

45% of Eleventh grade students will demonstrate a proficiency in reading comprehension in English Language Arts in Reading by 06/01/2020 as measured by 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
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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

**Strategy2:**

Professional Development on Reading Comprehension 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.

Category: Develop/Implement Professional Learning and Support

Research Cited: The processes 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 technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

Activity - Teacher Collaboration on Effective Questions and Higher Order Thinking Skills	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.	Professional Learning	10/15/2015	05/31/2018	\$0 - No Funding Required	Principals Instructional Coaches 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	05/31/2018	\$0 - No Funding Required	Curriculum Coordinator Secondary ELA Teachers

Activity - Independent Professional Development on 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 provided 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	05/29/2018	\$0 - No Funding Required	Principals, Secondary ELA Teachers, Secondary Social Studies Teachers, Curriculum Coordinator

**Measurable Objective 5:**

62% of English Learners students will demonstrate a proficiency in mathematics in Reading by 05/29/2020 as measured by ACT Aspire assessment.

**Strategy1:**

Curricular and Instructional Guidance - All schools 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 assessments and as the basis for the development of IELPs.	Academic Support Program	10/15/2015	10/29/2017	\$0 - No Funding Required	EL Coordinator

Activity - Face-to-Face Professional 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 6:**

32% of Eleventh grade students will demonstrate a proficiency in Problem Solving in Mathematics in Mathematics by 06/01/2020 as measured by ACT Plus Writing.

**Strategy1:**

Professional Development for Secondary Mathematics Teachers - Professional Development on the mathematics practice standards for Alabama's College and Career Ready Standards

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary Mathematics Teachers will have an opportunity to participate in self-paced online professional development on the conceptual strategies of Eureka Math, a standards based program.	Professional Learning	10/10/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Mathematics, Teachers

### Strategy2:

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 - 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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

### Measurable Objective 7:

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 as measured by the ACT Aspire 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:

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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

**Strategy2:**

Professional Development for K-8 Teachers on Teaching Computational and Reasoning Strategies - Math Teachers in grades K-8 will have an opportunity to participate in online, self-paced 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 - 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	08/30/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coaches

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 ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.  Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire 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. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire 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	06/01/2017	\$0 - No Funding Required	Curriculum Coordinators, Principals, Teachers

Activity - Increased Emphasis on Data Meetings Focused 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 in all school. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum Coordinators, Principals, Teachers

Activity - Professional Development on Using Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on using number talks will be provided for new K-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

**Measurable Objective 8:**

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade 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 in Mathematics 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, Principals, Robotics Teachers

**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 applications of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

**Measurable Objective 9:**

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 as measured by the ACT Aspire assessment.

**Strategy1:**

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on: instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills of 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:

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 English Language Arts Teachers and Content Area Teachers will participate on 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	01/03/2017	\$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
ELA 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	07/01/2017	\$0 - No Funding Required	Principals, ELA Teachers, Curriculum Coordinator

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	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

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 specialists, 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

**Strategy2:**

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
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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

**Strategy3:**

Test Data Analysis of 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 reading portions of the ACT Aspire 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 ACT Aspire test results for their current students to determine areas in which student 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 Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Professional Development on Data Analysis of Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/13/2017	\$0 - No Funding Required	Principals, Reading Specialists, Curriculum Coordinator

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 unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals, Curriculum Coordinator, Teachers

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings For the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All school with grades K-8 will expand the use of summative data meeting to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

**Goal 2:**

Engage Parents and Community in the Educational 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 to 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 for college and career.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - College and Career Ready Resource for Families Brochure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will develop a brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the districts website.	Career Preparation/ Orientation Parent Involvement	10/15/2015	05/26/2017	\$0 - No Funding Required	Federal Programs Coordinator, Parent Involvement Personel

**Measurable Objective 2:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

**Strategy1:**

Dynamic Website - The district will redesign its website to be a more dynamic presentation to the public through a greater use of still graphics and videos.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Website Redesign	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will redesign its website interface to be more dynamic and engaging through the use of high-quality graphics and live-streaming video presentations.	Community Engagement	09/01/2016	11/30/2016	\$0 - No Funding Required	Instructional Technology Specialist

**Strategy2:**

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 Learning Supports

Research Cited:

Activity - Complete and Implement Community Relations/Communication Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Having completed a professional learning unit on community relations and communication, principals will lead a school team in the development and implementation of a school community relations, communication plan.	Parent Involvement Community Engagement	05/02/2016	10/31/2016	\$0 - No Funding Required	Principals, Central Office Supervisors

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

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

**Measurable Objective 1:**

32% of Eleventh grade students will demonstrate a proficiency in Problem Solving in Mathematics in Mathematics by 06/01/2020 as measured by 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
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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

**Strategy2:**

Professional Development for Secondary Mathematics Teachers - Professional Development on the mathematics practice standards for Alabama's College and Career Ready Standards

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary Mathematics Teachers will have an opportunity to participate in self-paced online professional development on the conceptual strategies of Eureka Math, a standards based program.	Professional Learning	10/10/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Mathematics, Teachers

**Measurable Objective 2:**

70% of English Learners students will demonstrate a proficiency problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire.

**Strategy1:**

Curricular and Instructional Guidance - All schools 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 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 assessments and as the basis for the development of IELPs.	Academic Support Program	10/15/2015	10/29/2017	\$0 - No Funding Required	EL Coordinator

### Measurable Objective 3:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade 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 in Mathematics 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 applications of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, 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, Principals, Robotics Teachers

#### Measurable Objective 4:

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 as measured by the ACT Aspire assessment.

#### Strategy1:

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on: instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills of 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:

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 specialists, and teachers of grades 5-8 will complete and 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 English Language Arts Teachers and Content Area Teachers will participate on 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	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator

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	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA 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	07/01/2017	\$0 - No Funding Required	Principals, ELA Teachers, Curriculum Coordinator

**Strategy2:**

Test Data Analysis of 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 reading portions of the ACT Aspire 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 ACT Aspire test results for their current students to determine areas in which student 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 Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings For the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All school with grades K-8 will expand the use of summative data meeting to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

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 unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals, Curriculum Coordinator, Teachers



Activity - Professional Development on Data Analysis of Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/13/2017	\$0 - No Funding Required	Principals, Reading Specialists, Curriculum Coordinator

**Strategy3:**

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
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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

**Measurable Objective 5:**

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

**Strategy1:**

Professional Development on Reading Comprehension 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.

Category: Develop/Implement Professional Learning and Support

Research Cited: The processes 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 technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

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	05/31/2018	\$0 - No Funding Required	Curriculum Coordinator Secondary ELA Teachers

Activity - Independent Professional Development on 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 provided 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	05/29/2018	\$0 - No Funding Required	Principals, Secondary ELA Teachers, Secondary Social Studies Teachers, Curriculum Coordinator

Activity - Teacher Collaboration on Effective Questions and Higher Order Thinking Skills	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.	Professional Learning	10/15/2015	05/31/2018	\$0 - No Funding Required	Principals Instructional Coaches Teachers

**Strategy2:**

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
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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

**Measurable Objective 6:**

62% of English Learners students will demonstrate a proficiency in mathematics in Reading by 05/29/2020 as measured by ACT Aspire assessment.

**Strategy1:**

Curricular and Instructional Guidance - All schools 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 Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

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 assessments and as the basis for the development of IELPs.	Academic Support Program	10/15/2015	10/29/2017	\$0 - No Funding Required	EL Coordinator

**Measurable Objective 7:**

30% of Eleventh grade students will demonstrate a proficiency in critical thinking in Science by 06/01/2020 as measured by ACT Plus Writing.

**Strategy1:**

Professional Development for Secondary Science Teachers - Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Face to Face Professional Development for Science Teachers for STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will participate in the development and execution of STEM projects	Professional Learning	10/07/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Science Teachers

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary teachers will participate in AMSTI training about the new Alabama Science Standards	Professional Learning	10/01/2016	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, AMSTI Science Teachers

**Strategy2:**

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.

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

Research Cited:

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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

#### Measurable Objective 8:

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 as measured by the ACT Aspire assessment.

#### Strategy1:

Professional Development for K-8 Teachers on Teaching Computational and Reasoning Strategies - Math Teachers in grades K-8 will have an opportunity to participate in online, self-paced 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 - 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 ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.  Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire 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. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire 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	06/01/2017	\$0 - No Funding Required	Curriculum Coordinators, Principals, Teachers

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	08/30/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coaches

Activity - Professional Development on Using Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on using number talks will be provided for new K-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Increased Emphasis on Data Meetings Focused 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 in all school. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum Coordinators, Principals, Teachers

**Strategy2:**

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
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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

**Measurable Objective 9:**

62% of Eleventh grade students will demonstrate a proficiency in English skills in English Language Arts in English Language Arts by 06/01/2020 as measured by 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 - 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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

**Strategy2:**

Professional Development on Strategies for Teaching Writing Strategies - ELA Teachers who are new to the district will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle Component.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent Professional Development on Teaching Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA Teachers who are new to the district will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle component.	Professional Learning	11/01/2016	02/28/2017	\$0 - No Funding Required	ELA Teachers

Activity - Professional Learning Book Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers who have completed Ten Things Every Writer Should Know will participate in a school book study of Everyday Editing: Inviting Students to Develop Skill and Craft in a Writer's Workshop which will be completed as a school "Book Club" activity	Professional Learning	11/01/2016	11/28/2016	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

**Goal 2:**

Engage Parents and Community in the Educational 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 to 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 for college and career.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - College and Career Ready Resource for Families Brochure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will develop a brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the districts website.	Parent Involvement Career Preparation/ Orientation	10/15/2015	05/26/2017	\$0 - No Funding Required	Federal Programs Coordinator, Parent Involvement Personnel

**Measurable Objective 2:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

**Strategy1:**

Dynamic Website - The district will redesign its website to be a more dynamic presentation to the public through a greater use of still graphics and videos.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Website Redesign	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will redesign its website interface to be more dynamic and engaging through the use of high-quality graphics and live-streaming video presentations.	Community Engagement	09/01/2016	11/30/2016	\$0 - No Funding Required	Instructional Technology Specialist

**Strategy2:**

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 Learning Supports

Research Cited:

Activity - Complete and Implement Community Relations/Communication Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Having completed a professional learning unit on community relations and communication, principals will lead a school team in the development and implementation of a school community relations, communication plan.	Parent Involvement Community Engagement	05/02/2016	10/31/2016	\$0 - No Funding Required	Principals, Central Office Supervisors

#### 5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

##### Goal 1:

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

##### Measurable Objective 1:

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

##### Strategy1:

Professional Development on Reading Comprehension 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.

Category: Develop/Implement Professional Learning and Support

Research Cited: The processes 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 technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

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	05/31/2018	\$0 - No Funding Required	Curriculum Coordinator Secondary ELA Teachers



Activity - Teacher Collaboration on Effective Questions and Higher Order Thinking Skills	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.	Professional Learning	10/15/2015	05/31/2018	\$0 - No Funding Required	Principals Instructional Coaches Teachers

Activity - Independent Professional Development on 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 provided 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	05/29/2018	\$0 - No Funding Required	Principals, Secondary ELA Teachers, Secondary Social Studies Teachers, Curriculum Coordinator

**Strategy2:**

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 - 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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

**Measurable Objective 2:**

30% of Eleventh grade students will demonstrate a proficiency in critical thinking in Science by 06/01/2020 as measured by 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
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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

**Strategy2:**

Professional Development for Secondary Science Teachers - Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.

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
Secondary teachers will participate in AMSTI training about the new Alabama Science Standards	Professional Learning	10/01/2016	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, AMSTI Science Teachers

Activity - Face to Face Professional Development for Science Teachers for STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will participate in the development and execution of STEM projects	Professional Learning	10/07/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Science Teachers

**Measurable Objective 3:**

62% of Eleventh grade students will demonstrate a proficiency in English skills in English Language Arts in English Language Arts by 06/01/2020 as measured by 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
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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

**Strategy2:**

Professional Development on Strategies for Teaching Writing Strategies - ELA Teachers who are new to the district will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle Component.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Learning Book Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers who have completed Ten Things Every Writer Should Know will participate in a school book study of Everyday Editing: Inviting Students to Develop Skill and Craft in a Writer's Workshop which will be completed as a school "Book Club" activity	Professional Learning	11/01/2016	11/28/2016	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Independent Professional Development on Teaching Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA Teachers who are new to the district will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle component.	Professional Learning	11/01/2016	02/28/2017	\$0 - No Funding Required	ELA Teachers

**Measurable Objective 4:**

32% of Eleventh grade students will demonstrate a proficiency in Problem Solving in Mathematics in Mathematics by 06/01/2020 as measured by 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
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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

**Strategy2:**

Professional Development for Secondary Mathematics Teachers - Professional Development on the mathematics practice standards for Alabama's College and Career Ready Standards

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary Mathematics Teachers will have an opportunity to participate in self-paced online professional development on the conceptual strategies of Eureka Math, a standards based program.	Professional Learning	10/10/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Mathematics, Teachers

**Measurable Objective 5:**

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade 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 in Mathematics 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 - 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 applications of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, 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, Principals, Robotics Teachers

**Measurable Objective 6:**

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 as measured by the ACT Aspire 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:

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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

**Strategy2:**

Test Data Analysis of 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 reading portions of the ACT Aspire 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 ACT Aspire test results for their current students to determine areas in which student 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 Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Professional Development on Data Analysis of Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/13/2017	\$0 - No Funding Required	Principals, Reading Specialists, Curriculum Coordinator

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings For the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All school with grades K-8 will expand the use of summative data meeting to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

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 unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals, Curriculum Coordinator, Teachers

**Strategy3:**

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on: instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills of 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:

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 English Language Arts Teachers and Content Area Teachers will participate on 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	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator

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	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

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 specialists, and teachers of grades 5-8 will complete and online book study.	Professional Learning	10/03/2016	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA 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	07/01/2017	\$0 - No Funding Required	Principals, ELA Teachers, Curriculum Coordinator

**Measurable Objective 7:**

62% of English Learners students will demonstrate a proficiency in mathematics in Reading by 05/29/2020 as measured by ACT Aspire  
SY 2016-2017

assessment.

**Strategy1:**

Curricular and Instructional Guidance - All schools 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 assessments and as the basis for the development of IELPs.	Academic Support Program	10/15/2015	10/29/2017	\$0 - No Funding Required	EL Coordinator

Activity - Face-to-Face Professional Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

**Measurable Objective 8:**

70% of English Learners students will demonstrate a proficiency problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire.

**Strategy1:**

Curricular and Instructional Guidance - All schools 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 assessments and as the basis for the development of IELPs.	Academic Support Program	10/15/2015	10/29/2017	\$0 - No Funding Required	EL Coordinator

Activity - Face-to-Face Professional 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 9:**

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 as measured by the ACT Aspire 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:

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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

**Strategy2:**

Professional Development for K-8 Teachers on Teaching Computational and Reasoning Strategies - Math Teachers in grades K-8 will have an opportunity to participate in online, self-paced 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 - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.</p> <p>Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire 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. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire 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.</p>	Academic Support Program	10/03/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinators, Principals, Teachers

Activity - Professional Development on Using Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on using number talks will be provided for new K-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

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	08/30/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coaches

Activity - Increased Emphasis on Data Meetings Focused 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 in all school. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum Coordinators, Principals, Teachers

**Goal 2:**

Engage Parents and Community in the Educational Process

**Measurable Objective 1:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

**Strategy1:**

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 Learning Supports

Research Cited:

Activity - Complete and Implement Community Relations/Communication Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Having completed a professional learning unit on community relations and communication, principals will lead a school team in the development and implementation of a school community relations, communication plan.	Community Engagement Parent Involvement	05/02/2016	10/31/2016	\$0 - No Funding Required	Principals, Central Office Supervisors

**Strategy2:**

Dynamic Website - The district will redesign its website to be a more dynamic presentation to the public through a greater use of still graphics and videos.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Website Redesign	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will redesign its website interface to be more dynamic and engaging through the use of high-quality graphics and live-streaming video presentations.	Community Engagement	09/01/2016	11/30/2016	\$0 - No Funding Required	Instructional Technology Specialist

**Measurable Objective 2:**

collaborate to increase parental understanding of and participation in the development of student career plans as students transition into high school to 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 for college and career.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - College and Career Ready Resource for Families Brochure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will develop a brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the districts website.	Parent Involvement Career Preparation/ Orientation	10/15/2015	05/26/2017	\$0 - No Funding Required	Federal Programs Coordinator, Parent Involvement Personnel

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

### Goal 1:

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

### Measurable Objective 1:

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 as measured by the ACT Aspire assessment.

### Strategy1:

Professional Development for K-8 Teachers on Teaching Computational and Reasoning Strategies - Math Teachers in grades K-8 will have an opportunity to participate in online, self-paced 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 - 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	08/30/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coaches

Activity - Increased Emphasis on Data Meetings Focused 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 in all school. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum Coordinators, Principals, Teachers

Activity - Professional Development on Using Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on using number talks will be provided for new K-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

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 ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.  Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire 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. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire 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	06/01/2017	\$0 - No Funding Required	Curriculum Coordinators, Principals, Teachers

**Strategy2:**

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
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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

**Measurable Objective 2:**

62% of English Learners students will demonstrate a proficiency in mathematics in Reading by 05/29/2020 as measured by ACT Aspire

assessment.

**Strategy1:**

Curricular and Instructional Guidance - All schools 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 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 assessments and as the basis for the development of IELPs.	Academic Support Program	10/15/2015	10/29/2017	\$0 - No Funding Required	EL Coordinator

**Measurable Objective 3:**

45% of Eleventh grade students will demonstrate a proficiency in reading comprehension in English Language Arts in Reading by 06/01/2020 as measured by 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 - 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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

**Strategy2:**

Professional Development on Reading Comprehension 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.

Category: Develop/Implement Professional Learning and Support

Research Cited: The processes 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 technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

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	05/31/2018	\$0 - No Funding Required	Curriculum Coordinator Secondary ELA Teachers

Activity - Independent Professional Development on 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 provided 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	05/29/2018	\$0 - No Funding Required	Principals, Secondary ELA Teachers, Secondary Social Studies Teachers, Curriculum Coordinator

Activity - Teacher Collaboration on Effective Questions and Higher Order Thinking Skills	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.	Professional Learning	10/15/2015	05/31/2018	\$0 - No Funding Required	Principals Instructional Coaches Teachers

**Measurable Objective 4:**

30% of Eleventh grade students will demonstrate a proficiency in critical thinking in Science by 06/01/2020 as measured by 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 - 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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

#### Strategy2:

Professional Development for Secondary Science Teachers - Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.

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
Secondary teachers will participate in AMSTI training about the new Alabama Science Standards	Professional Learning	10/01/2016	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, AMSTI Science Teachers

Activity - Face to Face Professional Development for Science Teachers for STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will participate in the development and execution of STEM projects	Professional Learning	10/07/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Science Teachers

#### Measurable Objective 5:

70% of English Learners students will demonstrate a proficiency problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire.

#### Strategy1:

Curricular and Instructional Guidance - All schools 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 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 assessments and as the basis for the development of IELPs.	Academic Support Program	10/15/2015	10/29/2017	\$0 - No Funding Required	EL Coordinator

**Measurable Objective 6:**

32% of Eleventh grade students will demonstrate a proficiency in Problem Solving in Mathematics in Mathematics by 06/01/2020 as measured by 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 - 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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

**Strategy2:**

Professional Development for Secondary Mathematics Teachers - Professional Development on the mathematics practice standards for Alabama's College and Career Ready Standards

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary Mathematics Teachers will have an opportunity to participate in self-paced online professional development on the conceptual strategies of Eureka Math, a standards based program.	Professional Learning	10/10/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Mathematics, Teachers

**Measurable Objective 7:**

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade 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 in Mathematics 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 applications of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, 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, Principals, Robotics Teachers

**Measurable Objective 8:**

62% of Eleventh grade students will demonstrate a proficiency in English skills in English Language Arts in English Language Arts by 06/01/2020 as measured by ACT Plus Writing.

**Strategy1:**

Professional Development on Strategies for Teaching Writing Strategies - ELA Teachers who are new to the district will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle Component.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Learning Book Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers who have completed Ten Things Every Writer Should Know will participate in a school book study of Everyday Editing: Inviting Students to Develop Skill and Craft in a Writer's Workshop which will be completed as a school "Book Club" activity	Professional Learning	11/01/2016	11/28/2016	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Independent Professional Development on Teaching Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA Teachers who are new to the district will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle component.	Professional Learning	11/01/2016	02/28/2017	\$0 - No Funding Required	ELA Teachers

**Strategy2:**

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 - 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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

**Measurable Objective 9:**

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 as measured by the ACT Aspire assessment.

**Strategy1:**

Test Data Analysis of 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 reading portions of the ACT Aspire 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 ACT Aspire test results for their current students to determine areas in which student 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 Research Based Best Practices for Continuous Improvement

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 unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals, Curriculum Coordinator, Teachers

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings For the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All school with grades K-8 will expand the use of summative data meeting to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Professional Development on Data Analysis of Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/13/2017	\$0 - No Funding Required	Principals, Reading Specialists, Curriculum Coordinator

**Strategy2:**

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 - 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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

**Strategy3:**

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on: instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills of 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:

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 specialists, 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 - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA 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	07/01/2017	\$0 - No Funding Required	Principals, ELA Teachers, Curriculum Coordinator

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	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, ARI Specialists, 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 English Language Arts Teachers and Content Area Teachers will participate on 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	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator

**Goal 2:**

Engage Parents and Community in the Educational Process

**Measurable Objective 1:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

**Strategy1:**

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 Learning Supports

Research Cited:

Activity - Complete and Implement Community Relations/Communication Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Having completed a professional learning unit on community relations and communication, principals will lead a school team in the development and implementation of a school community relations, communication plan.	Parent Involvement Community Engagement	05/02/2016	10/31/2016	\$0 - No Funding Required	Principals, Central Office Supervisors

**Strategy2:**

Dynamic Website - The district will redesign its website to be a more dynamic presentation to the public through a greater use of still graphics and videos.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Website Redesign	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will redesign its website interface to be more dynamic and engaging through the use of high-quality graphics and live-streaming video presentations.	Community Engagement	09/01/2016	11/30/2016	\$0 - No Funding Required	Instructional Technology Specialist

**Measurable Objective 2:**

collaborate to increase parental understanding of and participation in the development of student career plans as students transition into high school to 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 for college and career.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - College and Career Ready Resource for Families Brochure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will develop a brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the districts website.	Career Preparation/ Orientation Parent Involvement	10/15/2015	05/26/2017	\$0 - No Funding Required	Federal Programs Coordinator, Parent Involvement Personnel

**7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.**

**Goal 1:**

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

### Measurable Objective 1:

62% of Eleventh grade students will demonstrate a proficiency in English skills in English Language Arts in English Language Arts by 06/01/2020 as measured by ACT Plus Writing.

### Strategy1:

Professional Development on Strategies for Teaching Writing Strategies - ELA Teachers who are new to the district will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle Component.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Learning Book Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers who have completed Then Things Every Writer Should Know will participate in a school book study of Everyday Editing: Inviting Students to Develop Skill and Craft in a Writer's Workshop which will be completed as a school "Book Club" activity	Professional Learning	11/01/2016	11/28/2016	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Independent Professional Development on Teaching Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA Teachers who are new to the district will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle component.	Professional Learning	11/01/2016	02/28/2017	\$0 - No Funding Required	ELA Teachers

### Strategy2:

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 - 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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist



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

**Measurable Objective 2:**

45% of Eleventh grade students will demonstrate a proficiency in reading comprehension in English Language Arts in Reading by 06/01/2020 as measured by 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 - 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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

**Strategy2:**

Professional Development on Reading Comprehension 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.

Category: Develop/Implement Professional Learning and Support

Research Cited: The processes 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 technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

Activity - Independent Professional Development on 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 provided 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	05/29/2018	\$0 - No Funding Required	Principals, Secondary ELA Teachers, Secondary Social Studies Teachers, Curriculum Coordinator

Activity - Teacher Collaboration on Effective Questions and Higher Order Thinking Skills	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.	Professional Learning	10/15/2015	05/31/2018	\$0 - No Funding Required	Principals Instructional Coaches 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	05/31/2018	\$0 - No Funding Required	Curriculum Coordinator Secondary ELA Teachers

**Measurable Objective 3:**

32% of Eleventh grade students will demonstrate a proficiency in Problem Solving in Mathematics in Mathematics by 06/01/2020 as measured by 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 - 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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

**Strategy2:**

Professional Development for Secondary Mathematics Teachers - Professional Development on the mathematics practice standards for Alabama's College and Career Ready Standards

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary Mathematics Teachers will have an opportunity to participate in self-paced online professional development on the conceptual strategies of Eureka Math, a standards based program.	Professional Learning	10/10/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Mathematics, Teachers

**Measurable Objective 4:**

70% of English Learners students will demonstrate a proficiency problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire.

**Strategy1:**

Curricular and Instructional Guidance - All schools 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 Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

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 assessments and as the basis for the development of IELPs.	Academic Support Program	10/15/2015	10/29/2017	\$0 - No Funding Required	EL Coordinator

**Measurable Objective 5:**

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 as measured by the ACT Aspire assessment.

**Strategy1:**

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on: instructional

strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills of 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:

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 specialists, 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 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	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA 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	07/01/2017	\$0 - No Funding Required	Principals, ELA Teachers, Curriculum Coordinator

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 English Language Arts Teachers and Content Area Teachers will participate on 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	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator

## Strategy2:

Test Data Analysis of 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 reading portions of the ACT Aspire 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 ACT SY 2016-2017

Aspire test results for their current students to determine areas in which student 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 Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings For the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All school with grades K-8 will expand the use of summative data meeting to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Professional Development on Data Analysis of Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/13/2017	\$0 - No Funding Required	Principals, Reading Specialists, Curriculum Coordinator

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 unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals, Curriculum Coordinator, Teachers

### Strategy3:

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
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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

**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 as measured by the ACT Aspire assessment.

**Strategy1:**

Professional Development for K-8 Teachers on Teaching Computational and Reasoning Strategies - Math Teachers in grades K-8 will have an opportunity to participate in online, self-paced 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 - Increased Emphasis on Data Meetings Focused 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 in all school. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum Coordinators, Principals, Teachers

Activity - Professional Development on Using Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on using number talks will be provided for new K-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.</p> <p>Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire 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. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire 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.</p>	Academic Support Program	10/03/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinators, Principals, Teachers

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	08/30/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coaches

**Strategy2:**

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 - 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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

**Measurable Objective 7:**

62% of English Learners students will demonstrate a proficiency in mathematics in Reading by 05/29/2020 as measured by ACT Aspire  
SY 2016-2017

assessment.

**Strategy1:**

Curricular and Instructional Guidance - All schools 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 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 assessments and as the basis for the development of IELPs.	Academic Support Program	10/15/2015	10/29/2017	\$0 - No Funding Required	EL Coordinator

**Measurable Objective 8:**

30% of Eleventh grade students will demonstrate a proficiency in critical thinking in Science by 06/01/2020 as measured by ACT Plus Writing.

**Strategy1:**

Professional Development for Secondary Science Teachers - Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.

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
Secondary teachers will participate in AMSTI training about the new Alabama Science Standards	Professional Learning	10/01/2016	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, AMSTI Science Teachers

Activity - Face to Face Professional Development for Science Teachers for STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will participate in the development and execution of STEM projects	Professional Learning	10/07/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Science Teachers

**Strategy2:**

SY 2016-2017



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 - 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	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Principals, Selected Supervisors, School Improvement Specialist

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

#### Measurable Objective 9:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade 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 in Mathematics 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 applications of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

**ACIP**

Paint Rock Valley High School

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, Principals, Robotics Teachers

**Goal 2:**

Engage Parents and Community in the Educational Process

**Measurable Objective 1:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

**Strategy1:**

Dynamic Website - The district will redesign its website to be a more dynamic presentation to the public through a greater use of still graphics and videos.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Website Redesign	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will redesign its website interface to be more dynamic and engaging through the use of high-quality graphics and live-streaming video presentations.	Community Engagement	09/01/2016	11/30/2016	\$0 - No Funding Required	Instructional Technology Specialist

**Strategy2:**

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 Learning Supports

Research Cited:

Activity - Complete and Implement Community Relations/Communication Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Having completed a professional learning unit on community relations and communication, principals will lead a school team in the development and implementation of a school community relations, communication plan.	Community Engagement Parent Involvement	05/02/2016	10/31/2016	\$0 - No Funding Required	Principals, Central Office Supervisors

#### Measurable Objective 2:

collaborate to increase parental understanding of and participation in the development of student career plans as students transition into high school to 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 for college and career.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - College and Career Ready Resource for Families Brochure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will develop a brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the districts website.	Parent Involvement Career Preparation/ Orientation	10/15/2015	05/26/2017	\$0 - No Funding Required	Federal Programs Coordinator, Parent Involvement Personnel

### Component 3: Instruction by Qualified Staff

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 paraprofessionals in Jackson County are Highly Qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	No	One teacher has taken the Praxis and passed in the area and the district has been notified by the principal.	

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

Teacher employment decisions are decided by the superintendent and the principal. Highly qualified teachers are assigned to positions in their field of expertise.

## Component 4: Strategies to Attract Qualified Teachers

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

Paint Rock Valley High School has a 20% teacher turnover rate. The teacher turnover rate is due to part time teacher finding full time teaching positions closer to home as well as teacher units taken from the school by the district.

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

The experience level of key teaching and learning personnel at Paint Rock Valley High School is a range of 4 to 30 years.

### 3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

School Administrator attempts to find teachers within the community who have a vested interest in the school and are also highly qualified. The vision of the school is communicated to potential employees ensuring they understand the uniqueness of our school. School leadership works to maintain a positive working environment and encourage teamwork.

## Component 5: High Quality and Ongoing Professional Development

### 1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

Faculty members will participate in Professional Development that focuses on collaboration, best practice strategies, classroom management, school environment, content literacy, close reading, and STEM. Faculty members will participate in The Master Teacher. Ongoing professional development/support will be provided to teachers needing assistance in developing lessons.

1. Content teachers on close reading strategies.
2. Professional development for principals to supervise and evaluate close reading strategies.
3. Face to face professional development for ELA teachers on close reading.
4. Collaborate learning for teachers using technology tools.
5. Instructional coaches provide embedded PD for K-8 teachers.
6. K-8 math teachers, grades 5-8 on math practice standards.
7. Alabama Science Standards
8. Data Analysis
9. STEM
10. Sending Teachers to Ron Clark Academy in Atlanta, GA as PD funds are available

### 2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

Faculty members will participate in Professional Development that focuses on, collaboration, best practice strategies, classroom management, school environment, content literacy, close reading, and technology. Teachers will be sent to the Ron Clark Academy in Atlanta, GA as PD funds are available. Ongoing professional development/support will be provided to teachers needing assistance in developing lessons and teacher participating the the robotics program.

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

Every new teacher hired at Paint Rock Valley High School is assigned a mentor.

### 4. Describe how this professional development is "sustained and ongoing."

Faculty and staff participate in professional development each year. Performance is monitored and professional development is ongoing provided by district, school, and turn around training. Our instructional coach provides training as well as continued and on-going support in strategic teaching strategies. A well thought out professional development plan is implemented through the district.



## Component 6: Transition Strategies

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

Paint Rock Valley High School realizes the importance of support needed for transition for all students. The following programs are offered: Kindergarten pre-registration is offered in May. Parents and students have the opportunity to meet the teacher and stay for a few hours to see what the classroom will be like. Teacher brochures are given to each parent in the summer telling them who their teacher will be. A supply list is included in the brochure. An open house is held at the beginning of the school year to allow parents and teachers an opportunity to meet and discuss any problems or needs. Sixth grade students will have an orientation on how to change classes, access lockers, and learn about their new teachers. Eighth grade students have the option of attending parent night. During this time, students and parents learn about the four year plan and how to access KUDER Navigator. Ninth grade students will have an orientation informing them and their parents on earning credits, diploma options, ACCESS classes, ACT, Dual-Enrollment, and EPCOT. Twelfth grade students receive guidance and information throughout the year about various colleges and career choices. Opportunities are given to attend college campus tours, college and career fairs. They are assisted in completing various resumes and applications such as college, work, or financial aid.



## **Component 7: Teacher Participation in Making Assessment Decisions**

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

Teachers and staff participate in monthly data and PST meetings in which analyzing data and collaboration play a huge part. The counselor provides testing training and assistance in interpreting data. Teachers use the information to change instruction in the classroom.

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

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

Faculty and staff participate in monthly data analysis meeting identifying students who are at risk and below level. Students are Star Tested weekly and categorized for tiered instruction. Tier 1 and 2 receives instruction from the classroom teacher. Tier 3 students receive instruction from their classroom teacher as well as a different teacher. Students with difficulty mastering State assessments are also discussed at data meetings/PST meetings. The committee discusses each students' specific problem, and what can be done during the school day to set each student up for success.

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

Students receive additional assistance on a weekly basis. The reading coach provides timely and effective assistance in the form of tiered instruction outside of the regular classroom. Students also receive tier 2 instruction in the regular classroom at teacher table where the students receive small group instruction. For students scoring 69% or below in any subject teachers document on the timely assistance forms, the strategies to assist the students in becoming successful improving performance in specific subject area. For students scoring 59% or below in addition to assistance in the classroom, teachers will contact parents (two documented attempts, to discuss assistance parents can provide at home.)

### **3. How are students' individual needs being addressed through differentiated instruction in the classroom?**

Students learning styles are taken into consideration. Students receive differentiated instruction through the use of best practices and tiered instruction.

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

Faculty and staff strive to maintain communication with parents and guardians. PRVHS has not received funding for any after school programs/tutoring. However, events are frequently held at the school to increase parental involvement and increase positive relationships among parents, students, faculty and staff.

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

Struggling students are brought before the PST team monthly where they are discussed and interventions are put into place based on individual needs. PRVHS has no EL students or Homeless or migrant students at this time. PRVHS is a handicap accessible facility. Students at PRV may apply for free and reduced lunches and may qualify for that status.

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

Struggling students are brought before the PST team monthly where they are discussed and interventions are put into place based on individual needs. We are a handicapped accessible facility. We offer free and reduced lunches if parents apply and qualify. We do not have an EL population. We encourage males and females to pursue non-traditional fields at the technical school. Single, pregnant women are referred to DHR to receive assistance

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

### 1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

In consultation with the Federal Programs Planning Committee, decisions concerning administrative funds, set asides, and school allocation will be made annually. A leadership team at each school composed of teachers, parents, community leaders, administrators, and students where applicable, will be responsible for designing school programs and developing school budgets. Our school follows the districts Parental Involvement Plan and Federal Programs Plan that is created by the Federal Programs Planning Committee, which is comprised of representatives from the LEA, each school, students, parents, and community stakeholders. Local funds along with state and federal funds are coordinated to provide a total program that will foster high academic achievement for all students and prevent duplication of effort.

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

Paint Rock Valley High School works with the LEA to coordinate all federal, state, and local programs, including career and technical education.

Title I Federal funds to supplement regular funded programs

0.33 Certified instructors \$20,821.00

Instructional Supplies and Materials \$802.00

Parental Involvement \$321.94

total \$21,623

Parental Involvement \$321.94

The leadership team at Paint Rock Valley High School agreed to relinquish the parental involvement allocation of \$321.94 to fund the system-wide Parental Involvement Consulting Teacher Beth Mannon. She will conduct two annual parent meetings at our school discussing various topics. She will purchase parental involvement supplies to stock the Parent Center with instructional materials and supplies for parents to check out to use at home to help with homework, discipline and a variety of other topics. She will purchase newsletters that are sent home monthly and filled with tips and other articles that are age appropriated for their child. Mrs. Mannon is available to assist parents either by phone or email on any other topics. the LEA for parental involvement activities and materials.

Professional Development funds are used at the district level to benefit all staff.

Career and technical education (Perkins Grant) money is dispersed to the Technical Center and on a rotating basis between the high schools. Not applicable to elementary and middle schools.

Local funds are divided into public and non-public funds for each school. Other money as applicable to our school (21st century, School Improvement, Learn and Serve, etc. Paint Rock Valley did not receive these funds this year.

### 3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head

**Start, adult education, vocational and technical education, and job training.**

Paint Rock Valley High School works with the LEA to coordinate all federal, state, and local programs, including career and technical education.

Nutrition Program: We are Title I school wide meaning we are 69% free and reduced lunch and students may apply for this.

Pre-K Program: Funded through fundraisers, local and legislative monies

Vocational and Technical Education and Adult Education: Adults requesting information about GED and or college are referred to the Impact Learning Center and Northeast Alabama Community College.

Title I Federal funds to supplement regular funded programs

Title II Federal Funds used for professional development and class size reduction

Professional Development County Allocation- This district uses this for the benefit of all employees.

Title III Federal funds used for English Learners-County Allocation

Title IV Federal Funds used for Safe and Drug Free Schools, There are no funds this year

Title VI Federal Funds used for Rural and Low income schools

Career and technical education (Perkins Grant) money is dispersed to the Technical Center and on a rotating basis between the high schools. Not applicable to elementary and middle schools.

Local funds are divided into public and non-public funds for each school

Other money as applicable to our school (21st century, School Improvement, Learn and Serve, etc.

PPA \$318.08

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 2017 fiscal year allocation for the district is as follows:

Title I, Part A-

74% - Instruction and Instructional Support

Title I Set Asides

8% - Administration\*

6% - School Improvement Specialist

6% - Parent Involvement/Consulting Teacher

6% English Language Teacher

\*Private school participation funds are included.

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. Plans are being made for a Newcomers Academy for EL students with a qualified itinerant EL teacher (1.0 FTE).

Title I School Improvement

100% Instructional Aide

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 VI-Rural and Low Income

95% Class Size Reduction-Instruction

5% Professional Development

Title VII Indian Education

100% Instruction and Instructional Support

## Component 10: Evaluation

### 1. How does the school evaluate the implementation of the schoolwide program?

The faculty holds monthly data meetings and PST meetings. The administration conducts walkthrough. A meeting is held in the Spring to discuss the effectiveness of the goals identified in the school wide plan.

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

The faculty and staff meet monthly for Data and PST meetings. The students are placed in tiered instruction based on data analysis and performance in the classroom. Star data is analyzed 4 times a year. When data is received it is filed and dispersed to faculty to be analyzed in order to determine performance needs. State mandated tests are analyzed in order to determine student achievement.

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

Faculty and staff analyze data and performance of all students to determine academic achievement. Student who are referred to PST will be monitored closely and interventions will be in place to for each student and their specific needs.

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

PST meets monthly to discuss student progress in tiered instruction. Interventions are changed as needed to fit students specific needs. If intensive instruction does not improve student performance the Special Education referral process will begin.

### 5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

We are keeping the following goals in our plan for 2016-2017

1. Engage parents and community in the Educational Process
2. Graduate College and Career Ready Students
3. Provide a rigorous and effective and instructional program to ensure academic growth of all students.

**6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?**

We did not delete any goals.



# **Coordination of Resources - Comprehensive Budget**

## **Introduction**

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

**I. State Foundation Funds:**

	<b>FTE's Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	5.33	9.33	322,034.93
Administrator Units	1.00	5.33	104,330.95
Assistant Principal	0.00	0.0	0.00
Counselor	1.00	1.00	72,303.55
Librarian	1.00	1.00	62,504.57
Career and Technical Education Administrator	0.00	0.0	0.00
Career and Technical Education Counselor	0.00	0.0	0.00
Technology	0.00	0.0	0.00
Professional Development	0.00	0.0	0.00
State ELL Funds	0.00	0.0	0.00
Instructional Supplies	0.00	0.0	0.00
Library Enhancement	0.00	0.0	0.00
<b>Totals</b>			561,174.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	20821.0

Provide a brief explanation and breakdown of expenses.

- 1. Certified Instructors 0.33
- 2. Instructional Assistants
- 3. PPA (Per Pupil Allotment) \$318.08
- 4. Other

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Our school did not receive those funds

Title II

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

Provide a brief explanation and a breakdown of expenses.

105884.0 is used as an allocation countywide for professional development.

Title III

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

Provide a brief explanation and a breakdown of expenses.

The Jackson County allotment for English Language Learners was \$15,538.00. This amount is used at the district level to provide professional development for each school in the district.

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

No funds were received for our school

Title VI

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

Provide a brief explanation and a breakdown of expenses.

The Jackson County allotment for Rural and Low-income Schools was \$7,978.00. This amount is used at the district level to provide professional development for each school in the district.



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.

No funds were received for our school

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

Provide a brief explanation and breakdown of expenses.

No funds were received for our school

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.

Our school did not receive a 21st Century Grant.

Local Funds

Label	Question	Value
1.	Provide the total	97833.58

Provide a brief explanation and breakdown of expenses

Teachers 1.03 salary and fringes 69388.86  
Non-certified Support Personnel 28444.72  
total 97,833.58

# **Strategies to Increase Parental Involvement**

## **Introduction**

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

## Strategies to Increase Parental Involvement

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

During the start of each school year the Principal at Paint Rock Valley High School, when scheduling allows, is assisted by the Parental Involvement Consulting Teacher, during Back to School Nights, Open House, etc. in which the Annual Title I Meeting is held. During this time, information explaining participation and requirements of Title I, 1% set asides, and Parent Rights to be involved is discussed in detail.

### **2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.**

1) We conduct a minimum of 2 parent meetings a year. One of these meetings is held at night and one is held during the day. These flexible meetings hours are to help meet the needs of parents' work schedules.

2) Community leaders, parents, students, supervisors, administrator, and teachers are selected to serve on the Federal Advisory Planning Committee. The committee discusses strategies, various federal programs available, and budgets allotted to fund them. All committee members are given an opportunity to offer opinions and suggestions.

3) All Principals in Jackson County agree to combine their allocated Parent Involvement Funds to allow the Federal Programs Consulting Teacher to be responsible for all Parental Involvement activities. These funds include not only her salary, but also maintaining materials and supplies for both the Parent Center and fulfilling parent requests for additional resources to be used at home.

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

All documents related to Federal Programs are made available in both English and Spanish. Interpreters are available at schools with 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 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 records. Parents are provided with additional information throughout the school year, i.e., progress reports, report cards assessment reports. Progress reports are sent home every 4.5 weeks and report cards are sent home every 9 weeks. Teachers make at least one parent contact per semester/year. Parents may request a conference to voice any concerns or suggestions related to their child.

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

PRVHS has a local committee, and a leadership team comprised of students, parents, teachers, administrators, and community members. This committee is responsible for designing, implementing, and evaluating Student/Parent Compacts and the A-CIP for each LEA. Parent/Student Compacts are used as an agreement outlining what the school, parents, and students can work on together to ensure students receive the best education possible. Each spring, the leadership team review and makes changes as necessary to the compacts. Compacts are specific to each grad cluster K-3, 4-8, 9-12 and are age appropriate.

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

Parents are invited and encouraged to participate in the planning of the CIP. Upon completion of the CIP, parents are invited to view and make suggestions to the CIP team. Parents may submit comments of dissatisfaction via email, telephone, or written request to the principal.

Contact information for both the Jackson County Board of Education and the Alabama State Department of Education is made available on the Jackson County School District Website. Here is a copy of the statement provided.

"If you have any comments or concerns, you may call the Jackson County Board of Education at (256) 259-9500. If you desire to talk to someone at the Alabama State Department of Education you should call the Federal Programs Section at (334)242-8199."

Local contact person is Mr. Mark Guffey, Federal Programs Supervisor and/or Mr. Chris Davis, Special Education Supervisor.

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

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

**Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)**

Title I is covered at the Fall Title I meeting and again in the spring because these are certified with the state. Our PTO meetings take place at school on a monthly basis, during these meetings information is presented to parents to give them feedback about student scores and to help them better understand their child's progress. Newsletters for parents containing valuable information and age appropriate strategies are sent home monthly. Parents can access the school website to stay informed and involved with the school.

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

involvement.)

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

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

The Federal Programs Consulting teacher will conduct parent meetings and offer training on topics to aid parents in becoming more involved in their child's education.

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

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

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

The principal leads faculty meetings that focus specifically on parental involvement in PRVHS. We stress the importance of consistent parent communication by phone, email, and face to face meetings. The principal leads by example in this area by initiating relationships with parents and encouraging teachers to take an active role in involving parents. As our teachers analyze data, they are required to meet with parents of Tier 2 and Tier 3 students face to face.

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

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

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

A letter is disseminated in English and Spanish at the beginning of the school year making parents/guardians aware of the Parent Center and materials available. The Parent Center is also discussed at each meeting at the school explaining materials available and sample materials are given to parents.

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

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



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

Materials are disseminated in an understandable and uniform format and to the extent possible, in a language that parents can understand. Interpreters are also available when necessary. Newsletters are sent home in English and Spanish.

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

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

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

Parents are made aware of the Parent Center by flyers sent out and materials distributed monthly. Parents can call the Parent Center and request materials to be used to work with their children. Materials can be delivered to the school to go home with the child or parents are invited to come to the Parent Center to look at all the materials available.

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

Materials are disseminated in an understandable and uniform format to the extent possible, in a language that parents can understand. Interpreters are also available when necessary. Every effort will be made to accommodate parents with disabilities so they are able to play a participatory role in the education of their child.