

ACIP

Section High School

Jackson County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Section High School is located in Section, Alabama in Jackson County. It sits at the top of Sand Mountain where thousands come to see the breathtaking view at the city's famed Weathington Park which overlooks the beautiful Tennessee River and the surrounding areas of our county seat of Scottsboro. Settled in the 1800's, Section takes its name from the Sixteenth Section Farm, a land grant given to the town for a school. Officially it was incorporated as a town in 1910 with a population of 236 people. The town has grown quite a bit since then. The population within the city limits of Section is 769 people but most of our students live outside the city limits within the Section School District. Section High School has a student population of 539 students in grades kindergarten through twelfth grade. Two K-8th grade schools, Macedonia and Dutton, are feeder schools to Section High School.

The learning climate is apparent as you walk the halls of our school. Classes proudly display their projects in the hallways, and high schoolers can be found helping elementary students with science experiments such as rocket building, making ice cream in a bag, and dissecting frogs. There are chapters of The National Beta Club for elementary, junior high, and high school students. Many students participate on the math teams and compete at various events. The elementary students often perform plays and dramatic readings, and the drama class performs for the elementary classes. In addition, everyone is excited for the talent show in the spring. Pep rallies are held during home football game days, and homecoming week is a community celebration.

A community-based program called PACERS brings the students and community members together to work on projects such as class gardens, oral history, music, art, and photography. The involvement of the community and the school fosters more community pride and builds better school and community relations.

Other scholastic and extracurricular programs offered include Accelerated Reading, the Writers Bowl Team, FCCLA, FFA, FCA, the Mountaineer, and the National Beta Club.

Sports available through the recreation program include baseball, softball, football, cheerleading, and basketball. Junior and high school sports offered include baseball, softball, cross country, track and field, golf, football, and basketball. Many students are able to participate in more than one sport each year.

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.

It is the purpose of Section High School to educate students to achieve success.

It is the responsibility of the Section High School educational system to provide a diversified curriculum and educational environment to meet both the aggregated and differentiated needs of all students.

The main purpose of education is that all individuals grow into independent, productive citizens who will live effectively in a rapidly changing environment.

Successful school-community relations are vital to the total school program and should be implemented through conferences, PTO meetings, newsletters, and the school website.

Parental support and involvement is necessary to motivate students for optimum success in education.

We strive to equip students with the knowledge and technological base to compete in today's global society.

Section High School Beliefs, Vision, Mission, and Purpose

Beliefs

- Students are unique in their needs, thought processes, learning styles, and will be motivated in different ways.
- The main purpose of education is that all individuals grow into independent productive citizens who will live effectively in a rapidly changing society.
- It is the responsibility of the educational system to provide a diversified curriculum and a suitable educational environment to meet both the aggregated and differentiated needs of the student body.
- Successful school-community relation are vital to the total school program and should be implemented through conferences, PTO, newsletters, and the school website.
- Parental support and involvement is necessary to motivate students' for optimum success in education.

Vision

Section High School commits itself to excellence in equity in education. Each student will achieve at a high level of academic performance, function effectively in the community, and make contributions to the broader society.

Mission Statement

Pride in Planning, Preparing, and Performing.....A Community of Learning

Purpose

SY 2016-2017

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Section High School believes our students should embrace the past, be successful today, and attain excellence in the future.....

- L- Leaders-Preparing today's students to become tomorrow's leaders.
- I- Informed/Independent-Students that are resourceful and productive citizens.
- O- Optimizing Learning- For all students through cooperation with families, school, and community providing a comprehensive and enriching education.
- N- Nurturing Character- Students who are optimistic, take time to make an effort to succeed and more conscientious of the world around them.
- S- Successful-Students that are successful in all areas of their life, each in their own way.

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.

SCHOOL:

Raised attendance rate above 95% (95.38% for the 2015-2016 school year)

Although graduation rate has steadily increased in the past 5 years, there was a slight decline for 2015 (94%)

Section is equipped with two state-of-the-art computer labs

Implementation of programs such as Pearson SuccessNet, Accelerated Math, and Accelerated Reading have shown growth in students' achievement.

21st Century Summer Program

21st Century After-School Program which serves 91 K-8th grade students daily

Relay for Life team raised \$1073.70 for cancer research

TEACHERS

A faculty member was chosen as a member of the Jackson County Leadership class of 2016. Jackson County Leadership is a program designed to develop and enhance community leadership. Members gain knowledge of resources in Jackson County, and they learn ways to interact with different personality types and leadership roles.

An administrator served on an External Review Team to provide school accreditation through Advanced Ed.

STUDENTS

Scholarships for the 2015-2016 school year were awarded to Section graduates in the amount of \$1,458,084.00.

27 students from the graduating class of 2016 received scholarships

1 student from the graduating class of 2016 received technical scholarships valued at \$33,000.00

100% of seniors registered for college enrollment

61 students in grades K-8 reached their reading goal and attended the Accelerated Reader celebration

11 students in grades K-8 reached a goal of 100 or more points for Accelerated Reader allowing them to place decorated ceiling tiles in the hallways

2 seniors joined the National Guard

2 seniors are playing college sports on athletic scholarships

1 up-coming sophomore attended The National Academy of Future Physicians and Medical Scientists in Boston, Massachusetts during the month of June 2016

For the 2015-2016 school year our math teams competed and placed in several competitions:

1) State Math Tournament

12 students competed.

A senior was 1st in the state in precalculus

A sophomore placed 1st in geometry

Three sophomores tied for 8th in geometry

A junior place 9th in Algebra 2

The Algebra 2, Geometry and Precalculus teams were all first in the district. Precalculus and Algebra 2 place 3rd in the state. Geometry team placed 2nd.

2) Northeast Algebra 1 Bowl

12 Section students attended

A freshman won 1st place and received a TI-84 Plus graphing calculator.

Also, 2 freshmen tied for 2nd, and 2 freshmen tied for 4th.

3) Jackson County Math Tournament

Geometry team won first

Precalculus team won first

Algebra 1 and Algebra 2 teams placed 2nd.

TOP TEN FINISHERS:

Algebra 1: 2 top ten finishers

Algebra 2: 3 top ten finishers

Geometry: 5 top ten finishers

Precal: 3 top ten finishers

Seventh Grade: 2 top ten finishers

Additional Information

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

Section High School constantly strives to improve parental involvement and family engagement. Open House is held at the beginning of the school year to encourage parental involvement. Administration grills and prepares hamburgers and hot dogs and encourages families to come eat and enjoy fellowship before the meeting.

PTO meetings are held throughout the year.

Several teachers have begun implementation of Class Dojo and Remind to communicate with parents, and teachers are updating their school website pages to make them more useful for parents.

Families are invited to join students for Thanksgiving and Christmas lunch. In addition, kindergarten teachers provide "Muffins for Moms" and "Doughnuts for Dads." Parents and family members are encouraged to attend Awards Day Ceremonies for both elementary and high school.

Pee wee cheerleaders perform at a selected pep rally, and parents are encouraged to come support their cheerleaders as well as the school and the football team.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Members of the Leadership Team are representatives from all aspects of the school including administration, teachers, stakeholders, students, and parents. Team members were asked to serve on the committee based on their expertise and expressed desire to further the achievement of all students served by the school. Through a collaborative effort of the administration, a school wide leadership team was chosen to best represent the diverse population and school demographics of the district. Meetings will be conducted at various times to best accommodate all stakeholders.

Section High School recognizes that through the collaboration of programs and alignment of local, state, and federal funds, we will increase effectiveness and eliminate duplication of effort.

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

Parents, students, faculty and staff serve on the Leadership Team. Representatives meet in subject area, grade level, and vertical and horizontal teaming data meetings to analyze data and identify strengths and weaknesses. Parents, students and community stakeholders are encouraged to contribute in the planning and reviewing process. All faculty members have an active role in the A-CIP.

The Team assignments are the following:

Gene Roberts-Principal , Oversight and Budget

Beverly Kenimer-Assistant Principal, Oversight

Lana Culver-Guidance Counselor, Student Performance, Title I, and Parental Involvement

Shirlene Moore-Special Education, Special Education

Robby Saint-Technology Plan

Darla Owens-CIP Chairman, Title I

Marlene Neely-Instructional Coach, Student Performance

Donna Hutcheson-Teacher, Executive Summary

Whitney Furgerson-Teacher, Improvement Plan Stakeholder Involvement

Kellie Hancock-Teacher, Assurances

Charity Hutcheson-Teacher, Safe, Orderly, and Caring Environment

Stacy Wilson-Librarian, Parental Involvement

Joey Swinford-Teacher

Kindra Robbins-Teacher

Sandra Tipton, PTO President, Bus Driver

James Thornberry-Community Representative

Angie Bolt-Parent

June Reed-Parent

SY 2016-2017

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Section High School

Semone Swinford-Parent

Sara Myrick-Student

Colby Smith-Student

Owen Fairbanks-Student

Representatives from the central office include - School Improvement Specialist, Federal Programs, Chief Financial Officer, Special Education & Curriculum Coordinator who serve as consultants and review school plans.

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 final improvement plan is reviewed by the district review team. Adjustments will be made if needed. The final plan with Superintendent approval is submitted to the ALSDE. The plan is made available in the school office, on the website (www.sectionlions.com) and linked through the district website. The plan is also discussed at PTO meetings and Title I meetings.

The A-CIP is revised and updated as needed.

Student Performance Diagnostic

Introduction

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

Student Performance Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

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

Areas of Notable Achievement

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

According to third grade ACT Aspire data, compared to the 2014-2015 and 2013-2014 school years, the class of 2025 (Current 4th Grade) scored higher in both math and reading in 2015-2016. For the 2013-2014 school year, test scores for math were 46% and reading scores were 29%. The scores for third grade in 2014-2015 showed math at 36% and reading at 21%. Overall, third grade scores increased for the 2015-2016 school year with math at 52% and reading at 55%.

When tracking specific classes using ACT Aspire Reading data, the class of 2024 (Current 5th Grade) showed an increase from 52% ready on the 2014-2015 test administration to 55% exceeding or ready on the 2015-2016 test administration for an overall increase of 3%.

When tracking specific classes using ACT Aspire English data, the class of 2024 (Current 5th Grade) showed an increase from 74% ready on the 2014-2015 test administration to 76% exceeding or ready on the 2015-2016 test administration for an overall increase of 2%.

When tracking specific classes using ACT Aspire Writing data, the class of 2024 (Current 5th Grade) showed an increase from 3% ready on the 2014-2015 test administration to 17% exceeding or ready on the 2015-2016 test administration for an overall increase of 14%.

When tracking specific classes using ACT Aspire Reading data, the class of 2023 (Current 6th Grade) showed an increase from 25% ready on the 2013-2014 test administration to 37% exceeding or ready on the 2015-2016 test administration for an overall increase of 12%.

When analyzing data for the past three years for male students in the class of 2023 (Current 6th Grade) an increase from 25% to 37% exceeding or ready in Science is shown.

When tracking specific classes using ACT Aspire Writing data, the class of 2022 (Current 7th Grade) showed an increase from 13% ready on the 2013-2014 test administration to 41% exceeding or ready on the 2015-2016 test administration for an overall increase of 28%.

When tracking specific classes using ACT Aspire English data, the class of 2021 (Current 8th Grade) showed an increase from 58% ready on the 2014-2015 test administration to 73% exceeding or ready on the 2015-2016 test administration for an overall increase of 15%.

When tracking specific classes using ACT Aspire Writing data, the class of 2021 (Current 8th Grade) showed an increase from 16% ready on the 2014-2015 test administration to 27% exceeding or ready on the 2015-2016 test administration for an overall increase of 11%.

When tracking specific classes using ACT Aspire Math data, the class of 2020 (Current 9th Grade) showed an increase from 15% ready on the 2014-2015 test administration to 37% exceeding or ready on the 2015-2016 test administration for an overall increase of 22%.

When tracking specific classes using ACT Aspire Reading data, the class of 2020 (Current 9th Grade) showed an increase from 18% ready on the 2014-2015 test administration to 34% exceeding or ready on the 2015-2016 test administration for an overall increase of 16%.

When tracking specific classes using ACT Aspire Science data, the class of 2020 (Current 9th Grade) showed an increase from 18% ready on the 2014-2015 test administration to 34% exceeding or ready on the 2015-2016 test administration for an overall increase of 16%.

When analyzing data ACT Aspire English data for the first administration of the 10th grade test, the class of 2018 (Current 11th Grade) scored 62% exceeding or ready on the 2015-2016 test administration.

When analyzing data ACT Aspire Writing data for the first administration of the 10th grade test, the class of 2018 (Current 11th Grade) scored 59% exceeding or ready on the 2015-2016 test administration.

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

Although trends can not be determined for the classes of 2025 and 2024 (Current 4th and 5th Grades), when analyzing third grade test scores for the 2014-2015 and 2015-2016 school years, reading scores increased from 21% close to 55% ready, showing an increase of 34%. In math scores went from 36% close to 52% ready, showing an increase of 14%.

A positive trend was found for the class of 2023 (Current 6th Grade) using the ACT Aspire data for the years 2013-2016. The males demonstrated an increase in Science of 12% over the three years of testing data. The 2013-2014 testing administration showed a score of 37%. The class as a whole had an increase of 11% in Science over the three years of testing.

A positive trend was found for the class of 2022 (Current 7th Grade) using the ACT Aspire data for the years 2013-2016. The males demonstrated an increase in Science of 55% over the three years of testing data. The 2013-2014 testing administration showed a score of 33% and the 2015-2016 testing administration showed a score of 88%. The class as a whole had an increase of 28% in Writing over the three years of testing. The 2013-2014 data showed a score of 13% in Writing, and the 2015-2016 data showed an increase to 41%.

Which area(s) indicate the overall highest performance?

When tracking specific classes using ACT Aspire Reading and Math data from the 2015-2016 test administration, 55% of the class of 2025 (Current 4th Grade) scored exceeding or ready on Reading and 77% of the class of 2025 (Current 4th Grade) scored exceeding or ready on Math.

When tracking specific classes using ACT Aspire English data from the 2015-2016 test administration, 76% of the class of 2024 (Current 5th Grade) scored exceeding or ready.

When tracking specific classes using ACT Aspire English data from the 2015-2016 test administration, 97% of the class of 2023 (Current 6th Grade) scored exceeding or ready.

When tracking specific classes using ACT Aspire English data from the 2015-2016 test administration, 85% of the class of 2022 (Current 7th Grade) scored exceeding, ready, or close.

When tracking specific classes using ACT Aspire English data from the 2015-2016 test administration, 73% of the class of 2021 (Current 8th

grade) scored exceeding or ready.

When tracking specific classes using ACT Aspire Math data from the 2015-2016 test administration, 33% of the class of 2021 (Current 8th Grade) scored exceeding or ready.

When tracking specific classes using ACT Aspire English data from the 2015-2016 test administration, 68% of the class of 2020 (Current 9th Grade) scored exceeding or ready.

When tracking specific classes using ACT Aspire Math data from the 2015-2016 test administration, 37% of the class of 2020 (Current 9th Grade) scored exceeding or ready.

When tracking specific classes using ACT Aspire English data from the 2015-2016 test administration, 62% of the class of 2018 (Current 11th Grade) scored exceeding or ready.

When tracking specific classes using ACT Aspire Writing data from the 2015-2016 test administration, 59% of the class of 2018 (Current 11th Grade) scored exceeding or ready.

Based on ACT results, the class of 2017 had higher readiness rates in English (38%) and Social Science (22%).

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

There was no trend for the class of 2025 (Current 4th Grade) because this was their first year taking the ACT Aspire. However, when analyzing scores for third grade students, both math and reading scores for males have shown a trend of increasing performance over the past three years. Females on increased in math and reading from the 2014-2015 school year to the 2015-2016 school year. For the past two years, third grade males have scored higher than females in math and reading.

When comparing the female students of the class of 2024 (Current 5th Grade) over the past two years, ACT Aspire English scores show an increase from 64% to 69%. When comparing the males students of the class of 2024 over the past two years, Act Aspire Reading scores show an increase from 46% to 77%. The male students in the class of 2024 have also shown an increase from 0% to 14% ready in Writing and 54% to 62% ready in Science.

When comparing the male students of the class of 2023 (Current 6th Grade) over the past three years, ACT Aspire Science scores show an increase from 25% to 37% exceeding or ready.

When comparing the female students of the class of 2022 (Current 7th Grade) over the past three years, ACT Aspire Writing scores show an increase from 33% to 63% exceeding or ready.

Based on ACT Plus Writing scores, males have improved in all 4 subject areas over the past two years, and females have shown improvement in both math and science.

Between which subgroups is the achievement gap closing?

Based on third grade scores on the ACT Aspire for the past three years, males have increased their scores in math and reading. Female scores for math and reading do not compare to those of males; however, females have increased their math and reading scores over the past two years. For the 2015-2016 school year, males scored ready in math and reading while females scored close.

When comparing the data for the class of 2024 (Current 5th Grade) on the 2014-2015 ACT Aspire and the 2015-2016 ACT Aspire, the achievement gap is closing in writing for both males and females. The males increased from 0% to 14% and the females increased from 7% to 19%.

When comparing the data for the class of 2022 (Current 7th Grade) ACT Aspire on the 2013-2014 ACT Aspire and the 2015-2016 ACT Aspire, the achievement gap is closing in writing for both males and females. The males increased from 0% to 32% and the females increased from 33% to 63%.

Based on data for the class of 2020 on the ACT Aspire, the reading gap between gender did close.

Based on data for the class of 2021 on the ACT Aspire, the reading gap between gender did close.

Based on ACT Plus Writing data, from 2014 to 2016 ACT English scores went from a positive 3.3 point differential to a negative 1.2 point differential in favor of males.

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

When tracking specific classes using the STAR Reading/Language test data from 2016-2017 there was an 8% decrease in students in the class of 2025 who scored proficient from 2015-2016 in the areas of Reading and Language arts using the STAR Reading assessment. The percentage for math data collected in the Star Math was 81% and ACT Aspire was 88%. This consistent findings show 80+% of the students scored "ready" or "exceeding" on both Math Achievement Test.

For the class of 2024 (Current 5th Grade), data from the STAR assessments is consistent with the ACT Aspire Reading data. There was an increase on the STAR Reading from 59% to 68%.

For the class of 2023 (Current 6th Grade), data from the STAR assessments is consistent with the ACT Aspire Reading data. There was a decrease on the STAR Reading from 55% to 47%.

For the class of 2022 (Current 7th Grade), data from the STAR assessments is consistent with the ACT Aspire Reading data. There was a decrease on the STAR Reading from 48% to 30%.

For the classes of 2021 and 2020, none of the reported finding were consistent with the STAR assessment.

For the class of 2018 (Current 11th Grade), ACT Aspire and STAR assessment results were not consistent.

ACT Aspire Reading: 30% exceeding or ready in reading

STAR Assessment: 60.5% above the 25th percentile

ACT Aspire Math: 21% exceeding or ready in math

STAR Assessment: 83.3% above the 25th percentile

Areas in Need of Improvement

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

When tracking specific classes using ACT Aspire Science data, the class of 2024 (current 5th Grade) showed a decrease from 44% ready on the 2014-2015 test administration to 42% exceeding or ready on the 2015-2016 test administration for an overall decrease of 2%. In addition, when tracking specific classes using ACT Aspire Math data, the class of 2024 (Current 5th Grade) showed a decrease from 59% ready on the 2014-2015 test administration to 52% exceeding or ready on the 2015-2016 test administration for an overall decrease of 7%.

When tracking specific classes using ACT Aspire Math data, the class of 2023 (Current 6th Grade) showed a decrease from 97% ready or close on the 2013-2014 test administration to 89% exceeding, ready, or close on the 2015-2016 test administration for an overall decrease of 8%.

When tracking specific classes using ACT Aspire Math data, the class of 2022 (Current 7th Grade) showed an decrease from 97% ready or close on the 2013-2014 test administration to 89% exceeding, ready, or close on the 2015-2016 test administration for an overall decrease of 8%.

When tracking specific classes using ACT Aspire Math data, the class of 2021 (Current 8th Grade) showed an decrease from 44% ready on the 2014-2015 test administration to 30% exceeding or ready on the 2015-2016 test administration for an overall decrease of 13%.

When tracking specific classes using ACT Aspire Writing data, the class of 2020 (Current 9th Grade) showed only a small decrease from 16% ready on the 2014-2015 test administration to 14% exceeding or ready on the 2015-2016 test administration for an overall decrease of 2%. All other areas showed increases in the percentage of students exceeding or ready.

When analyzing data ACT Aspire Reading data for the first administration of the 10th grade test, the class of 2018 (Current 11th Grade) scored only 30% exceeding or ready on the 2015-2016 test administration.

When analyzing data ACT Aspire Math data for the first administration of the 10th grade test, the class of 2018 (Current 11th Grade) only scored 21% exceeding or ready on the 2015-2016 test administration.

Based on the 11th grade ACT data, the eleventh grade students scored below the state level on average ACT scores on all 4 subtests.

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

When tracking specific classes using ACT Aspire Math data, the class of 2023 (Current 6th Grade) demonstrated a negative trend in math. The scores for the 2013-2014 ACT Aspire Math data showed 76% ready; 2014-2015 showed 36% ready, and 2015-2016 showed 23% exceeding or ready.

When tracking specific classes using ACT Aspire data, a trend cannot be determined for the class of 2022 due to the scores fluctuating up and down each year.

When tracking specific classes using ACT Aspire Reading data, the class of 2021 (Current 8th Grade) showed a decrease from 38% ready on the 2014-2015 test administration to 19% exceeding or ready on the 2015-2016 test administration for an overall decrease of 19%.

When tracking specific classes using ACT Aspire Science data, the class of 2021 (Current 8th Grade) showed a decrease from 44% ready on the 2014-2015 test administration to 30% exceeding or ready on the 2015-2016 test administration for an overall decrease of 14%.

When tracking specific classes using ACT Aspire Writing data, the class of 2020 (Current 7th Grade) showed a decrease from 16% ready on the 2014-2015 test administration to 14% exceeding or ready on the 2015-2016 test administration for an overall decrease of 2%.

Scores on the ACT showed a negative trend for all areas.

Which area(s) indicate the overall lowest performance?

When tracking specific classes using ACT Aspire Writing data from the 2015-2016 test administration, only 17% of the class of 2024 (Current 5th Grade) scored exceeding or ready.

When tracking specific classes using ACT Aspire data from the 2015-2016 test administration, only 26% of the class of 2023 (Current 6th Grade) scored exceeding or ready in reading and only 23% scored exceeding or ready in math.

When tracking specific classes using ACT Aspire Writing data from the 2015-2016 test administration, only 6% of the class of 2022 (Current 7th Grade) scored exceeding or ready.

When tracking specific classes using ACT Aspire Reading data from the 2015-2016 test administration, only 19% of the class of 2021 (Current 8th Grade) scored exceeding or ready.

When tracking specific classes using ACT Aspire Science data from the 2015-2016 test administration, only 30% of the class of 2021 (Current 8th Grade) scored exceeding or ready.

When tracking specific classes using ACT Aspire Writing data from the 2015-2016 test administration, only 14% of the class of 2020 (Current 9th Grade) scored exceeding or ready.

When tracking specific classes using ACT Aspire Reading data from the 2015-2016 test administration, only 34% of the class of 2020 (Current 9th Grade) scored exceeding or ready.

When tracking specific classes using ACT Aspire Science data from the 2015-2016 test administration, only 34% of the class of 2020 (Current 9th Grade) scored exceeding or ready.

When tracking specific classes using ACT Aspire Science data from the 2015-2016 test administration, only 19% of the class of 2018 scored exceeding or ready.

Based on ACT results, the largest discrepancy occurs between our school's and the state's average English scores (-2.1).

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

When comparing the data for the class of 2024 (Current 5th Grade) on the 2014-2105 ACT Aspire and the 2015-2016 Aspire, the females are showing a decrease in Reading (19%), Science (11%), and Math (7%). The males showed a decrease of 1% in English.

When comparing the data on the 2013-2014 ACT Aspire and the 2015-2016 ACT Aspire, the females in the class of 2023 (Current 6th Grade) are showing a decrease in English (23%), Reading (26%) and Math (39%). The males showed a decrease in Reading (26%) and Math (69%).

When comparing the data on the 2013-2014 ACT Aspire and the 2015-2016 ACT Aspire, the females in the class of 2022 (Current 7th Grade) are showing a decrease in English (3%), Science (4%) and Math (6%). The males showed a decrease in English (2%), Reading (9%), Science (8%), and Math (1%).

Although no trend has been established based on scores for the first administration of the tenth grade ACT Aspire Math test, 17% of the males of the class of 2018 (current 11th grade) scored exceeding or ready compared to 44% proficiency on the 2014-2015 test administration for a decrease of 27%.

Although no trend has been established based on scores for the first administration of the tenth grade ACT Aspire Reading test, 25% of the males of the class of 2018 (current 11th grade) scored exceeding or ready compared to 64% proficiency on the 2013-2014 test administration for a decrease of 39%. In addition, for the first administration of the tenth grade ACT Aspire Reading test, 35% of the females of the class of 2018 (current 11th grade) scored exceeding or ready compared to 68% proficiency on the 2013-2014 test administration for a decrease of 33%.

Although no trend has been established based on scores for the first administration of the tenth grade ACT Aspire Math test, 17% of the males of the class of 2018 (current 11th grade) scored exceeding or ready compared to 59% proficiency on the 2013-2014 test administration for a decrease of 42%. In addition, for the first administration of the tenth grade ACT Aspire Math test, 24% of the females of the class of 2018 (current 11th grade) scored exceeding or ready compared to 52% proficiency on the 2013-2014 test administration for a decrease of 28%.

Based on ACT Plus Writing scores, the female subgroup showed lower average scores in English and Reading as compared to the 2 years prior.

Between which subgroups is the achievement gap becoming greater?

When comparing the data for the class of 2024 (current 5th grade) on the 2014-2015 ACT Aspire and the 2015-2016 ACT Aspire, the achievement gap is becoming greater in Science for females. They decreased from 36% to 11% ready in Science.

When comparing the data for the class of 2023 (current 6th grade) ACT Aspire on the 2013-2014 ACT Aspire and the 2015-2016 ACT Aspire, the achievement gap is becoming greater in Reading and Math for females. In reading, they decreased from 40% ready to 14% ready for a total decrease of 26%. They decreased from 60% ready to 21% ready in Math for a total decrease of 39%.

When comparing the data for the class of 2023 (current 6th grade) ACT Aspire on the 2013-2014 ACT Aspire and the 2015-2016 ACT Aspire, the achievement gap is becoming greater in Reading and Math for males. In reading, they decreased from 45% ready to 26% ready for a total decrease of 19%. They decreased from 76% ready to 23% ready in Math for a total decrease of 53%.

When tracking specific classes and subgroups using the ACT Aspire Reading data from the 2015-2016 administration, the largest achievement gap for the class of 2021 (current 8th grade) was noted with 25% of females exceeding or ready and 14% of males exceeding or ready.

When tracking specific classes and subgroups using the ACT Aspire Reading data from the 2015-2016 administration, the largest achievement gap for the class of 2020 (current 9th grade) was noted with 29% of females exceeding or ready and 43% of males exceeding or ready.

When tracking specific classes and subgroups using the ACT Aspire Reading data from the 2013-2014 and the 2015-2016 administrations, the largest achievement gap for the class of 2018 (current 11th grade) was noted with a 4% difference in 2013-2104 between females and males either proficient or exceeding or ready in favor of the females to a 10% difference in 2015-2016 between females and males either proficient or exceeding or ready in favor of the females.

When tracking specific classes and subgroups using the ACT Aspire Math data from the 2013-2014 and the 2015-2016 administrations, the largest achievement gap for the class of 2018 (current 11th grade) was noted with a 7% difference in 2013-2104 between females and males either proficient or exceeding or ready in favor of the males to a 7% difference in 2015-2016 between females and males either proficient or exceeding or ready in favor of the females.

Based on ACT Plus Writing data, from 2014 to 2016 ACT Math scores between males and females went from 0.8 in favor of the boys to 2.6 in favor of the boys.

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

For the class of 2024 (Current 5th grade) data from the STAR Assessments are consistent with the ACT Math Aspire data. The "At Risk" group increased from 6% to 9%.

For the class of 2023 (current 6th grade) data from the STAR assessment were consistent with the ACT Math Aspire data. The "At Risk" group decreased from 74% to 71%.

For the class of 2022 (Current 7th grade) data from the STAR Assessments are consistent with the ACT Math Aspire data. The "At Risk" group increased from 62% to 74%.

For the class of 2018 (Current 11th Grade), ACT Aspire and STAR assessment results were not consistent.

ACT Aspire Reading: 30% exceeding or ready in reading

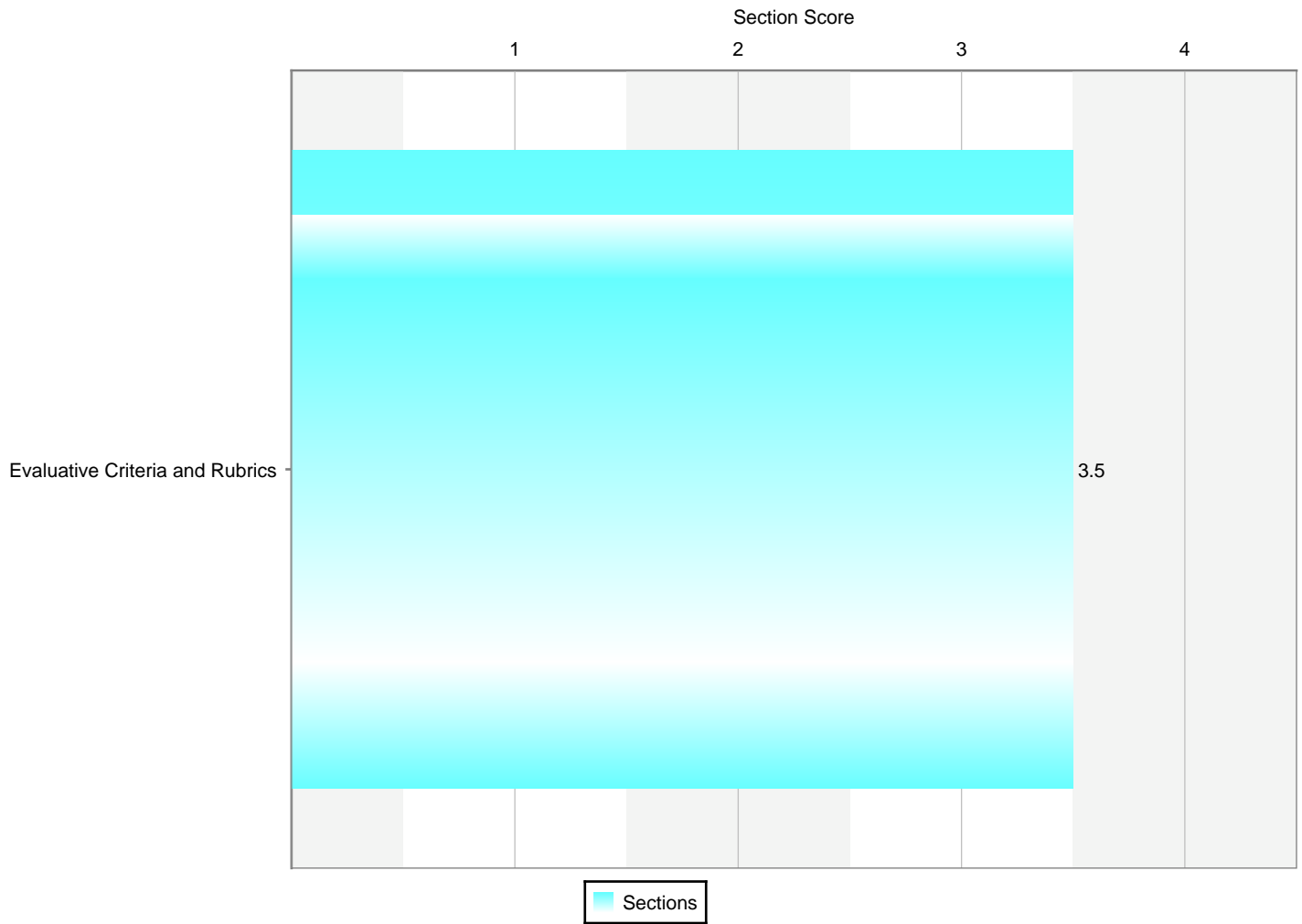
STAR Assessment: 60.5% above the 25th percentile

ACT Aspire Math: 21% exceeding or ready in math

STAR Assessment: 83.3% above the 25th percentile

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

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	Section High School complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. All federal laws are posted on the U.S. Department of Education website: www.ed.gov/	Civil Rights 2016-2017 EL District Plan 2016-2017 LEA Jackson Co School Federal Programs 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	Chris Davis Special Education Chair Jackson County Board of Education 16003 Alabama Highway 35 Scottsboro, AL 35768	

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 2016-2017 Student Handbook

ACIP

Section High School

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	Section High School has three School-Parent Compacts that are designed to address three different age groups: K-4, 5-8, and 9-12. The Parent Compacts for Section High School contain the required components (NCLB Section 1118 (d)(1-2)(A,B,C) and was jointly developed with parents and participating students.	Parent Compacts

2016-2017 Section High School Continuous Improvement Plan

Overview

Plan Name

2016-2017 Section High School Continuous Improvement Plan

Plan Description

2016-2017 Section 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: 8 Strategies: 12 Activities: 26	Academic	\$0
2	Engage Parents and Community in the Educational Process	Objectives: 2 Strategies: 3 Activities: 3	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:

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

Strategy 1:

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

Category: Develop/Implement Professional Learning and Support

Activity - Teacher Collaboration on Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/31/2017	\$0	No Funding Required	Principals Instructional Coaches Teachers

Activity - Independent Professional Development on Close Reading Strategies for Secondary Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/15/2015	05/29/2020	\$0	No Funding Required	Principals Secondary ELA Teachers Secondary Social Studies Teachers Curriculum Coordinator

Activity - Face-to-Face Professional Development for Secondary ELA Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing all available resources, secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	01/02/2017	\$0	No Funding Required	Curriculum Coordinator Secondary ELA Teachers

(shared) Strategy 2:

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

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

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 2:

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

(shared) Strategy 1:

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

Category:

Activity - Develop and/or Refine an 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 and 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

Category: Develop/Implement Professional Learning and Support

ACIP

Section High School

Activity - Face-to-Face Professional Development for High School Mathematics Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing AMSTI and other sources, all mathematics teachers will have multiple opportunities for professional development annually.	Professional Learning	08/08/2014	01/02/2017	\$0	No Funding Required	Curriculum Coordinator Mathematics Teachers

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

Measurable Objective 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.

(shared) Strategy 1:

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

Category:

Activity - Develop and/or Refine an 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 and Selected Teachers

Strategy 2:

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

Category: Develop/Implement Professional Learning and Support

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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

ACIP

Section High School

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 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 assessment.

Strategy 1:

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 that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

ACIP

Section High School

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0	No Funding Required	Principals ELA Teachers Curriculum Coordinator
Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0	No Funding Required	Curriculum Coordinator
Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn 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 will be provided through a book study for teachers of grades K-8. K-4 teachers will participate in a face-to-face book study with the school reading specialists, and teachers of grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0	No Funding Required	Curriculum Coordinator Principals Reading Specialists Teachers

Strategy 2:

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

Section High School

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 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 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 assessment.

Strategy 1:

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

Category: Develop/Implement Professional Learning and Support

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

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

Strategy 2:

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

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

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

ACIP

Section High School

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

(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 6:

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

(shared) Strategy 1:

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

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

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

ACIP

Section High School

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 7:

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: Develop/Implement Research Based Best Practices for Continuous Improvement

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 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.

Strategy 1:

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

Category: Develop/Implement Professional Learning and Support

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

ACIP

Section High School

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 and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

Strategy 1:

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

Category: Develop/Implement Student and School Culture Program

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

Strategy 2:

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

-Professional Learning Unit for Administrators and teacher leaders

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

Strategy 1:

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

Category: Develop/Implement Learning Supports

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.	Career Preparation/Orientation, Parent Involvement	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 28% to 25% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program..

Strategy 1:

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

unexcused absences.

Category: Develop/Implement Student and School Culture Program

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 Leader, 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 - Section High School will examine the effectiveness of the existing Parent/Guardian Notification System which keeps 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
Section High School will conduct a evaluation session and take action to improve the current 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
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
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
Grade Level Workshops	Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0	Curriculum Coordinator Principals Teachers
Professional Development on Vocabulary Development	Professional development on vocabulary 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

ACIP

Section High School

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 based on the ACT Aspire benchmarks. Teaches in grades K-8 will participate in careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in 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, Professional Learning	10/03/2016	06/01/2017	\$0	Curriculum Coordinator Principals 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
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
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
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
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
Teacher Collaboration and Self-Assessment on Effective Questioning	ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0	Principals ELA Teachers Curriculum Coordinator

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Section High School

Classroom Observations	Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	Superintendent Appropriate Supervisors Principals
Professional Development on Data Analysis of 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
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
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
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
Face-to-Face Professional Development for Secondary ELA Teachers	Utilizing all available resources, secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	01/02/2017	\$0	Curriculum Coordinator Secondary ELA 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
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
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
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, Direct Instruction	09/23/2016	06/30/2017	\$0	Curriculum Coordinator Principals Instructional Coaches

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Section High School

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
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
Planning and Implementing a Notification System	Section High School will conduct a evaluation session and take action to improve the current notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0	Principals and selected school personnel
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
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 Leader, Teachers, Principals
Independent Professional Development on Close Reading Strategies for Secondary Teachers	Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/15/2015	05/29/2020	\$0	Principals Secondary ELA Teachers Secondary Social Studies Teachers Curriculum Coordinator
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.	Career Preparation/Orientation, Parent Involvement	10/12/2015	05/26/2017	\$0	Federal Programs Coordinator Parent Involvement Personnel

ACIP

Section High School

Face-to-Face Professional Development for High School Mathematics Teachers	Utilizing AMSTI and other sources, all mathematics teachers will have multiple opportunities for professional development annually.	Professional Learning	08/08/2014	01/02/2017	\$0	Curriculum Coordinator Mathematics Teachers
Face-to-Face Professional Development	Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	01/02/2017	\$0	Curriculum Coordinator AMSTI Science Teachers
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 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 Specialists Teachers
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
Website Redesign	The district will redesign its website interface to be more dynamic and engaging through the use of high-quality graphic and live-streaming video presentations.	Community Engagement	09/01/2016	11/30/2016	\$0	Instructional Technology Specialist
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	The document has been created and uploaded.	Stakeholder Feedback Diagnostic High Stakeholder Feedback Diagnostic Low

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?

Indicator 1.1: The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

Indicator 1.1 received high ratings from three of the five groups surveyed (Early elementary, elementary, and middle and high school)

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

Indicator 4.1 received high ratings from two of the groups surveyed (Staff and parents)

Indicator 4.4: Students and school personnel use a range of media and information resources to support the school's educational programs.

Indicator 4.4 received high ratings from two of the five groups surveyed (Early elementary and parents)

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

Indicator 1.1: The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success received scores indicating high levels of stakeholder satisfaction on the 2014-15 surveys and the 2015-16 surveys in addition to the 2016-2017 surveys.

Indicator 4.4: Students and school personnel use a range of media and information resources to support the school's educational programs received scores indicating high levels of stakeholder satisfaction on the 2015-16 surveys in addition to the 2016-2017 surveys.

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

Section High School has not completed other surveys or questionnaires of this type.

Areas in Need of Improvement

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

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

Indicator 3.8 consistently received low ratings in the survey. Three of the five survey groups indicated this is an area in need of improvement (Early elementary, Elementary, and Staff)

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

Indicator 4.3 received low ratings in the survey from two of the survey groups (Elementary and middle and high school). Although this indicator did not receive low ratings from the majority of the groups, improving facilities providing a safe, clean and healthy environment is a constant area of focus at Section High School.

Indicator 2.1: The governing body establishes policies and supports practices that ensure effective administration of the school

Indicator 2.1 received low ratings from one of the five survey groups (Middle and High School). Although this indicator did not receive low ratings from the majority of the groups, treating students fairly and applying rules equally to all students is an area of focus.

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

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.

The faculty and staff realizes that we must constantly strive to improve family engagement at Section High School. This indicator received low ratings on the 2014-2015 survey, the 2015-2016 surveys, and the 2016-2017 surveys. The faculty and staff will continue to work on ways to improve family engagement.

What are the implications for these stakeholder perceptions?

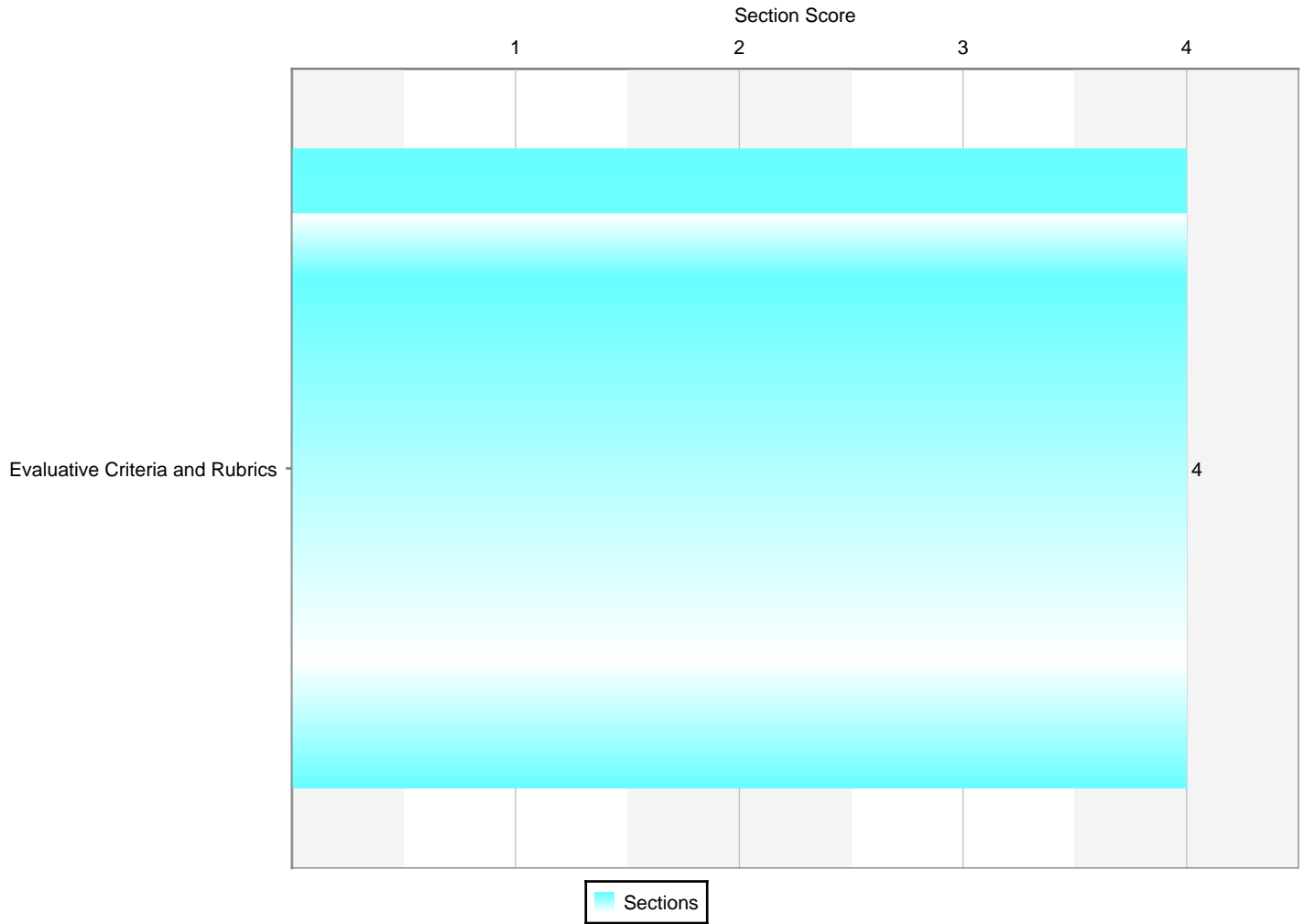
From the results of the 2016-2017 surveys, the faculty and staff has determined that Family Engagement will continue to be an area of focus.

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

Section High School has not completed other surveys or questionnaires of this type.

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?

Parent representatives, students, faculty, and staff serve on the Continuous Improvement Planning Team. The Continuous Improvement Planning Team evaluates and analyzes multiple sources of data to address the following areas: academic, attendance, and discipline. Representatives meet in subject area, grade level, and vertical teaming data meetings to analyze data and identify weaknesses and strengths. Parents, students, and community stakeholders are encouraged to contribute in the planning and reviewing process. All faculty members have an active role in the Continuous Improvement Plan.

The Leadership Team met in the spring for a reflection and projection meeting. Team members also met in June 2016, along with other schools in the district, for professional development related to the A-CIP. The current CIP plan was also discussed during the first faculty meetings of the academic school year (2016-2017). Committees met in September to collaborate and in October to finalize the plan.

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

After analyzing the data from the ACT Aspire Test the following information was found.

Third grade

83% of students scored at or above the benchmark (413) in English

77% of students scored at or above the benchmark (413) in math

37% of students scored at or above the benchmark (415) in reading

3% of students scored at or above the benchmark (428) in writing

23% of students scored at or above the benchmark (418) in science

Fourth grade

76% of students scored at or above the benchmark (417) in English

52% of students scored at or above the benchmark (416) in math

55% of students scored at or above the benchmark (417) in reading

17% of students scored at or above the benchmark (428) in writing

41% of students scored at or above the benchmark (420) in science

Fifth grade

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80% of students scored at or above the benchmark (419) in English

23% of students scored at or above the benchmark (418) in math

26% of students scored at or above the benchmark (420) in reading

6% of students scored at or above the benchmark (428) in writing

37% of students scored at or above the benchmark (422) in science

Sixth grade

63% of students scored at or above the benchmark (420) in English

41% of students scored at or above the benchmark (420) in math

22% of students scored at or above the benchmark (421) in reading

41% of students scored at or above the benchmark (428) in writing

30% of students scored at or above the benchmark (423) in science

Seventh

73% of students scored at or above the benchmark (421) in English

30% of students scored at or above the benchmark (422) in math

19% of students scored at or above the benchmark (423) in reading

27% of students scored at or above the benchmark (428) in writing

30% of students scored at or above the benchmark (425) in science

Eighth

68 % of students scored at or above the benchmark (422) in English

37% of students scored at or above the benchmark (425) in math

34% of students scored at or above the benchmark (424) in reading

14% of students scored at or above the benchmark (428) in writing

34% of students scored at or above the benchmark (427) in science

After analyzing ACT Aspire results for tenth grade students, the following information was found:

ACT Aspire - 10th grade:

62% of 10th graders were exceeding or ready in English

30% of 10th graders were exceeding or ready in Reading

21% of 10th graders were exceeding or ready in Math

19% of 10th graders were exceeding or ready in Science

59% of 10th graders were exceeding or ready in Writing

After analyzing ACT results for eleventh grade students, the following information was found:

ACT- 11th grade:

38.8% of 11th graders met or exceeded the proficiency score of 18 in English.

13% of 11th graders met or exceeded the proficiency score of 22 in Math.

22% of 11th graders met or exceeded the proficiency score of 22 in Reading.

15% of 11th graders met or exceeded the proficiency score of 23 in Science.

After analyzing the data from the STAR reading and math tests, the following information was found.

Ninth

On the reading test 34.6% of students scored above the 25th percentile.

This is a decrease of 24.4% from the previous year.

On the math test 88.5% of students above the 25th percentile.

This is a decrease of 0.5% from the previous year.

Tenth

On the STAR reading test 60.5% of the students scored above the 25th percentile.

This is a increase of 8.5% from the previous year.

On the math test 83.3% of students scored above the 25th percentile.

This is an decrease of 14.7% from the previous year.

EL Proficiency composite score is 4.8. Section High School had 5 students who tested with the ACCESS. Results showed that two students met proficiency standards. Five of the five tested showed improvement in the overall score. Three out of five scored a 6.0 in Speaking. The lowest individual subtest was writing with students scoring in the Developing Proficiency level.

Teacher Attendance: There were 667.5 teacher absences last year. This is an increase from the previous year (620.5).

Student Attendance: There were no expulsions in 2015-2016. The total number of tardies for 2015-2016 was 2399. This is an increase from the previous year (2303). There were 4536 absences in the 2015-2016 school year. This was an increase from last year (4075).

Student Discipline: There were 23 occurrences that led to referrals to the alternative school in 2015-2016. This is a decrease of one referral from the previous year.

The graduation rate for the 2015 school year was 94%.

3. What conclusions were drawn from the results?

Based on the results of the comprehensive needs assessment, it has been concluded that our attendance rate is decreasing. The Advocacy Team put into place for the 2016-2017 school year should help improve attendance. Discipline referrals are decreasing. Academically, our focus need to be placed on reading comprehension, math, writing, science, and keyboarding. Teachers have attended workshops to be trained in the most recent teaching strategies. These strategies need to be used in the classroom to help improve knowledge and comprehension across the curriculum. In addition, teachers are being encouraged to utilize free online keyboarding programs in the computer lab to help improve students' keyboarding skills.

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

Based on the survey results the faculty and staff agree that family engagement and improving instructional strategies are two areas in need of focus.

Based on the STAR literacy of those students entering kindergarten in 2015-2016, 40.5% scored below benchmark. Students who enter kindergarten lack skills due to our rural setting, and due to economic issues, some could not afford structured day care. We hope a structured Pre-K program could bridge the gap. There has been interest and inquiries into the guidelines and specifics for writing a grant to possibly obtain a Pre-K program.

Guidelines for the Jackson County Advocacy Program have also been included.

Purpose: Foster a unique climate and culture in which all students feel welcome, safe and secure with the knowledge that multiple staff are invested in their social, emotional and academic well-being.

Plan Objective: Create, develop and implement a program for advocacy in Jackson County Schools by the 2016-17 school year.

Rationale:

- Research-tells us advocacy programs increase attendance, academics, reduce drop-outs, increase graduation rates
- Data-Surveys indicate that students feel they do not have an advocate at their school
- Accreditation-standard 3.9 -formal plan is required

Notes

- Not a counseling program, but an opportunity for support for students.
- Comprised of a representative from each of the 17 schools plus four Central Office Staff.
- Team met May 3, 2016 for an organizational meeting

- Meeting May 18, 2016 all-day meeting to determine purpose and lay the groundwork for school programs
- Each representative will act as the Advocacy Chair for their individual school and will select a school team of 3-5 teachers.
- Teams will meet to discuss the "specifics" for their school to include how to divide groups, number, which staff will have a team (Sp. Ed., aides, support staff), etc. before school is out for the summer.
- Students will be divided into teams by August 19th, 2016
- First initial "team meeting" will be held on September 2, 2016. This meeting will be an "ice-breaker" with a team building activity.
- Teams will meet after each progress report for a short meeting to allow advocates the opportunity to meet with students to check for potential risk factors (lowered grades, attendance, behavior) May include a short team building activity
- "Team Day" activities to be determined by each school. Working on details of this, if it will be two days, one day, way to include tech students, funding, etc. We will continue to discuss this.
- We will try to have a Jackson County Advocacy Team Meeting one time per month in the fall to make sure we are getting off to a roaring start!

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

The school goals are directly tied to the school needs. The needs of the school directly drive the goals set forth to address the needs.

The evaluation of academic data is used to drive instruction. The academic needs drive the academic goal of implementing Close Reading strategies; in addition, progress monitoring is used in grades k-10.

Analysis shows Special Education is the subgroup with the largest gap, therefore a goal is written to reduce this gap.

Technology Plan Goals are written based upon technology surveys.

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

Academic assessments determine the academic goals. Needs are determined through analysis of the academic assessments. The academic needs drive the goals.

The focus on family engagement and improving instructional strategies is driven by the parent, student, and staff surveys administered in May 2014 (student) and August-September 2015 (parent and staff), and May 2015 (student and staff).

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

The goals address the needs as determined by the analysis of multiple sources of data. Goals are written to address the needs of all students, faculty and staff. In addition, a Special Education Goal is included to address students who are disadvantaged. Tiered instruction is implemented to assist students who score below proficiency on the STAR test.

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:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Strategy2:

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

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

Research Cited:

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

ACIP

Section High School

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

Measurable Objective 2:

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

Strategy1:

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

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

Research Cited:

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

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

Strategy2:

Test Data Analysis to Identify 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
<p>Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment based on the ACT Aspire benchmarks.</p> <p>Teachers in grades K-8 will participate in careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.</p>	Academic Support Program Professional Learning	10/03/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Strategy3:

Professional Development for K-8 Teachers on 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 Direct Instruction	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

Measurable Objective 3:

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

Strategy1:

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

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

Research Cited:

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

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process	Policy and Process	08/04/2014	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 that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

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

Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on vocabulary 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

ACIP

Section High School

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 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

ACIP

Section High School

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 4:

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

Strategy1:

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process	Policy and Process	08/04/2014	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 Science Teachers - Professional development will be provided for all high school science teachers on the new Alabama Science Standards and STEM projects.

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

ACIP

Section High School

Activity - Face-to-Face Professional Development for Science Teachers for STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will participate in the development and execution of STEM projects.	Professional Learning	10/07/2015	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator Science Teachers

Measurable Objective 5:

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: Develop/Implement Research Based Best Practices for Continuous Improvement

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	\$0 - No Funding Required	EL Coordinator

Measurable Objective 6:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science 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:

ACIP

Section High School

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, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Measurable Objective 7:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

ACIP

Section High School

Activity - Independent Professional Development on Close Reading Strategies for Secondary Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/15/2015	05/29/2020	\$0 - No Funding Required	Principals Secondary ELA Teachers Secondary Social Studies Teachers Curriculum Coordinator

Activity - Face-to-Face Professional Development for Secondary ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing all available resources, secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	01/02/2017	\$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 - 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 reading comprehension in Reading by 05/29/2020 as measured by ACT Aspire Assessment.

Strategy1:

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

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

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	\$0 - No Funding Required	EL Coordinator

Measurable Objective 9:

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

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 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 with a Moodle component.	Professional Learning	11/01/2016	02/28/2017	\$0 - No Funding Required	Curriculum Coordinator ELA Teachers

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

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

Goal 1:

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

Measurable Objective 1:

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 assessment.

Strategy1:

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

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

Research Cited:

ACIP

Section High School

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 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 that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

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

Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn 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 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

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:

70% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by SY 2016-2017

06/30/2020 as measured by ACT Aspire assessment.

Strategy1:

Professional Development for K-8 Teachers on 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 Direct Instruction	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:

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:

Test Data Analysis to Identify 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 based on the ACT Aspire benchmarks. Teachers in grades K-8 will participate in careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in 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.	Professional Learning Academic Support Program	10/03/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Measurable Objective 3:

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

Strategy1:

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

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

Research Cited:

ACIP

Section High School

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	\$0 - No Funding Required	EL Coordinator

Measurable Objective 4:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent Professional Development on Teaching Writing 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 with a Moodle component.	Professional Learning	11/01/2016	02/28/2017	\$0 - No Funding Required	Curriculum Coordinator ELA Teachers

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

Strategy2:

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

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

Research Cited:

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

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

Measurable Objective 5:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent Professional Development on Close Reading Strategies for Secondary Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/15/2015	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

ACIP

Section High School

Activity - Face-to-Face Professional Development for Secondary ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing all available resources, secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	01/02/2017	\$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 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:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

ACIP

Section High School

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

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:

ACIP

Section High School

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

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

ACIP

Section High School

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	\$0 - No Funding Required	EL Coordinator

Measurable Objective 9:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Strategy2:

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

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

Research Cited:

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

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:

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:

ACIP

Section High School

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

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

Measurable Objective 2:

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

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 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:

ACIP

Section High School

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 with a Moodle component.	Professional Learning	11/01/2016	02/28/2017	\$0 - No Funding Required	Curriculum Coordinator ELA Teachers

Measurable Objective 3:

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

Strategy1:

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

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

Research Cited:

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

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

Strategy2:

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

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 that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on vocabulary 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

ACIP

Section High School

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

Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn 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

Measurable Objective 4:

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

Strategy1:

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

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

Research Cited:

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

ACIP

Section High School

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

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Activity - Face-to-Face Professional Development for Science Teachers for STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will participate in the development and execution of STEM projects.	Professional Learning	10/07/2015	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator Science Teachers

Measurable Objective 5:

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

Strategy1:

Professional Development for K-8 Teachers on 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

ACIP

Section High School

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.	Direct Instruction Professional Learning	09/23/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Instructional Coaches

Strategy2:

Test Data Analysis to Identify 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 based on the ACT Aspire benchmarks. Teachers in grades K-8 will participate in careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in 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 Professional Learning	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:

ACIP

Section High School

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:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Strategy2:

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

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

Research Cited:

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

ACIP

Section High School

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

Measurable Objective 7:

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

Strategy1:

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

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

Research Cited:

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

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

Measurable Objective 8:

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: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

ACIP

Section High School

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

Activity - WIDA ACCESS Assessment and 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 9:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Teacher Collaboration on Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/31/2017	\$0 - No Funding Required	Principals Instructional Coaches Teachers

Activity - Independent Professional Development on Close Reading Strategies for Secondary Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/15/2015	05/29/2020	\$0 - No Funding Required	Principals Secondary ELA Teachers Secondary Social Studies Teachers Curriculum Coordinator

ACIP

Section High School

Activity - Face-to-Face Professional Development for Secondary ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing all available resources, secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	01/02/2017	\$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

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

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

Measurable Objective 1:

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

Strategy1:

Test Data Analysis to Identify 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
<p>Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment based on the ACT Aspire benchmarks.</p> <p>Teachers in grades K-8 will participate in careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.</p>	Professional Learning 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 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.	Direct Instruction Professional Learning	09/23/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Instructional Coaches

Measurable Objective 2:

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

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited:

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

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	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 3:

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

Strategy1:

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

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

Research Cited:

ACIP

Section High School

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	\$0 - No Funding Required	EL Coordinator

Measurable Objective 4:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Face-to-Face Professional Development for Science Teachers for STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will participate in the development and execution of STEM projects.	Professional Learning	10/07/2015	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator Science Teachers

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

Strategy2:

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

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

Research Cited:

ACIP

Section High School

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:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Strategy2:

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

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

Research Cited:

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

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

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 assessment.

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

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

Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn 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:

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

Strategy3:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional SY 2016-2017

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 7:

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

Strategy1:

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

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

Research Cited:

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

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

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Teacher Collaboration on Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/31/2017	\$0 - No Funding Required	Principals Instructional Coaches Teachers

Activity - Independent Professional Development on Close Reading Strategies for Secondary Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/15/2015	05/29/2020	\$0 - No Funding Required	Principals Secondary ELA Teachers Secondary Social Studies Teachers Curriculum Coordinator

Activity - Face-to-Face Professional Development for Secondary ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing all available resources, secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator Secondary ELA Teachers

Measurable Objective 8:

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

Strategy1:

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

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

Research Cited:

ACIP

Section High School

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 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 with a Moodle component.	Professional Learning	11/01/2016	02/28/2017	\$0 - No Funding Required	Curriculum Coordinator ELA Teachers

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

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.

Strategy1:

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

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

Research Cited:

ACIP

Section High School

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

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

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

Goal 1:

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

Measurable Objective 1:

32% of Eleventh grade students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2020 as measured by ACT Plus with 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

ACIP

Section High School

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

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Measurable Objective 2:

70% of English Learners students will demonstrate a proficiency 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: Develop/Implement Research Based Best Practices for Continuous Improvement

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	\$0 - No Funding Required	EL Coordinator

Measurable Objective 3:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent Professional Development on Teaching Writing 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 with a Moodle component.	Professional Learning	11/01/2016	02/28/2017	\$0 - No Funding Required	Curriculum Coordinator ELA Teachers

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

Strategy2:

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

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

Research Cited:

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

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

Strategy1:

Test Data Analysis to Identify 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
<p>Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment based on the ACT Aspire benchmarks.</p> <p>Teachers in grades K-8 will participate in careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.</p>	Academic Support Program Professional Learning	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
<p>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.</p>	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:

ACIP

Section High School

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 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.	Direct Instruction 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

Measurable Objective 5:

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

Strategy1:

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

thinking skills and holds students accountable for evidence-based answers to probing questions.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Teacher Collaboration on Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/31/2017	\$0 - No Funding Required	Principals Instructional Coaches Teachers

Activity - Independent Professional Development on Close Reading Strategies for Secondary Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/15/2015	05/29/2020	\$0 - No Funding Required	Principals Secondary ELA Teachers Secondary Social Studies Teachers Curriculum Coordinator

Activity - Face-to-Face Professional Development for Secondary ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing all available resources, secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	01/02/2017	\$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 6:

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

Strategy1:

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

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

Research Cited:

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

Activity - WIDA ACCESS Assessment and 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:

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 assessment.

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

ACIP

Section High School

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

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-8 English Language Arts Teachers and Content Area teachers will participate 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 around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face sessions with the ARI Specialist.	Professional Learning	10/03/2016	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator Principals ARI Specialists Reading Specialists Teachers

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

Strategy2:

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:

ACIP

Section High School

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

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 8:

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

Strategy1:

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

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

Research Cited:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Face-to-Face Professional Development for Science Teachers for STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will participate in the development and execution of STEM projects.	Professional Learning	10/07/2015	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator Science Teachers

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

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:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited:

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

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Goal 2:

Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 28% to 25% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program..

Strategy1:

Parent/Guardian Notification System - Section High School will examine the effectiveness of the existing Parent/Guardian Notification System which keeps 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
Section High School will conduct a evaluation session and take action to improve the current 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 - 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

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

Goal 1:

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

Measurable Objective 1:

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 assessment.

Strategy1:

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

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

Research Cited:

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

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process	Policy and Process	08/04/2014	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 that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

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

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

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 SY 2016-2017

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

Measurable Objective 2:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

ACIP

Section High School

Activity - Independent Professional Development on Close Reading Strategies for Secondary Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/15/2015	05/29/2020	\$0 - No Funding Required	Principals Secondary ELA Teachers Secondary Social Studies Teachers Curriculum Coordinator

Activity - Teacher Collaboration on Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/31/2017	\$0 - No Funding Required	Principals Instructional Coaches Teachers

Activity - Face-to-Face Professional Development for Secondary ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing all available resources, secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	01/02/2017	\$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:

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

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 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 with a Moodle component.	Professional Learning	11/01/2016	02/28/2017	\$0 - No Funding Required	Curriculum Coordinator ELA Teachers

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 with 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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Measurable Objective 5:

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: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

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

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

Measurable Objective 6:

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

Strategy1:

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

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

Research Cited:

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

Activity - WIDA ACCESS Assessment and 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 assessment.

Strategy1:

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

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

Research Cited:

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

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

Strategy2:

Professional Development for K-8 Teachers on 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.	Direct Instruction Professional Learning	09/23/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Instructional Coaches

Strategy3:

Test Data Analysis to Identify 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
<p>Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment based on the ACT Aspire benchmarks.</p> <p>Teachers in grades K-8 will participate in careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.</p>	Professional Learning 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

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:

ACIP

Section High School

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, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator 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:

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

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

Research Cited:

ACIP

Section High School

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Activity - Face-to-Face Professional Development for Science Teachers for STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will participate in the development and execution of STEM projects.	Professional Learning	10/07/2015	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator Science Teachers

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

Strategy1:

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

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

Research Cited:

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

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

Measurable Objective 2:

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 assessment.

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

ACIP

Section High School

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 that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

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

Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn 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

ACIP

Section High School

Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on vocabulary 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

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 3:

62% of Eleventh grade students will demonstrate a proficiency in English Skills in English Language Arts by 06/01/2020 as measured by ACT Plus with 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 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 with a Moodle component.	Professional Learning	11/01/2016	02/28/2017	\$0 - No Funding Required	Curriculum Coordinator ELA Teachers

Measurable Objective 4:

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: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

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

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

Measurable Objective 5:

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

Strategy1:

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process	Policy and Process	08/04/2014	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 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 conclusion. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent Professional Development on Close Reading Strategies for Secondary Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/15/2015	05/29/2020	\$0 - No Funding Required	Principals Secondary ELA Teachers Secondary Social Studies Teachers Curriculum Coordinator

Activity - Face-to-Face Professional Development for Secondary ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing all available resources, secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator Secondary ELA Teachers

Activity - Teacher Collaboration on Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/31/2017	\$0 - No Funding Required	Principals Instructional Coaches Teachers

Measurable Objective 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:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Activity - Face-to-Face Professional Development for Science Teachers for STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will participate in the development and execution of STEM projects.	Professional Learning	10/07/2015	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator Science Teachers

Strategy2:

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

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

Research Cited:

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	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 7:

32% of Eleventh grade students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2020 as measured by ACT Plus with 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

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 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:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

ACIP

Section High School

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

Strategy1:

Professional Development for K-8 Teachers on 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 Direct Instruction	09/23/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Instructional Coaches

ACIP

Section High School

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 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 based on the ACT Aspire benchmarks. Teachers in grades K-8 will participate in careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in 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.	Professional Learning 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:

ACIP

Section High School

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

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 the instructional paraprofessionals at Section High School currently meet the NCLB requirements for highly qualified status	

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 the teachers at Section High School currently meet the NCLB requirements for highly qualified status.	

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

The JCBOE works in consultation with each principal to make every effort to employ the most highly qualified candidate. Highly qualified applicants are matched to existing teaching opportunities based on teaching degrees and certifications.

The highly qualified plan is supported and reported to the state department by the district.

Component 4: Strategies to Attract Qualified Teachers

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

Section High School has very little turnover. The majority of our teachers are from the community with many graduating from Section High School. One teacher retired at the end of first semester (December 2015) and one teacher retired at the end of the 2015-2016 school year.

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

At Section High School,
10 teachers hold Bachelor's degree
21 teachers and librarian hold Masters Degrees
1.5 Counselors hold Masters
2 Administrators hold Masters
2 teachers hold a degree beyond masters

The average years of experience for teachers, librarians, counselors, and administrators at Section High School is 15.9 years.
The average years working at Section High School for teachers, librarians, counselors, and administrators is 10.16 years.

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

There is not a high turnover rate at Section High School.

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?

All professional development activities are established and provided by the district based on identified areas of need. Activities are research based and address strategies/activities according to the CIP.

Professional development is also provided at faculty meetings and through turn-around training.

Various professional development activities are provided throughout the summer, and professional development is conducted in October during teacher professional development days.

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

Professional development during June, July, and October 2016

Science teachers through eighth grade attended AMSTI training and history instructors participated in professional development activities that were on-site (Summer 2016)

Turn-around training is provided at the local and district level to include topics on Close Reading and Strategic Teaching strategies

Data meetings are held monthly to inform teachers of student progress

PTO is used to inform parents of school activities, school improvement and opportunities for involvement

Title I parent meetings inform parents of Parent's Right to Know, Federal Programs Plan and the Parental Involvement Policy

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 and inexperienced teachers are supported by veteran teachers.

The Instructional Coach supports not only new teachers but all teachers with reading and math strategies in their content area.

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

Professional development needs are determined by the district, based on data analysis and teacher input.

Targeted professional development is provided by Moodle throughout the academic year for various content areas.

The Instructional Coach provides continuous support throughout the year.

Professional development activities along with ongoing support at the school and district level will build capacity and sustain strategies learned.

Walkthroughs, timely feedback, and administrative support will ensure the implementation of provided professional development.

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.

A day is set aside in the spring of each year for parents and potential kindergarten students to visit the school, meet their teachers, register for kindergarten, tour the facilities, and review curriculum with the kindergarten teachers. Section High School works closely with the local Headstart program personnel to coordinate educational planning for special population students so their transition to public kindergarten can be facilitated.

The counselor, in the spring, provides an eighth grade pre-registration orientation session to prepare these students for their high school course schedule. The counselor discusses the four-by-four plan, diploma options, and tentative class options for the students four years of high school. These students are given an opportunity to visit SHS in the spring before entering ninth grade to tour the facilities and meet the teachers.

For students transferring to Section High School from another school, the faculty and staff help to make the transition a smooth one for them. Parents and potential students are taken on a tour of the facilities and introduced to faculty and staff members. They are informed of fees, supply lists, curriculum, and the necessary papers needed to enroll their children.

In October, a parent night will be held for 8th grade students and parents from Section and the two feeder schools to discuss career choices and the four-year plans.

The Jackson County Board of Education provides a career coach available monthly to meet with students in grades 7-12 to provide college and career guidance. Ninth grade students attend the career fair at VFW fair grounds to receive information on local career options.

The North Alabama Center for Educational Excellence provides counseling and guidance to participants in grades 6-12.

Transition Strategies by Grade Level:

From 2nd to 3rd:

At the end of the year, each 2nd grade teacher takes his/her students to the 3rd grade classroom to familiarize them with the classroom and give them the opportunity to meet the teachers.

From 6th to 7th:

The counselor takes the 6th grade students on a tour of the middle school classrooms and introduces them to the teachers. An introduction to the use of lockers is made.

From 8th to 9th:

An 8th grade parent meeting is held in the fall to discuss the state career plan and the four-year plan requirements. Also, in the spring an 8th grade tour is conducted to ensure the students are familiar with the campus. Students are introduced to teachers and career options are discussed. Feeder schools are invited to both.

Out of School:

Seniors are provided with instruction about writing resumes and applying for college admission and scholarships. The counselor works

individually with each student during this process.

A Career Coach meets with seniors throughout the year to explore various career paths.

The North Alabama Center for Educational Excellence meets with seniors throughout the year to discuss careers, colleges, financial aid, and scholarships.

The counselor helps to coordinate college and career fairs for the seniors to attend.

Dual enrollment, accelerated student, and advanced placement courses are offered.

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?

Tests are used to analyze the strengths and weaknesses of our core curriculum programs. Teachers in grades k-2, along with the Reading Coach, meet collaboratively to disseminate and analyze data. Teachers in grades 3-8 and grade 10 analyze ACT Aspire to determine areas of non-mastery. ACT results from 11th grade students will be analyzed to determine strengths and weaknesses. Goals for student achievement are set based on these results with an emphasis to strengthen the areas of weakness. Teachers collaborate to provide information to improve student achievement and the overall instructional program. New strategies are developed and addressed in the CIP.

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?

At the beginning of the school year and periodically throughout the year, students in grades K-10 are required to take either the STAR Early Literacy Test or the STAR Reading and Math Test to determine placement in tiered instruction. Tier II students receive additional assistance in the regular classroom, and Tier III students are given additional time for remediation. If a student does not make sufficient progress in an academic class, the teacher is required to complete Timely Assistance forms with detailed progress reports each 4.5 weeks on students scoring 60% or lower in any core course. A letter is sent home to parent notifying child's grade in core course. A parent conference is requested to discuss ways for parents to assist student at home.

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?

Teachers allow students to redo exams and daily assignments. A thirty minute time period is provided during the day for tiered instruction and remediation from core teacher. Teachers complete Timely Assistance forms at the end of each grading period. Teachers document and implement strategies for students scoring 69% and below. Teachers contact the parents of students scoring 59% or below in order to establish strategies that the parents can implement to improve the student's performance in class. If the first attempt at parent contact is unsuccessful, a second attempt must be made.

If necessary, the Problem Solving Team uses information from the classroom teacher and cumulative records to discuss strategies and possibly begin the referral process.

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

Teachers participate in professional development activities provided by the county. Strategies introduced and discussed in these workshops will help increase proficiency across the curriculum.

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.

21st CCLS offers academic assistance daily for grades K-8. School materials and supplies are provided to assist students economically unable to purchase these materials. Adult supervision after school ensures academic assignments are the student's priority. IPADS, laptops, desktops, and internet access is provided for to students to work on assignments that otherwise would not have access to this equipment at home.

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

All students at Section High School, including those identified as Migrant, limited-English proficient, homeless, economically disadvantaged and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, Title I services, EL services, Special Education services, at risk ,after school program, and counseling services. Also, Section High School uses the Department of Human Resources, the Department of Mental Health and various community resources to provide students with necessary school supplies and other needs. To improve reading performance, Title I funds are used to pay salary of teacher units which reduces the student/teacher ratio. In an effort to improve reading and writing performance for all Section High School students, the computer labs and a variety of software programs are being utilized. All K-4 students will receive 30-60 minutes per week of computer instruction in the lab. The lab teacher plans lessons that supplement and reinforce the classroom curriculum. Creative writing and word processing activities are utilized to bridge the gap between oral reading and written communication. Additional network software provides classroom support for basic skills in reading and math. The Reading Renaissance Program (K-4) is used to support the core curriculum. The AR software, STAR Reading assessment software and additional time in the classroom for student-selected silent reading, reading with a partner, or listening to someone read comprise the Reading Renaissance program. STAR Reading software is utilized for student testing and determines the appropriate reading level for each student. The program generates standardized test scores and produces an at-risk report with detailed recommendations for intervention. STAR Reading software is also used to pre-test and post-test students to determine program effectiveness. The Accelerated Reader web-based program keeps an up-to-date reading record of each student's self-selected reading activities including an average of all tested books and points accumulated. The Reading Renaissance program promotes student responsibility in the learning process through appropriate trade book selection and goal setting. A variety of incentive programs are planned throughout the year including the AR award movie and the opportunity to decorate a ceiling tile of the elementary hall.

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.

Section High School will receive Perkins Funds for the 2016-2017 school year. Title I 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. Policies are in place to ensure that immigrant, migratory and/or homeless children will receive proper services in the event of their enrollment in the school system. All children will be ensured a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and assessments. Funds will provide reading/language instruction to students to assist them in attaining high academic standards.

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?

The Jackson County School System will utilize all available resources to achieve both local and state goals. Programs are coordinated by school leadership and the school district and then integrated into the school wide improvement plan. Federal funds, along with funding from state and local sources, will be coordinated and integrated to provide a total program designed to foster educational improvement and high academic achievement for all students.

In consultation with the Federal Programs Planning Committee, decisions concerning administrative funds, set asides, and school allocation will be made annually. A committee at each school composed of teachers, parents, community leaders, administrators, and students where applicable, will be responsible for designing school programs and developing school budgets.

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.

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.

Title I 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 while avoiding duplication of services. Special education students are eligible for Title I services on the same basis as other students. Through collaborative planning at the school level, services for children with limited-English proficiency will be coordinated. Policies are in place to ensure that immigrant, migratory and/or homeless children will receive proper services in the event of their enrollment in the school system.

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

Title I, Part A

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

Title II, Part A - Teacher and Principal Training

Class Size Reduction - Instruction

Professional Development

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

SY 2016-2017

EL Instruction and Instructional Support
EL Instructional Hardware and Software
Staff Professional Development

Title VI - Rural and Low Income
Class Size Reduction - Instruction

Title VII - Indian Education
Instruction and Instructional Support

21st Century Grants for several sites have been approved and after-school programs conducted in accordance to state guidelines for the program. Tutors work with children on homework and other subjects in which the student is deficient. Computers, software and other instructional materials and supplies are furnished and snacks are served.

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

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

The school coordinates and integrates all of the services to provide materials and staff that are necessary in the implementation of school wide improvement goals. These services provide any additional support and training needed by teachers, parents, and students.

Component 10: Evaluation

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

The Leadership Team meets monthly to discuss Improvement Plan progress. Adjustments are made as needed. The April/May Leadership Team meeting is a time of reflection on the success of improvement efforts and an opportunity to offer suggestions/amendments for the next year's plan. The Leadership Team analyzes the parent, student and staff surveys to gather information.

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?

Section High School utilizes multiple sources of data to determine areas of need. State assessment data is analyzed to identify areas of strength and weakness to the instructional program. STAR Reading and Math, Early Literacy, ACT Aspire results, and ACT results are used to determine progress and areas of academic achievement.

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

We determine the effectiveness of the schoolwide program by comparing data from various sources. When possible, we compare scores with scores from previous years to see if there has been any improvement. We can then determine if the strategies being implemented have been effective.

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?

Leadership Team meetings as well as grade level meetings allow us to analyze, evaluate, and revise the plan as needed. The April/May Leadership Team meeting is a time of reflection on the success of improvement efforts and an opportunity to offer suggestions/amendments for the next year's plan. The Leadership Team analyzes the parent, student and staff surveys to gather information.

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

Section High School is still working to ensure the provision of rigorous and effective instruction to ensure the academic growth of all students. We are still striving to prepare student to be college and career ready. In addition, parental involvement is still an area of focus.

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

Overall, our goals are still similar or the same as the previous year. We strive to provide a rigorous and effective instructional program.

ensure that all students have optimal instructional time and necessary support, and engage parents and the community in the educational process.

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	30.97	30.97	2,182,468.54
Administrator Units	1.00	1.0	116,046.63
Assistant Principal	1.00	1.0	79,499.72
Counselor	1.50	1.5	117,498.77
Librarian	1.00	1.0	74,969.34
Career and Technical Education Administrator	0.00	0.0	0.00
Career and Technical Education Counselor	0.00	0.0	0.00
Technology	6,007.00	0	6,007.00
Professional Development	2,262.00	0.0	2,262.00
State ELL Funds	0.00	0.0	0.00
Instructional Supplies	14,381.00	0.0	14,381.00
Library Enhancement	754.00	0.0	754.00
Totals			2,593,887.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	120204.0

Provide a brief explanation and breakdown of expenses.

Certified Instructor: 2 FTE

Salaries and Fringes: 117,183.00

Materials and Supplies (Instructional): \$3021.00

Total: \$120, 204.00

Per Pupil Allotment: \$318.08

Parental Involvement: \$1789.64

*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.

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

Provide a brief explanation and a breakdown of expenses.

Our school does not receive ARRA funds.

Title II

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

Provide a brief explanation and a breakdown of expenses.

Professional development is utilized county-wide to best meet the needs of all county teachers.

Professional Development County Allocation: \$7,978.00

Title III

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

Provide a brief explanation and a breakdown of expenses.

ELL funds are utilized county-wide to best meet the needs of the ELL students in our system.

Title III County Allocation: \$15,538.00

Title IV

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

Provide a brief explanation and a breakdown of expenses.

We do not receive Title IV money.

Title VI

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	56299.0

Provide a brief explanation and a breakdown of expenses.

Certified Instructor: 56,299.00

Professional Development County Allocation: 7,978.00

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	15000.0

Provide a brief explanation and breakdown of expenses.

Perkins Basic Grant Money: 15000.00

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

Provide a brief explanation and breakdown of expenses.

Section High School does not receive Perkins Tech Prep Grant Money.

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	125000.0

Provide a brief explanation and a breakdown of expenses.

Salaries plus benefits: 87,454.00

Professional Development: 5,000.00

Materials, Supplies, and Non-Capitalized Equipment: 28,946.00

Transportation: 250.00

Purchased Services/Contracted Services: 3,000.00

Indirect Costs: 350.00

total 125.000.00

Local Funds

Label	Question	Value
1.	Provide the total	125371.74

Provide a brief explanation and breakdown of expenses

Teacher 1.73 salary and fringes

total = \$125,371.74

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.

All parents will be invited to the annual P.T.O. meeting and "Open House." Parents are informed of Open House through SchoolCast. When possible, the principal schedules this meeting so the Parental Involvement Consulting Teacher will be available for assistance for the Annual Title I Meeting. During this time, information explaining participation and requirements of Title I, 1% set asides, and parents rights to be involved is discussed in detail. This year's Open House was held on August 2, 2016.

Parental input will also be solicited concerning the means by which the school and parents can form a partnership to achieve the program's objectives. Meetings for parents shall be offered during teachers' planning periods, before and/or after school (if necessary), and at P.T.O. meetings. These meetings will be promoted through monthly newsletters, emails, telephone calls, notes from teachers, SchoolCast, etc. Efforts shall be made to inform all parents of available times for conferences. Student's home language will be considered and translations will be provided as needed.

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

1) There are a minimum of 2 meetings a year conducted at each school by the Federal Programs Parental Involvement Consulting Teacher. One of these meetings is held at night and one is held during the day. These flexible meeting hours are to help meet the needs of parents' work schedules. Also, where there are high numbers of Spanish speaking families, an interpreter will be provided.

2) Community leaders, parents, administrators, and teachers are selected to serve on the Federal Advisory Planning Committee. 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 an opportunity to offer opinions and suggestions.

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

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

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 Student/Parent Information Guide (student handbook). All students receive a handbook on the first day of school and must return the Parental Acknowledgement form which is filed in their cumulative records. Parents are provided with additional information throughout the school year, i.e., progress reports, report cards, and assessment records. 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.

Section High School has developed a school-parent compact in conformity with Title I regulations. This compact outlines how parents, the entire school staff, and the students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

Parents and students serve on the schools CIP Planning Committee. Their recommendations are encouraged and shall be processed in a timely and efficient manner. Parents are encouraged to call, e-mail, or visit the school.

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 Jackson County School System has a local committee, The Leadership Team, comprised of students, parents, 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.

Parent/Student Compacts are used as an agreement outlining what the school, parents, and students can work on together to ensure students receive the best education possible. Each spring, the Leadership Team suggests changes necessary to the compacts.

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.

The following is the statement listed on the website: "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, Jackson County Board of Education

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.

In order to involve parents in the development of the 8th grade Career Plan requirement, a student/parent meeting will be held in October with parents of Section and the two feeder schools to discuss the Four Year Plans and how they are developed

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 Federal Programs Parental Involvement Consulting Teacher, Beth Mannon, will offer professional development at a faculty meeting to encourage teachers to use a variety of methods to contact parents and encourage involvement including positive feedback.

The principal will discuss survey results at a faculty meeting and emphasize the importance of effective positive teacher/parent communication.

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

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.

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

A Title I spring meeting will be held. Beth Mannon, The Federal Programs Parental Involvement consulting teacher, will be at the school to conduct the meeting. We will utilize Schoolcast to inform parents of the meeting and all other activities at the school. Parents will be encouraged to attend.

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, and Remind 101. The Parent Center, located at the Jackson County Board of Education, provides materials to assist parents with academic and social issues.

The school will provide opportunities for parents to be involved in suggesting improvements for the school. Phone calls, emails, and letters are always welcome. We will also use PTO meetings as a means of parents suggestions. Our athletic clubs are very involved and help us improve our campus continuously with their support.

Parents are invited to attend a variety of activities provided throughout the year: "Muffins for Moms," "Doughnuts for Dads," Thanksgiving and Christmas lunch, and the breakfast provided for Senior Beta Club members.

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

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

Based on the home language surveys the school will send out letters in their chosen language providing information on the school and upcoming events.

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.