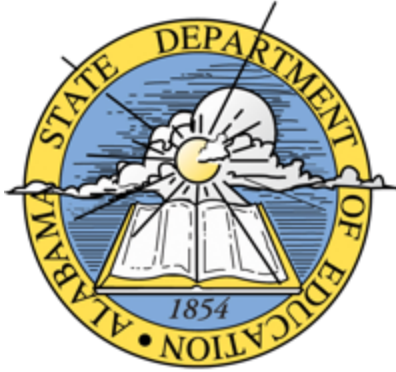




ACIP

Woodville School

Jackson County Board of Education

Mr. Bruce Maples, Principal
290 County Road 63
Woodville, AL 35776

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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?

Woodville High School is nestled in a valley between the mountains of the Cumberland Plateau located in the oldest town in Jackson County, which held its Bicentennial Celebration on June 13, 2015. It is located halfway between the municipalities of Huntsville and Scottsboro. Woodville is a very small, rural community with a population of only 739 in the 6.7 square miles of the town limits. The population is 91% Caucasian with the remaining 9% being listed as Hispanic, Native American, and "other". The demographics of the students and staff mirror that of our community. Although the town limit is only 6.7 square miles, the 540 Pre K through 12th grade students that we serve come from surrounding areas. This area is approximately 15-20 miles in each direction from our school. this presents a challenge creating a school community when so many of our students come from outlying areas. The socioeconomic status of our students qualifies Woodville High School as a Title I school. According to the 2015 Census, the median income of our families is \$38,121. Other than small "mom and pop" businesses, the community does not have financial support from large stores or corporations. Even though we are located near many two and four year colleges, our stakeholder survey results indicate that graduating from high school and attending college is not a priority. However, despite these challenges, our graduation rate is currently 95%.

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:

Woodville High School's purpose is to ensure an equal opportunity for all students to obtain a positive, effective, and innovative education. The partnership of our school with students, teachers, families, and the community provides a safe environment for student growth and success in the classroom and beyond.

BELIEFS:

- All students can learn and achieve success.
- Students are valued individuals with unique physical, social, emotional, cultural, and intellectual needs.
- Students have unique talents and learning abilities that require a variety of instructional strategies and activities to promote success.
- Students should learn to work cooperatively and to think critically and creatively to solve problems.
- The development of character and social skills is an important part of education and enables students to succeed in life.
- Schools should provide a safe, clean, caring environment conducive to learning.
- Curricular and program decisions must promote academic achievement and should be research-based and student-centered.
- Technology, as both a teaching and learning tool, should be integrated throughout the curriculum and is essential in today's world.
- An effective education requires active participation and cooperation from students, family, staff, and community.
- Employees have a responsibility to model moral behavior, a strong work ethic, and a commitment to academic achievement.
- Quality, continuous professional development is essential to instructional improvement.

VISION:

Woodville High School will provide a safe, clean, caring environment in which all students can achieve academic goals, develop character and social skills, discover their unique talents, and develop those skills and talents to their fullest potential enabling them to succeed in life.

MISSION STATEMENT:

HELPING ALL STUDENTS ACHIEVE AND SUCCEED

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's administration realizes the importance of technology in preparing our students to be college and career ready. Because of the efforts of the school and district's administration, each of our regular classrooms has a Promethean Board, projector, Internet accessible computers for both student and teacher use. We also have laptop carts and two computer labs with Internet access available to our students when needed. As a result of the technology provided by our school and district, our students have improved in several areas.

Our graduation rate has improved to 95% allowing us to meet the 90% graduation rate. More students are taking advantage of online classes and dual enrollment in order to graduate and further their post-secondary education. With the addition of a morning and afternoon bus traveling to the Earnest Pruett Center of Technology, more students have the opportunity to attend and receive training in their desired career. With technology being available in every classroom, Pre K through 12, our students are being exposed and have access to technology they do not have at home.

Our school district is providing ongoing professional development which focuses on understanding, implementing, and evaluating close reading strategies and questioning techniques that foster critical thinking skills across all academic areas. The highly effective research based teaching strategies include teacher modeling of higher order thinking skills, collaboration, and active student engagement.

We are implementing authentic STEM (Science, Technology, Engineering, and Math) learning activities, such as the Greenpower Electric Car Initiative and Robotics, which will increase content knowledge and support the development of critical thinking, problem solving, and collaboration skills.

Our school's attendance has an ADA of 95.66%.

Art and music is a deficit in our school. We need to implement art and music programs across the school.

Our ACT Aspire scores were overall low. We strive to improve student proficiency in all areas of this assessment.

Additional Information

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

Woodville High School teachers and administration are doing an excellent job of providing our students with a quality education with the limited resources and funding available.

*2015-2016 - Woodville School started a wrestling program. Several students placed in individual competitions. *****

*2015-2016 - Our fifth grade students competed in the Green-Power Goblin Race. Our students received first placed in all categories along with the Spirit Award.

*2015-2016 - Our 5th-8th grade Math Team competed in the Rocket City Junior Math Mania on November 14, 2015.

*2015-2016 - started a Touchdown Team and Hoops Squad to help with our football and basketball programs. Students are eligible for consideration through a selection process. Upon graduation these students will receive a book grant.

*2015-2016 - Our first volleyball team placed 2nd in the Jackson County Tournament.

*2014-2015 - Our 5th grade placed 1st in the 2015 Jackson County Mathematics Competition for the first time in school history. Our 7th grade placed 3rd.

*2014-2015 - Our 5th grade students competed in the first U.S. Greenpower Goblin Race. Our students brought back the Spirit Award.

*2015 - We had our first Bryant Jordan Scholastic Regional Recipient.

*2014 - Woodville High School was recognized nationally in the U.S. News Best High Schools rankings with 92% proficiency in mathematics and 90% proficiency in reading, both above the state average.

* 2013-2014 - Woodville Lady Panthers Basketball team went to the state tournament for the first time in school history.

*2013-2014 - We had a State Cross Country Champion.

*During these difficult economic times, we felt like we needed to help in any way that we could. Our PALS Program currently feeds about 70 students each weekend by sending food home with them every Friday. The PALS students also provide tutoring for students and participate in various projects, such as raising money to fight cancer.

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.

Team members are asked to serve on the committee based on their expertise and expressed desire to further the achievement of all students at Woodville High School. Meetings are conducted at various times throughout the school year to accommodate all stakeholders. In September, teachers in grades PreK-12 are assigned to committees to analyze data from State Assessments to identify our strengths and weaknesses. Teachers collaborate on strategies to improve the areas of weakness at each grade level and/or subject. The committee uses state assessment data in addition to local data such as parent, student, and teacher surveys, attendance reports, Educate Alabama results, EL testing, PST data, Alabama Technology Transform 2020 Survey, etc. so informed decisions can be made to improve the overall instruction at Woodville High School. The Federal Programs Coordinator and the Chief Executive Officer provide input concerning allocation of funds. The faculty meets as a whole to discuss each committee's findings and the strategies needed to improve each area of weakness. The leadership team meets with parents, community members, and students who serve on the CIP and technology leadership team to ensure all stakeholders have input in the CIP technology planning process. The CIP and Technology Plans are presented, with principal approval, to the School Improvement Specialist, Parental Involvement Specialist, Federal Programs Coordinator, and Superintendent for approval. The CIP and Technology Plans are presented to the Jackson County Board of Education for approval. The CIP and Technology Plans are updated as needed throughout the school year.

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

Members are representatives from all aspects of the school and include principals, teachers, stakeholders, students, and parents. Instructional Leadership Team Names and Responsibilities are as follows:

Bruce Maples, Principal
Kevin McBride, Assistant Principal
Jaime Perkins, 7-12 Counselor
Jarod Clark, K-6 Counselor/EL/High School Science
Lacinda Woodall, Librarian/Technology Coach
Caitlin Harnen, Instructional Coach
Amanda Peek, High School Math
Felicia Harding, High School Special Education
Melanie Geiger, Elementary Special Education
DeAnna West, Elementary Teacher/CIP Chair
Melissa Evans, Elementary Teacher
Steve Helms, Community Leader
Shannon Clark, Support Staff
Star Wells, Parent

Shawna Clark, Parent

Kaitlyn Sisk, Student

Justin Baugh, Student

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

The CIP and Technology Plans are presented, with principal approval, to the School Improvement Specialist, Parental Involvement Specialist, Federal Programs Coordinator, and Superintendent for approval. The CIP and Technology Plans are presented to the Jackson County Board of Education for approval. The CIP and Technology Plans are updated as needed throughout the school year. A copy is maintained in the school office and library.

The CIP and Technology Plans are available on the district website at www.jackson.k12.al.us. Copies are available upon request.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Student Performance Data document uploaded.	Student Performance Data

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?

ACT Aspire Data - Grade 4

Subject	2016 Scores	2015 Scores	2014 Scores
English	55%	59%	81%
Math	55%	38%	59%
Reading	30%	24%	49%
Writing	21%	3%	11%

Data Analysis:

- * Improved math scores from 38% to 55%
- * Improved writing scores from 3% to 21%
- * Improved reading scores from 24% to 30%

ACT Aspire Data - Grade 6

Subject	2016 Scores	2015 Scores	2014 Scores
English	75%	68%	79%
Math	78%	46%	41%
Reading	63%	38%	51%
Science	59%	32%	Not tested

Data Analysis:

- *Improved English scores from 68% to 75%.
- * Improved Math scores from 46% to 78%.
- * Improved Reading scores from 38% to 63%.
- * 59% of students reached the Science benchmark.

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

Third grade math had a trend in math of a steady increase. In 2014, our scores were 44% which increased to 61% in 2015, and rose again in 2016 to 67%. Sixth grade math and reading increased significantly compared to the previous two years. Seventh grade math also shown a small, steady increase over the past three years.

Which area(s) indicate the overall highest performance?

English is the area with the overall highest performance on the ACT Aspire. Reading is the area with the overall highest performance on the ACT Plus Writing.

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

In third and fourth grade, females outranked males in every subject category.
These are the 2016 results for third grade:

	English	Mathematics	Science	Reading	Writing
Males	50%	43%	36%	7%	14%
Females	85%	92%	46%	50%	23%

In fifth and seventh grade, males performed higher in math and science than females.
In sixth grade, males performed higher in math and English than females.
In eighth grade, males only performed higher in math.
Tenth grade males scored better only in reading.

Our females overall scored better on most subjects on the ACT Aspire. Our males, when they scored better than the females, were more proficient in math and science than our females.

Between which subgroups is the achievement gap closing?

The achievement gap between subgroups is closing except in the area of writing. Writing is an area of need for all students at Woodville School.

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

The above reported findings are consistent with the findings of the 2016 Fall STAR Reading and Math Assessments.

Areas in Need of Improvement

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

Third grade reading has dropped two points compared to 2015. Fifth grade reading and math scores decreased in both subject areas. Seventh grade math scores decreased by five points, and eighth grade math only diminished by two points. Although there is no trend data to compare, our school is very concerned with our overall tenth grade scores.

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

Emerging patterns indicate that fifth grade is showing a negative trend in performance on the ACT Aspire in reading and math. Although there were increases from 2014-2015, there were significant decreases from 2015-2016.

Which area(s) indicate the overall lowest performance?

Although there are several grade levels that have shown improvement, reading and writing are the areas with the overall lowest performance. Writing has improved some, but still needs to maintain teacher focus as well. Tenth grade scores are overall the lowest in our school with math only being 3% proficient.

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

Our subgroups, our male students are performing lower than our female students. Our 5th grade as a whole showed the overall lowest performance with decreasing scores in all areas of the ACT Aspire.

Between which subgroups is the achievement gap becoming greater?

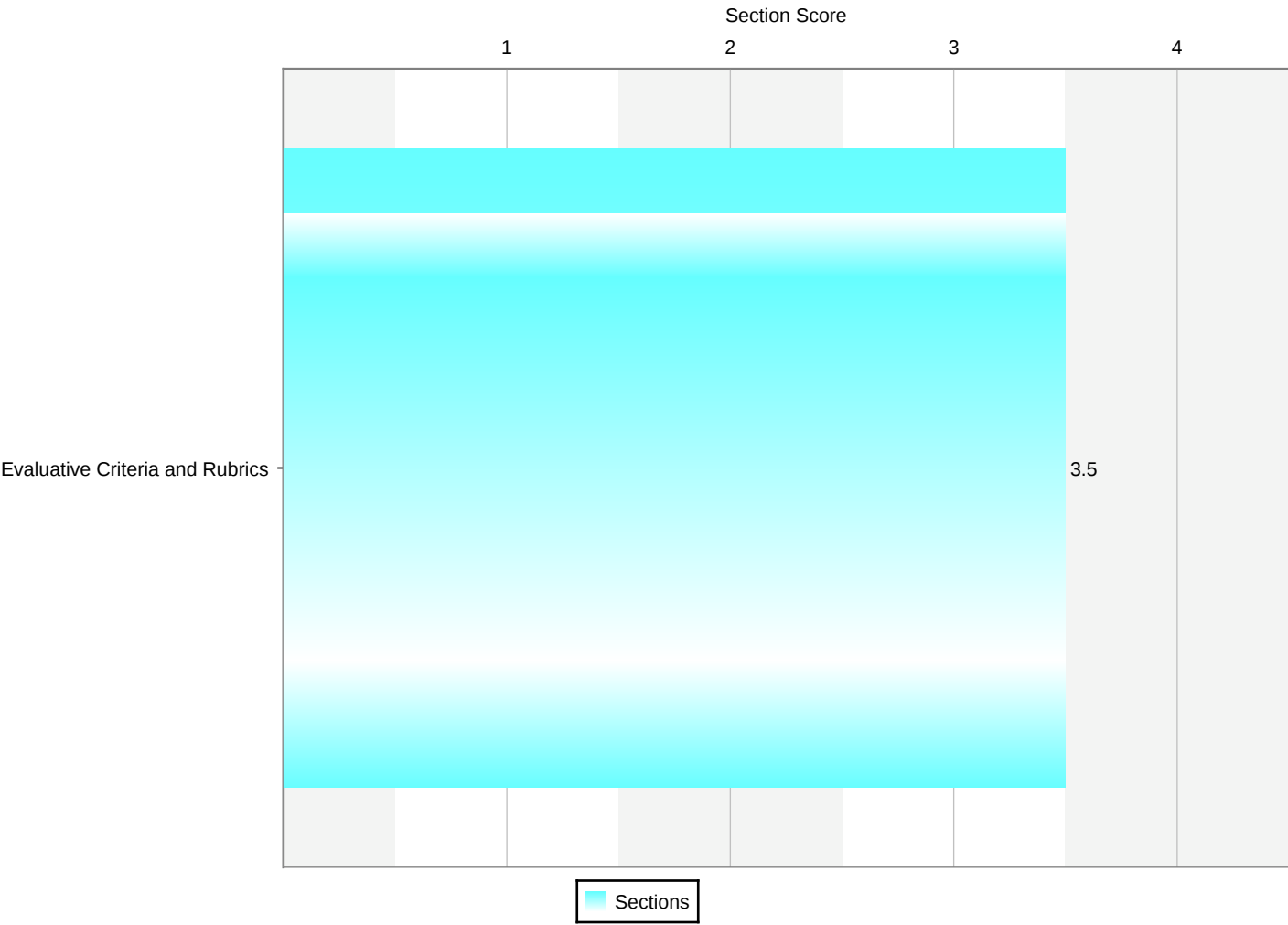
Writing is an area in which our males are scoring extremely low. Also, the achievement gap between 5th and 6th grades is greatest with 6th grade outperforming 7th grade in all areas.

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

The above reported findings are consistent with the findings from the 2016 Fall STAR Reading and Math Assessments.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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	Document is uploaded. Attachment: Federal Programs Plan 2016-2017 Civil Rights	Federal Programs Plan 2016-2017 Civil Rights EL District Plan

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	Mark Guffey, Compliance Review Officer Jackson County Board of Education 16003 AL Hwy. 35 Scottsboro, AL 35768 (256) 259-9500 guffeym@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		2016-2017 Parental Involvement Plan Student Handbook

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	Attached is the School-Parent Compact.	Parent Compact

2016-2017 Woodville High School Continuous Improvement Plan

Overview

Plan Name

2016-2017 Woodville High School Continuous Improvement Plan

Plan Description

2016-2017 Woodville High School Continuous Improvement Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Provide a rigorous and effective instructional program to ensure the academic growth of all students.	Objectives: 10 Strategies: 14 Activities: 31	Academic	\$0
2	Engage Parents and Community in the Educational Process	Objectives: 4 Strategies: 5 Activities: 9	Organizational	\$0
3	Ensure that all students have optimal instructional time.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0

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

Measurable Objective 1:

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

Strategy 1:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades K-8 will participate in a careful analysis of the 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 benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0	No Funding Required	Principals Teachers Curriculum Coordinator

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	11/01/2017	\$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

(shared) Strategy 2:

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

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

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	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	Superintendent, Appropriate Supervisors, Principals

Strategy 3:

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 Coordinators
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
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Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies...Third grade teachers will also have face-to-face sessions with the ARI specialist.	Professional Learning	10/03/2016	07/31/2017	\$0	No Funding Required	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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

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.

Strategy 1:

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 - Small Group Embedded Professional Development for K-8 Mathematics Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coaches will work with individual teachers and with small groups of teachers during the school day using modeling and collaboration to assist in learning the mental math strategies.	Professional Learning	08/10/2015	01/02/2017	\$0	No Funding Required	Curriculum Coordinator Instructional Coaches Principals

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

(shared) Strategy 2:

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

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

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	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	Superintendent, Appropriate Supervisors, Principals

Strategy 3:

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

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

Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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 a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2017	\$0	No Funding Required	Curriculum Coordinator Principals Teachers
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Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held 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 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.

Strategy 1:

Professional Development on Reading Comprehension Strategies for Secondary Teachers - 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 close reading technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano

Activity - Face-to-Face Professional Development on Close Reading Strategies and Critical Thinking Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing all available resources, secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	05/31/2018	\$0	No Funding Required	Curriculum Coordinator Secondary ELA Teachers

Activity - Embedded Professional Development on Close Reading Strategies for Secondary Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Embedded professional development on close reading strategies will be provided by Instructional Coaches as needed.	Professional Learning	10/15/2015	05/29/2020	\$0	No Funding Required	Curriculum Coordinator Instructional Coaches ELA Teachers Principals
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. School: Woodville School	Professional Learning	10/05/2015	05/29/2020	\$0	No Funding Required	Principals, Secondary ELA Teachers, Secondary Social Studies Teachers, Curriculum Coordinator

(shared) Strategy 2:

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

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

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	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	Superintendent, Appropriate Supervisors, Principals
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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..

Strategy 1:

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

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

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2016	06/01/2020	\$0	No Funding Required	Superintendent, 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	Superintendent, Appropriate Supervisors, Principals

Strategy 2:

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

Category: Develop/Implement Professional Learning and Support

Activity - Independent Professional Development on Teaching Writing Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ela teachers who are new to the district or who missed previous professional development 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	Curriculum Coordinator and teachers

Activity - Professional Learning Book Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers who have completed 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 5:

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

(shared) Strategy 1:

Skills Practice and Test Taking Strategies - Schools will provide students with extended learning time and instruction on test-taking strategies.

Category:

Activity - ACT Skills Elective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High schools will develop an ACT elective or electives to address all disciplines addressed on the ACT. Schools with an existing ACT elective will evaluate the existing course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0		Principals Selected Teachers

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..

(shared) Strategy 1:

Skills Practice and Test Taking Strategies - Schools will provide students with extended learning time and instruction on test-taking strategies.

Category:

Activity - ACT Skills Elective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High schools will develop an ACT elective or electives to address all disciplines addressed on the ACT. Schools with an existing ACT elective will evaluate the existing course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0		Principals Selected Teachers

Strategy 2:

Professional Development for Secondary Mathematics Teachers - Professional development on the mathematics practice standards for Alabama's College and Career Ready Standards will be provided by high school mathematics teachers.

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
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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
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(shared) Strategy 3:

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

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

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	Superintendent, Appropriate Supervisors, Principals

Measurable Objective 7:

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

(shared) Strategy 1:

Skills Practice and Test Taking Strategies - Schools will provide students with extended learning time and instruction on test-taking strategies.

Category:

Activity - ACT Skills Elective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High schools will develop an ACT elective or electives to address all disciplines addressed on the ACT. Schools with an existing ACT elective will evaluate the existing course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0		Principals Selected Teachers

Strategy 2:

Professional Development for High School 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 for High School Science Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	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

(shared) Strategy 3:

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

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

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	Superintendent, Appropriate Supervisors, Principals

Measurable Objective 8:

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

(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:

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

Measurable Objective 9:

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

(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:

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

Measurable Objective 10:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science 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, Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0	No Funding Required	Curriculum Coordinator 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 2: Engage Parents and Community in the Educational Process

Measurable Objective 1:

collaborate to inform parents and the community of the academic achievement of Woodville High School 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:

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 graphic and video presentations.	Community Engagement	09/01/2016	11/30/2016	\$0	No Funding Required	Instructional Technology Specialist

Strategy 2:

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

- Professional Learning Unit for Administrators and teacher leaders
- Survey to determine communication devices used
- Collaboration to determine areas in need of improvement
- Collaboration with parents and community

Category: Develop/Implement Professional Learning and Support

Activity - Complete and Implement Community Relations/Communication Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Having completed a professional learning unit on community relations and communication, 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 maintain school facilities that contribute to a safe environment by 06/01/2016 as measured by Student Incident Report (SIR).

Strategy 1:

Panther Pride - We will create a committee of teachers who will explore different methods for creating an environment that promotes respect, responsibility, and pride.

These methods will be presented to the faculty for approval.

Category:

Activity - Behavior Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Committee members will present findings to the faculty.	Behavioral Support Program	08/01/2016	05/26/2017	\$0	No Funding Required	Principal Assistant Principal Counselor Instructional Coach Staff Committee Members
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Activity - ISS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Freedom to learn in a classroom is a privilege, and behavior is a choice. However, when students choose to misbehave, they disrupt the learning environment, and as a result, deny other students their constitutional rights to learn. In order to preserve the learning environment and constitutional rights of the students who choose to behave and want to learn, Woodville School will institute in-school suspension, along with counseling, to encourage students to learn from their mistakes and make better choices in the future.	Behavioral Support Program	08/01/2016	05/27/2017	\$0	No Funding Required	Principal Assistant Principal ISS Teachers

Measurable Objective 3:

collaborate to increase parent and community involvement by 06/01/2017 as measured by parent and community surveys.

Strategy 1:

School Initiatives for Stakeholder Involvement - Woodville School will collaborate with the School Improvement Specialist and Parent Involvement Specialist to examine our efforts to reach out to our parents and community. We will develop strategies to encourage more parent and community involvement.

Category:

Activity - PALS - Panthers Always Living Strong	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We saw a need to help students at our school who came from families struggling financially. Some students were leaving school on Friday and returning on Monday having little or nothing to eat over the weekend. We felt like we needed to help in some way so we started the PALS program. Thanks to donations we are currently sending weekend food bags home with approximately 120 students.	Parent Involvement	08/12/2015	05/26/2017	\$0	No Funding Required	Amanda Peek, Sponsor

Activity - College and Career Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In our effort to increase parental involvement Woodville School will host College and Career Planning Night. At this event parents and eighth grade students will learn about graduation requirements and the development of educational and career plans.	Career Preparation/Orientation	10/26/2015	06/01/2017	\$0	No Funding Required	Principal Counselor

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The teachers at Woodville School will collaborate together to create parent workshops which focus on strategies, resources, and activities to support learning at school and at home.	Parent Involvement	10/26/2015	05/26/2016	\$0	No Funding Required	Instructional Coach Teachers
Activity - School Continuous Improvement Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Woodville School will include strategies and activities to increase parental and community involvement in support of the students and the school in its continuous improvement plan.	Community Engagement	08/10/2015	06/01/2017	\$0	No Funding Required	Principals Counselors Instructional Coach Teachers

Measurable Objective 4:

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

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 and 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: Ensure that all students have optimal instructional time.**Measurable Objective 1:**

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 25%% to 22% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program.

Strategy 1:

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

Category: Develop/Implement Student and School Culture Program

Activity - (Activity Name) Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An advocacy Leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers in the schools.	Academic Support Program	08/26/2016	08/26/2016	\$0	No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals
Activity - Planning and Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0	No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals
Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0	No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals
Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 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 - Woodville School will develop a Parent/Guardian Notification System which will keep parents informed concerning the attendance of their children and involved in the improvement 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
The school will conduct a planning session and take action to implement a notification program	Academic Support Program	09/15/2016	05/30/2017	\$0	No Funding Required	Principals and selected school personnel

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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
Professional Development on Data Analysis of Summative Assessments	Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0	Principals Teachers Curriculum Coordinator
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies...Third grade teachers will also have face-to-face sessions with the ARI specialist.	Professional Learning	10/03/2016	07/31/2017	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Professional Development on Using Number Talks	Professional Development on using number talks will be provided for new K-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0	Curriculum Coordinator, Principals, Teachers
Regularly Scheduled Advocacy Sessions	The 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
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

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. School: Woodville School	Professional Learning	10/05/2015	05/29/2020	\$0	Principals, Secondary ELA Teachers, Secondary Social Studies Teachers, Curriculum Coordinator
Behavior Plan	Committee members will present findings to the faculty.	Behavioral Support Program	08/01/2016	05/26/2017	\$0	Principal Assistant Principal Counselor Instructional Coach Staff Committee Members
Small Group Embedded Professional Development for K-8 Mathematics Teachers	Instructional coaches will work with individual teachers and with small groups of teachers during the school day using modeling and collaboration to assist in learning the mental math strategies.	Professional Learning	08/10/2015	01/02/2017	\$0	Curriculum Coordinator Instructional Coaches Principals
Website Redesign	The district will redesign its website interface to be more dynamic and engaging through the use of graphic and video presentations.	Community Engagement	09/01/2016	11/30/2016	\$0	Instructional Technology Specialist
College and Career Planning	In our effort to increase parental involvement Woodville School will host College and Career Planning Night. At this event parents and eighth grade students will learn about graduation requirements and the development of educational and career plans.	Career Preparation/Orientation	10/26/2015	06/01/2017	\$0	Principal Counselor
Increased Emphasis of Data Meetings 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 a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2017	\$0	Curriculum Coordinator Principals Teachers

Increased Emphasis on Data Meetings Focused on Formative Math Assessments	An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held 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
Classroom Observations	Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	Superintendent, Appropriate Supervisors, Principals
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	11/01/2017	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Planning and Implementing a Notification System	The school will conduct a planning session and take action to implement a notification program	Academic Support Program	09/15/2016	05/30/2017	\$0	Principals and selected school personnel
Advocacy Leader Meetings	The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals
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
PALS - Panthers Always Living Strong	We saw a need to help students at our school who came from families struggling financially. Some students were leaving school on Friday and returning on Monday having little or nothing to eat over the weekend. We felt like we needed to help in some way so we started the PALS program. Thanks to donations we are currently sending weekend food bags home with approximately 120 students.	Parent Involvement	08/12/2015	05/26/2017	\$0	Amanda Peek, Sponsor
Professional Learning Book Club	All ELA teachers who have completed Ten Things Every Writer Should Know will participate in a school book study of Everyday Editing: Inviting Students to Develop Skill and Craft in a Writer's Workshop which will be completed as a school "Book Club" activity.	Professional Learning	11/01/2016	02/28/2017	\$0	Curriculum Coordinator, Principals, Teachers

Grade Level Workshops	Grade level workshops (which utilize local resources, AMSTI trainers, Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0	Curriculum Coordinator 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
Embedded Professional Development on Close Reading Strategies for Secondary Teachers	Embedded professional development on close reading strategies will be provided by Instructional Coaches as needed.	Professional Learning	10/15/2015	05/29/2020	\$0	Curriculum Coordinator Instructional Coaches ELA Teachers Principals
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
Independent Professional Development on Teaching Writing Strategies	ELA teachers who are new to the district or who missed previous professional development 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	Curriculum Coordinator and teachers
WIDA ACCESS Assessment and IELPs	The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELPs.	Academic Support Program	10/13/2015	05/29/2020	\$0	EL Coordinator
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
(Activity Name) Professional Development for Advocate Leaders and Teachers	An advocacy Leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers in the schools.	Academic Support Program	08/26/2016	08/26/2016	\$0	School Improvement Specialist, School Advocacy Leader, Teachers, Principals
Face-to-Face Professional Development for High School Science Teachers	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

ISS	Freedom to learn in a classroom is a privilege, and behavior is a choice. However, when students choose to misbehave, they disrupt the learning environment, and as a result, deny other students their constitutional rights to learn. In order to preserve the learning environment and constitutional rights of the students who choose to behave and want to learn, Woodville School will institute in-school suspension, along with counseling, to encourage students to learn from their mistakes and make better choices in the future.	Behavioral Support Program	08/01/2016	05/27/2017	\$0	Principal Assistant Principal ISS Teachers
Independent, Online Professional Development	Secondary Mathematics Teachers will have an opportunity to participate in self-paced, online professional development on the conceptual strategies of Eureka Math, a standards based program.	Professional Learning	10/10/2016	06/30/2017	\$0	Curriculum Coordinator Principals Mathematics Teachers
Complete and Implement Community Relations/Communication Plans	Having completed a professional learning unit on community relations and communication, principals will lead a school team in the development and implementation of a school community relations communication plan.	Parent Involvement, Community Engagement	05/02/2016	10/31/2016	\$0	Principals Central Office Supervisors
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 Coordinators
Administrator Walk Throughs	Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2016	06/01/2020	\$0	Superintendent, Selected Supervisors, School Improvement Specialists
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
School Continuous Improvement Plan	Woodville School will include strategies and activities to increase parental and community involvement in support of the students and the school in its continuous improvement plan.	Community Engagement	08/10/2015	06/01/2017	\$0	Principals Counselors Instructional Coach Teachers
Classroom Observations	Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	Superintendent, Appropriate Supervisors, Principals
Face-to-Face Professional Development on Close Reading Strategies and Critical Thinking Skills	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

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 Implementation	The school will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0	School Improvement Specialist, School Advocacy Leader, Teachers, Principals
Parent Workshops	The teachers at Woodville School will collaborate together to create parent workshops which focus on strategies, resources, and activities to support learning at school and at home.	Parent Involvement	10/26/2015	05/26/2016	\$0	Instructional Coach Teachers
College and Career Ready Resources for Families Brochure	The district will develop a brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the district's website.	Parent Involvement, Career Preparation/Orientation	10/12/2015	05/26/2017	\$0	Federal Programs Coordinator, Parent Involvement Personnel
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
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
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		Woodville Highest Scoring Indicators 2016-2017 Woodville 2016-17 CIP Survey Scoring Results Woodville Lowest Scoring Indicators 2016-2017

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 2015 AdvancEd Stakeholder Survey Indicators with the highest levels of satisfaction or approval:

*Indicator 4.4: Students and school personnel use a range of media and information resources to support the school's educational programs. (Early Elementary K-2 Survey)

*Indicator 3.6: Teachers implement the school's instructional process in support of student learning. (Elementary 3-5 Survey)

*Indicator 1.3: The school's leadership implements a continuous improvement process that provides a clear direction for improving conditions that support student learning. (Middle and High School 6-12 Survey)

*Indicator 3.9: 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. (Parent Survey)

*Indicator 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. (Staff Survey)

The 2016 AdvancEd Stakeholder Survey Indicators with the highest levels of satisfaction or approval:

Early Elementary

*Indicator 1.1: This indicator received an overall score of 3. The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate school purpose for student success. Indicator 1.1 was also an area of overall highest satisfaction in the 2014 school year.

*Indicator 4.4: This indicator received an overall score of 3. Students and personnel use a range of media and information resources to support the school's educational programs. Indicator 4.4 was also an area of overall highest satisfaction in the 2015 school year.

Elementary

*Indicator 4.5: This indicator received an overall score of 2.9. The technology infrastructure supports the school's teaching, learning, and operational needs.

*Indicator 1.1: This indicator received an overall score of 2.8. The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate school purpose for student success.

Middle/High

*Indicator 1.3: This indicator received an overall score of 3.6. The school's leadership implements a continuous improvement process that
SY 2016-2017

provides clear direction for improving conditions that support student learning. Indicator 1.3 was also an area of overall highest satisfaction in the 2014 school year.

*Indicator 5.4: This indicator received an overall score of 3.4. The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Staff

*Indicator 2.1: This indicator received an overall score of 4.22. The governing body establishes policies and supports practices that ensure effective administration of the school.

*Indicator 1.2: This indicator received an overall score of 4.175. The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

Parents

*Indicator 3.9: This indicator received an overall score of 4.4. The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience. Indicator 3.9 was also an area of overall highest satisfaction in the 2014 school year.

*Indicator 4.1: This indicator received an overall score of 4.35. 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.

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

The following areas show a trend toward increasing stakeholder satisfaction:

Early Elementary

* Indicator 1.1 was also an area of overall highest satisfaction in the 2014 school year.

*Indicator 4.4 was also an area of overall highest satisfaction in the 2015 school year.

Middle/High

*Indicator 1.3 was also an area of overall highest satisfaction in the 2014 school year.

Parents

*Indicator 3.9 was also an area of overall highest satisfaction in the 2014 school year.

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

All of the above reported findings are consistent with findings from the previous AdvancEd survey conducted for school year 2015-2016.

Areas in Need of Improvement

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

The indicators with the overall lowest level of satisfaction according to the 2015 AdvancEd Survey:

*Indicator 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. (Early Elementary K-2 Survey, Elementary 3-5 Survey)

*Indicator 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. (Middle and High School 6-12 Survey)

*Indicator 2.2: The governing body operates responsibly and functions effectively. (Parent Survey)

*Indicator 3.7: Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. (Staff Survey)

The indicators with the overall lowest level of satisfaction according to the 2016 AdvancEd Survey:

Early Elementary

*Indicator 3.8: This indicator received a score of 1.32. The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. Indicator 3.8 was also an area of overall lowest satisfaction in the 2014 school year.

*Indicator 3.3: This indicator received a score of 1.41. Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Elementary

*Indicator 5.1: This indicator received a score of 2.1. The system establishes and maintains a clearly defined and comprehensive student assessment system.

*Indicator 4.3: This indicator received a score of 2.3. The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Middle/High

*Indicator 2.1: This indicator received a score of 2.6. The governing body establishes policies and supports practices that ensure effective administration of the school.

*Indicator 4.3: This indicator received a score of 2.7. The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. Indicator 4.3 was also an area of overall lowest satisfaction in the 2014 school year.

Staff

*Indicator 3.7: This indicator received a score of 3.65. Mentoring, coaching, and induction programs support instructional improvement
SY 2016-2017

consistent with the school's values and beliefs about teaching and learning. Indicator 3.7 was also an area of overall lowest satisfaction in the 2014 school year.

*Indicator 2.6: This indicator received a score of 3.7. Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

Parents

*Indicator 4.2: This indicator received a score of 4.1. Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.

*Indicator 2.2: This indicator received a score of 4.2. The governing body operates responsibly and functions effectively. Indicator 2.2 was also an area of overall lowest satisfaction in the 2014 school year.

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

The following areas show a trend toward decreasing stakeholder satisfaction:

Early Elementary

*Indicator 3.8 was also an area of overall lowest satisfaction in the 2014 school year.

Middle/High

* Indicator 4.3 was also an area of overall lowest satisfaction in the 2014 school year.

Staff

*Indicator 3.7 was also an area of overall lowest satisfaction in the 2014 school year.

Parents

*Indicator 2.2 was also an area of overall lowest satisfaction in the 2014 school year.

What are the implications for these stakeholder perceptions?

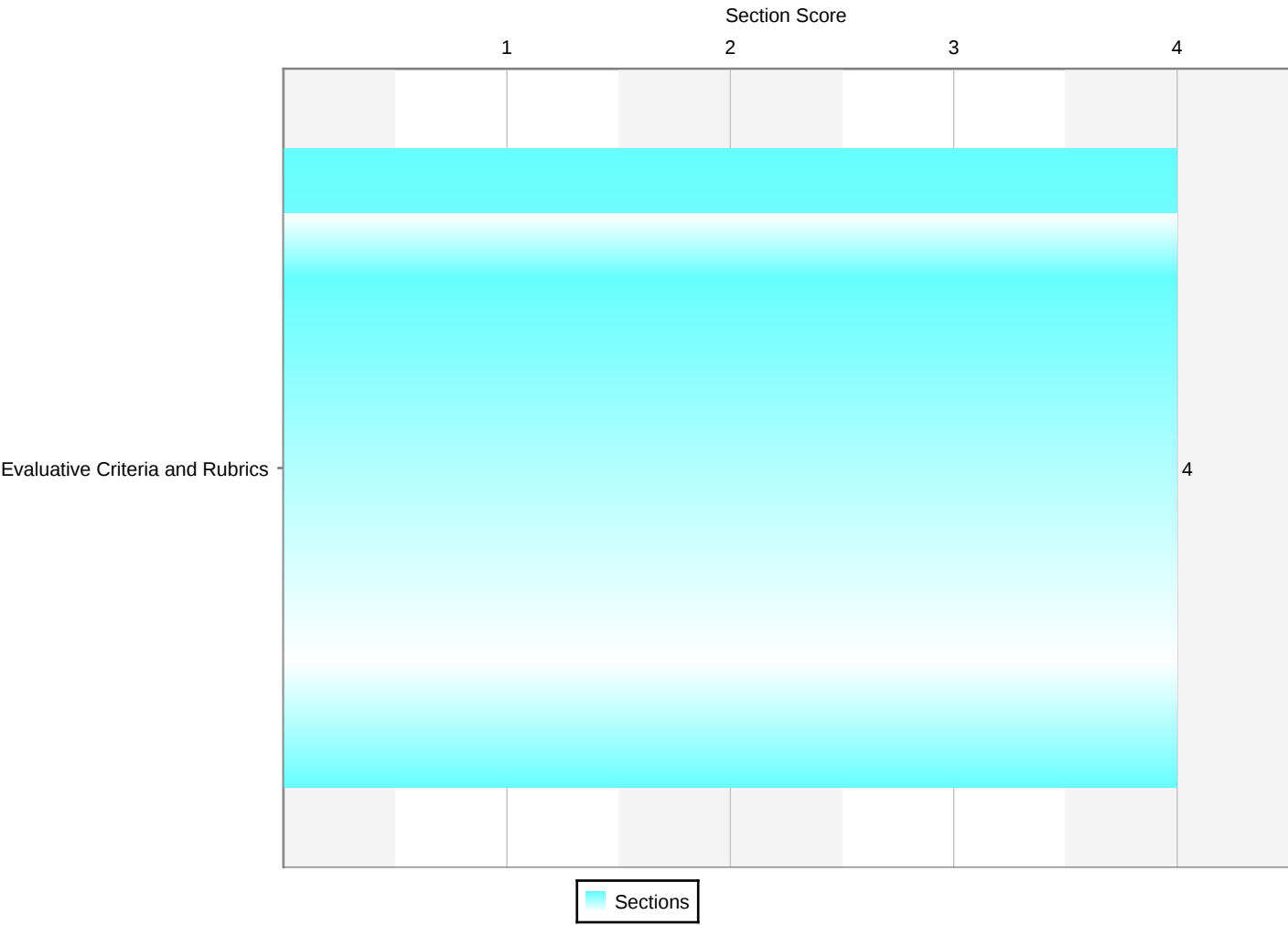
According to parents our school has high expectations for students but we do not have up-to-date computers and technology to learn. Our parents also believe our governing body interferes with the operation and leadership of our school. Students in grades K-2 indicated that there was a need for more parental involvement, and a need for more ways to keep parents informed for their children's learning progress. Students in grades 3-5 feel that the system does not establish and maintain a clearly defined and comprehensive student assessment system. They also feel that the school does not maintain a safe, clean, and healthy environment for all students and staff. The middle/high school students also feel that the school does not maintain a safe, clean, and healthy environment for all students and staff. Our staff believes that mentoring, coaching, and induction programs are not consistent with the school's values and beliefs about teaching and learning.

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

All of the above reported findings are consistent with findings from previous stakeholder surveys.

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 will meet on the first Thursday of every month to review and/or revise our plan. The monthly agenda will be sent to the Federal Programs Supervisor.

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

We have shown several high and low trends that were repetitive from previous school years. In early elementary, we noted indicator 3.8 was also selected in 2014. We need to focus on engaging families in meaningful ways. In middle and high school, we shown indicator 4.3 was also a low scoring indicator which was also chosen in 2014. The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment. Woodville School staff selected indicator 3.65 as low and was also reported low in 2014. Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. Parents selected indicator 2.2 as a low indicator, which was also chosen in 2014 as low. The governing body operates responsibly and functions effectively.

In early elementary, our high scoring trends were indicator 1.1 which was also selected in 2014 and indicator 4.4 which was selected in 2015. In middle school, indicator 1.3 was selected this year, as well as in 2014. Parents chose indicator 3.9 as a high indicator. This was also selected among parents in 2014.

The 2016 AdvancEd Stakeholder Survey Indicators with the highest levels of satisfaction or approval:

*Indicator 4.4: Students and school personnel use a range of media and information resources to support the school's educational programs. (Early Elementary K-2 Survey)

*Indicator 3.6: Teachers implement the school's instructional process in support of student learning. (Elementary 3-5 Survey)

*Indicator 1.3: The school's leadership implements a continuous improvement process that provides a clear direction for improving conditions that support student learning. (Middle and High School 6-12 Survey)

*Indicator 3.9: 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. (Parent Survey)

* Indicator 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. (Staff Survey)

The 2016 AdvancEd Stakeholder Survey Indicators with the highest levels of satisfaction or approval:

*Indicator 1.1: This indicator received an overall score of 3. The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate school purpose for student success. Indicator 1.1 was also an area of overall highest satisfaction in the 2014 school year.

*Indicator 4.4: This indicator received an overall score of 3. Students and personnel use a range of media and information resources to support the school's educational programs. Indicator 4.4 was also an area of overall highest satisfaction in the 2015 school year.

Elementary

*Indicator 4.5: This indicator received an overall score of 2.9. The technology infrastructure supports the school's teaching, learning, and operational needs.

*Indicator 1.1: This indicator received an overall score of 2.8. The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate school purpose for student success.

Middle/High

*Indicator 1.3: This indicator received an overall score of 3.6. The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. Indicator 1.3 was also an area of overall highest satisfaction in the 2014 school year.

*Indicator 5.4: This indicator received an overall score of 3.4. The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Staff

*Indicator 2.1: This indicator received an overall score of 4.22. The governing body establishes policies and supports practices that ensure effective administration of the school.

*Indicator 1.2: This indicator received an overall score of 4.175. The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

Parents

*Indicator 3.9: This indicator received an overall score of 4.4. The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience. Indicator 3.9 was also an area of overall highest satisfaction in the 2014 school year.

*Indicator 4.1: This indicator received an overall score of 4.35. 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.

3. What conclusions were drawn from the results?

The following conclusions were drawn from our data analysis:

- *According to ACT Aspire, science and reading are weaknesses for all of our students.
- *Disobedience is the most occurring infraction on the SIR Summary.
- *Our ADA is 95.66%, but attendance is the most noted risk factor on the Graduate Tracking System.
- *According to the student survey, middle and high school students feel that they are not provided a safe, clean, and healthy environment, but they feel their leaders and teachers work together to continually improve student learning.
- *The statements, "My teacher wants me to learn" and "My school has books for me to read", has the highest average on the student survey for early elementary.
- *The statement, "My family likes to come to my school", has the lowest average score on the student survey for early elementary.
- *In grades 3-5, the lowest level of satisfaction or approval was the statement, "In my school, the students respect the properties of others."
- *In grades 3-5, the highest level of satisfaction or approval was the statement, "In my school, the principals and teachers have high expectations of me."
- *The parent survey results show parents do not believe our governing body operates responsibly or efficiently and resources are not sufficient to support the purpose and direction of the school.
- *The staff survey results show we need to implement mentoring, coaching, and induction programs to support instructional improvement consistent with the school's values and beliefs about teaching and learning.

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

The results show that Woodville School's instructional process supports student learning. We provide a clear purpose to ensure student success. We need to create meaningful ways for families to be more involved in their child's education. We need to focus on reading and science instruction for every student across all disciplines and grade levels.

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

Woodville 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 information related to student attendance, discipline, and overall academic achievement.

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

After careful analysis of multiple types of data, including standardized tests and stakeholder surveys, it is clear 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 the development of critical thinking, problem solving, communication and collaborative skills our students will need for college and/or career.

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

The goals we are aspiring to achieve ensure all students will demonstrate a 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 our instruction which will ensure 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:

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

Measurable Objective 1:

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

Strategy1:

Professional Development for High School 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 for High School Science Teachers	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	Superintendent, Appropriate Supervisors, Principals

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 will be provided by high school mathematics teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Strategy2:

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

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

Research Cited:

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

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

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..

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:

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	\$5000 - Title III	EL Coordinator

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

Measurable Objective 4:

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

Strategy1:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades K-8 will participate in a careful analysis of the 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:

SY 2016-2017

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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	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Reading Specialists Teachers

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals Teachers Curriculum Coordinator

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	Superintendent, Appropriate Supervisors, Principals

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

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 Coordinators

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

Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies...Third grade teachers will also have face-to-face sessions with the ARI specialist.	Professional Learning	10/03/2016	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

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 of instructional strategies which foster active engagement, the development of higher order thinking skills, student centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

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

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Learning Book Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers who have completed Ten Things Every Writer Should Know will participate in a school book study of Everyday Editing: Inviting Students to Develop Skill and Craft in a Writer's Workshop which will be completed as a school "Book Club" activity.	Professional Learning	11/01/2016	02/28/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Independent Professional Development on Teaching Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ElA teachers who are new to the district or who missed previous professional development 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	Curriculum Coordinator and teachers

Measurable Objective 6:

SY 2016-2017

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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.

Strategy1:

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

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

Research Cited:

Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held 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	Superintendent, Appropriate Supervisors, Principals

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement 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	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

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

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 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 close reading technique include active engagement, student collaboration, requiring students to compare and contrast,

summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano

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. School: Woodville School	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 on Close Reading Strategies and Critical Thinking Skills	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

Strategy2:

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

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

Research Cited:

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

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

Measurable Objective 8:

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

Strategy1:

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

Category:

Research Cited:

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

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for teachers will be provided as needed.	Professional Learning Academic Support Program	10/20/2015	05/29/2020	\$5000 - Title III	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 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, Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator 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

Goal 2:

Engage Parents and Community in the Educational Process

Measurable Objective 1:

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

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 and 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 maintain school facilities that contribute to a safe environment by 06/01/2016 as measured by Student Incident Report (SIR).

Strategy1:

Panther Pride - We will create a committee of teachers who will explore different methods for creating an environment that promotes respect, responsibility, and pride. These methods will be presented to the faculty for approval.

Category:

Research Cited:

Activity - Behavior Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committee members will present findings to the faculty.	Behavioral Support Program	08/01/2016	05/26/2017	\$0 - No Funding Required	Principal Assistant Principal Counselor Instructional Coach Staff Committee Members

Activity - ISS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freedom to learn in a classroom is a privilege, and behavior is a choice. However, when students choose to misbehave, they disrupt the learning environment, and as a result, deny other students their constitutional rights to learn. In order to preserve the learning environment and constitutional rights of the students who choose to behave and want to learn, Woodville School will institute in-school suspension, along with counseling, to encourage students to learn from their mistakes and make better choices in the future.	Behavioral Support Program	08/01/2016	05/27/2017	\$0 - No Funding Required	Principal Assistant Principal ISS Teachers

Measurable Objective 3:

collaborate to inform parents and the community of the academic achievement of Woodville High School 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:

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 graphic and video presentations.	Community Engagement	09/01/2016	11/30/2016	\$0 - No Funding Required	Instructional Technology Specialist

Strategy2:

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

- Professional Learning Unit for Administrators and teacher leaders
- Survey to determine communication devices used
- Collaboration to determine areas in need of improvement
- Collaboration with parents and community

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Measurable Objective 4:

collaborate to increase parent and community involvement by 06/01/2017 as measured by parent and community surveys.

Strategy1:

School Initiatives for Stakeholder Involvement - Woodville School will collaborate with the School Improvement Specialist and Parent Involvement Specialist to examine our efforts to reach out to our parents and community. We will develop strategies to encourage more parent and community involvement.

Category:

Research Cited:

Activity - PALS - Panthers Always Living Strong	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We saw a need to help students at our school who came from families struggling financially. Some students were leaving school on Friday and returning on Monday having little or nothing to eat over the weekend. We felt like we needed to help in some way so we started the PALS program. Thanks to donations we are currently sending weekend food bags home with approximately 120 students.	Parent Involvement	08/12/2015	05/26/2017	\$0 - No Funding Required	Amanda Peek, Sponsor

Activity - School Continuous Improvement Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Woodville School will include strategies and activities to increase parental and community involvement in support of the students and the school in its continuous improvement plan.	Community Engagement	08/10/2015	06/01/2017	\$0 - No Funding Required	Principals Counselors Instructional Coach Teachers

Activity - Leadership Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The leadership team from Woodville School will meet with Central Office staff to examine parental and community involvement data including survey data, actual participation numbers, and methods of communication. Suggestions for improvement will be shared and discussed.	Parent Involvement	06/11/2015	06/01/2017	\$25000 - Title II Part A	School Improvement Specialist Federal Programs Coordinator Curriculum Coordinator

Activity - College and Career Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In our effort to increase parental involvement Woodville School will host College and Career Planning Night. At this event parents and eighth grade students will learn about graduation requirements and the development of educational and career plans.	Career Preparation/ Orientation	10/26/2015	06/01/2017	\$0 - No Funding Required	Principal Counselor

Goal 3:

Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 25%% to 22% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program.

Strategy1:

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

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 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 - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - (Activity Name) Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An advocacy Leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers in the schools.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

Activity - Planning and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

Strategy2:

Parent/guardian Notification System - Woodville School will develop a Parent/Guardian Notification System which will keep parents informed concerning the attendance of their children and involved in the improvement 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
The school will conduct a planning session and take action to implement a notification program	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.**Goal 1:**

Engage Parents and Community in the Educational Process

Measurable Objective 1:

collaborate to increase parent and community involvement by 06/01/2017 as measured by parent and community surveys.

Strategy1:

School Initiatives for Stakeholder Involvement - Woodville School will collaborate with the School Improvement Specialist and Parent Involvement Specialist to examine our efforts to reach out to our parents and community. We will develop strategies to encourage more parent and community involvement.

Category:

Research Cited:

Activity - PALS - Panthers Always Living Strong	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We saw a need to help students at our school who came from families struggling financially. Some students were leaving school on Friday and returning on Monday having little or nothing to eat over the weekend. We felt like we needed to help in some way so we started the PALS program. Thanks to donations we are currently sending weekend food bags home with approximately 120 students.	Parent Involvement	08/12/2015	05/26/2017	\$0 - No Funding Required	Amanda Peek, Sponsor

Activity - School Continuous Improvement Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Woodville School will include strategies and activities to increase parental and community involvement in support of the students and the school in its continuous improvement plan.	Community Engagement	08/10/2015	06/01/2017	\$0 - No Funding Required	Principals Counselors Instructional Coach Teachers

Activity - Leadership Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The leadership team from Woodville School will meet with Central Office staff to examine parental and community involvement data including survey data, actual participation numbers, and methods of communication. Suggestions for improvement will be shared and discussed.	Parent Involvement	06/11/2015	06/01/2017	\$25000 - Title II Part A	School Improvement Specialist Federal Programs Coordinator Curriculum Coordinator

Activity - College and Career Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In our effort to increase parental involvement Woodville School will host College and Career Planning Night. At this event parents and eighth grade students will learn about graduation requirements and the development of educational and career plans.	Career Preparation/ Orientation	10/26/2015	06/01/2017	\$0 - No Funding Required	Principal Counselor

Measurable Objective 2:

collaborate to maintain school facilities that contribute to a safe environment by 06/01/2016 as measured by Student Incident Report (SIR).

Strategy1:

Panther Pride - We will create a committee of teachers who will explore different methods for creating an environment that promotes respect, responsibility, and pride. These methods will be presented to the faculty for approval.

Category:

Research Cited:

Activity - ISS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freedom to learn in a classroom is a privilege, and behavior is a choice. However, when students choose to misbehave, they disrupt the learning environment, and as a result, deny other students their constitutional rights to learn. In order to preserve the learning environment and constitutional rights of the students who choose to behave and want to learn, Woodville School will institute in-school suspension, along with counseling, to encourage students to learn from their mistakes and make better choices in the future.	Behavioral Support Program	08/01/2016	05/27/2017	\$0 - No Funding Required	Principal Assistant Principal ISS Teachers

Activity - Behavior Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committee members will present findings to the faculty.	Behavioral Support Program	08/01/2016	05/26/2017	\$0 - No Funding Required	Principal Assistant Principal Counselor Instructional Coach Staff Committee Members

Measurable Objective 3:

collaborate to inform parents and the community of the academic achievement of Woodville High School 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:

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 graphic and video presentations.	Community Engagement	09/01/2016	11/30/2016	\$0 - No Funding Required	Instructional Technology Specialist

Strategy2:

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

- Professional Learning Unit for Administrators and teacher leaders
- Survey to determine communication devices used
- Collaboration to determine areas in need of improvement
- Collaboration with parents and community

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Measurable Objective 4:

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

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 and 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 2:

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..

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:

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	\$5000 - Title III	EL Coordinator

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

Measurable Objective 2:

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	Superintendent, Appropriate Supervisors, Principals

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

Strategy2:

Professional Development for Secondary Mathematics Teachers - Professional development on the mathematics practice standards for Alabama's College and Career Ready Standards will be provided by high school mathematics teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Measurable Objective 3:

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

Strategy1:

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	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	Superintendent, Appropriate Supervisors, Principals

Strategy2:

Professional Development for High School 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 for High School Science Teachers	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

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:

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

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

Research Cited:

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

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent Professional Development on Teaching Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ElA teachers who are new to the district or who missed previous professional development 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	Curriculum Coordinator and teachers

Activity - Professional Learning Book Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers who have completed Ten Things Every Writer Should Know will participate in a school book study of Everyday Editing: Inviting Students to Develop Skill and Craft in a Writer's Workshop which will be completed as a school "Book Club" activity.	Professional Learning	11/01/2016	02/28/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Measurable Objective 5:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations.

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited:

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

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator 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, Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Measurable Objective 6:

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

Strategy1:

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

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

Research Cited:

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

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

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator

Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies...Third grade teachers will also have face-to-face sessions with the ARI specialist.	Professional Learning	10/03/2016	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

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

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

Strategy3:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades K-8 will participate in a careful analysis of the 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 benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals Teachers Curriculum Coordinator

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	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Reading Specialists Teachers

Measurable Objective 7:

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

Strategy1:

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

Category:

Research Cited:

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

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for teachers will be provided as needed.	Professional Learning Academic Support Program	10/20/2015	05/29/2020	\$5000 - Title III	EL Coordinator

Measurable Objective 8:

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

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano

Activity - Face-to-Face Professional Development on Close Reading Strategies and Critical Thinking Skills	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. School: Woodville School	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 - 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	Superintendent, Appropriate Supervisors, Principals

Measurable Objective 9:

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

Strategy1:

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

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

Research Cited:

Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held 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 - 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	Superintendent, Appropriate Supervisors, Principals

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	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

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

Goal 3:

Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 25%% to 22% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program.

Strategy1:

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

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - (Activity Name) Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An advocacy Leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers in the schools.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 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
The school will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

Strategy2:

Parent/guardian Notification System - Woodville School will develop a Parent/Guardian Notification System which will keep parents informed concerning the attendance of their children and involved in the improvement 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
The school will conduct a planning session and take action to implement a notification program	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

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

Goal 1:

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

Measurable Objective 1:

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

Strategy1:

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

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

Research Cited:

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

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

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Development 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 Coordinators

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator

Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies...Third grade teachers will also have face-to-face sessions with the ARI specialist.	Professional Learning	10/03/2016	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

Strategy3:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades K-8 will participate in a careful analysis of the 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 benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals Teachers Curriculum Coordinator

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	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Reading Specialists Teachers

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:

Professional Development on Reading Comprehension Strategies for Secondary Teachers - 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 close reading technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano

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. School: Woodville School	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 on Close Reading Strategies and Critical Thinking Skills	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

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	Superintendent, Appropriate Supervisors, Principals

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..

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:

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	\$5000 - Title III	EL Coordinator

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

Measurable Objective 4:

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 will be provided by high school mathematics teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Strategy2:

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	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	Superintendent, Appropriate Supervisors, Principals

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 of instructional strategies which foster active engagement, the development of higher order thinking skills, student centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, 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	Superintendent, Appropriate Supervisors, Principals

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent Professional Development on Teaching Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ElA teachers who are new to the district or who missed previous professional development 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	Curriculum Coordinator and teachers

Activity - Professional Learning Book Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers who have completed Ten Things Every Writer Should Know will participate in a school book study of Everyday Editing: Inviting Students to Develop Skill and Craft in a Writer's Workshop which will be completed as a school "Book Club" activity.	Professional Learning	11/01/2016	02/28/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Measurable Objective 6:

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

Strategy1:

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

Category:

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	\$5000 - Title III	EL Coordinator

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

Measurable Objective 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.

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	Superintendent, Appropriate Supervisors, Principals

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

Strategy3:

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

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

Research Cited:

Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held 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 a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Measurable Objective 8:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will

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

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited:

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

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator 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, Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

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 High School 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 High School Science Teachers	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	Superintendent, Appropriate Supervisors, Principals

Goal 2:

Engage Parents and Community in the Educational Process

Measurable Objective 1:

collaborate to increase parent and community involvement by 06/01/2017 as measured by parent and community surveys.

Strategy1:

School Initiatives for Stakeholder Involvement - Woodville School will collaborate with the School Improvement Specialist and Parent Involvement Specialist to examine our efforts to reach out to our parents and community. We will develop strategies to encourage more parent and community involvement.

Category:

Research Cited:

Activity - Leadership Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The leadership team from Woodville School will meet with Central Office staff to examine parental and community involvement data including survey data, actual participation numbers, and methods of communication. Suggestions for improvement will be shared and discussed.	Parent Involvement	06/11/2015	06/01/2017	\$25000 - Title II Part A	School Improvement Specialist Federal Programs Coordinator Curriculum Coordinator

Activity - PALS - Panthers Always Living Strong	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We saw a need to help students at our school who came from families struggling financially. Some students were leaving school on Friday and returning on Monday having little or nothing to eat over the weekend. We felt like we needed to help in some way so we started the PALS program. Thanks to donations we are currently sending weekend food bags home with approximately 120 students.	Parent Involvement	08/12/2015	05/26/2017	\$0 - No Funding Required	Amanda Peek, Sponsor

Activity - School Continuous Improvement Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Woodville School will include strategies and activities to increase parental and community involvement in support of the students and the school in its continuous improvement plan.	Community Engagement	08/10/2015	06/01/2017	\$0 - No Funding Required	Principals Counselors Instructional Coach Teachers

Activity - College and Career Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In our effort to increase parental involvement Woodville School will host College and Career Planning Night. At this event parents and eighth grade students will learn about graduation requirements and the development of educational and career plans.	Career Preparation/ Orientation	10/26/2015	06/01/2017	\$0 - No Funding Required	Principal Counselor

Measurable Objective 2:

collaborate to inform parents and the community of the academic achievement of Woodville High School 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:

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 graphic and video presentations.	Community Engagement	09/01/2016	11/30/2016	\$0 - No Funding Required	Instructional Technology Specialist

Strategy2:

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

- Professional Learning Unit for Administrators and teacher leaders
- Survey to determine communication devices used
- Collaboration to determine areas in need of improvement
- Collaboration with parents and community

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Measurable Objective 3:

collaborate to maintain school facilities that contribute to a safe environment by 06/01/2016 as measured by Student Incident Report (SIR).

Strategy1:

Panther Pride - We will create a committee of teachers who will explore different methods for creating an environment that promotes respect, responsibility, and pride. These methods will be presented to the faculty for approval.

Category:

Research Cited:

Activity - Behavior Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committee members will present findings to the faculty.	Behavioral Support Program	08/01/2016	05/26/2017	\$0 - No Funding Required	Principal Assistant Principal Counselor Instructional Coach Staff Committee Members

Activity - ISS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freedom to learn in a classroom is a privilege, and behavior is a choice. However, when students choose to misbehave, they disrupt the learning environment, and as a result, deny other students their constitutional rights to learn. In order to preserve the learning environment and constitutional rights of the students who choose to behave and want to learn, Woodville School will institute in-school suspension, along with counseling, to encourage students to learn from their mistakes and make better choices in the future.	Behavioral Support Program	08/01/2016	05/27/2017	\$0 - No Funding Required	Principal Assistant Principal ISS Teachers

Measurable Objective 4:

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

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 and 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:

Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 25%% to 22% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program.

Strategy1:

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

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 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 - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Planning and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

Activity - (Activity Name) Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An advocacy Leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers in the schools.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

Strategy2:

Parent/guardian Notification System - Woodville School will develop a Parent/Guardian Notification System which will keep parents informed concerning the attendance of their children and involved in the improvement 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
The school will conduct a planning session and take action to implement a notification program	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

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

Goal 1:

Engage Parents and Community in the Educational Process

Measurable Objective 1:

collaborate to increase parent and community involvement by 06/01/2017 as measured by parent and community surveys.

Strategy1:

School Initiatives for Stakeholder Involvement - Woodville School will collaborate with the School Improvement Specialist and Parent Involvement Specialist to examine our efforts to reach out to our parents and community. We will develop strategies to encourage more parent and community involvement.

Category:

Research Cited:

Activity - PALS - Panthers Always Living Strong	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We saw a need to help students at our school who came from families struggling financially. Some students were leaving school on Friday and returning on Monday having little or nothing to eat over the weekend. We felt like we needed to help in some way so we started the PALS program. Thanks to donations we are currently sending weekend food bags home with approximately 120 students.	Parent Involvement	08/12/2015	05/26/2017	\$0 - No Funding Required	Amanda Peek, Sponsor

Activity - School Continuous Improvement Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Woodville School will include strategies and activities to increase parental and community involvement in support of the students and the school in its continuous improvement plan.	Community Engagement	08/10/2015	06/01/2017	\$0 - No Funding Required	Principals Counselors Instructional Coach Teachers

Activity - College and Career Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In our effort to increase parental involvement Woodville School will host College and Career Planning Night. At this event parents and eighth grade students will learn about graduation requirements and the development of educational and career plans.	Career Preparation/ Orientation	10/26/2015	06/01/2017	\$0 - No Funding Required	Principal Counselor

Activity - Leadership Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The leadership team from Woodville School will meet with Central Office staff to examine parental and community involvement data including survey data, actual participation numbers, and methods of communication. Suggestions for improvement will be shared and discussed.	Parent Involvement	06/11/2015	06/01/2017	\$25000 - Title II Part A	School Improvement Specialist Federal Programs Coordinator Curriculum Coordinator

Measurable Objective 2:

collaborate to maintain school facilities that contribute to a safe environment by 06/01/2016 as measured by Student Incident Report (SIR).

Strategy1:

Panther Pride - We will create a committee of teachers who will explore different methods for creating an environment that promotes respect, responsibility, and pride. These methods will be presented to the faculty for approval.

Category:

Research Cited:

Activity - ISS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freedom to learn in a classroom is a privilege, and behavior is a choice. However, when students choose to misbehave, they disrupt the learning environment, and as a result, deny other students their constitutional rights to learn. In order to preserve the learning environment and constitutional rights of the students who choose to behave and want to learn, Woodville School will institute in-school suspension, along with counseling, to encourage students to learn from their mistakes and make better choices in the future.	Behavioral Support Program	08/01/2016	05/27/2017	\$0 - No Funding Required	Principal Assistant Principal ISS Teachers

Activity - Behavior Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committee members will present findings to the faculty.	Behavioral Support Program	08/01/2016	05/26/2017	\$0 - No Funding Required	Principal Assistant Principal Counselor Instructional Coach Staff Committee Members

Measurable Objective 3:

collaborate to inform parents and the community of the academic achievement of Woodville High School students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys..

Strategy1:

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

-Professional Learning Unit for Administrators and teacher leaders

-Survey to determine communication devices used

- Collaboration to determine areas in need of improvement
- Collaboration with parents and community

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Strategy2:

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

Category:

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 graphic and video presentations.	Community Engagement	09/01/2016	11/30/2016	\$0 - No Funding Required	Instructional Technology Specialist

Measurable Objective 4:

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

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 and 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 2:

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

Measurable Objective 1:

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

Strategy1:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades K-8 will participate in a careful analysis of the 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 benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals Teachers Curriculum Coordinator

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	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Reading Specialists Teachers

Strategy2:

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

learning, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies...Third grade teachers will also have face-to-face sessions with the ARI specialist.	Professional Learning	10/03/2016	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator

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 Coordinators

Strategy3:

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

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

Research Cited:

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

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

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..

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:

Research Cited:

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

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for teachers will be provided as needed.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$5000 - Title III	EL Coordinator

Measurable Objective 3:

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

Strategy1:

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

Category:

Research Cited:

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

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for teachers will be provided as needed.	Professional Learning Academic Support Program	10/20/2015	05/29/2020	\$5000 - Title III	EL Coordinator

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 - 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	Superintendent, Appropriate Supervisors, Principals

Strategy2:

Professional Development on Reading Comprehension Strategies for Secondary Teachers - 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 close reading technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano

Activity - Face-to-Face Professional Development on Close Reading Strategies and Critical Thinking Skills	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. School: Woodville School	Professional Learning	10/05/2015	05/29/2020	\$0 - No Funding Required	Principals, Secondary ELA Teachers, Secondary Social Studies Teachers, 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:

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	Superintendent, Appropriate Supervisors, Principals

Strategy2:

Professional Development for High School 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 High School Science Teachers	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 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 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 Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ElA teachers who are new to the district or who missed previous professional development 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	Curriculum Coordinator and teachers

Strategy2:

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, 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	Superintendent, Appropriate Supervisors, Principals

Measurable Objective 7:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science 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, Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator 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 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:

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	Superintendent, Appropriate Supervisors, Principals

Strategy2:

Professional Development for Secondary Mathematics Teachers - Professional development on the mathematics practice standards for Alabama's College and Career Ready Standards will be provided by high school mathematics teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Measurable Objective 9:

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

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	Superintendent, Appropriate Supervisors, Principals

Strategy2:

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

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

Research Cited:

Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held 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

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	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Goal 3:

Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 25%% to 22% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program.

Strategy1:

Parent/guardian Notification System - Woodville School will develop a Parent/Guardian Notification System which will keep parents informed concerning the attendance of their children and involved in the improvement 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
The school will conduct a planning session and take action to implement a notification program	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

Strategy2:

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

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Planning and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

Activity - (Activity Name) Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An advocacy Leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers in the schools.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 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 - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

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

Goal 1:

Engage Parents and Community in the Educational Process

Measurable Objective 1:

collaborate to maintain school facilities that contribute to a safe environment by 06/01/2016 as measured by Student Incident Report (SIR).

Strategy1:

Panther Pride - We will create a committee of teachers who will explore different methods for creating an environment that promotes respect,

responsibility, and pride. These methods will be presented to the faculty for approval.

Category:

Research Cited:

Activity - ISS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freedom to learn in a classroom is a privilege, and behavior is a choice. However, when students choose to misbehave, they disrupt the learning environment, and as a result, deny other students their constitutional rights to learn. In order to preserve the learning environment and constitutional rights of the students who choose to behave and want to learn, Woodville School will institute in-school suspension, along with counseling, to encourage students to learn from their mistakes and make better choices in the future.	Behavioral Support Program	08/01/2016	05/27/2017	\$0 - No Funding Required	Principal Assistant Principal ISS Teachers

Activity - Behavior Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committee members will present findings to the faculty.	Behavioral Support Program	08/01/2016	05/26/2017	\$0 - No Funding Required	Principal Assistant Principal Counselor Instructional Coach Staff Committee Members

Measurable Objective 2:

collaborate to increase parent and community involvement by 06/01/2017 as measured by parent and community surveys.

Strategy1:

School Initiatives for Stakeholder Involvement - Woodville School will collaborate with the School Improvement Specialist and Parent Involvement Specialist to examine our efforts to reach out to our parents and community. We will develop strategies to encourage more parent and community involvement.

Category:

Research Cited:

Activity - Leadership Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The leadership team from Woodville School will meet with Central Office staff to examine parental and community involvement data including survey data, actual participation numbers, and methods of communication. Suggestions for improvement will be shared and discussed.	Parent Involvement	06/11/2015	06/01/2017	\$25000 - Title II Part A	School Improvement Specialist Federal Programs Coordinator Curriculum Coordinator

Activity - College and Career Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In our effort to increase parental involvement Woodville School will host College and Career Planning Night. At this event parents and eighth grade students will learn about graduation requirements and the development of educational and career plans.	Career Preparation/ Orientation	10/26/2015	06/01/2017	\$0 - No Funding Required	Principal Counselor

Activity - School Continuous Improvement Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Woodville School will include strategies and activities to increase parental and community involvement in support of the students and the school in its continuous improvement plan.	Community Engagement	08/10/2015	06/01/2017	\$0 - No Funding Required	Principals Counselors Instructional Coach Teachers

Activity - PALS - Panthers Always Living Strong	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We saw a need to help students at our school who came from families struggling financially. Some students were leaving school on Friday and returning on Monday having little or nothing to eat over the weekend. We felt like we needed to help in some way so we started the PALS program. Thanks to donations we are currently sending weekend food bags home with approximately 120 students.	Parent Involvement	08/12/2015	05/26/2017	\$0 - No Funding Required	Amanda Peek, Sponsor

Measurable Objective 3:

collaborate to inform parents and the community of the academic achievement of Woodville High School 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:

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 graphic and video presentations.	Community Engagement	09/01/2016	11/30/2016	\$0 - No Funding Required	Instructional Technology Specialist

Strategy2:

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

- Professional Learning Unit for Administrators and teacher leaders
- Survey to determine communication devices used
- Collaboration to determine areas in need of improvement

-Collaboration with parents and community

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Measurable Objective 4:

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

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 and 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 2:

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

Measurable Objective 1:

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

Strategy1:

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

Category:

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	\$5000 - Title III	EL Coordinator

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

Measurable Objective 2:

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

Strategy1:

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

Category:

Research Cited:

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

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for teachers will be provided as needed.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$5000 - Title III	EL Coordinator

Measurable Objective 3:

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

Strategy1:

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

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

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 - Professional Learning Book Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers who have completed Ten Things Every Writer Should Know will participate in a school book study of Everyday Editing: Inviting Students to Develop Skill and Craft in a Writer's Workshop which will be completed as a school "Book Club" activity.	Professional Learning	11/01/2016	02/28/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Independent Professional Development on Teaching Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ela teachers who are new to the district or who missed previous professional development 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	Curriculum Coordinator and teachers

Strategy2:

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, 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	Superintendent, Appropriate Supervisors, Principals

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:

Professional Development for Secondary Mathematics Teachers - Professional development on the mathematics practice standards for SY 2016-2017

Alabama's College and Career Ready Standards will be provided by high school mathematics teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Strategy2:

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	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	Superintendent, Appropriate Supervisors, Principals

Measurable Objective 6:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Activity - 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 Coordinators

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator

Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies...Third grade teachers will also have face-to-face sessions with the ARI specialist.	Professional Learning	10/03/2016	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

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	Superintendent, Appropriate Supervisors, Principals

Strategy3:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades K-8 will participate in a careful analysis of the 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	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Reading Specialists Teachers

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals Teachers 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.

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades K-8 will participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	09/23/2016	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	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Strategy2:

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

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

Research Cited:

Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held 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 a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Strategy3:

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	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	Superintendent, Appropriate Supervisors, Principals

Measurable Objective 8:

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	Superintendent, Appropriate Supervisors, Principals

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

Strategy2:

Professional Development on Reading Comprehension Strategies for Secondary Teachers - 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 close reading technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano

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. School: Woodville School	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 on Close Reading Strategies and Critical Thinking Skills	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 9:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science 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, Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator 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

Goal 3:

Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 25%% to 22% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program.

Strategy1:

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

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Planning and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 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 - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - (Activity Name) Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An advocacy Leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers in the schools.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

Strategy2:

Parent/guardian Notification System - Woodville School will develop a Parent/Guardian Notification System which will keep parents informed concerning the attendance of their children and involved in the improvement 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
The school will conduct a planning session and take action to implement a notification program	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

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

Engage Parents and Community in the Educational Process

Measurable Objective 1:

collaborate to maintain school facilities that contribute to a safe environment by 06/01/2016 as measured by Student Incident Report (SIR).

Strategy1:

Panther Pride - We will create a committee of teachers who will explore different methods for creating an environment that promotes respect, responsibility, and pride. These methods will be presented to the faculty for approval.

Category:

Research Cited:

Activity - Behavior Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committee members will present findings to the faculty.	Behavioral Support Program	08/01/2016	05/26/2017	\$0 - No Funding Required	Principal Assistant Principal Counselor Instructional Coach Staff Committee Members

Activity - ISS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freedom to learn in a classroom is a privilege, and behavior is a choice. However, when students choose to misbehave, they disrupt the learning environment, and as a result, deny other students their constitutional rights to learn. In order to preserve the learning environment and constitutional rights of the students who choose to behave and want to learn, Woodville School will institute in-school suspension, along with counseling, to encourage students to learn from their mistakes and make better choices in the future.	Behavioral Support Program	08/01/2016	05/27/2017	\$0 - No Funding Required	Principal Assistant Principal ISS Teachers

Measurable Objective 2:

collaborate to inform parents and the community of the academic achievement of Woodville High School 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:

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 graphic and video presentations.	Community Engagement	09/01/2016	11/30/2016	\$0 - No Funding Required	Instructional Technology Specialist

Strategy2:

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

- Professional Learning Unit for Administrators and teacher leaders
- Survey to determine communication devices used
- Collaboration to determine areas in need of improvement
- Collaboration with parents and community

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Measurable Objective 3:

collaborate to increase parent and community involvement by 06/01/2017 as measured by parent and community surveys.

Strategy1:

School Initiatives for Stakeholder Involvement - Woodville School will collaborate with the School Improvement Specialist and Parent Involvement Specialist to examine our efforts to reach out to our parents and community. We will develop strategies to encourage more parent and community involvement.

Category:

Research Cited:

Activity - College and Career Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In our effort to increase parental involvement Woodville School will host College and Career Planning Night. At this event parents and eighth grade students will learn about graduation requirements and the development of educational and career plans.	Career Preparation/ Orientation	10/26/2015	06/01/2017	\$0 - No Funding Required	Principal Counselor

Activity - PALS - Panthers Always Living Strong	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We saw a need to help students at our school who came from families struggling financially. Some students were leaving school on Friday and returning on Monday having little or nothing to eat over the weekend. We felt like we needed to help in some way so we started the PALS program. Thanks to donations we are currently sending weekend food bags home with approximately 120 students.	Parent Involvement	08/12/2015	05/26/2017	\$0 - No Funding Required	Amanda Peek, Sponsor

Activity - Leadership Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The leadership team from Woodville School will meet with Central Office staff to examine parental and community involvement data including survey data, actual participation numbers, and methods of communication. Suggestions for improvement will be shared and discussed.	Parent Involvement	06/11/2015	06/01/2017	\$25000 - Title II Part A	School Improvement Specialist Federal Programs Coordinator Curriculum Coordinator

Activity - School Continuous Improvement Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Woodville School will include strategies and activities to increase parental and community involvement in support of the students and the school in its continuous improvement plan.	Community Engagement	08/10/2015	06/01/2017	\$0 - No Funding Required	Principals Counselors Instructional Coach Teachers

Measurable Objective 4:

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

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 and 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 2:

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

Measurable Objective 1:

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

Strategy1:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades K-8 will participate in a careful analysis of the 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	11/01/2017	\$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 benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals Teachers Curriculum Coordinator

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies...Third grade teachers will also have face-to-face sessions with the ARI specialist.	Professional Learning	10/03/2016	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator

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

Strategy3:

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	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	Superintendent, Appropriate Supervisors, Principals

Measurable Objective 2:

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

Strategy1:

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

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

Research Cited:

Activity - 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	Superintendent, Appropriate Supervisors, Principals

Strategy2:

Professional Development for High School 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 for High School Science Teachers	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

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..

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:

Research Cited:

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

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for teachers will be provided as needed.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$5000 - Title III	EL Coordinator

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:

Professional Development on Reading Comprehension Strategies for Secondary Teachers - 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 close reading technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano

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. School: Woodville School	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 on Close Reading Strategies and Critical Thinking Skills	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

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	Superintendent, Appropriate Supervisors, Principals

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:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Learning Book Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers who have completed Ten Things Every Writer Should Know will participate in a school book study of Everyday Editing: Inviting Students to Develop Skill and Craft in a Writer's Workshop which will be completed as a school "Book Club" activity.	Professional Learning	11/01/2016	02/28/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Independent Professional Development on Teaching Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ElA teachers who are new to the district or who missed previous professional development 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	Curriculum Coordinator and teachers

Strategy2:

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, 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	Superintendent, Appropriate Supervisors, Principals

Measurable Objective 6:

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

Strategy1:

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

Category:

Research Cited:

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

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for teachers will be provided as needed.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$5000 - Title III	EL Coordinator

Measurable Objective 7:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science 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, Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator 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 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 will be provided by high school mathematics teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Strategy2:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional

strategies which foster active engagement, the development of higher order thinking skills, student centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

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

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

Measurable Objective 9:

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

Strategy1:

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

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

Research Cited:

Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held 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:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Activity - 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:

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

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

Research Cited:

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

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

Goal 3:

Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 25%% to 22% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program.

Strategy1:

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

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 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 - (Activity Name) Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An advocacy Leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers in the schools.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

Activity - Planning and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

Strategy2:

Parent/guardian Notification System - Woodville School will develop a Parent/Guardian Notification System which will keep parents informed concerning the attendance of their children and involved in the improvement 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
The school will conduct a planning session and take action to implement a notification program	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

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

Goal 1:

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

Measurable Objective 1:

62% of Eleventh grade students will demonstrate a proficiency in English skills in English Language Arts 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 of instructional strategies which foster active engagement, the development of higher order thinking skills, student centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

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

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2016	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Learning Book Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers who have completed Ten Things Every Writer Should Know will participate in a school book study of Everyday Editing: Inviting Students to Develop Skill and Craft in a Writer's Workshop which will be completed as a school "Book Club" activity.	Professional Learning	11/01/2016	02/28/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Independent Professional Development on Teaching Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ElA teachers who are new to the district or who missed previous professional development 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	Curriculum Coordinator and teachers

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:

Professional Development on Reading Comprehension Strategies for Secondary Teachers - 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 close reading technique include active engagement, student collaboration, requiring students to compare and contrast, _____

summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano

Activity - Face-to-Face Professional Development on Close Reading Strategies and Critical Thinking Skills	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. School: Woodville School	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	Superintendent, Appropriate Supervisors, Principals

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..

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:

Research Cited:

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

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for teachers will be provided as needed.	Professional Learning Academic Support Program	10/20/2015	05/29/2020	\$5000 - Title III	EL Coordinator

Measurable Objective 4:

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 will be provided by high school mathematics teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Strategy2:

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

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

Research Cited:

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

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

Measurable Objective 5:

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.

Strategy1:

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

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

Research Cited:

Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held 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:

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	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Strategy3:

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	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	Superintendent, Appropriate Supervisors, Principals

Measurable Objective 6:

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

Strategy1:

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

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

Research Cited:

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

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

Strategy2:

Professional Development for High School 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 for High School Science Teachers	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

Measurable Objective 7:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science 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, Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator 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 8:

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

Strategy1:

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

Category:

Research Cited:

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

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for teachers will be provided as needed.	Professional Learning Academic Support Program	10/20/2015	05/29/2020	\$5000 - Title III	EL Coordinator

Measurable Objective 9:

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

Strategy1:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades K-8 will participate in a careful analysis of the 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 Devopment 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	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Reading Specialists Teachers

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test wwill participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals 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	Superintendent, Appropriate Supervisors, Principals

Strategy3:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies...Third grade teachers will also have face-to-face sessions with the ARI specialist.	Professional Learning	10/03/2016	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator

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 Coordinators

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

Goal 2:

Engage Parents and Community in the Educational Process

Measurable Objective 1:

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

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 and 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

Measurable Objective 2:

collaborate to inform parents and the community of the academic achievement of Woodville High School students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys..

Strategy1:

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

- Professional Learning Unit for Administrators and teacher leaders
- Survey to determine communication devices used
- Collaboration to determine areas in need of improvement
- Collaboration with parents and community

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Strategy2:

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

Category:

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 graphic and video presentations.	Community Engagement	09/01/2016	11/30/2016	\$0 - No Funding Required	Instructional Technology Specialist

Measurable Objective 3:

collaborate to maintain school facilities that contribute to a safe environment by 06/01/2016 as measured by Student Incident Report (SIR).

Strategy1:

Panther Pride - We will create a committee of teachers who will explore different methods for creating an environment that promotes respect, responsibility, and pride. These methods will be presented to the faculty for approval.

Category:

Research Cited:

Activity - Behavior Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committee members will present findings to the faculty.	Behavioral Support Program	08/01/2016	05/26/2017	\$0 - No Funding Required	Principal Assistant Principal Counselor Instructional Coach Staff Committee Members

Activity - ISS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freedom to learn in a classroom is a privilege, and behavior is a choice. However, when students choose to misbehave, they disrupt the learning environment, and as a result, deny other students their constitutional rights to learn. In order to preserve the learning environment and constitutional rights of the students who choose to behave and want to learn, Woodville School will institute in-school suspension, along with counseling, to encourage students to learn from their mistakes and make better choices in the future.	Behavioral Support Program	08/01/2016	05/27/2017	\$0 - No Funding Required	Principal Assistant Principal ISS Teachers

Measurable Objective 4:

collaborate to increase parent and community involvement by 06/01/2017 as measured by parent and community surveys.

Strategy1:

School Initiatives for Stakeholder Involvement - Woodville School will collaborate with the School Improvement Specialist and Parent Involvement Specialist to examine our efforts to reach out to our parents and community. We will develop strategies to encourage more parent and community involvement.

Category:

Research Cited:

Activity - Leadership Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The leadership team from Woodville School will meet with Central Office staff to examine parental and community involvement data including survey data, actual participation numbers, and methods of communication. Suggestions for improvement will be shared and discussed.	Parent Involvement	06/11/2015	06/01/2017	\$25000 - Title II Part A	School Improvement Specialist Federal Programs Coordinator Curriculum Coordinator

Activity - College and Career Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In our effort to increase parental involvement Woodville School will host College and Career Planning Night. At this event parents and eighth grade students will learn about graduation requirements and the development of educational and career plans.	Career Preparation/ Orientation	10/26/2015	06/01/2017	\$0 - No Funding Required	Principal Counselor

Activity - School Continuous Improvement Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Woodville School will include strategies and activities to increase parental and community involvement in support of the students and the school in its continuous improvement plan.	Community Engagement	08/10/2015	06/01/2017	\$0 - No Funding Required	Principals Counselors Instructional Coach Teachers

Activity - PALS - Panthers Always Living Strong	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We saw a need to help students at our school who came from families struggling financially. Some students were leaving school on Friday and returning on Monday having little or nothing to eat over the weekend. We felt like we needed to help in some way so we started the PALS program. Thanks to donations we are currently sending weekend food bags home with approximately 120 students.	Parent Involvement	08/12/2015	05/26/2017	\$0 - No Funding Required	Amanda Peek, Sponsor

Goal 3:

Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 25%% to 22% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program.

Strategy1:

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

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Planning and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

Activity - (Activity Name) Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An advocacy Leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers in the schools.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 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 - Woodville School will develop a Parent/Guardian Notification System which will keep parents informed concerning the attendance of their children and involved in the improvement 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
The school will conduct a planning session and take action to implement a notification program	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school 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 teachers meet state requirements at Woodville School.	

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	All teachers at Woodville School meet the state requirements.	

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

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

Component 4: Strategies to Attract Qualified Teachers

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

This school year our half time science teacher was replaced and moved to add additional half time first grade teacher. We were approved an additional half time unit due to large classroom sizes in first grade this year, so our half time first grade transferred into a full time first grade unit. We hired a new second grade teacher, high school social science teacher, and instructional coach to replace those who had retired. A new high school English teacher was hired due to a transfer to another school in Jackson County. We also hired a family and consumer science teacher due to a teacher resignation. We currently have one teacher who is retiring this school year.

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

Woodville High School employs the following:

BS - 17 Teachers, 1 Certified Support Personnel

MS - 13 Teachers, 1 Librarian, 1.5 Counselors, 2 Administrators

6Y - 2 Teachers

ND-1 Teacher

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

Woodville School does not experience a high turnover rate.

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 which focuses on understanding, implementing, and evaluating close reading strategies and questioning techniques that foster critical thinking skills will be provided for all teachers. The research based instructional strategies embedded in the close reading technique include active engagement, student collaboration, teacher modeling of higher order thinking skills, and holds students accountable for evidence-based answers to probing questions.
2. Professional development for mathematics 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 science teachers with a focus on STEM (Science, Technology, Engineering, and Mathematics) instruction which will increase content knowledge and support the development of critical thinking, problem solving, and collaboration skills.

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

Teachers, principals, paraprofessionals, and other staff attended job-alike professional development on August 10 and October 14. English, reading, and content area teachers all attended workshops on close reading strategies. Mathematics teachers attended workshops for implementing mathematical practice standards for their specific grade level. Principals are receiving professional development on the instructional practices that should be observed in the classroom.

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 given assigned teacher mentors, as needed.

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.

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.

Our transitioning services start as early as Pre-K and continue through a student's senior year. On August 1, Back to School Night was held for grades Pre-K through sixth grade to acclimate the students and parents to the expectations of the new grade level. The teachers provide a look into the schedule and structure of the new experience. Open House for students in grades 7-12 took place on September 12. Freshmen Orientation for all 9th grade students and parents was held on September 14 to discuss credits, technical school, online course, dual enrollment, and the ACT. Senior Orientation Night was held on September 6. A College and Career Night for eighth grade students and parents was held on October 20. In addition to these opportunities, the state required Career Preparedness course provides students with activities that expose them to high school planning, post-secondary education, training selection, or military enlistment and career selection for success after secondary education.

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 will participate in subject based meetings to determine needs of improvement and create schoolwide goals/ideas to address these needs. Teachers will meet to develop a plan of action for their specific grade level. Teachers will meet with the grade level above and the grade level below them to discuss their plans of action. Our goal is to create a connected learning progression for each subject area for grades kindergarten through eighth grade.

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 grades K-10 is given the 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 their progress. If performing at grade level the student is taken out of intervention. Every 4.5 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/her academic goals. The students who are not performing are referred to the Problem Solving Team (PST). PST will develop a plan and monitor student performance. If the student does not show improvement PST will start the referral process for special services. The Problem Solving Team meets monthly to discuss students who are not meeting academic standards and/or having behavior difficulties. The PST is comprised of the 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 are experiencing difficulty 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 to Tier 2 intervention and eventually moved to Tier 1. The PST meets monthly to discuss student performance and suggest strategies to be used for intervention. If the student is not making adequate progress the PST starts the referral process for special services.

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 in the classroom. Computer programs such as SuccessMaker, Adapted Mind, and IXL are used to meet individuals at their level.

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.

Woodville School offers after school tutoring provided by PALS tutors. However, most remediation takes place during school hours due to lack of transportation and funding. Several of our computer programs can be used at home for additional practice to meet needs.

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.

Woodville School currently does not have migrant or homeless students. Economically disadvantaged students are offered tutoring services during and after school. Individual Education Plans (IEP) guide instruction for special education students. ELL students have a plan that helps teachers make the necessary accommodations to meet the student needs. We also have an ELL aide to assist the students with their learning.

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.

Disadvantaged families are made to feel welcome. We provide weekend food and snacks for our students in need through our PALS program. Many opportunities are provided at various times for parent participation, such as Open House, Back to School Night, etc. Aides are provided to assist disabled students. Our school applies for grants to include the latest innovative activities at our school. We take advantage of field trips that cover the cost for disadvantaged families and Title I schools. This school year, Woodville School was one in five school recipients that qualified for EVERY student to receive free breakfast and lunch. Each summer we operate a Free Lunch Program for anyone 18 and under.

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 schoolwide plan is developed and revised as needed. The schoolwide committee is comprised of representatives from the school, community, parents, support staff, and students. The Federal Programs provides input about allocation of funds, set-asides, administrative costs, and the over-all implementation of the program. A committee at each school is responsible for designing school programs and developing school budgets.

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 school improvement 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 SuccessMaker and Khan Academy will continue to be utilized. Effective professional development will be funded by utilizing monies from Title I, Title II, 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.

All Jackson County Schools are served by Title I.

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

The 2017 fiscal year allocation for the district is as follows:

Title I, Part A-

74% - Instruction and Instructional Support

Title I Set Asides

8% - Administration*

6% - School Improvement Specialist

6% - Parent Involvement/Consulting Teacher

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6% English Language Teacher

*Private school participation funds are included.

Title I set-asides include related administrative costs such as: A program administrator (.75 FTE), a secretary (.50 FTE), a Parental Involvement Consulting Teacher (1.0 FTE), and related administrative costs (including a 1.0 FTE Title III program specialist, and 1.0 School Improvement Specialist) will be paid from the Title I funds. Plans are being made for a Newcomers Academy for EL students with a qualified itinerant EL teacher (1.0 FTE).

Title I School Improvement

100% Instructional Aide

Title II, Part A- Teacher and Principal Training

The fiscal year allocation is as follows:

99% Class Size Reduction-Instruction

1% Professional Development

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

The fiscal year allocation is as follows:

22% EL Instruction and Instructional Support

36% EL Instructional Hardware and Software

42% Staff Professional Development

Title VI-Rural and Low Income

95% Class Size Reduction-Instruction

5% Professional Development

Title VII Indian Education

100% Instruction and Instructional Support

Woodville School qualifies for free breakfast and lunch under the Community Eligibility Program which enables schools to serve breakfast and lunch at no cost to all students. The schools qualify based on number of participation in Supplemental Nutrition Assistance Program, TANF, or the Food Distribution Program on Indian Reservations.

The 2016 fiscal year allocation is as follows:

School Based

Title I, Part A 2 FTE= \$112,598

Part B. Materials and Supplies- \$1,880

Total- \$114,478

Title II Professional Development-County Allocation

Title III ELL County Allocation

Title VI Professional Development-County Allocation

Component 10: Evaluation

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

The implementation of the schoolwide program is evaluated through observations and walk-throughs conducted by the administration and testing data. Monthly data meetings are held to evaluate and revise the plan as needed.

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 timely assistance and report cards. Local assessments, such as STAR Reading and Math are also used to evaluate the effectiveness of the school wide plan.

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?

An analysis of improvement in standardized test scores, classroom grades, and participation by students who are furthest from achieving the standards determines the effectiveness of our schoolwide program.

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.

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

We are keeping the following goals in our 2015-2016 plan:

*Engage parents and community in the educational process - Our principal will be completing a professional learning unit of community relations and communication, and he will lead a school team in the development and implementation of a school community relations communication plan. We will also engage parents and the community through a variety of events, some educational and others as fun, family events. We will conduct a parent meeting as a resource to ensure that parents understand how their students are becoming college and career ready. We will be hosting a Fall Fling on October 28, 2016 to support parental and community involvement at our school.

*Provide a rigorous and effective instructional program to ensure the academic growth of all students - We are continuing to provide professional development for our teachers on implementing research based strategies in every discipline and every grade level.

*Ensure that all students have optimal instructional time and the support necessary to be successful in school- We have started a school advocacy team which has delegated time towards building supportive, nurturing relationships with adult advocates and our students.

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

*Graduate College and Career Ready Standards-We have removed this goal and included the objectives and strategies into new goals.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	29.80	30.8	386,066.30
Administrator Units	1.00	1.0	116,122.18
Assistant Principal	1.00	1.0	83,778.69
Counselor	1.50	1.5	111,632.69
Librarian	1.00	1.0	74,532.74
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	5,808.00
Professional Development	0.00	0.0	2,188.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	13,907.00
Library Enhancement	0.00	0	729.00
Totals			794,764.60

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	114478.0

Provide a brief explanation and breakdown of expenses.

A. Instruction

1. Certified Instructors (2) \$112,598
2. Instructional Assistants
3. Other

B. Materials and Supplies

1. Instructional \$1,880

C. Equipment

1. Capitalized
2. Non-Capitalized

D. Total \$114,478

2. Parental Involvement \$1,704

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

PPA-Per Pupil Allotment --318.08

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

Provide a brief explanation and a breakdown of expenses.

Woodville School did not receive these 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 \$105,884.00. This amount is used at the district level to provide professional development for each school in the district.

Title III

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

Provide a brief explanation and a breakdown of expenses.

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

Title IV

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

Provide a brief explanation and a breakdown of expenses.

Woodville School does not receive funds for safe and drug-free schools.

Title VI

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

Provide a brief explanation and a breakdown of expenses.

The Jackson County allotment for rural and low-income schools was \$7,978.00. This amount is used at the district level to provide funds for each school in the district.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	2000.0

Provide a brief explanation and breakdown of expenses.

Woodville School received \$2000.00 from the Perkins Grant.

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

Provide a brief explanation and breakdown of expenses.

There were no funds for tech prep.

Other

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

Provide a brief explanation and a breakdown of expenses.

Woodville School is not a 21st Century School.

Local Funds

Label	Question	Value
1.	Provide the total	28399.66

Provide a brief explanation and breakdown of expenses

1.0 Non-Certified Support Personnel
Salary and fringes 28399.66

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

During the start of each school year, the Principals at all Jackson County schools, when scheduling allows, is assisted by the Parental Involvement Consulting Teacher, during Back to School Nights, Open House, etc. in which the Annual Title I Meeting is held. During this time, information explaining participation and requirements of Title I, 1% Set Asides, and Parent Rights to be involved is discussed in detail. Our annual meeting for the 2016-2017 school year was held on August 1.

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 each Jackson County 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. Also, where there are high numbers of Spanish speaking families, an interpreter will also be provided.

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

The team at Woodville School has agreed to relinquish our parental involvement allocation of \$1704.00 to fund the system-wide Parental Involvement Center. The Parent Involvement teacher 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 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 to assist parents either by phone or email on any other topics.

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

All documents related to Federal Programs are made available in both English and Spanish. Interpreters are available at schools with high Spanish speaking populations to further assist in any other explanations necessary. Information regarding curriculum, classroom standards, homework policies and assessments are provided in the Jackson County Schools 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
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additional information throughout the school year, i.e., progress reports, report cards, assessment reports. Progress reports are sent home every 4.5 weeks and report cards are sent home every 9 weeks. Teachers make at least one parent contact per semester/year. Parents may request a conference to voice any concerns or suggestions related to 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).

Each school in the Jackson County School system has a local committee, the Leadership Team, comprised of parents, students, teachers, administrators, and community members. This committee is responsible for designing, implementing, and evaluating Parental Involvement Plans, Student Parent Compacts and the Continuous Improvement Plans for each LEA.

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. 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 a principal has a specific need at his/her 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. Also, where there are high numbers of Spanish speaking families, an interpreter will also be provided to assist parents.

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)

The administration of Woodville High School recognizes the importance of parental involvement. Woodville High School will ensure that all information related to school programs, meetings, and other activities is made available to the parents in a language they can understand, via SchoolCast, Facebook, Woodville School Webpage, Remind, etc. Woodville High School encourages parents to volunteer in a variety of ways such as reading with a student, tutoring, eating lunch or breakfast, or assisting the teacher with activities. Teachers provide numerous opportunities throughout the school year for parental involvement such as: field trips, Author's Tea, Muffins with Mom, Doughnuts with Dad, Senior Brunch, Awards Day, Back to School Night, etc. This school year we will begin offering a variety of parent workshops.

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)

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. Woodville also has a First Class Pre-K Program which is strictly mandated and enforced for continual funding through Office of School Readiness. Each year we conduct orientation and visitation programs for incoming Pre-K students, kindergarten students, seventh grade students, freshmen, and seniors.

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.

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)

Information related to school programs, meetings, and other activities is communicated through class and school newsletters, emails, school website, SchoolCast, Remind, Facebook, Class Dojo, and other social media. The Parent Center, located at the Jackson County Board of Education, provides materials to assist parents with academic and social issues.

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.

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. A survey completed by the parent/guardian of the student at the time of enrollment determines if a student is classified as homeless, immigrant, or migrant. School personnel will then attain additional information for further identification purposes. School personnel will assist the parent in locating community services, if needed.