

ACIP

Pisgah High School

Jackson County Board of Education

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60 Metcalf Street
Pisgah, AL 35765

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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?

Pisgah High School is a Pre K-12 school located in the rural town of Pisgah in northeast Alabama, with Pre-K recently added during 2016. Our enrollment has grown to 647 students with 329 males and 318 females in grades K-12. Influenced by the below average socioeconomic circumstances of many families in and around the town of Pisgah, 57% of our students receive free or reduced lunch and/or breakfast, and 9% of our students receive lunch and/or breakfast at a reduced price. While we are a Pre K-12 school, we have three feeder schools from which we enroll students as incoming freshmen. From small communities surrounding the town of Pisgah, students from these schools also often come from families with difficult socioeconomic situations as well.

Many of our students do not have home access to technology and/or internet connectivity. Though this picture is changing, it produces challenges for us in providing technological instruction. Although we face the challenge of high poverty rates, our students consistently perform at or above state achievement standards. We feel this is a reflection of the dedication and work ethic of our students, faculty, and parents.

Pisgah High School staff's commitment to the students as well as the community has become much stronger over the last three school years. 2016 brought the introduction of our advocacy program called Eagle Nesting. Our students are divided into groups ranging from seventh grade to twelfth grade, in which a teacher or administrator on campus leads the group. It has been extremely helpful in bridging the gap between teacher-student rapport and involvement. PHS will begin to involve community stakeholders (parents, business owners, etc.) to the advocacy program in 2017. Our staff is committed to seeing change within our school and community.

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.

PURPOSE STATEMENT:

Pisgah High School is committed to encouraging and guiding students to reach their fullest intellectual and social potential in a safe environment, which promotes the advancement of all learners. It is the belief of Pisgah High School that education is essential to the preservation of our local and global culture. Educational efforts must be interwoven with parental support of those we are charged to educate. Students at Pisgah High School should be challenged at every opportunity to develop all aspects of life including academics, the arts, social interaction, and leisure activities to enable them to become productive, competent, and well-rounded citizens. In addition, Pisgah High School believes that every student should meet qualifications for college and career readiness.

MISSION:

Ultimately, it is the mission of Pisgah High School to develop a community of learners. We encourage students to take responsibility for their learning and to cherish the act of learning as a life-long skill. We are committed to providing students with the support necessary to meet these high standards of accomplishment. Accordingly, the Jackson County Board of Education and Pisgah High School do not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

VISION:

It is the vision of Pisgah High School that every member of our school community strives for excellence in academic achievement, develops the ability to learn and think independently, and perseveres on challenging tasks. To achieve such success, it is imperative that school staff, students, and parents collaborate with one another to ensure personal responsibility and good citizenship.

VALUES AND BELIEFS

Students at Pisgah are encouraged to be a part of extracurricular activities. Students achieving high academic honors are eligible to join national organizations such as BETA, Mu Alpha Theta, and the National English Honor Society. Spanish and history clubs are available for interested students, as well as FCCLA and FFA, which relate to our career technical courses. Pisgah High School offers outstanding athletic opportunities. The Pisgah Lady Eagle Softball Program holds eight state championship titles. In addition to softball, students may participate in basketball, baseball, football, volleyball, cross country, track, and cheerleading. We believe that the teamwork and dedication displayed on the field or court will carry over into the classroom. Our active parent organizations affiliated with the sports strengthen the bond between school and community.

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.

Our school currently has projectors and interactive whiteboards in every classroom. The elementary portion of our school has been granted the opportunity to participate in the 21st Century Program, which has resulted in the addition of iPad carts and a computer lab accessible to our K-6 students. We hope to increase the number of Apple TV connectors used by teachers in the school. We also will continue to participate in the 21st Century Program and add additional devices to our elementary school.

Pisgah students in grades 5-12 consistently demonstrate superior math skills at the annual Jackson County Math Tournament, and they routinely win first or second place. Grades 3-8 have always performed exceptionally well on state assessments. We are typically at or near the top scoring school in our school system in math and language arts.

Pisgah High School also has implemented a robotics class. High school students develop and enhance skills necessary to compete in local robotics competitions. In the spring of 2016, our robotics team placed 2nd at the state competition in Hardware and placed 3rd in Program Design.

Another area of improvement for Pisgah School is striving to achieve in the area of writing. Our student performance data show that writing is a weak area for most students, as many are below the benchmark set aside by ACT Aspire Assessment. Over the next 3 years, our staff will meet and collaborate to implement classroom writing techniques which will improve writing scores. We will base writing instruction on research-based techniques and work across the curriculum, as effective writing is needed in every subject area.

Additional Information

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

Pisgah High School is continually seeking opportunities to enhance our students' access to technology and, therefore, their knowledge of technology. We believe this effort will aid our students and our community. We are working to prepare our teachers to implement the new science standards by providing professional development opportunities and encouraging STEM lesson plans in every content area.

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 met with other school teams and the school district in June 2015 to discuss the Continuous Improvement Plan. On September 10, 2015, members met to collaborate, review, and update the CIP for the current year. Members of the committee are representatives from all aspects of the school and community. They include administrators, teachers, staff, stakeholders, students, and parents. Team members are asked to serve on the committee based on their expertise and their expressed desire to further the achievement of all students served by the school. Through the collaborative effort of school leaders, a school leadership team was chosen that best represents the diverse population and school demographics of the community. Meetings will be conducted at various times throughout the year to best accommodate all stakeholders. Technology planning was also discussed at each meeting with specific issues addressed by a technology subcommittee.

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, including secondary content areas, upper elementary, and lower elementary. Parent, community, and student representatives complete the school team. It is the responsibility of the school staff to identify and implement strategies addressing specific academic and cultural needs of the students. Faculty and staff also disseminate information to all stakeholders. Parents, students, and community members provide input throughout the process.

Billy Duncan- Principal...Data collection and Needs Assessment
Jamie Darwin - Assistant Principal...Data collection and Needs Assessment
Carol Gann - Counselor...Data collection and distribution
Debbie McRae - School Improvement Specialist...data collection, CIP review, and CIP assistance
Jeff Hawes, English Language Arts Teacher... CIP Chairperson, data collection and data entry
Danyel Hatfield - Elementary Teacher...Parental Involvement
Chrystal Heard - Elementary Teacher...Needs Assessment, professional development,
Bradley Wilson - History Teacher...Data review, infractions, personnel degree info
Bettina Goins-Language Arts Teacher...Stakeholder Feedback, attendance, infractions
LaShawna Metz - Math Teacher...Stakeholder feedback, Professional Development,
Emily Smith - Science Teacher...Advocacy Program Director
Chad Grant - Technology Coordinator
Pam Darwin- Middle School Needs Assessment, Attendance records, infractions
Melissa Hester- CNP Manager...Data review of CIP
Didi Barron - Parent...Parental Involvement review
Kylie Everett - Community Member...Parental Involvement review
Juliana Denes- Student...CIP review
Kelsey Draper - Student...CIP review

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 ACIP are available in the school office, on the school website (www.pisgaheagles.org), and on the Jackson County Schools district website (www.jackson.k12.al.us). The A-CIP will be updated as needed. Stakeholders are reminded of ACIP availability several times throughout the year at parent meetings, open house, and orientation meetings. ACIP progress is discussed at each faculty meeting. Changes/adjustments are made 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	The Student Performance Data document has been uploaded. Attachments: 2016 ACT Aspire Data 2016 STAR Reading and Math Assessment Data 2016 ACT Data	ACT ASPIRE DATA 2016 STAR READING AND MATH DATA 2016 ACT Data 2016-2017

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?

The ACT Aspire English scores of students at Pisgah High School in grades 3-8 were comparable to the achievement level of ACT Aspire test takers in grades 3-8 across Jackson County. Across our school district, student English scores on this assessment were above all other subject area scores. At Pisgah High School, the ACT Aspire indicated that 73% of students who were tested in grades 3-8, were meeting college and career readiness standards in English, and 47% of students who were tested, were meeting college and career readiness standards in math. The individual breakdown of grade levels reflects:

English:

3rd grade 89% were ready	up from 67% in 2015	up from 84% in 2014
4th grade-81% were ready	up from 77% in 2015	up from 78% in 2014
5th grade-77% were ready	up from 68% in 2015	down from 88% in 2014
6th grade- 76% were ready	down from 84% in 2015	down from 92% in 2014
7th grade-85% were ready	down from 86% in 2015	up from 73% in 2014
8th grade-69% were ready	up from 63% in 2015	down from 83% in 2014
10th grade- 56% were ready	no trend data: 1st year	

Math:

3rd grade 74% were ready	up from 63% in 2015
4th grade-66% were ready	up from 61% in 2015
5th grade-58% were ready	no change from 2015
6th grade-76% were ready	down from 84% in 2015
7th grade-64% were ready	up from 49% in 2015
8th grade- 29% were ready	down from 33% in 2015
10th grade- 12% were ready	no trend data: 1st year

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

For students who completed the ACT Aspire test at Pisgah High School, English and math scores were consistently at or above the "ready" norm for grades three through eight. Both areas are projected as having positive trends from 2014-2015 and 2015-2016.

Which area(s) indicate the overall highest performance?

As stated previously, the ACT Aspire English scores of students at Pisgah High School in grades 3-8 were comparable to the achievement level of ACT Aspire test takers in grades 3-8 across Jackson County. Across our school district, student English scores on this assessment were above all other subject area scores. At Pisgah High School the following ACT Aspire English assessment results were reported.

3rd grade 89% were ready up from 67% in 2015
4th grade-81% were ready up from 77% in 2015
5th grade-77% were ready up from 68% in 2015
6th grade- 76% were ready down from 84% in 2015
7th grade-85% were ready down from 86% in 2015
8th grade-69% were ready up from 63% in 2015
10th grade- 56% were ready no trend data: 1st year

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

Once again, there is a continued trend of females performing better than males in grades 3-8; however, the performance gap has decreased in grades 4, 6, and 8 leaving the biggest gap between 3rd, 5th, and 7th grade males and females. We also show an increase in assessment scores by students who receive special services.

Grade 3 Writing:

Males 11% ready

Females 44% ready

Grade 5 Math:

Males 47% ready

Females 71% ready

Grade 5 Reading:

Males 21% ready

Females 65% ready

Grade 7 Writing:

Males 6% ready

Females 27% ready

Between which subgroups is the achievement gap closing?

There is a significant gap closing between males and females in grades 4, 6, and 8. Where in 2014 and 2015 there was a significant gap between the two groups, there is minimal difference in 2016. In fact, Grade 4 males have increased their skills in writing and math.

4th Grade Writing:

Females 12 % ready

Males 13% ready

4th Grade Math:

Females 65% ready

Males 67% ready

6th Writing:

Females: 78% ready

Males: 71% ready

6th Math:

Females: 74% ready

Males 79% ready

8th Reading:

Females: 48% ready

Males: 30% ready

8th Math:

Females: 36% ready

Males: 22% ready

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

The above reported findings are consistent with the STAR assessments. STAR math testing for the sixth grade class which took the ACT Aspire test in the spring of 2014 and 2015 seems to confirm that females in the class perform higher in math than males.

Areas in Need of Improvement

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

Across our school district, the ACT Aspire scores in reading were lower than the math and English scores. It will be our goal to improve in this area of testing by incorporating close reading strategies in the classroom while also preparing students for the demands of time restraints involved in the ACT Aspire reading section.

The ACT Aspire reading results for proficiency in grades 3-8 at Pisgah High School are as follows for testing in the spring of 2015:

Writing:

3rd grade- 26% were ready up from 7% in 2015
4th grade- 13% were ready down from 23% in 2015
5th grade- 3% were ready down from 32% in 2015
6th grade- 76% were ready up from 48% in 2015
7th grade- 15% were ready down from 26% in 2015
8th grade- 4% were ready no change from 2015
10th grade- 52% were ready no trend data: 1st year

Science:

3rd grade 54% were ready up from 23% in 2015
4th grade-38% were ready down from 42% in 2015
5th grade-58% were ready up from 45% in 2015
6th grade-41% were ready down from 56% in 2015
7th grade-48% were ready up from 40% in 2015
8th grade- 44% were ready up from 39% in 2015
10th grade- 23% were ready no trend data: 1st year

Reading:

3rd grade 46% were ready up from 23% in 2015
4th grade-31% were ready down from 42% in 2015
5th grade- 42% were ready up from 40% in 2015
6th grade- 41% were ready down from 52% in 2015
7th grade- 55% were ready up from 44% in 2015
8th grade- 44% were ready down from 49% in 2015
10th grade- 38% were ready no trend data: 1st year

Students at Pisgah School also scored relatively low in the ACT Aspire Writing portion when compared to other areas. It will be our goal to improve in this area of testing by incorporating daily writing strategies in the classroom while also preparing students for the demands of time restraints involved in the ACT Aspire writing section.

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

Students across Jackson County as well as Pisgah have trouble in the areas of writing and reading on the ACT ASPIRE because of the difficulty of using iPads during testing. Teachers are working to familiarize students with iPads on a regular basis, so that students are more comfortable using the devices during testing. From 2014, 2015, and 2016 test scores findings, students score less in writing and reading than in any other subject area.

Students across Jackson County as well as Pisgah have trouble with comprehending long texts and responding to critical thinking questions on the ACT ASPIRE. Teachers are working to improve critical thinking scores by integrating Webb's Depth of Knowledge and Bloom's Taxonomy in each classroom and in all fields of curriculum.

Which area(s) indicate the overall lowest performance?

The areas which indicate the overall lowest performance of students at Pisgah High School are in writing, science, and reading. The ACT Aspire indicated that 19% of students who were tested in grades 3-8 were meeting college and career readiness standards in writing.

Also, the ACT Aspire indicated that 41% of students who were tested in grades 3-8 were meeting college and career readiness standards in science.

Also, the ACT ASPIRE indicated that 42% of students who were tested in grades 3-8 were meeting college and career readiness standards in reading.

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

Males in 5th grade show a trend in decreasing performance as shown by ACT ASPIRE in 2014, 2015, and 2016. Males in 5th grade continue to score far less than females, especially in the areas of math and reading.

Between which subgroups is the achievement gap becoming greater?

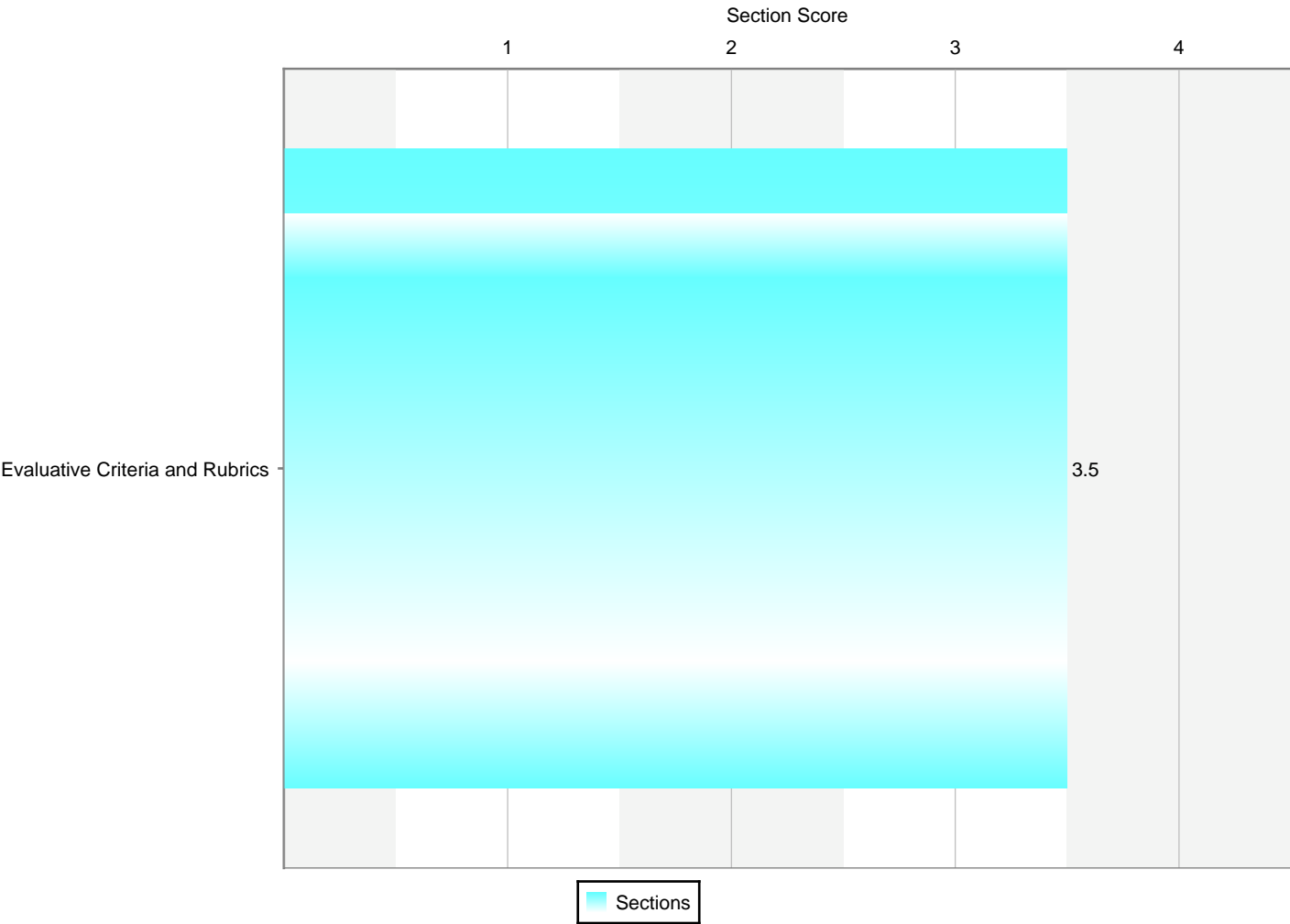
As previously stated, our greatest gaps in achievement between boys and girls appear to be in reading and grade four math. The achievement gap is also becoming greater for students who receive special services.

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

Multiple data sources such as STAR READING and STAR MATH also show decreasing trends in male students in grades 3, 5, and 7.

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	The Continuous Improvement Plan is completed and submitted for review at the district level. When review is complete, the ACIP is submitted to the ALSDE. Signature Page is uploaded	ACIP Signature Page 2016

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	Pisgah High School complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. Attachment: Uploaded Federal Programs Plan 2016-2017 Attachment: Uploaded Civil Rights Statement Attachment: Uploaded EL Plan 2016-2017	Federal Programs Plan Jackson County EL District PLan 2016-2017 Civil Rights Doc

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	The Jackson County Board of Education has designated the Special Education Supervisor to coordinated these responsibilities. He may be contacted by mail at: Chris Davis Compliance Review Officer Jackson County Board of Education 16003 AL Hwy 35 Scottsboro, AL 35768 Phone: (256) 259-9500 Email: davis@jackson.k12.al.us	

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 District School-Parent Involvement Plan is uploaded. Attachment: Parental Involvement Plan 2016-2017	Parental Involvement Plan 2016-2017

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	The School-Parent Compacts K-12 are uploaded. The District Student/Parent Information Guide is uploaded. Attachment: School Parent Compact 2016-2017 District Information Parent Guide -2016-2017	Student Handbook 2016-2017 5-8 Parent Compact K-4 Parent Compact PHS 9-12 Parent Compact

2016-2017 Pisgah High School Continuous Improvement Plan

Overview

Plan Name

2016-2017 Pisgah High School Continuous Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2016-2017 Ensure that all students have optimal instructional time.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
2	2016-2017 Provide a rigorous and effective instructional program to ensure the academic growth of all students.	Objectives: 9 Strategies: 12 Activities: 26	Academic	\$1200
3	2016-2017 Engage Parents and Community in the Educational Process	Objectives: 2 Strategies: 3 Activities: 3	Organizational	\$0

Goal 1: 2016-2017 Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to Collaborate to manage additional mobile devices and ensure that all students have access to those devices by 06/01/2017 as measured by inventory and Transform 2020 surveys.. by 06/30/2017 as measured by Collaborate to manage additional mobile devices and ensure that all students have access to those devices by 06/01/2017 as measured by inventory and Transform 2020 surveys..

Strategy 1:

Pisgah High School Advocacy Program - Pisgah 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
Pisgah School's Advocacy Leader, Emily Smith, will participate in a workshop pertaining to the development of an advocacy program for students after which Mrs. Smith 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
Activity - Planning and Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pisgah School will develop a plan for our 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
Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Pisgah School's Advocacy Leader, Emily Smith, 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
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Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pisgah 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

Strategy 2:

Parent/Guardian Notification System - Pisgah School will examine the effectiveness of our notification system which keeps parents informed, concerning the attendance of their children and involved the learning process.

Category: Develop/Implement Learning Supports

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pisgah School will conduct an evaluation session and take action to improve our current notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0	No Funding Required	Principals and selected school personnel

Goal 2: 2016-2017 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 by 06/01/2020 as measured by ACT Plus Writing.

Strategy 1:

Professional Development on Reading Comprehension Strategies for Secondary Teachers - Professional Development which focuses on understanding, implementing, and evaluating reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to

comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the closer reading technique include active engagement, student collaboration, requiring students to compare and contrast, summarized, 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.

Category: Develop/Implement Professional Learning and Support

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	05/31/2017	\$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	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	05/29/2020	\$0	No Funding Required	Principals, Secondary ELA Teachers, Secondary Social Studies Teachers, Curriculum Coordinator
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

(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
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Principals, appropriate supervisors, and the district's School Improvement Specialist, will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists
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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	Superintendents, Appropriate Supervisors, Principals

Measurable Objective 2:

62% of Eleventh grade students will demonstrate a proficiency in English skills in English Language Arts by 06/01/2020 as measured by ACT Plus with 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	08/04/2014	06/01/2020	\$0	No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, 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	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SEE MRS. MCRAE	Professional Learning	11/01/2016	02/28/2017	\$500	Title II Part A	Superintendent, Selected Supervisors, School Improvement Specialists

Activity - Professional Learning Book Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers who have completed the 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	02/28/2017	\$700	Title II Part A	Curriculum Coordinator, Principals, Teachers

Measurable Objective 3:

32% of Eleventh grade students will demonstrate a proficiency in problem solving 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	08/04/2014	06/01/2020	\$0	No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, 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 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	08/04/2014	06/01/2020	\$0	No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, Appropriate Supervisors, Principals

Strategy 2:

Professional Development for Secondary Science Teachers - Professional Development will be provided for all high school science teachers on the new Alabama Science Standards and STEM projects.

Category: Develop/Implement Professional Learning and Support

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	01/02/2017	\$0	No Funding Required	Curriculum Coordinator, AMSTI Science teachers
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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	10/07/2015	06/01/2017	\$0	No Funding Required	Curriculum Coordinator, Science teachers

Measurable Objective 5:

62% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in reading in Reading by 06/30/2020 as measured by 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	08/04/2014	06/01/2020	\$0	No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, 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	06/01/2017	\$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 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
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

Strategy 3:

Test Data Analysis for Identifying 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 students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Category: Develop/Implement 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.	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 schools with grades K-8 will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/30/2017	\$0	No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district'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	11/30/2017	\$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 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	08/04/2014	06/01/2020	\$0	No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, Appropriate Supervisors, Principals
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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	06/30/2017	\$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	11/05/2016	05/01/2017	\$0	No Funding Required	Curriculum Coordinator, Principals, Teachers

Strategy 3:

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

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

Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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 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 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 Coordinator, Principals, Teachers
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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 schools. 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 Coordinator, Principals, Teachers

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 Assessment.

(shared) Strategy 1:

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 Professional Learning and Support

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

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

Measurable Objective 8:

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

(shared) Strategy 1:

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 Professional Learning and Support

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

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

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 Science in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations.

Strategy 1:

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

Category: Develop/Implement Professional Learning and Support

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	10/03/2016	06/01/2020	\$0	No Funding Required	Curriculum Coordinator, Principals, Teachers

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

Strategy 2:

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

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 3: 2016-2017 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: Develop/Implement Student and School Culture Program

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 Relations/Communications Plan - Development of a School and District Community Relations Plan that will include:

Professional Learning Unity for Administrators and teacher leaders

Survey to determine communication devices used

Collaboration to determine areas in need of improvement

Collaboration with parents and community

Category: Develop/Implement Professional Learning and Support

Activity - Complete and Implement Community Relations/Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Having completed a professional learning unity 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 developmoent of student career plans as sutdents 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 College and Career Ready Standards

Activity - College and Career Ready Resources 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 execute College and Career Plans. The information will also be posted on the district's website.	Parent Involvement, Career Preparation/O rientation	10/12/2015	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

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Book Club	All ELA teachers who have completed the 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	02/28/2017	\$700	Curriculum Coordinator, Principals, Teachers
Independent Professional Development on Teaching Writing	SEE MRS. MCRAE	Professional Learning	11/01/2016	02/28/2017	\$500	Superintendent, Selected Supervisors, School Improvement Specialists
Total					\$1200	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Increased Emphasis of Data Meetins Focused on Math 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. Teachers in grades K-8 will participate in 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 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	Curriculum Coordinator, Principals, Teachers
Moodle Site for Teacher Collaboration	Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0	Curriculum Coordinator, Principals, Teachers

Face-to-face Professional Development	Professional Development for teachers will be provided as needed.	Academic Support Program, Professional Learning	10/20/2015	05/29/2020	\$0	EL 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
Grade Level Workshops	Grade Level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	10/03/2016	06/01/2020	\$0	Curriculum Coordinator, Principals, Teachers
Planning and Implementation	Pisgah School will develop a plan for our 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
Advocacy Leader Meetings	Pisgah School's Advocacy Leader, Emily Smith, 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
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	11/05/2016	05/01/2017	\$0	Curriculum Coordinator, Principals, Teachers
Professional Development on Data Analysis of Formative Assessments	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	11/30/2017	\$0	Principals, Reading Specialists, Curriculum Coordinator
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.	Professional Learning	09/23/2015	11/30/2016	\$0	Principals, Curriculum Coordinator, Teachers

Administrator Walk Throughs	Principals, appropriate supervisors, and the district's School Improvement Specialist, will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	Superintendent, Selected Supervisors, School Improvement Specialists
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	06/30/2017	\$0	Curriculum Coordinator, Principals, Instructional Coaches
Planning and Implementing a Notification System	Pisgah School will conduct an evaluation session and take action to improve our current notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0	Principals and selected school personnel
Defining and Organizing Robotics Concepts and Applications	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	Curriculum Coordinator, Principals, Robotics teachers
Regularly Scheduled Advocacy Sessions	Pisgah 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
WIDA ACCESS Assessment and IELP's	The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0	EL Coordinator
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	10/07/2015	06/01/2017	\$0	Curriculum Coordinator, Science teachers
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	05/29/2020	\$0	Principals, Secondary ELA Teachers, Secondary Social Studies Teachers, Curriculum Coordinator

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
Independent Professional Development	Secondary Mathematics Teachers will have an opportunity to participate in self-paced online professional development on the the conceptual strategies of Eureka Math, a standards-based program.	Professional Learning	10/10/2016	06/30/2017	\$0	Curriculum Coordinator, Principals, Mathematics Teachers
Professional Development for Advocate Leaders and Teachers	Pisgah School's Advocacy Leader, Emily Smith, will participate in a workshop pertaining to the development of an advocacy program for students after which Mrs. Smith 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
College and Career Ready Resources for Families Brochure	The district will develop a brochure describing resources available to parents and students as they develop execute College and Career Plans. The information will also be posted on the district's website.	Parent Involvement, Career Preparation/Orientation	10/12/2015	05/26/2017	\$0	Federal Programs Coordinator, Parent Involvement Personnel
Face-to-Face Professional Development	Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	01/02/2017	\$0	Curriculum Coordinator, AMSTI Science 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	Superintendents, Appropriate Supervisors, Principals
Complete and Implement Community Relations/Communication	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
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 schools. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0	Curriculum Coordinator, Principals, Teachers
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 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 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
Increase the Inclusiveness of Personnel in Reading Data Meetings For the ACT Aspire	All schools with grades K-8 will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/30/2017	\$0	Curriculum Coordinator, Principals, Reading Specialists, 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	06/01/2017	\$0	Principals, ELA Teachers, Curriculum Coordinator
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
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	05/31/2017	\$0	Principals, Instructional Coaches, Teachers
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	The Stakeholder Feedback Data document is uploaded. Attachment: 2015 Stakeholder Feedback Surveys with Indicators	Highest Indicators with Feedback Lowest Indicators with Feedback

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?

The areas which indicate the overall highest level of satisfaction or approval for Early Elementary (Average Score: 4.85), Elementary (Average Score: 4.60), Middle/High School (Average Score: 3.87), Staff (Average Score: 4.37), and Parents (Average Score: 4.23) are stated below:

EARLY ELEMENTARY: Score 4.95

An area of strength at Pisgah School is noted by Indicator 1.1, which states, "The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. Pisgah School continues to provide effective results by providing students and faculty with a current school mission and vision. The district and school missions are posted in each teacher's classroom and is positively communicated throughout the school campus. Pisgah High School's campus mission is also listed at the school's front entrance.

Score: 4.9

Another area of strength at Pisgah School is noted by Indicator 2.4, which states, "The school's leadership and staff foster a culture consistent with the school's purpose and direction." Pisgah School continues to provide effective results by fostering an environment, which is based on the school's mission statement as well as the Jackson County School district policy and guidelines.

Score: 4.9

Another area of strength at Pisgah School is noted by Indicator 3.10, which states: "Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across levels and courses." Pisgah School emphasizes and follows the grading guidelines set aside by the Jackson County Board of Education. Pisgah School is also working to update our school website so that parents and students can access all teachers' grading rubrics and objectives.

Score: 4.95

An area of strength at Pisgah School is noted by Indicator 4.4, which states: "Students and school personnel use a range of media and information to support the school's educational programs. Pisgah School provides the appropriate technology to support classroom learning and teaching. For example, the technology coordinator at Pisgah School is currently installing projectors, Promethean boards, and Apple TV's in many campus classrooms. Teachers at Pisgah also have access to a state of the art computer lab, and each department has many laptops for student and teacher use as provided by 21st Century.

ELEMENTARY: Score 4.95

An area of strength at Pisgah School is noted by Indicator 1.1, which states, "The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. Pisgah School continues to provide effective results by providing students and faculty with a current school mission and vision. The district and school missions are posted in each teacher's classroom and is positively communicated throughout the school campus. Pisgah High School's campus mission is also listed at the school's front entrance.

Score: 4.91

Another area of strength at Pisgah School is noted by Indicator 2.4, which states, "The school's leadership and staff foster a culture
SY 2016-2017

consistent with the school's purpose and direction." Pisgah School continues to provide effective results by fostering an environment, which is based on the school's mission statement as well as the Jackson County School district policy and guidelines.

Score: 4.9

Another area of strength at Pisgah School is noted by Indicator 3.10, which states: "Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across levels and courses." Pisgah School emphasizes and follows the grading guidelines set aside by the Jackson County Board of Education. Pisgah School is also working to update our school website so that parents and students can access all teachers' grading rubrics and objectives.

Score: 4.88

Another area of strength at Pisgah School is noted by Indicator 4.3, which states, "The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff." Pisgah School ensures that safety is a top priority for students and employees. Pisgah School has a new agriculture science facility. The school has also developed a safer method for car and bus pick up/drop off.

MIDDLE/ HIGH SCHOOL Score: 3.86

Another area of strength at Pisgah School is noted by Indicator 3.10, which states: "Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across levels and courses." Pisgah School emphasizes and follows the grading guidelines set aside by the Jackson County Board of Education. Pisgah School is also working to update our school website so that parents and students can access all teachers' grading rubrics and objectives.

Score: 3.89

An area of strength at Pisgah School is noted by Indicator 4.4, which states: "Students and school personnel use a range of media and information to support the school's educational programs. Pisgah School provides the appropriate technology to support classroom learning and teaching. For example, the technology coordinator at Pisgah School is currently installing projectors, Promethean boards, and Apple TV's in many campus classrooms. Teachers at Pisgah also have access to a state of the art computer lab, and each department has many laptops for student and teacher use as provided by 21st Century.

Score: 4.0

An area of strength at Pisgah School is noted by Indicator 5.4, which states: "The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. Pisgah School analyzes data from student assessments such as STAR READING and STAR MATH as well as ACT ASPIRE. Grade level meetings are held regularly to assess data and make improvements in student learning and preparedness.

STAFF: Score: 4.58

An area of strength at Pisgah School is noted by Indicator 1.1, which states, "The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. Pisgah School continues to provide effective results by providing students and faculty with a current school mission and vision. The district and school missions are posted in each teacher's classroom and is positively communicated throughout the school campus. Pisgah High School's campus mission is also listed at the school's front entrance.

Score: 4.62

An area of strength at Pisgah School is noted by Indicator 1.3, which states, "The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning." Pisgah School faculty and staff meet monthly to

evaluate the current ACIP for our school. The staff decide which directions must be met to support students in all aspects of learning.

Score: 4.53

An area of strength at Pisgah School is noted by Indicator 2.1, which states, "The governing body establishes policies and supports practices that ensure effective administration of the school. Pisgah School strictly enforces policies set aside by the Jackson County Board of Education including the faculty/student handbook and Federal Programs Plan.

Score: 4.53

An area of strength at Pisgah School is noted by Indicator 4.1, which states, "Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program." All faculty and staff at Pisgah School are highly qualified and have met all state standards to teach his or her respective classes.

Score: 4.53

An area of strength at Pisgah School is noted by Indicator 5.5, which states, "Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders." Pisgah School's administration consistently monitors student assessment data as well as home-based conditions for students and the overall achievement of the school and its stakeholders. All surveys from parents, staff, and students are carefully analyzed.

PARENTS: Score: 4.53

An area of strength at Pisgah School is noted by Indicator 4.1, which states, "Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program." All faculty and staff at Pisgah School are highly qualified and have met all state standards to teach his or her respective classes.

Score: 4.44

Another area of strength at Pisgah School is noted by Indicator 4.3, which states, "The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff." Pisgah School ensures that safety is a top priority for students and employees. Pisgah School has a new agriculture science facility. The school has also developed a safer method for car and bus pick up/drop off.

Score: 4.41

An area of strength at Pisgah School is noted by Indicator 5.4, which states: "The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. Pisgah School analyzes data from student assessments such as STAR READING and STAR MATH as well as ACT ASPIRE. Grade level meetings are held regularly to assess data and make improvements in student learning and preparedness.

Score: 4.53

An area of strength at Pisgah School is noted by Indicator 5.5, which states, "Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders." Pisgah School's administration consistently monitors student assessment data as well as home-based conditions for students and the overall achievement of the school and its stakeholders. All surveys from parents, staff, and students are carefully analyzed.

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

Results of Charts With Trends/Emerging Trends toward STAKEHOLDER SATISFACTION (2014, 2015, 2016)

Early Elementary (HIGHEST)

A trend throughout 2014, 2015, and 2016 is represented by Indicator 1.1 which states, "The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. Pisgah School continues to provide effective results by providing students and faculty with a current school mission and vision. The district mission is posted in each teacher's classroom and is positively communicated throughout the school campus. Pisgah High's campus mission is also listed at the school entrance.

Elementary (HIGHEST)

A trend throughout 2014, 2015, and 2016 is represented by Indicator 1.1 which states, "The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. Pisgah School continues to provide effective results by providing students and faculty with a current school mission and vision. The district mission is posted in each teacher's classroom and is positively communicated throughout the school campus. Pisgah High's campus mission is also listed at the school entrance.

An emerging trend among 2015-2016 is represented by Indicator 2.4 which states, "Leadership and staff foster a culture consistent with the school's purpose and direction." Pisgah School continues to provide effective results by fostering an environment which is based on the school's mission statement as well as the Jackson County School district policy and guidelines.

Another emerging trend among 2015-2016 is represented by Indicator 3.1 which states, "The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. Our district leadership and school departments work together to ensure that the most challenging learning experiences are provided for our students.

Middle/ High School (HIGHEST)

A trend throughout 2014, 2015, and 2016 is represented by Indicator 5.4 which states, "The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. Pisgah School continues to provide effective results based on student learning and achievement at all levels. The ACT ASPIRE Test is given to elementary grades (3-8) in reading, English, math, and writing. Grades 5-7 are assessed in science. Students who are Tier 3 students are also monitored for progress on a regular basis. Students who receive special services are also given every opportunity to succeed, as is stated in each student's IEP.

Staff (HIGHEST)

A trend throughout 2014, 2015, and 2016 is represented by Indicator 1.1 which states, "The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. Pisgah School continues to provide effective results by providing students and faculty with a current school mission and vision. The district mission is posted in each teacher's classroom and is positively communicated throughout the school campus. Pisgah High's campus mission is also listed at the school entrance.

An emerging trend among 2015-2016 is represented by Indicator 1.3 which states, "The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. Pisgah School continues to provide

effective results by communicating clear goals to faculty, students, and parents. Pisgah School strives to maintain excellence in pursuing new ways of supporting student learning and student success both in the classroom and beyond.

Another emerging trend among 2015-2016 is represented by Indicator 2.1 which states, "The governing body establishes policies and supports practices that ensure effective administration of the school." Pisgah School continues to provide effective results by establishing an environment where leadership and administration meet all ethical standards to ensure that all areas of school leadership are met, all guidelines set aside by the Jackson County Board of Education and the Alabama State Department of Education are met and enforced, and that communication to the school staff, students, and community are evident on a regular basis.

Parents (HIGHEST)

There is not a trend among 2014, 2015, and 2016; however, there is an emerging trend represented by Indicator 5.4 which states, "The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. Pisgah School continues to provide effective results based on student learning and achievement at all levels. The ACT ASPIRE Test is given to elementary grades (3-8) in reading, English, math, and writing. Grades 5-7 are assessed in science. Students who are Tier 3 students are also monitored for progress on a regular basis. Students who receive special services are also given every opportunity to succeed, as is stated in each student's IEP.

There is another emerging trend represented by Indicator 4.1 which states, "Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program." Pisgah School continues to provide effective results by continuously holding high standards for teachers and support staff. Teachers at Pisgah School are highly qualified to teach their respective subjects and all have met background qualifications. Teachers and support staff are also appropriately distributed throughout the campus to ensure that teacher/student ratios are balanced.

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

Findings are consistent with other methods of data compilation, such as informal and formal discussions with parents, staff, and students. For example, Open House, Parent/Teacher Conferences, and community engagement projects are some of the sources which show consistency with findings from stakeholder feedback. Findings are also consistent with those from the Jackson County Board of Education Parent Center.

Areas in Need of Improvement

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

The areas which indicated the overall lowest level of satisfaction or approval from Early Elementary, Elementary, Middle/High School, Staff, and Parents are stated below:

Early Elementary: Score 4.27

An area of improvement at Pisgah School is noted by Indicator 3.8 which states: "The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress." Pisgah School is currently improving this area by sending mid-term comprehensive grading reports, weekly classroom student folders, and communication with parents through email and iNow.

Score: 4.55

An area of improvement at Pisgah School is noted by Indicator 3.9, which states: "The school has a formal structure whereby each student is well-known by at least one adult advocate in the school who supports that student's educational experience. Pisgah School currently has a PHS Advocacy Team in place to help make sure that each student is well-known by at least one faculty member.

Score: 4.6

Another area of improvement at Pisgah School is noted by Indicator 4.5 which states: "The technology infrastructure supports the school's teaching, learning, and operational needs." Pisgah School is currently improving this area by providing the appropriate technology to support classroom learning and teaching. For example, the technology coordinator at Pisgah School is currently installing projectors, Promethean boards, and Apple TV's in many campus classrooms. Teachers at Pisgah School also have access to a state of the art computer lab, and each department has many laptops for student and teacher use as provided by 21st Century.

Elementary: Score: 4.3

An area of improvement at Pisgah School is noted by Indicator 3.8 which states: "The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress." Pisgah School is currently improving this area by sending mid-term comprehensive grading reports, weekly classroom student folders, and communication with parents through email and iNow.

Score: 4.52

Another area of improvement at Pisgah School is noted by Indicator 4.3 which states: "The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. Pisgah School is currently improving this area by ensuring that safety is a top priority for students and employees. Pisgah School has recently begun the construction of a new agriculture science facility. The school has also developed a safer method for car and bus pick up/drop off.

Score 3.74

Also, another area of improvement at Pisgah School is noted by Indicator 5.1 which states: "The school establishes and maintains a clearly defined and comprehensive student assessment system." Pisgah School is currently improving this area by emphasizing and following the guiding guidelines set aside by the Jackson County Board of Education. Pisgah School is also working to update the school website so that parents and students can access all teachers' objectives, grading rubrics as well as view formative and summative assessments.

Middle/High School:

SY 2016-2017

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Score: 4.38

An area of improvement at Pisgah School is noted by Indicator 2.1, which states: "The governing body establishes policies and supports practices that ensure effective administration of the school." Pisgah School continues to provide effective results by establishing an environment where leadership and administration meet all ethical standards to ensure that all areas of school leadership are met, all guidelines set aside by the Jackson County Board of Education and the Alabama State Department of Education are met and enforced, and that communication to the school staff, students, and community are evident on a regular basis.

Score: 3.98

An area of improvement at Pisgah School is noted by Indicator 3.8 which states: "The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress." Pisgah School is currently improving this area by sending mid-term comprehensive grading reports, weekly classroom student folders, and communication with parents through email and iNow.

Score: 4.42

An area of improvement at Pisgah School is noted by Indicator 3.9, which states: "The school has a formal structure whereby each student is well-known by at least one adult advocate in the school who supports that student's educational experience. Pisgah School currently has a PHS Advocacy Team in place to help make sure that each student is well-known by at least one faculty member.

Staff: Score: 4.08

An area of improvement at Pisgah School is noted by Indicator 3.7 which states: "Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning." Pisgah School is currently improving this area by providing teachers with additional instructional strategies and lesson plans through the instructional coach on campus. The instructional coach works closely with teachers and school leadership to ensure that research-based instruction and individualized instruction are apparent in each classroom. Pisgah School also utilizes the Jackson County Career Coach who meets with students who are in grades 7-12 on a bi-weekly basis to assess students' career and college readiness goals. Also, the school leadership also provides effective and essential professional development for its faculty.

Score: 4.17

An area of improvement at Pisgah School is noted by Indicator 3.8 which states: "The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress." Pisgah School is currently improving this area by sending mid-term comprehensive grading reports, weekly classroom student folders, and communication with parents through email and iNow.

Score: 4.13

Another area of improvement at Pisgah School is noted by Indicator 4.5 which states: "The technology infrastructure supports the school's teaching, learning, and operational needs." Pisgah School is currently improving this area by providing the appropriate technology to support classroom learning and teaching. For example, the technology coordinator at Pisgah School is currently installing projectors, Promethean boards, and Apple TV's in many campus classrooms. Teachers at Pisgah School also have access to a state of the art computer lab, and each department has many laptops for student and teacher use as provided by 21st Century.

Parents: Score: 4.08

An area of improvement at Pisgah School is noted by Indicator 3.7 which states: "Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning." Pisgah School is currently improving this area by providing teachers with additional instructional strategies and lesson plans through the instructional coach on campus. The instructional coach works closely with teachers and school leadership to ensure that research-based instruction and individualized instruction are apparent in each classroom. Pisgah School also utilizes the Jackson County Career Coach who meets with students who are in grades

7-12 on a bi-weekly basis to assess students' career and college readiness goals. Also, the school leadership also provides effective and essential professional development for its faculty.

Score: 4.17

An area of improvement at Pisgah School is noted by Indicator 3.8 which states: "The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress." Pisgah School is currently improving this area by sending mid-term comprehensive grading reports, weekly classroom student folders, and communication with parents through email and iNow.

Score: 4.13

Another area of improvement at Pisgah School is noted by Indicator 4.5 which states: "The technology infrastructure supports the school's teaching, learning, and operational needs." Pisgah School is currently improving this area by providing the appropriate technology to support classroom learning and teaching. For example, the technology coordinator at Pisgah School is currently installing projectors, Promethean boards, and Apple TV's in many campus classrooms. Teachers at Pisgah School also have access to a state of the art computer lab, and each department has many laptops for student and teacher use as provided by 21st Century.

An area of improvement at Pisgah School is noted by Indicator 3.3 which states: "Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. Pisgah School is currently improving this area by providing student-centered lessons, which activate student engagement in the classroom and also by promoting student led activities.

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

Results of Charts With Trends In DECREASING SATISFACTION (2014, 2015, 2016)

Early Elementary (LOWEST)

There is a trend within the lowest scores of all 3 years and is represented by Indicator 3.8 which states, "The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress." Pisgah School plans to improve this score by updating our school website, hosting additional parent meetings, and providing timely feedback to parents and students concerning grades and student achievement.

Elementary (LOWEST)

There is a trend within the lowest scores of all 3 years and is represented by Indicator 3.8 which states, "The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress." Pisgah School plans to improve this score by updating our school website, hosting additional parent meetings, and providing timely feedback to parents and students concerning grades and student achievement.

Middle/ High School (LOWEST)

There is an emerging trend within the lowest scores of the 2016 and 2014 years and is represented by Indicator 3.8 which states, "The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress." Pisgah School plans to improve this score by updating our school website, hosting additional parent meetings, and providing timely feedback to parents and students concerning grades and student achievement. However, the trend represented by Indicator 3.3 in 2014 and 2015 was broken in 2016. It states, "Teachers engage students in their learning through instructional strategies that ensure achievement of learning

expectations." Our school is currently improving this area by providing student-centered lessons, which activate student engagement in the classroom and also promote student-led activities.

Staff (LOWEST)

There is an emerging trend within the lowest scores of the 2016 and 2014 years and is represented by Indicator 3.8 which states, "The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress." Pisgah School plans to improve this score by updating our school website, hosting additional parent meetings, and providing timely feedback to parents and students concerning grades and student achievement.

Another emerging trend is represented by Indicator 3.7 which states, "Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning." We are currently improving this area by providing teachers with additional instructional strategies and lesson plans through the instructional coach on campus. The coach works closely with teachers and school leadership to ensure that research-based instruction and individualized instruction are apparent in each classroom. Pisgah School also utilizes the Jackson County Career Coach who meets with students who are in grades 7-12 on a bi-weekly basis to assess students' career and college readiness goals. Also, the school leadership also provide effective and essential professional development for its faculty.

Another emerging trend area of improvement (2015-2016) is noted by Indicator 4.5 which states, "The technology infrastructure supports the school's teaching, learning, and operational needs." We are currently improving this area by providing the appropriate technology to support classroom learning and teaching. For example, the technology coordinator at Pisgah School is currently installing projectors, Promethean boards, and Apple TV's in many campus classrooms. Teachers at Pisgah School also have access to a state of the art computer lab, and each department has many laptops for student and teacher use as provided by 21st Century Learning.

Parents (LOWEST)

There is not a trend displayed among all 3 years; however, there is an emerging trend (2014, 2016) as represented by Indicator 3.8 which states, "The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress." Pisgah School plans to improve this score by updating our school website, hosting additional parent meetings, and providing timely feedback to parents and students concerning grades and student achievement. Meanwhile, the trend in 2014-2015 has been broken in 2016 as represented by Indicator 3.3 which states, "Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations." Our teachers present research-based assignments and student-led activities.

What are the implications for these stakeholder perceptions?

Based on the data results of the Stakeholder Feedback, there is a decrease in involvement by parental stakeholders. Some may have the perception that Pisgah School thinks their importance as a stakeholder is not wanted or needed. Lower support, lower achievement, and lower attendance are also factors. We will seek to improve rapport and communication with parents, students, and staff members to promote

a higher interest in being an active stakeholder at Pisgah School.

Pisgah High School staff plan to bridge the gap between parental stakeholders, community stakeholders, and school staff by implementing the Eagle Nesting Advocacy Program. Already, students in grades K-12 are divided between school staff and administration to ensure effective interaction and fellowship with students. Each group meets at least once per month to participate in ice breaker activities and other team building activities. During the spring 2017, PHS plans to incorporate parents, guardians, and local business leaders as part of our advocacy program.

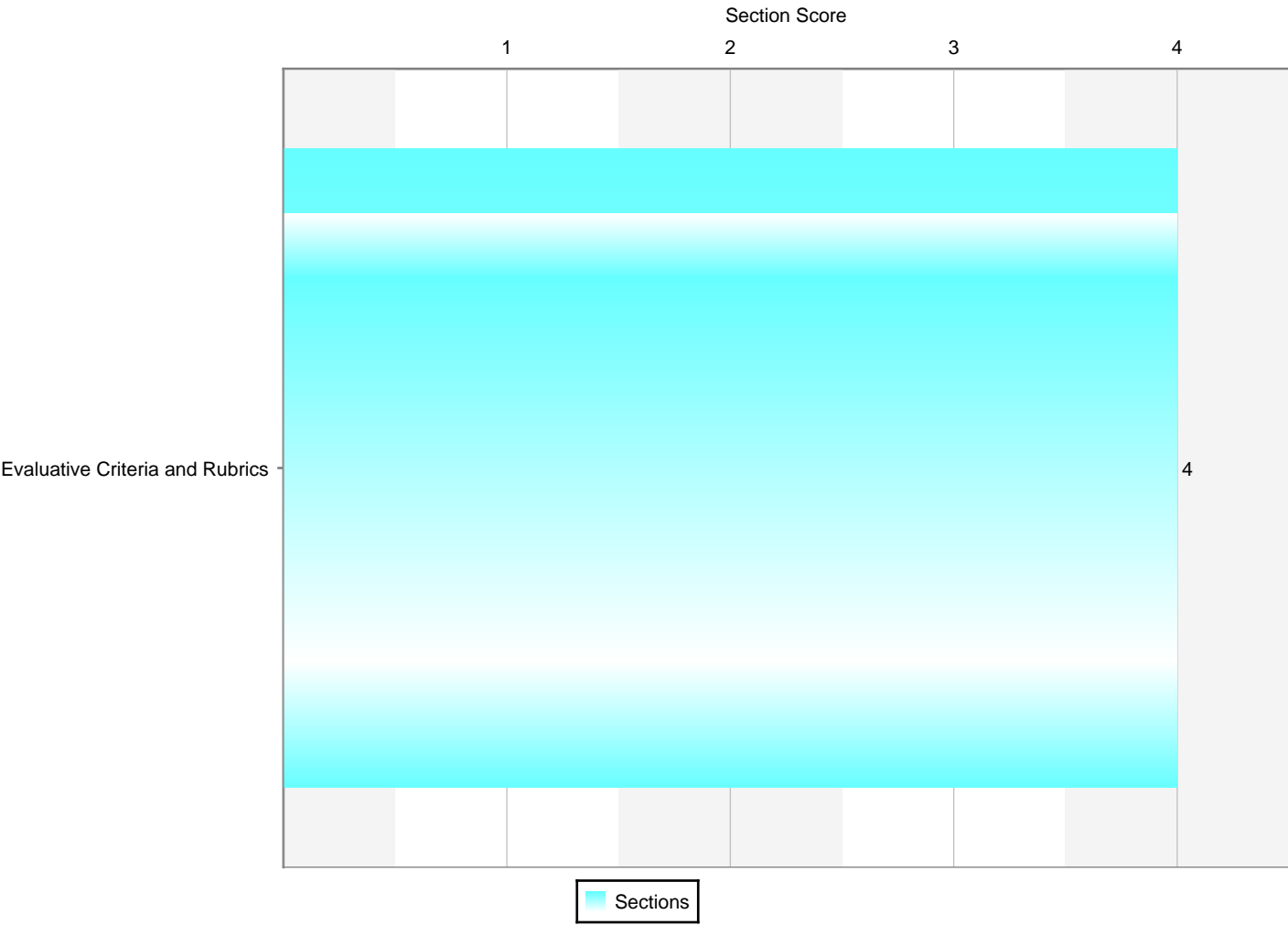
Another method of increasing stakeholder involvement and the perception of Pisgah School is by implementing our School Cast Calling Reminder. This program calls guardians to remind them when school is dismissed early, school functions are approaching, and to remind them if a child is absent from school. This call automatically goes out at 8A.M. each morning.

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

The previously mentioned indicators were again confirmed by our teacher/class surveys, Parental Surveys from the Jackson County Board of Education Parent Center, our Open House for our parents, staff, and students as well as parent/teacher conferences and community outreach projects.

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?

Our faculty and staff review the Continuous Improvement Plan during monthly faculty meetings. The document will be sent to the Federal Programs Supervisor, Mr. Mark Guffey. Parent representatives, other stakeholders, students, faculty, and staff are members of the Continuous Improvement Planning Team and provide input that will be used in the plan. The faculty and staff examined the 2015-2016 data that was available from the previous school year to develop the 2016-2017 comprehensive needs assessment. Parents then discussed strengths and weaknesses of the school and participated in the identification of the goals for the coming school year for the CIP. Teachers will use state assessment results to define the weaknesses in their curriculum that is currently being taught. they will also identify key weaknesses for their students and target those areas with intensive instruction. Attendance and discipline are analyzed to identify cultural needs.

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

The Stakeholder Feedback Questionnaire showed the following overall averages:

Early Elementary (Average: 4.85)

Elementary (Average 4.60)

Middle/ High School (Average 3.87)

Staff (4.37)

Parents (4.23)

Results of Charts With Trends/Emerging Trends (2014, 2015, 2016)

Early Elementary (HIGHEST)

A trend throughout 2014, 2015, and 2016 is represented by Indicator 1.1 which states, "The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. Pisgah School continues to provide effective results by providing students and faculty with a current school mission and vision. The district mission is posted in each teacher's classroom and is positively communicated throughout the school campus. Pisgah High's campus mission is also listed at the school entrance.

Elementary (HIGHEST)

A trend throughout 2014, 2015, and 2016 is represented by Indicator 1.1 which states, "The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. Pisgah School continues to provide effective results by providing students and faculty with a current school mission and vision. The district mission is posted in each teacher's classroom and is positively communicated throughout the school campus. Pisgah High's campus mission is also listed at the school entrance.

An emerging trend among 2015-2016 is represented by Indicator 2.4 which states, "Leadership and staff foster a culture consistent with the school's purpose and direction." Pisgah School continues to provide effective results by fostering an environment which is based on the
SY 2016-2017

school's mission statement as well as the Jackson County School district policy and guidelines.

Another emerging trend among 2015-2016 is represented by Indicator 3.1 which states, "The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. Our district leadership and school departments work together to ensure that the most challenging learning experiences are provided for our students.

Middle/ High School (HIGHEST)

A trend throughout 2014, 2015, and 2016 is represented by Indicator 5.4 which states, "The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. Pisgah School continues to provide effective results based on student learning and achievement at all levels. The ACT ASPIRE Test is given to elementary grades (3-8) in reading, English, math, and writing. Grades 5-7 are assessed in science. Students who are Tier 3 students are also monitored for progress on a regular basis. Students who receive special services are also given every opportunity to succeed, as is stated in each student's IEP.

Staff (HIGHEST)

A trend throughout 2014, 2015, and 2016 is represented by Indicator 1.1 which states, "The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. Pisgah School continues to provide effective results by providing students and faculty with a current school mission and vision. The district mission is posted in each teacher's classroom and is positively communicated throughout the school campus. Pisgah High's campus mission is also listed at the school entrance.

An emerging trend among 2015-2016 is represented by Indicator 1.3 which states, "The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. Pisgah School continues to provide effective results by communicating clear goals to faculty, students, and parents. Pisgah School strives to maintain excellence in pursuing new ways of supporting student learning and student success both in the classroom and beyond.

Another emerging trend among 2015-2016 is represented by Indicator 2.1 which states, "The governing body establishes policies and supports practices that ensure effective administration of the school." Pisgah School continues to provide effective results by establishing an environment where leadership and administration meet all ethical standards to ensure that all areas of school leadership are met, all guidelines set aside by the Jackson County Board of Education and the Alabama State Department of Education are met and enforced, and that communication to the school staff, students, and community are evident on a regular basis.

Parents (HIGHEST)

There is not a trend among 2014, 2015, and 2016; however, there is an emerging trend represented by Indicator 5.4 which states, "The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. Pisgah School continues to provide effective results based on student learning and achievement at all levels. The ACT ASPIRE Test is given to elementary grades (3-8) in reading, English, math, and writing. Grades 5-7 are assessed in science. Students who are Tier 3 students are also monitored for progress on a regular basis. Students who receive special services are also given every opportunity to succeed, as is stated in each student's IEP.

There is another emerging trend represented by Indicator 4.1 which states, "Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program." Pisgah School continues to provide effective results by continuously holding high standards for teachers and support staff. Teachers at Pisgah School are highly qualified to teach their respective subjects and all have met background qualifications. Teachers and support staff are also

appropriately distributed throughout the campus to ensure that teacher/student ratios are balanced.

Results of Charts With Trends (2014, 2015, 2016)

Early Elementary (LOWEST)

There is a trend within the lowest scores of all 3 years and is represented by Indicator 3.8 which states, "The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress." Pisgah School plans to improve this score by updating our school website, hosting additional parent meetings, and providing timely feedback to parents and students concerning grades and student achievement.

Elementary (LOWEST)

There is a trend within the lowest scores of all 3 years and is represented by Indicator 3.8 which states, "The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress." Pisgah School plans to improve this score by updating our school website, hosting additional parent meetings, and providing timely feedback to parents and students concerning grades and student achievement.

Middle/ High School (LOWEST)

There is an emerging trend within the lowest scores of the 2016 and 2014 years and is represented by Indicator 3.8 which states, "The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress." Pisgah School plans to improve this score by updating our school website, hosting additional parent meetings, and providing timely feedback to parents and students concerning grades and student achievement. However, the trend represented by Indicator 3.3 in 2014 and 2015 was broken in 2016. It states, "Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations." Our school is currently improving this area by providing student-centered lessons, which activate student engagement in the classroom and also promote student-led activities.

Staff (LOWEST)

There is an emerging trend within the lowest scores of the 2016 and 2014 years and is represented by Indicator 3.8 which states, "The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress." Pisgah School plans to improve this score by updating our school website, hosting additional parent meetings, and providing timely feedback to parents and students concerning grades and student achievement.

Another emerging trend is represented by Indicator 3.7 which states, "Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning." We are currently improving this area by providing teachers with additional instructional strategies and lesson plans through the instructional coach on campus. The coach works closely with teachers and school leadership to ensure that research-based instruction and individualized instruction are apparent in each classroom. Pisgah School also utilizes the Jackson County Career Coach who meets with students who are in grades 7-12 on a bi-weekly basis to assess students' career and college readiness goals. Also, the school leadership also provide effective and essential professional development for its faculty.

Another emerging trend area of improvement (2015-2016) is noted by Indicator 4.5 which states, "The technology infrastructure supports the school's teaching, learning, and operational needs." We are currently improving this area by providing the appropriate technology to support

classroom learning and teaching. For example, the technology coordinator at Pisgah School is currently installing projectors, Promethean boards, and Apple TV's in many campus classrooms. Teachers at Pisgah School also have access to a state of the art computer lab, and each department has many laptops for student and teacher use as provided by 21st Century Learning.

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See PHS EVIDENCE BOX for documentation of survey results

3. What conclusions were drawn from the results?

The 2016 ACT Aspire indicated that 42% of students, in grades 3-8 and grade 10, tested were meeting college and career readiness standards in Reading. The individual breakdown of grade levels reflect:

3rd grade 46% were ready up from 23% in 2015
4th grade-31% were ready down from 42% in 2015
5th grade- 42% were ready up from 40% in 2015
6th grade- 41% were ready down from 52% in 2015
7th grade- 55% were ready up from 44% in 2015
8th grade- 44% were ready down from 49% in 2015
10th grade- 38% were ready no trend data: 1st year

The ACT Aspire indicated that 73% of students, in grades 3-8 and grade 10, tested were meeting college and career readiness standards in English. The individual breakdown of grade levels reflect:

3rd grade 89% were ready up from 67% in 2015
4th grade-81% were ready up from 77% in 2015
5th grade-77% were ready up from 68% in 2015
6th grade- 76% were ready down from 84% in 2015
7th grade-85% were ready down from 86% in 2015
8th grade-69% were ready up from 63% in 2015
10th grade- 56% were ready no trend data: 1st year

The ACT Aspire indicated that 47% of students, in grades 3-8 and grade 10, tested were meeting college and career readiness standards in Math. The individual breakdown of grade levels reflect:

3rd grade 74% were ready up from 63% in 2015
4th grade-66% were ready up from 61% in 2015
5th grade-58% were ready no change from 2015
6th grade-76% were ready down from 84% in 2015
7th grade-64% were ready up from 49% in 2015

8th grade- 29% were ready down from 33% in 2015

10th grade- 12% were ready no trend data: 1st year

The ACT Aspire indicated that 19% of students, in grades 3-8 and grade 10, tested were meeting college and career readiness standards in Writing. The individual breakdown of grade levels reflect:

3rd grade- 26% were ready up from 7% in 2015

4th grade- 13% were ready down from 23% in 2015

5th grade- 3% were ready down from 32% in 2015

6th grade- 76% were ready up from 48% in 2015

7th grade- 15% were ready down from 26% in 2015

8th grade- 4% were ready no change from 2015

10th grade- 52% were ready no trend data: 1st year

The ACT Aspire indicated that 41% of students, in grades 3-8 and grade 10, tested were meeting college and career readiness standards in Science. The individual breakdown of grade levels reflect:

3rd grade 54% were ready up from 23% in 2015

4th grade-38% were ready down from 42% in 2015

5th grade-58% were ready up from 45% in 2015

6th grade-41% were ready down from 56% in 2015

7th grade-48% were ready up from 40% in 2015

8th grade- 44% were ready up from 39% in 2015

10th grade- 23% were ready no trend data: 1st year

STAR MATH Test

1st Grade: 26 of 27 students tested were above 40%

2nd Grade: 25 of 29 students tested were above 40%

3rd Grade: 28 of 35 students tested were above 40%

4th Grade: 30 of 31 students tested were above 40%

5th Grade: 27 of 36 students tested were above 40%

6th Grade: 26 of 37 students tested were above 40%

TOTAL: 162 of 195 students tested were above 40%

STAR READING Test

Kindergarten (early literacy) 26 of 32 students tested were above 40%

1st Grade: 17 of 28 students tested were above 40%

2nd Grade: 22 of 29 students tested were above 40%

3rd Grade: 25 of 33 students tested were above 40%

4th Grade: 18 of 31 students tested were above 40%

5th Grade: 21 of 39 students tested were above 40%

6th Grade: 22 of 38 students tested were above 40%

ACT DATA REPORT for 2016 not available at this time

Pisgah School's Cumulative Attendance for the October 1, 2015- May 26, 2016 School Year were as follows:

Total Absences: 5,037.50

Total Tardies: 2,837

Absences are down from 2014-2015 School Year (5174) although tardies have increased from (2640). Pisgah School staff and administration are currently improving and reducing absences by focusing more on the causes for absences and tardiness. We believe many absences are due to a lack in awareness by parents: therefore, we are striving to form a better means of communication between school and parents. We also strive to promote the importance of being present for school and being on time so that all students are college and career ready.

Pisgah School's Cumulative Infraction List (SIR REPORT) for the 2015-2016 School Year were as follows:

K-6th: 8 Total Infractions

Defiance of Authority: 1

Disobedience: 1

Disruptions: 4

Fighting: 2

7th-12th: 28 Total Infractions

Alcohol Possession: 1

Bus Conduct: 1

Disruptions: 1

Drugs: 4

Fighting: 8

Harassment: 3

Profanity: 3

Tobacco Use: 2

Truancy: 5

Pisgah School staff have noticed a SIGNIFICANT decrease in school infractions as shown by the 2014-2015 data compared to 2015-2016. Infractions have decreased from 71 total to 36 (current year). The targeted areas of infractions at Pisgah School are fighting, drug possession/ use, and truancy. We as a staff are diminishing such infractions by being proactive and eliminating problems before they occur.

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

Teachers should be aware of the high percentage of "below average" readers and writers and adjust teaching strategies accordingly in order to help improve reading and writing skills. Reading and writing will continue to be a focus across all grade levels and within all subjects. School English staff will collaboratively meet with faculty in corresponding curriculum to ensure that effective research-based writing strategies are implemented in each classroom; writing should be used across the curriculum.

Continued focus on attendance procedures is recommended in order to continually decrease unexcused absences. Periodic review of board policy is needed to remind students of truancy and drug use on school premises.

Based on the areas of strength and weakness as suggested by the Stakeholder Feedback Survey, Pisgah High School will also provide a clear purpose for community parent involvement by promoting Open House, parent/teacher conferences, and community engagement activities.

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

A thorough analysis of multiple sources of data is used when writing the goals. Goals will be determined based on the identified and most prevalent needs. Close Reading and other strategies will be implemented to improve achievement in all grade levels, especially in ninth grade. STEM lesson plans will be implemented in all science classrooms as well as teaching STEM across the curriculum. Communication between school and parents will be improved by using "Notify Me," "Remind," and other communication tools. Specific information about attendance and board policy will be shared through these communication tools. Special opportunities for parents to visit the school and gain information will be offered at various times throughout the year.

Pisgah School is attempting to achieve our school goals by implementing strategies based on the analysis of standardized test results, stakeholder feedback surveys, and school demographic info related to students' attendance, discipline, and overall academic achievement.

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

The goals reflect the priority needs of the school. Achievement scores are analyzed each year to determine areas of greatest success and most needed improvement. Attendance and discipline reports are reviewed each year to help recognize areas where better communication may be needed to stress policies. Feedback from stakeholders is analyzed to identify special needs that may not be noticed by other people in the school.

After careful analysis of multiple types of data, including standardized testing and surveys, it is clear that we need to engage our parents and community in the education process in order to provide an effective instructional program that ensures the academic growth of all students. We need to focus on providing learning experiences that will increase content knowledge and support development of critical thinking, problem solving, communication, and collaboration skills. Our students will achieve college and career readiness standards.

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

Pisgah High School addresses academic needs of each individual student. These goals are measured through local and state testing, formal classroom assessments, and informal classroom assessments. Attendance of all students is monitored, and, when necessary, students are counseled on the importance of attendance and the consequences of truancy. Feedback is encouraged by all stakeholders. All students are given the same opportunities and access to resources to achieve classroom goals. Pisgah School's PST (Problem Solving Team) meets at least once each month to ensure that all tiered instruction is provided to students who need accommodations/ modifications.

The goals we aspire to achieve ensure all students will demonstrate continuous improvement in academic achievement with an emphasis on closing the gaps between our subgroups. Our goals will help teachers gain the knowledge they need to improve instruction, ensuring success for all students.

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:

2016-2017 Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to Collaborate to manage additional mobile devices and ensure that all students have access to those devices by 06/01/2017 as measured by inventory and Transform 2020 surveys.. by 06/30/2017 as measured by Collaborate to manage additional mobile devices and ensure that all students have access to those devices by 06/01/2017 as measured by inventory and Transform 2020 surveys..

Strategy1:

Pisgah High School Advocacy Program - Pisgah 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

Research Cited:

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School's Advocacy Leader, Emily Smith, 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

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School's Advocacy Leader, Emily Smith, will participate in a workshop pertaining to the development of an advocacy program for students after which Mrs. Smith 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

Activity - Planning and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School will develop a plan for our 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

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah 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

Strategy2:

Parent/Guardian Notification System - Pisgah School will examine the effectiveness of our notification system which keeps parents informed, concerning the attendance of their children and involved the learning process.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School will conduct an evaluation session and take action to improve our current notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

Goal 2:

2016-2017 Provide a rigorous and effective instructional program to ensure the academic growth of all students.

Measurable Objective 1:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics 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 Professional Learning and Support

Research Cited:

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

Activity - WIDA ACCESS Assessment and IELP's	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 IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Measurable Objective 2:

70% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by 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	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, Appropriate Supervisors, Principals

Strategy2:

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

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

Research Cited:

Activity - Increased Emphasis 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 schools. 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 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 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 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 Coordinator, Principals, Teachers

Strategy3:

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	11/05/2016	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	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coaches

Measurable Objective 3:

62% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in reading in Reading by 06/30/2020 as measured by 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	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, Appropriate Supervisors, Principals

Strategy2:

Test Data Analysis for Identifying 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 students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Category: Develop/Implement 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.	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 schools with grades K-8 will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/30/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district'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	11/30/2017	\$0 - No Funding Required	Principals, Reading Specialists, Curriculum Coordinator

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: Marazno

Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers 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 in close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	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 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	06/01/2017	\$0 - No Funding Required	Principals, ELA Teachers, Curriculum Coordinator

Measurable Objective 4:

62% of Eleventh grade students will demonstrate a proficiency in English skills 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 - Independent Professional Development on Teaching Writing	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	Superintendent, Selected Supervisors, School Improvement Specialists

Activity - Professional Learning Book Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers who have completed the 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	02/28/2017	\$0 - No Funding Required	Curriculum Coordinator, 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	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, Appropriate Supervisors, Principals

Measurable Objective 5:

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 - Professional Development will be provided for all high school science teachers on the new Alabama Science Standards and STEM projects.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	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	10/07/2015	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	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, Appropriate Supervisors, Principals

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 Science in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations.

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - 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, Principals, Teachers

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	10/03/2016	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 7:

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

Strategy1:

Professional Development on Reading Comprehension Strategies for Secondary Teachers - Professional Development which focuses on understanding, implementing, and evaluating reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the closer 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.

Category: Develop/Implement Professional Learning and Support

Research Cited:

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	05/31/2017	\$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	05/29/2020	\$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 - 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	Superintendents, Appropriate Supervisors, Principals

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

Measurable Objective 8:

32% of Eleventh grade students will demonstrate a proficiency in problem solving 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 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	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, Appropriate Supervisors, Principals

Measurable Objective 9:

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 Professional Learning and Support

Research Cited:

Activity - WIDA ACCESS Assessment and IELP's	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 IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

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

Goal 3:

2016-2017 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: Develop/Implement Student and School Culture Program

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 Relations/Communications Plan - Development of a School and District Community Relations Plan that will include:

Professional Learning Unity for Administrators and teacher leaders

Survey to determine communication devices used

Collaboration to determine areas in need of improvement

Collaboration with parents and community

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Complete and Implement Community Relations/Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Having completed a professional learning unity 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 developmoent of student career plans as sutdents 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 College and Career Ready Standards

Research Cited:

Activity - College and Career Ready Resources 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 execute College and Career Plans. The information will also be posted on the district's website.	Career Preparation/ Orientation Parent Involvement	10/12/2015	05/26/2017	\$0 - No Funding Required	Federal Programs Coordinator, Parent Involvement Personnel

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

Goal 1:

2016-2017 Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to Collaborate to manage additional mobile devices and ensure that all students have access to those devices by 06/01/2017 as measured by inventory and Transform 2020 surveys.. by 06/30/2017 as measured by Collaborate to manage additional mobile devices and ensure that all students have access to those devices by 06/01/2017 as measured by inventory and Transform 2020 surveys..

Strategy1:

Pisgah High School Advocacy Program - Pisgah 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

Research Cited:

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School's Advocacy Leader, Emily Smith, 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

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School's Advocacy Leader, Emily Smith, will participate in a workshop pertaining to the development of an advocacy program for students after which Mrs. Smith 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

Activity - Planning and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School will develop a plan for our 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

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah 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

Strategy2:

Parent/Guardian Notification System - Pisgah School will examine the effectiveness of our notification system which keeps parents informed, concerning the attendance of their children and involved the learning process.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School will conduct an evaluation session and take action to improve our current notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

Goal 2:

2016-2017 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 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	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, Appropriate Supervisors, Principals

Strategy2:

Professional Development on Reading Comprehension Strategies for Secondary Teachers - Professional Development which focuses on understanding, implementing, and evaluating reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the closer 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.

Category: Develop/Implement Professional Learning and Support

Research Cited:

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	05/29/2020	\$0 - No Funding Required	Principals, Secondary ELA Teachers, Secondary Social Studies Teachers, Curriculum Coordinator

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	05/31/2017	\$0 - No Funding Required	Principals, Instructional Coaches, Teachers

Measurable Objective 2:

62% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in reading in Reading by 06/30/2020 as measured by 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: Marazno

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	06/01/2017	\$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 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

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 in close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	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	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, Appropriate Supervisors, Principals

Strategy3:

Test Data Analysis for Identifying 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 students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Category: Develop/Implement 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 schools with grades K-8 will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/30/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district'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	11/30/2017	\$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.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals, Curriculum Coordinator, Teachers

Measurable Objective 3:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics 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 Professional Learning and Support

Research Cited:

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

Activity - WIDA ACCESS Assessment and IELP's	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 IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

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 Professional Learning and Support

Research Cited:

Activity - WIDA ACCESS Assessment and IELP's	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 IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

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

Measurable Objective 5:

32% of Eleventh grade students will demonstrate a proficiency in problem solving 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	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, 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 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 Science in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations.

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle, and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0 - No Funding Required	Curriculum Coordinator, 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 - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	10/03/2016	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, Principals, Teachers

Measurable Objective 7:

62% of Eleventh grade students will demonstrate a proficiency in English skills 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	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, 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	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	Superintendent, Selected Supervisors, School Improvement Specialists

Activity - Professional Learning Book Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers who have completed the 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	02/28/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

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 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	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, Appropriate Supervisors, Principals

Strategy2:

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

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

Research Cited:

Activity - Increased Emphasis 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 schools. 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 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 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 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 Coordinator, Principals, Teachers

Strategy3:

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	06/30/2017	\$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	11/05/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Measurable Objective 9:

SY 2016-2017

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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	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, Appropriate Supervisors, Principals

Strategy2:

Professional Development for Secondary Science Teachers - Professional Development will be provided for all high school science teachers on the new Alabama Science Standards and STEM projects.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	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	10/07/2015	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Science teachers

Goal 3:

2016-2017 Engage Parents and Community in the Educational Process

Measurable Objective 1:

collaborate to increase parental understanding of and participation in the developmoent of student career plans as sutdents 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 College and Career Ready Standards

Research Cited:

Activity - College and Career Ready Resources 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 execute College and Career Plans. The information will also be posted on the district's website.	Parent Involvement Career Preparation/ Orientation	10/12/2015	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: Develop/Implement Student and School Culture Program

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 Relations/Communications Plan - Development of a School and District Community Relations Plan that will include:

Professional Learning Unity for Administrators and teacher leaders

Survey to determine communication devices used

Collaboration to determine areas in need of improvement

Collaboration with parents and community

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Complete and Implement Community Relations/Communication	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

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

Goal 1:

2016-2017 Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to Collaborate to manage additional mobile devices and ensure that all students have access to those devices by 06/01/2017 as measured by inventory and Transform 2020 surveys.. by 06/30/2017 as measured by Collaborate to manage additional mobile devices and ensure that all students have access to those devices by 06/01/2017 as measured by inventory and Transform 2020 surveys..

Strategy1:

Parent/Guardian Notification System - Pisgah School will examine the effectiveness of our notification system which keeps parents informed, concerning the attendance of their children and involved the learning process.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School will conduct an evaluation session and take action to improve our current notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

Strategy2:

Pisgah High School Advocacy Program - Pisgah 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

Research Cited:

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah 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

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School's Advocacy Leader, Emily Smith, will participate in a workshop pertaining to the development of an advocacy program for students after which Mrs. Smith 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

Activity - Planning and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School will develop a plan for our 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

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School's Advocacy Leader, Emily Smith, 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

Goal 2:

2016-2017 Provide a rigorous and effective instructional program to ensure the academic growth of all students.

Measurable Objective 1:

62% of English Learners students will demonstrate a proficiency in 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 Professional Learning and Support

Research Cited:

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

Activity - WIDA ACCESS Assessment and IELP's	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 IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

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	Superintendents, Appropriate Supervisors, Principals

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

Strategy2:

Professional Development for Secondary Science Teachers - Professional Development will be provided for all high school science teachers on the new Alabama Science Standards and STEM projects.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	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	10/07/2015	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 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 - Independent Professional Development on Teaching Writing	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	Superintendent, Selected Supervisors, School Improvement Specialists

Activity - Professional Learning Book Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers who have completed the 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	02/28/2017	\$0 - No Funding Required	Curriculum Coordinator, 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	Superintendents, Appropriate Supervisors, Principals

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

Measurable Objective 4:

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 Science in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations.

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	10/03/2016	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, 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 5:

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

Strategy1:

Professional Development on Reading Comprehension Strategies for Secondary Teachers - Professional Development which focuses on understanding, implementing, and evaluating reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the closer reading technique include active engagement, student collaboration, requiring students to compare and contrast, summarized, 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.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Face-to-Face Professional Development for Secondary ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing all available resources, secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	05/31/2018	\$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	05/29/2020	\$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	05/31/2017	\$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 - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist, will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, Appropriate Supervisors, Principals

Measurable Objective 6:

62% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in reading in Reading by 06/30/2020 as measured by 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	Superintendents, Appropriate Supervisors, Principals

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

Strategy2:

Test Data Analysis for Identifying 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 students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Category: Develop/Implement 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.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals, Curriculum Coordinator, Teachers

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district'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	11/30/2017	\$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 schools with grades K-8 will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/30/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, 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: Marazno

Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers 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

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	06/01/2017	\$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 in close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator

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 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	Superintendents, Appropriate Supervisors, Principals

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

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	06/30/2017	\$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	11/05/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Strategy3:

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

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

Research Cited:

Activity - Increased Emphasis 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 schools. 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 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 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 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 Coordinator, Principals, Teachers

Measurable Objective 8:

32% of Eleventh grade students will demonstrate a proficiency in problem solving 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 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	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, Appropriate Supervisors, Principals

Measurable Objective 9:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics 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 Professional Learning and Support

Research Cited:

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

Activity - WIDA ACCESS Assessment and IELP's	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 IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Goal 3:

2016-2017 Engage Parents and Community in the Educational Process

Measurable Objective 1:

collaborate to increase parental understanding of and participation in the developmoent of student career plans as sutdents 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 College and Career Ready Standards

Research Cited:

Activity - College and Career Ready Resources 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 execute College and Career Plans. The information will also be posted on the district's website.	Parent Involvement Career Preparation/ Orientation	10/12/2015	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: Develop/Implement Student and School Culture Program

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 Relations/Communications Plan - Development of a School and District Community Relations Plan that will include:

Professional Learning Unity for Administrators and teacher leaders

Survey to determine communication devices used

Collaboration to determine areas in need of improvement

Collaboration with parents and community

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Complete and Implement Community Relations/Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Having completed a professional learning unity 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

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

Goal 1:

2016-2017 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 Science in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations.

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle, and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0 - No Funding Required	Curriculum Coordinator, 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 - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	10/03/2016	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, Principals, Teachers

Measurable Objective 2:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics 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 Professional Learning and Support

Research Cited:

Activity - WIDA ACCESS Assessment and IELP's	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 IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

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

Measurable Objective 3:

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 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	Superintendents, Appropriate Supervisors, Principals

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

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	11/05/2016	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	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coaches

Strategy3:

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

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

Research Cited:

Activity - Increased Emphasis 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 schools. 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 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 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 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 Coordinator, Principals, Teachers

Measurable Objective 4:

45% of Eleventh grade students will demonstrate a proficiency in reading comprehension 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	Superintendents, Appropriate Supervisors, Principals

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

Strategy2:

Professional Development on Reading Comprehension Strategies for Secondary Teachers - Professional Development which focuses on understanding, implementing, and evaluating reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the closer 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.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Face-to-Face Professional Development for Secondary ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing all available resources, secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	05/31/2018	\$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	05/29/2020	\$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	05/31/2017	\$0 - No Funding Required	Principals, Instructional Coaches, Teachers

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 Professional Learning and Support

Research Cited:

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

Activity - WIDA ACCESS Assessment and IELP's	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 IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Measurable Objective 6:

62% of Eleventh grade students will demonstrate a proficiency in English skills 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 the 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	02/28/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Independent Professional Development on Teaching Writing	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	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, Appropriate Supervisors, Principals

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

Measurable Objective 7:

62% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in reading in Reading by 06/30/2020 as measured by 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	Superintendents, Appropriate Supervisors, Principals

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

Strategy2:

Test Data Analysis for Identifying 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 students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

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

Research Cited:

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district'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	11/30/2017	\$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 schools with grades K-8 will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/30/2017	\$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.	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: Marazno

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	06/01/2017	\$0 - No Funding Required	Principals, ELA Teachers, 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 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 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 in close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum 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:

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	Superintendents, Appropriate Supervisors, Principals

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

Strategy2:

Professional Development for Secondary Science Teachers - Professional Development will be provided for all high school science teachers on the new Alabama Science Standards and STEM projects.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	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	10/07/2015	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Science teachers

Measurable Objective 9:

32% of Eleventh grade students will demonstrate a proficiency in problem solving 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	Superintendents, Appropriate Supervisors, Principals

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

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 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

Goal 2:

2016-2017 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: Develop/Implement Student and School Culture Program

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 Relations/Communications Plan - Development of a School and District Community Relations Plan that will include:

Professional Learning Unity for Administrators and teacher leaders

Survey to determine communication devices used

Collaboration to determine areas in need of improvement

Collaboration with parents and community

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Complete and Implement Community Relations/Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Having completed a professional learning unity 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 developmoent of student career plans as sutdents 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 College and Career Ready Standards

Research Cited:

Activity - College and Career Ready Resources 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 execute College and Career Plans. The information will also be posted on the district's website.	Parent Involvement Career Preparation/ Orientation	10/12/2015	05/26/2017	\$0 - No Funding Required	Federal Programs Coordinator, Parent Involvement Personnel

Goal 3:

2016-2017 Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to Collaborate to manage additional mobile devices and ensure that all students have access to those devices by 06/01/2017 as measured by inventory and Transform 2020 surveys.. by 06/30/2017 as measured by Collaborate to manage additional mobile devices and ensure that all students have access to those devices by 06/01/2017 as measured by inventory and Transform 2020 surveys..

Strategy1:

Parent/Guardian Notification System - Pisgah School will examine the effectiveness of our notification system which keeps parents informed, concerning the attendance of their children and involved the learning process.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School will conduct an evaluation session and take action to improve our current notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

Strategy2:

Pisgah High School Advocacy Program - Pisgah 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

Research Cited:

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School's Advocacy Leader, Emily Smith, 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

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah 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

Activity - Planning and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School will develop a plan for our 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

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School's Advocacy Leader, Emily Smith, will participate in a workshop pertaining to the development of an advocacy program for students after which Mrs. Smith 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

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

Goal 1:

2016-2017 Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to Collaborate to manage additional mobile devices and ensure that all students have access to those devices by 06/01/2017 as measured by inventory and Transform 2020 surveys.. by 06/30/2017 as measured by Collaborate to manage additional mobile devices and ensure that all students have access to those devices by 06/01/2017 as measured by inventory and Transform 2020 surveys..

Strategy1:

Parent/Guardian Notification System - Pisgah School will examine the effectiveness of our notification system which keeps parents informed, concerning the attendance of their children and involved the learning process.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School will conduct an evaluation session and take action to improve our current notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

Strategy2:

Pisgah High School Advocacy Program - Pisgah 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

Research Cited:

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School's Advocacy Leader, Emily Smith, will participate in a workshop pertaining to the development of an advocacy program for students after which Mrs. Smith 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

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah 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

Activity - Planning and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School will develop a plan for our 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

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School's Advocacy Leader, Emily Smith, 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

Goal 2:

2016-2017 Provide a rigorous and effective instructional program to ensure the academic growth of all students.

Measurable Objective 1:

62% of English Learners students will demonstrate a proficiency in 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 Professional Learning and Support

Research Cited:

Activity - WIDA ACCESS Assessment and IELP's	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 IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

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

Measurable Objective 2:

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 Science in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations.

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle, and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0 - No Funding Required	Curriculum Coordinator, 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 - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	10/03/2016	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, Principals, Teachers

Measurable Objective 3:

32% of Eleventh grade students will demonstrate a proficiency in problem solving 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	Superintendents, Appropriate Supervisors, Principals

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

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 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 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 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	Superintendents, Appropriate Supervisors, Principals

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

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	06/30/2017	\$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	11/05/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Strategy3:

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

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

Research Cited:

Activity - Increased Emphasis 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 schools. 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 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 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 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 Coordinator, Principals, Teachers

Measurable Objective 5:

62% of Eleventh grade students will demonstrate a proficiency in English skills 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	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, 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	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	Superintendent, Selected Supervisors, School Improvement Specialists

Activity - Professional Learning Book Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers who have completed the 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	02/28/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Measurable Objective 6:

62% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in reading in Reading by 06/30/2020 as measured by 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: Marazno

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 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 in close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	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	06/01/2017	\$0 - No Funding Required	Principals, ELA 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	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, Appropriate Supervisors, Principals

Strategy3:

Test Data Analysis for Identifying 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 students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Category: Develop/Implement 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 schools with grades K-8 will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/30/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district'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	11/30/2017	\$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.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals, Curriculum Coordinator, Teachers

Measurable Objective 7:

45% of Eleventh grade students will demonstrate a proficiency in reading comprehension 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	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, Appropriate Supervisors, Principals

Strategy2:

Professional Development on Reading Comprehension Strategies for Secondary Teachers - Professional Development which focuses on understanding, implementing, and evaluating reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the closer 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.

Category: Develop/Implement Professional Learning and Support

Research Cited:

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	05/29/2020	\$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	05/31/2017	\$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 8:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics 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 Professional Learning and Support

Research Cited:

Activity - WIDA ACCESS Assessment and IELP's	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 IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

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

Measurable Objective 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:

Professional Development for Secondary Science Teachers - Professional Development will be provided for all high school science teachers on the new Alabama Science Standards and STEM projects.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Face-to-Face Professional Development 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	10/07/2015	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 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	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.

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	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, Appropriate Supervisors, Principals

Goal 3:

2016-2017 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: Develop/Implement Student and School Culture Program

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 Relations/Communications Plan - Development of a School and District Community Relations Plan that will include:

Professional Learning Unity for Administrators and teacher leaders

Survey to determine communication devices used

Collaboration to determine areas in need of improvement

Collaboration with parents and community

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Complete and Implement Community Relations/Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Having completed a professional learning unity 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 developmoent of student career plans as sutdents 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 College and Career Ready Standards

Research Cited:

Activity - College and Career Ready Resources 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 execute College and Career Plans. The information will also be posted on the district's website.	Parent Involvement Career Preparation/ Orientation	10/12/2015	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:

2016-2017 Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to Collaborate to manage additional mobile devices and ensure that all students have access to those devices by 06/01/2017 as measured by inventory and Transform 2020 surveys.. by 06/30/2017 as measured by Collaborate to manage additional mobile devices and ensure that all students have access to those devices by 06/01/2017 as measured by inventory and Transform 2020 surveys..

Strategy1:

Pisgah High School Advocacy Program - Pisgah 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

Research Cited:

Activity - Planning and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School will develop a plan for our 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

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School's Advocacy Leader, Emily Smith, will participate in a workshop pertaining to the development of an advocacy program for students after which Mrs. Smith 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

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School's Advocacy Leader, Emily Smith, 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

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah 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

Strategy2:

Parent/Guardian Notification System - Pisgah School will examine the effectiveness of our notification system which keeps parents informed, concerning the attendance of their children and involved the learning process.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School will conduct an evaluation session and take action to improve our current notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

Goal 2:

2016-2017 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: Develop/Implement Student and School Culture Program

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 Relations/Communications Plan - Development of a School and District Community Relations Plan that will include:

Professional Learning Unity for Administrators and teacher leaders

Survey to determine communication devices used

Collaboration to determine areas in need of improvement

Collaboration with parents and community

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Complete and Implement Community Relations/Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Having completed a professional learning unity 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 developmoent of student career plans as sutdents 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 College and Career Ready Standards

Research Cited:

Activity - College and Career Ready Resources 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 execute College and Career Plans. The information will also be posted on the district's website.	Career Preparation/ Orientation Parent Involvement	10/12/2015	05/26/2017	\$0 - No Funding Required	Federal Programs Coordinator, Parent Involvement Personnel

Goal 3:

2016-2017 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 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 the 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	02/28/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Independent Professional Development on Teaching Writing	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	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, Appropriate Supervisors, Principals

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

Measurable Objective 2:

45% of Eleventh grade students will demonstrate a proficiency in reading comprehension 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	Superintendents, Appropriate Supervisors, Principals

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

Strategy2:

Professional Development on Reading Comprehension Strategies for Secondary Teachers - Professional Development which focuses on understanding, implementing, and evaluating reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the closer 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.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Face-to-Face Professional Development for Secondary ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing all available resources, secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	05/31/2018	\$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	05/31/2017	\$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	05/29/2020	\$0 - No Funding Required	Principals, Secondary ELA Teachers, Secondary Social Studies Teachers, Curriculum Coordinator

Measurable Objective 3:

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 Professional Learning and Support

Research Cited:

Activity - WIDA ACCESS Assessment and IELP's	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 IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

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

Measurable Objective 4:

62% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in reading in Reading by 06/30/2020 as measured by ACT Aspire Assessment.

Strategy1:

Test Data Analysis for Identifying 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 students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Category: Develop/Implement 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.	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 schools with grades K-8 will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/30/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district'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	11/30/2017	\$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 - 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	Superintendents, Appropriate Supervisors, Principals

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

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: Marazno

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	06/01/2017	\$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 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 in close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator

Measurable Objective 5:

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 - Professional Development will be provided for all high school science teachers on the new Alabama Science Standards and STEM projects.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	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	10/07/2015	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 - 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	Superintendents, Appropriate Supervisors, Principals

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

Measurable Objective 6:

32% of Eleventh grade students will demonstrate a proficiency in problem solving 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 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	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, 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 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	Superintendents, Appropriate Supervisors, Principals

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

Strategy2:

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

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

Research Cited:

Activity - Increased Emphasis 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 schools. 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 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 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 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 Coordinator, Principals, Teachers

Strategy3:

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	11/05/2016	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	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coaches

Measurable Objective 8:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics 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 Professional Learning and Support

Research Cited:

Activity - WIDA ACCESS Assessment and IELP's	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 IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

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

Measurable Objective 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 Science in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations.

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	10/03/2016	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, 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

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:

2016-2017 Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to Collaborate to manage additional mobile devices and ensure that all students have access to those devices by 06/01/2017 as measured by inventory and Transform 2020 surveys.. by 06/30/2017 as measured by Collaborate to manage additional mobile devices and ensure that all students have access to those devices by 06/01/2017 as measured by inventory and Transform 2020 surveys..

Strategy1:

Pisgah High School Advocacy Program - Pisgah 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

Research Cited:

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School's Advocacy Leader, Emily Smith, will participate in a workshop pertaining to the development of an advocacy program for students after which Mrs. Smith 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

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah 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

Activity - Planning and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School will develop a plan for our 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

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School's Advocacy Leader, Emily Smith, 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

Strategy2:

Parent/Guardian Notification System - Pisgah School will examine the effectiveness of our notification system which keeps parents informed, concerning the attendance of their children and involved the learning process.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pisgah School will conduct an evaluation session and take action to improve our current notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

Goal 2:

2016-2017 Provide a rigorous and effective instructional program to ensure the academic growth of all students.

Measurable Objective 1:

62% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in reading in Reading by 06/30/2020 as measured by ACT Aspire Assessment.

Strategy1:

Test Data Analysis for Identifying 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 students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Category: Develop/Implement 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 schools with grades K-8 will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/30/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district'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	11/30/2017	\$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.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals, Curriculum Coordinator, 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	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, 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: Marazno

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	06/01/2017	\$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 in close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	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 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

Measurable Objective 2:

32% of Eleventh grade students will demonstrate a proficiency in problem solving 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 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	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, Appropriate Supervisors, Principals

Measurable Objective 3:

45% of Eleventh grade students will demonstrate a proficiency in reading comprehension 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	Superintendents, Appropriate Supervisors, Principals

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

Strategy2:

Professional Development on Reading Comprehension Strategies for Secondary Teachers - Professional Development which focuses on understanding, implementing, and evaluating reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the closer 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.

Category: Develop/Implement Professional Learning and Support

Research Cited:

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	05/29/2020	\$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	05/31/2017	\$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 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 - 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	Superintendents, Appropriate Supervisors, Principals

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

Strategy2:

Professional Development for Secondary Science Teachers - Professional Development will be provided for all high school science teachers on the new Alabama Science Standards and STEM projects.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	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	10/07/2015	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Science teachers

Measurable Objective 5:

62% of Eleventh grade students will demonstrate a proficiency in English skills 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	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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	Superintendents, 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	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	Superintendent, Selected Supervisors, School Improvement Specialists

Activity - Professional Learning Book Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers who have completed the 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	02/28/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

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 Professional Learning and Support

Research Cited:

Activity - WIDA ACCESS Assessment and IELP's	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 IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

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

Measurable Objective 7:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics 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 Professional Learning and Support

Research Cited:

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

Activity - WIDA ACCESS Assessment and IELP's	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 IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

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 ACT Aspire Assessment.

Strategy1:

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

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

Research Cited:

Activity - Increased Emphasis of Data Meetins 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 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 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 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 schools. 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 Coordinator, 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	Superintendents, Appropriate Supervisors, Principals

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

Strategy3:

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	11/05/2016	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	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coaches

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 Science in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations.

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - 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, Principals, Teachers

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	10/03/2016	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

Goal 3:

2016-2017 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: Develop/Implement Student and School Culture Program

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 Relations/Communications Plan - Development of a School and District Community Relations Plan that will include:

Professional Learning Unity for Administrators and teacher leaders

Survey to determine communication devices used

Collaboration to determine areas in need of improvement

Collaboration with parents and community

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Complete and Implement Community Relations/Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Having completed a professional learning unity 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 developmoent of student career plans as sutdents 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 College and Career Ready Standards

Research Cited:

Activity - College and Career Ready Resources 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 execute College and Career Plans. The information will also be posted on the district's website.	Parent Involvement Career Preparation/ Orientation	10/12/2015	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 instructional paraprofessionals meet the NCLB requirements for 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?	Yes	Teacher employment decisions at Pisgah School are decided the school principal. Highly qualified teachers are assigned to positions in their respective field of expertise.	

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

All staffing decisions are made at the district level. Teaching assignments are decided by the school principal, ensuring that highly qualified, well-trained teachers provide instruction. All teachers follow the Alabama State Course of Study for their respective subject areas to meet identified academic needs.

Component 4: Strategies to Attract Qualified Teachers

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

Our school does not experience a high rate of teacher turnover. We have 7 new faculty members this year because 3 teachers from the previous year retired, one was promoted to a higher position at the district office, and other units were added to accommodate additional students.

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

2 Key Teaching and Learning Personnel are National Board Certified teachers

2 Key Teaching and Learning Personnel have an Educational Specialist degree

27 Key Teaching and Learning Personnel have a Master's degree

16 Key Teaching and Learning Personnel have a Bachelor's degree

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

We do not experience a high turnover rate. All employment decisions are made at the district level.

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?

1. Professional development focusing on understanding, implementing, and evaluating close reading strategies and question techniques that foster critical thinking skills for all teachers. The research based instruction strategies embedded in close reading techniques include active engagement, student collaboration, teacher modeling of higher order thinking skills and holding students accountable for evidence based answers to probing questions.
2. Professional development for math teachers focusing on best practices that help our students develop the skills necessary for problem solving. The problem solving behaviors include making connections, precision, persistence, reasoning, etc.
3. Professional development for English teachers focusing on teaching effective writing in each content area.
4. Professional development for science teachers with focus on STEM instruction, which will increase content knowledge and support development of critical thinking, problem solving, and collaboration skills.

Pisgah High School (Elementary Teachers) Professional Development for 2016 include:

PROFESSIONAL DEVELOPMENT APPROXIMATE LIST (JAN 2016-AUG. 2016)

- Dyslexia Simulation Training (5-26-16) 3 hours
- Characteristics of Gifted Students and Effective Differentiation (6-15-16) 6 hours
- A STREAM approach to teaching the earth's place in the universe (6-29-16) 6 hours
- Modeling Mathematical concepts (3-08-16) 6 hours
- Moodle 101- Moodle Basics and Blended Course (6-7-16) 6 hours
- Utilizing Technology to Foster Active Engagement (7-25-16) 6 hours
- Identifying Gifted Students in 2nd Grade (6-16-16) 3 hours
- Ecosystems-Interactions, Energy and Dynamics (6-16-16) 3 hours
- Eric's Law-Ensuring Children are taught to protect themselves (6-30-16)
- Incorporating Local History into Instruction (7-21-16) 6 hours
- AMSTI training for Grade 5 (6-30-16) 6 hours
- ASTA Science Conference (2-16-16) 16 hours

Pisgah High School Professional Development for 2016 include:

PROFESSIONAL DEVELOPMENT APPROXIMATE LIST (JAN 2016-AUG. 2016)

- AAMU_ASIM Biology Training At A&M University (12 hour credit) with Jennifer Hutchison in June 2015
- Using Moodle for Professional Development (1 hour credit) with Robert Pritchett in August 2015
- Current Issues in Special Education Awareness (6 hours) August 2015
- Bringing Local History into the Classroom: The Trail of Tears and the CCC (6 hours) August 2015
- Individual Learning awareness (1 credit hour) with Robert Pritchett in September 2015
- Lee Vs. Macon (1 hour) September 2015
- College and Career Readiness at EPCOT October 2016

- Using ELEOT to Evaluate Student Engagement (1 hour) with Marie Millican in November 2015
- Touching Triton (7 hours) in January 2016
- Teaching Complexities of the Holocaust (6 hours) January 2016
- ASTA Science Conference (16 hours) in February 2016
- Monitoring Review/SETs Update (6 hours) February 2016
- How to Use Pearson Test Nav. PHS February 2016
- Vertical Articulation (1 hour) March 2016
- School Advocacy, How Do we begin? (6 hours) with Debbie McRae in May 2016
- Dyslexia Simulation Training May 2016 Central Office/RTI
- Creating and Managing Quizzes May 2016
- Impact and Engage Workshop (2 hours) in July 2016
- Moodle 102: Advanced Course Supplement in June 2016 at the Central Office
- AMSTI ASIM APEX Weekend Workshop (70 hours) June 2016
- Ten Things Every Writer Needs to Know in June 2016 at the Central Office
- Issues in Career Tech Education (6 hours) June 2016
- Transforming Teaching Through Technology Awareness (14 hours) June 2016
- The Characteristics of Gifted Students and Effective Differentiation Strategies (6 hours) June 2016
- Teaching Life PE Standards North Jackson HS July 2016
- What every PE Teacher Should Know NJHS July 2016
- Exemplars, Engagement, and Technology in the History Classroom (6 Hours) July 2016
- STEM,STEAM, STREAM What does it all Mean at the Central Office July 2016

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

Teachers, principals, para-pros and other staff attended College and Career Readiness professional development on the campus of the Earnest Pruitt Center of Technology in October 2015.

All faculty were required to complete 2 days of professional development at the Jackson County Central Office during the summer of 2016. Those who did not complete 2 days will make-up their hours during Fall Break 2016 in October. Opportunities included development for health and P.E. teacher, English, math, science, career tech, history, and special education teachers.

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.

New or inexperienced teachers are provided support from the instructional coach or by an assigned master teacher as needed. LaShae Koger is the current instructional Coach at Pisgah School.

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

The instructional coach will provide embedded professional development for all teachers as needed. Opportunities will be provided for teachers to collaborate on research-based instructional strategies and standards. For example, during the months of March and April 2016, teachers at Pisgah received development and training on the uses of ELEOT, the evaluation used by principals to monitor teacher and student engagement.

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.

Junior high students from feeder schools and their parents spend an evening at our campus (9th Grade Orientation) to help with the fall transition. There is also an 8th Grade Parent night as part of the Jackson County Parental Involvement Plan for Title I schools. Each spring, a "Special Day" is set aside for our eighth grade class to spend with our counselor, which helps prepare these students for their high school classes and schedules. Middle school students from local feeder schools also attend the annual Career Fair held at Pisgah. The counselor provides guidance to all seniors and their parents. During the month of October, our school recognizes Alabama College Application Week. A representative from various college campuses addresses the senior class and assists in registration. A representative from the North Alabama Educational Excellence Center provides assistance for students as they complete financial aid registrations, and Mr. Hawes, the senior English teacher, assists students with completing resumes and letters of recommendations. We also have an orientation day, whereby kindergarten students spend the day at the school campus. We also host an eighth grade parent meeting where students and parents are introduced to the Jackson County Career Coach and are familiarized with the Alabama Career Planning Website, (al.kuder.com), which assists students with career path planning, including a 4-Year High School Plan. Within the community, there are several pre-school programs that many of our kindergarten children attend. Transition plans will be reviewed and updated at the district level during 2016.

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?

All teachers are assigned to a committee to analyze our ACT Aspire test data. Teachers participate in subject (grade level) based meetings to determine needs of improvement and create school-wide goals and ideas to address these needs. Teachers will meet to develop a plan of action for each specific grade level. They meet with teachers above the current grade level as well as the grade level below them to discuss their data and plans of action. Our goal is to create a connected learning progression for each subject area K-12.

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?

Every student in grade K-10 is given a STAR assessment at the beginning of the year. This data is used to determine which students need Tier 3 intervention. Students are progress monitored every month to check progress. If performing at grade level, they are taken out of intervention. Every 4 and 1/2 weeks, teachers complete a Timely Assistance Form for students who do not have at least a 70% average in each subject area. Teachers document strategies they will use to help individual students meet his or her academic goals. The students who are not performing are referred to the PST (Problem Solving Team). PST develops a plan and monitors student performance. If the student doesn't show improvement, PST will start the referral process for special services. The PST is comprised of the school principal, assistant principal, counselor, instructional coach, and classroom teachers. The PST is responsible for decisions which ensure all students receive instruction and interventions matched to their identified academic or behavioral needs.

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 who experience problems mastering the state academic standards receive Tier 3 instruction. They are monitored on a regular basis to determine if intervention is working. If they are making adequate progress, they are moved into Tier 2 intervention and eventually moved to Tier 1. PST meets monthly to discuss student performance and suggests strategies to be used for intervention. If the student is not making adequate progress, the PST starts the referral process for special education.

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

The instructional coach meets with teachers to discuss specific student data to ensure individual needs are being addressed. Differentiated instruction is provided through intervention, small group instruction, peer tutoring, and one-on-one instruction in the classroom. Computer programs such as Success Maker and Accelerated Reading and Math are used to meet individual students at their current levels.

Four times per year, we administer the STAR reading and math assessments to students in grades 2-10. Four times per year, we give the STAR Early Literacy test to grades K-1. These computer based tests are used as a screening process in deciding if a student needs additional support. If a student scores below the 25th percentile on any component of the screening measure, he or she is referred for Tier 2 intervention in the identified area of need. He or she will receive an additional 30 minutes of small group instruction with his or her regular teacher.

If a student scores below the 10th percentile on any component of the screening measure, he or she will be considered for Tier 3 intervention in the needed area. The student will receive 30 minutes of small group instruction outside his or her classroom with the Instructional Coach or with another certified teacher. The student is monitored every few weeks with the STAR test and progress monitoring.

Students who are recommended for Tier 3 instruction are done so by the PST team. The team meets each month to review student progress. They look at the data and talk with the student's classroom teachers. If the student makes progress, he or she can be moved out of Tier 3. If

he or she does not make progress, it is likely the student is referred for special education. All such recommendations are only made through parent conferencing and permission. Students in grades K-6 are offered tiered instruction on a daily basis.

SEE PHS EVIDENCE BOX FOR PROBLEM SOLVING TEAM MEETING MINUTES

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.

Pisgah School offers after school tutoring and enrichment provided by 21st Century Program. This offers a chance for students to receive support, reinforcement for academic skills beyond the regular school day, as well as opportunities to enhance special talents such as music and art.

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.

All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. Migrant, EL, and homeless students access any programs that the other student population uses. Examples include Accelerated Reading and Math, Nova Net, and Math Facts in a Flash. Ms. Anderson, our Spanish teacher, interprets for EL parents and tutors EL students as needed. These services are also provided by Ms. Elizondo who comes to Pisgah School once a week. Mr. Pittman, the elementary counselor, ensures that all needs are met for all sub group students. Economically disadvantaged students may also attend the 21st Century Program, which provides after school tutoring and enrichment services. IEPs guide instruction for special education students.

ELL students have a plan which helps teachers make the necessary accommodations to meet the student's needs.

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.

Pisgah High School received \$16,398.00 in Carl Perkins Funds for 2016. The money was used toward the building of the new Pisgah High School Agriculture Shop.

Disadvantaged families are made to feel welcome. Many opportunities are provided at various times for parent participation such as Open House, etc. Aides are provided to assist disabled students. Our school applies for grants to include latest innovative activities at our school. We take advantage of field trips that cover costs for disadvantaged families and for Title I schools.

All facilities at Pisgah High School are in compliance with state code in regard to student accessibility. Career counseling is provided to encourage students to consider nontraditional fields of study. The Ernest Pruitt Center of Technology (EPCOT) offers and encourages opportunities for students to participate in courses that have typically been sought out by a select group of individuals. These federal funds

are used for technical schools, and, on a rotating basis, in high school technical programs.

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?

Federal funds along with funding from state and local sources will be coordinated and integrated to provide a total program designed to foster educational improvement and high academic achievement for all students. A school wide plan is developed and revised as needed. The school-wide committee is comprised of representatives from the school, community, parents, support staff, and students. The federal programs provide input about allocation of funds, set asides, administrative costs and overall implementation of the program. A committee at each school is responsible for designing school programs and designing school budgets.

Pisgah High School will utilize all available resources to achieve both local and state goals. Federal funds, along with funding from state and local sources, will be coordinated and integrated to provide a total program designed to foster educational improvement and high academic achievement for all students. In order to further the effort, a consolidated plan is developed and revised yearly by Jackson County Schools to utilize federal funds to provide maximum benefit to all students. The purpose of the plan is to ensure that all students are served in the best possible fashion, enabling them to meet challenging content and performance standards.

The plan will remain in effect for one year. A thorough review of each program will then be conducted and analyzed for effectiveness and necessary changes which need to be made. The Federal Programs Planning Committee will again be solicited for input on fund allocation, ideas to improve program design, implementation, and evaluation. Necessary revisions will be made as indicated by the review.

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.

Funds from a variety of sources will be used to implement the overall CIP plan. Ongoing collaboration across programs and alignment of state, local, and federal efforts will increase effectiveness, eliminate duplication, and combine services. Title funds will provide academic programs to assist students to meet state standards and coordinate with other educational services to ensure that the needs of students are met. Services for students with limited English proficiency, special education students, immigrant, migratory, and or homeless students will receive proper services when enrolled in the school system. Research based programs such as Success Maker Enterprise, Accelerated Reading and Math, and after school tutoring services provided by 21st Century Program will continue to be utilized. Effective professional development will be funded by utilizing money from Title I, Title II, and state and local funds. Student performance on state assessments will serve as the overall evaluation of the effectiveness of professional development.

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.

The students who qualify for free or reduced lunch prices according to the guidelines set forth by the child nutrition program determines the allocation for each school.

Component 10: Evaluation

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

The implementation of the school--wide program is evaluated through observations and walk-throughs conducted by administration and testing data such as stakeholder surveys. Monthly data meetings are held to evaluate and revise the plan as needed. All academic, discipline, and attendance data are analyzed for improvement.

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 results of the school-wide program are evaluated through yearly analysis of standardized test data and improvement in academics as evidenced by diagnostics and report cards. Local assessments such as STAR Reading and Math are also used to evaluate 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 administrators meet to determine if methods written into the school wide program were effective in increasing the achievement of students who are furthest from meeting standards.

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?

Monthly data meetings are held to review, edit, and revise the plan as necessary to ensure continuous improvement of students. A reflection/projection meeting is held in the spring to formulate a plan for the next year.

SEE PST DOCUMENTATION IN EVIDENCE BOX

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

We are not keeping any goals from the previous year because the items such as college and career readiness have been adjusted to fit the new goals for 2016-2017.

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

We deleted career and college goals because the items have been added to our new district goals. We will continue pursuing college and career readiness for all students.

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:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	36.30	36.80	2,560,317.76
Administrator Units	1.00	1.0	115,107.89
Assistant Principal	1.00	1.0	81,908.73
Counselor	1.50	1.50	117,098.12
Librarian	1.00	1.0	76,122.50
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	6,909.00
Professional Development	0.00	0.0	2,602.00
State ELL Funds	0.00	0.00	0.00
Instructional Supplies	0.00	0.0	16,542.00
Library Enhancement	0.00	0.00	867.00
Totals			2,977,475.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	120838.0

Provide a brief explanation and breakdown of expenses.

A. Instruction

Certified Instructors (2) \$112,598

B. Materials and Supplies

1. Instructional \$8,240

C. Equipment

1. Capitalized

2. Non-Capitalized

D. Total \$120,838

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

Provide a brief explanation and a breakdown of expenses.

Pisgah School does not receive ARRA funds.

Title II

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

Provide a brief explanation and a breakdown of expenses.

The Jackson County allotment for Professional Development Activities was \$105884.00. This is amount is used at the district level to provide professional development for each school in the district.

Title III

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

Provide a brief explanation and a breakdown of expenses.

The County allocation for English Language Learners was \$15538.00. This is provided at the district level.

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.

We did not receive these funds at Pisgah High 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 County allocation for Rural and Low-Income Schools was \$7978.00. This was provided at the district level.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	16398.0

Provide a brief explanation and breakdown of expenses.

This money was utilized to enhance the vocational career technical program at Pisgah High School.

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

Provide a brief explanation and breakdown of expenses.

We did not receive funds at Pisgah High School.

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	100000.0

Provide a brief explanation and a breakdown of expenses.

Total Budget/ Expenditures: \$100,000.00

Salaries: \$51,793.00

Employee Benefits:

FICA (6.2%, 1.45%) \$3,965.00

Retirement (11.94%) \$4,101.00

Unemployment Comp \$ 26.00

Travel:

Training/ Prof Develop \$2,000.00

Other (staff) \$2,000.00

Transportation:

Bus/Gas/Driver Salary/Etc.. \$ 250.00

Materials and Supplies \$22,512.00

Non-Instruc Software \$1,000.00

Non-Capitalized Equip \$12,000.00

Indirect Cost \$ 350.00

Local Funds

Label	Question	Value
1.	Provide the total	2892.7

Provide a brief explanation and breakdown of expenses

0.04 FTE

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, our principal, 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 Parents Rights to be involved are discussed in detail. The Open House/ Annual Title I Meeting at Pisgah School was held on August 11, 2016 at 5:30P.M. (See Evidence Box for Attendance Roster)

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.

The Parental Involvement Consulting Teacher conducts a minimum of two meetings a year at Pisgah High School. One meeting is scheduled during the day and the other is scheduled at night to provide flexible hours to meet the needs of working parents. Although Pisgah School does not have a high Spanish speaking population, an interpreter will be provided as needed.

The Federal Programs Advisory Committee is comprised of parents, teachers, administrators, and community members. The purpose of this committee is to utilize federal funds to provide the maximum benefits to all the students at Pisgah High School as well as across Jackson County. The committee discusses strategies, various federal programs available, and budgets allotted to fund them. All committee members are given the opportunity to offer opinions and suggestions.

At Pisgah School, our principal agrees to combine the allocated Parental 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.

The team at Pisgah High School has agreed to relinquish our parental involvement allocation 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 appropriate for their child. Mrs. Mannon is available at the Parent Center to assist parents and/or can be contacted by phone or email.

See PHS Evidence Box for documented attendance rosters

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. Although Pisgah School does not have a high Spanish speaking population, an interpreter is available when needed. Information regarding curriculum, classroom standards, homework policies and assessments are provided in the Jackson County Schools Student Handbook. All students receive a handbook on the first day of school and must return the Parental Acknowledgement form which is filed in their cumulative 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 formally file Timely Assistance Forms for any student who is below 70%, and makes at least 2 attempts at parental contact if the student scores below 60% during any time of the grading period. Parents may request a conference to voice any concerns or suggestions related to the education of 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).

Pisgah High School has a local committee, the Leadership Team, comprised of parents, teachers, administrators, and community members. Once the Pisgah School Leadership Team has designed the Parent Compact, school improvement staff members evaluate and submit the Parent Compact for approval at the school and district level. Each student reviews the student-parent compact with his or her parents and returns the compact to the school. Each homeroom teacher keeps the compacts on file in his or her classroom.

Pisgah High School also involves students and parents during Alabama's College and Career Planning week, which is held on campus during the month of October. Students and parents have the opportunity to meet with representatives from various colleges and career professions. Examples are: Northeast Alabama Community College, University of Alabama at Huntsville, University of North Alabama, and local business representatives. This year, every student in grade 12 applied for admissions to at least one college or university.

College Night at Pisgah School was held on October 22, 2015. (See Evidence Box for Roster)

College Application Week was held at Pisgah School on October 26-30, 2015. (See Evidence Box for Agenda)

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

Contact information for both the Jackson County Board of Education and the Alabama State Department of Education is provided and is made available on the Jackson County School District Website (www.jackson.k12.al.us). 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)

The Federal Programs Parental Involvement Consulting Teacher will conduct parent meetings and offer training sessions covering many topics designed to aid parents in becoming more involved in their child's education. If our principal has a specific need at our school, the Consulting Teacher will ensure that topic is discussed. The Consulting Teacher conducts one parent meeting per semester at times convenient for all parents to attend. Flyers of upcoming meetings and training sessions will be distributed on a timely basis to ensure parents are afforded the opportunities for participation. Newsletters for parents of elementary, middle, and high school students containing valuable and age appropriate strategies for better parenting are distributed monthly. Parents can also access the school website to stay informed and involved with the school. Although Pisgah School does not have a high Spanish speaking population, an interpreter will be provided as needed.

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.)

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

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

The Federal Programs Parental Involvement Consulting Teacher operates the Jackson County Schools Parent Center which contains videos, games, books, and other educational resource tools for both parents and teachers to check-out. When parents are unable to come to the center, the Consulting Teacher will deliver requested materials to the school for the parent to pick up.

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)

Teachers at Pisgah High School understand the importance of parental involvement in the education of their children. This is discussed

informally and formally at faculty meetings, Title I meetings, and parent training sessions provided by the Parent Center. To ensure effective involvement of parents and to support a partnership among the school, parents, and the community, thus ensuring academic achievements, Pisgah School has found new ways of keeping our stakeholders informed. Currently we utilize Notify Me text and email. Any individual enrolled will receive a message about important information pertaining to Pisgah High School. Many teachers have encouraged our students to take part in the Remind Ap program where students and parents can receive a text message about scheduled events. Our school website (www.pisgaheagles.org) is updated regularly as an additional informational resource. Currently, we have volunteer opportunities that allow parents and community members to contribute to the achievement of our students. Recently, Pisgah High School collaborated with staff, parents, and students to participate in a school-wide fundraiser. The collaborative persons sold mums during the month of October, to help support the school's general fund. The approximate amount profited was \$10,000. The funds will be used for needs of the students such as clothing, food, and academic resources to meet all students' needs.

Our kindergarten classes also hold parent meetings throughout the school year in which parents and grandparents are welcome to attend lunch and holiday celebrations at the school. Our school also holds Student/Parent Transition Meetings for students who transfer from feeder schools:

Kindergarten Grandparent's Day: September 09, 2016 (See Evidence Box for Roster)

Kindergarten Mother's Day- September 26, 2016 (See Evidence Box for Roster)

8th Grade Parent Meeting- October 29, 2015 (See Evidence Box for Roster)

We included dates from 2015 for the events which occurred before scheduled the ACIP was completed for 2016.

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 the materials available. This information is also discussed at each meeting held at the school. Sample materials are also available at these meetings.

The Parental Involvement Consulting Teacher assists the principal in providing information to the parents about programs and resources available to encourage and support parents in participating in the education of their child.

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)

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

See Evidence Box for 2016-2017 Student Handbook.

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)

The Parent Center, located at the Jackson County Board of Education, provides materials to assist parents with academic and social issues. Parents are made aware of the Parent Center by flyers sent out and materials distributed on a regular basis. Parents can call the Parents Center and request materials to be used to work with their children. Materials can be delivered to the school to be sent home with the child, or parents are invited to come to the Parent Center to look at all available materials.

Information related to school programs, meetings, and other activities is communicated through class and school newsletters, emails, school website, SchoolCast, and Remind 101.

Pisgah High School also involves students and parents during Alabama's College and Career Planning week, which is held during the month of October. Students and parents have the opportunity to meet with representatives from various colleges and career professions. Examples are: Northeast Alabama Community College, University of Alabama at Huntsville, University of North Alabama, and local business representatives. In October 2015, every student in Grade 12 applied for admissions to at least one college or university.

See Evidence Box for College Week Attendance Roster (October 26-30).

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 in a language that parents can understand. Although Pisgah School has a limited number of students with limited English proficiency, an interpreter will be available as needed.

** 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.

