

ACIP

Jackson County Board of Education

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Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

Description of the School System

Describe the school system'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 system serves?

The Jackson County School District covers a large, geographically diverse area in northeast Alabama. In a region noted for its beautiful terrain, the eighteen district schools are found in the valleys and along the plateaus that define the foothills of Southern Appalachia. Each school is unique in size and configuration as each developed to serve the needs of a unique community, but all schools are united in their desire to provide a quality program for the 5,235 students served by the district. Jackson County Schools are the heart of their rural communities where generations of local families have passed through their doors.

Jackson County covers 1,079 square miles, and a round trip to visit all schools covers slightly more than 190 miles. The rural county is divided into natural regions by its geographical features. Sand Mountain is a sandstone plateau which stretches along the eastern border of the county in a northeast to southwest direction. Eight schools serve the students who live on Sand Mountain, the highest region in the school district. These schools carry the name of the communities in which they are located: Bryant (K-8), North Sand Mountain (PK-12), Flat Rock (K-8), Rosalie (K-8), Pisgah (PK-12), Dutton (PK-8), Section (PK-12), and Macedonia (K-8).

West of Sand Mountain and running roughly parallel to the plateau, the Tennessee River traverses a broad valley which bears the river's name. Eight schools serve the students of the Tennessee River Valley, and those schools also reflect the community name. Bridgeport Elementary (PK-4), Bridgeport Middle (5-8), Stevenson Elementary (PK-4), Stevenson Middle (5-8), and Hollywood Elementary (PK-8) are feeder schools to North Jackson High (9-12). The Earnest Pruet Center of Technology, located in Hollywood, provides career/technical programs for students in all district high schools.

Still further west, the land rises again to another escarpment of the Cumberland Plateau. Students living in this elevated area of Jackson County attend Skyline High School (PK-12). West of the Cumberland Plateau is the Paint Rock River Valley where the district's smallest school, Paint Rock Valley High (K-12), is located in the northern part of the valley from which it takes its name. Woodville High School (Pre-K-12), located near the mouth of the valley in the town of Woodville, serves the students in the southwest part of the school district.

The school district employs over 800 people. 65% of district personnel are directly involved in the instructional program while district administrators compose less than 1% of the total personnel and school administrators compose 3% of the total personnel. Over 65% of the instructional staff have advanced degrees. Employment in the school district has traditionally been stable with retirement being the primary reason for personnel leaving their positions

The population in Jackson County totals 52,419. 91.4% white, 3.6% Black, 2.9% Hispanic, 1.6% Native American, and 2.9% two or more races. Currently, 70% of the students in the school district receive free or reduced meals. The median household income for the county is \$36,874. 75.3% of the county population over age 25 has graduated from high school. The school district maintained a 91% graduation rate for 2014 and 2015 increasing the rate to 92% in 2016 and 2017. Each of these years the rate has been above the state graduation rate. Student attendance consistently averages above 95%.

The on-going challenges faced by the district are related to the geographic size of the county, the diverse terrain, the rural nature of the area, and the limited financial resources available in a county where the mean income is \$37,634. Maintenance, bus service, and travel expenses SY 2017-2018

impact the district financially because of the distance between schools. Deteriorating economic conditions in the county have resulted in the steady decline in the student population and a steady rise in the number of students receiving free and reduced price meals. The enrollment for the Jackson County School District has declined by 300 students in the last four years. Enrollment has dropped incrementally since 1998 resulting in a total loss of 1130 students during that time period. As the student population declined, the percentage of students receiving free and reduced meals rose from 49% to a high of 70% in the fall of 2017. The cause of these negative trends can be traced to the loss of industry in the county and the reduction in the presence of the Tennessee Valley Authority. As employment opportunities ebbed in the county so did school enrollment. During the past two years, TVA has closed Widows Creek Steam Plant, and as a result, the In Lieu of Tax funds provided for the district, which had already been sharply reduced, will be phased out completely this year. This is a significant loss for the school district which threatens the existence of the small community schools which are so greatly valued in this area.

A short term challenge has been created by an unusually high turn over of central office staff and school administrators. The Chief Financial Officer resigned and was replaced by an interim superintendent. Retirements of principals, the placement of principals in supervisor positions, and the resignation of two principals resulted in the replacement of nine of eighteen principals.

The interim Superintendent was unsuccessful in his campaign to be elected to the position, and in January of 2017, a Jackson County principal took office as the newly elected Superintendent. The composition of the Board of Education also changed as a result of the fall election. The Board President was not reelected and was replaced by a sitting member on the Board. A newly elected member was also seated.

The district has had four superintendents in less than two years, and the experience level of 75% of the current district-level administrators falls in the range of less than two years. That same range of experience describes 50% of the principals and 57% of the assistant principals. Jackson County is now seeing a period of stability that will encourage a more unified vision and continuous improvement.

System's Purpose

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

PURPOSE

The purpose of the Jackson County School District is to provide a safe, orderly, caring environment in which all students can achieve academic goals, develop character and social skills, discover their unique talents, and develop those skills and talents to their fullest potential enabling them to succeed in life.

DISTRICT BELIEFS

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

DISTRICT VISION

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

DISTRICT MISSION

The mission of the Jackson County School District is: Helping All Students Achieve and Succeed.

The statement flows naturally from the common beliefs held by the district stakeholders and is reflective of the vision they hold for the district's students. Teachers, administrators, and staff members strive to help children attain the high achievement in the classroom enabling them to be successful in school. Moreover, they desire to help students achieve the skills and knowledge in school that will enable them to be successful in life. The mission statement distills the district's purpose into a concise statement that is easily communicated and easily remembered by all stakeholders. It has been retained through three review processes because it expresses who we are as a school district.

Notable Achievements and Areas of Improvement

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

NOTABLE ACHIEVEMENTS

Graduation Rate

The Jackson County School District has dramatically improved its graduation rate during the last decade and has sustained a high graduation rate for the past four years. The graduation rate the school district has been 91% for 2014 and 2015, 92% for 2016 and 91% for 2017.

Career Technical Programs

The Ernest Pruet Center of Technology provides multiple, career technical programs which are available to all high schools students. Students are able to earn certification in technical programs and receive dual enrollment college credit for technical course through an articulation agreement with Northeast Alabama Community College.

Technology Infrastructure:

The Jackson County School District has a robust infrastructure to support technology usage. All 18 schools in the district, the bus garage, and the central office are connected in a wide-area fiber network. The district provides 9 managed, virtual networks (VLANs) at each location. These are: Data, Financial, Voice, Video Teleconferencing, IT Management, Security, Digital Signage, Employee Access, and Public Access. Access to each is controlled by access control lists (ACLs) on the routers and by RADIUS servers. The WAN also supports a voice over IP telephone system for over 700 telephones serving all offices and all classrooms and the security network supports over 500 IP security cameras. The Data Center contains a secure, climate-controlled room which contains network servers, routers, and other equipment essential to the functionality of the network. Data security and accessibility is protected through multiple data storage sites and a back-up system that includes generator capacity to sustain both network equipment and a cooling system to prevent damage to equipment and to facilitate disaster recovery. The Data Center serves as the distribution point for Internet connectivity and ensures that all schools have access to this vital tool for student learning. Schools connect to the network at a speed of 1GB, and connectivity at the IT Center is 10G. A network upgrade completed in 2016 increased the wireless capacity in schools so that each classroom can simultaneously accommodate 40 wireless devices on the wireless network with consistent, fast connectivity. The network interface is unique for each school with easy access to instructional resources including Moodle, a course management system used extensively for student learning, professional development for teachers and administrators, and teacher collaboration.

Special Programs to Meet Student Needs

The district has developed several programs to help students overcome challenges. The Program Leading to Ultimate Success, PLUS, provides small-group and individualized instruction for at-risk high school students to ensure that they have the support they need to graduate. PLUS is located on the technical school campus, and students also participate in career/technical classes. The program has been in place for six years, and during that period, it has achieved a 75% graduation rate for its participants, a notable achievement considering the obstacles faced by the students who have participated.

An Advocacy Program, "Connect," was begun in each school in the fall of 2016. The purpose is to connect students with faculty and staff in order to foster a climate and culture in which all students feel welcome, safe, and secure. In addition, students will come to know that multiple staff members are invested in their social, emotional, and academic well being. The objectives of the program are to increase attendance, improve academic performance, and reduce the number of dropouts by making these connections.

In January of 2017, the district launched an EL Academy located centrally on the Earnest Pruet Center of Technology Campus. The academy will serve students who are learning English as a second language in grades 7-12. The district is working with the Alabama State Department of Education to develop a core curriculum. Initially, the emphasis will be on acquiring English language skills.

Stakeholder Involvement

In an effort to improve stakeholder involvement, the district is increasing efforts to digitally engage parents and the community through increased use of social media and improved websites. The district website platform was updated this past summer to a more mobile friendly site. The platform is also easier for staff at all levels to maintain and allows for easier district wide dissemination of information. The district has also created social media accounts to increase the outflow of information to stakeholders.

AREAS FOR IMPROVEMENT

Improved Student Performance on Alabama Summative Assessments:

The state of Alabama uses the ACT Aspire as the summative assessment for students in grades three through eight for the past three years. Students are required to take the reading, and mathematics components for all grades tested and science for grades five and seven. The district elected to have all students take English, writing, and science. While the percentage of students scoring at the proficient level in the spring of 2016 was either at, above, or near the state average for each assessment for each grade level, significant improvement has not yet been achieved as a district.

In 2017, students in grade 10 were required to take ACT Aspire with results again disappointing.

The state of Alabama also requires all eleventh grade students to take the ACT PLUS Writing. Students taking the assessment performed below the state average in all areas except English. No significant improvement has been seen in student performance on the ACT PLUS Writing for two years.

Stakeholder Involvement:

The district and all schools have identified stakeholder involvement as an area in need of improvement as verified by district and school surveys over the past four years. The district has made a concerted effort to improve in this area but recognizes that this as an on-going challenge.

Art and Music:

The lack of an organized, comprehensive, and equitable art and music program in the Jackson County School District is an ongoing deficit. Obtaining finances for personnel, equipment, and professional development is a challenge. If the school district is going to completely fulfill its purpose of helping students develop their unique talents, it is imperative that the arts be addressed.

AREAS FOR IMPROVEMENT IN THE NEXT THREE YEARS

Improved Academic Performance:

The Jackson County School District desires to help students attain higher academic achievement in reading and mathematics by: (1) implementing instructional strategies that have been the focus of professional development for administrators and teachers over the past five years to a greater degree (close reading, effective questioning, fostering higher order thinking skills, active engagement, teaching math conceptually, and applying math concepts), ; (2) providing additional professional development to support the implementation of the desired instructional strategies; (2) increasing rigor across the curriculum including more student reading and writing; (3) and increasing oversight and accountability for the implementation of instructional strategies.

STEM and STREAM:

The Jackson County School District desires to continue its commitment to provide multi-disciplinary, inquiry-based, and real life application strategies to teach science, technology, engineering and technology (STEM) in classrooms in the middle and high school grades. Further, the district desires to continue the development STREAM (Science, Technology, Reading Engineering, Art ,and Math) units for grades K-3 which will incorporate all state standards and foster higher order thinking skills. The desired end-results is a vertically aligned curriculum in which all students participate.

Addressing Policies, Practices, and Program Evaluation:

The school district began the new school year with a new superintendent and a large number of new administrators. That fact and the awareness raised by the district accreditation process made it clear that the district would benefit by policy revisions and the addition of policies and practices for oversight, accountability, and evaluation in several areas compels the district to take the following steps:

- Review and revise district policies and procedures to ensure that they are consistent and comprehensive,
- Review and revise job descriptions to ensure that they are consistent and comprehensive, and
- Develop processes for reviewing, evaluating, and revising policies, processes and programs.

Art and Music:

The district desires to begin the process of implementing art and music in all schools.

Stakeholder Involvement :

While the district and all schools have taken steps to improve stakeholder involvement including a Professional Learning Unit for administrators on Community Relations and the development of communication plans, there is still work to be done to grow community involvement. The district desires to increase stakeholder involvement.

Additional Information

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

In the 2015-2016 school year, Jackson County launched a STEM initiative. Robotics programs were developing in many schools, and these efforts were supported and used as a mentoring program for teachers in all schools with the middle grades. STREAM (Science, Technology, Reading, Engineering, Art, and Math) units were developed by teachers for Grades K-3 in the summer of 2016 which are being implemented during the 2016-2017 school year. Science teachers in all grades participated in STEM professional development during 2016 through the Alabama Math and Science Initiative. The district made a significant financial commitment by purchasing inquiry-base science kits in the fall of 2016 and by committing to additional purchases in the fall of 2017. It is not yet a notable achievement, but it is a strong beginning.

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.

The first step in the planning process is to meet with the Executive Planning Committee. The goal of the committee is to support the continuous improvement process for Jackson County Schools. The 2017-2018 Executive Planning Committee will be a continuation of the 2016-2017 member selections. Team members were asked to serve on the committee based on their expertise and expressed desire to further the achievement of all students within the district. This committee has grown from the initial 12 members to approximately 55 members. The committee is comprised of central office supervisors and personnel, principals, CIP and technology chairpersons, special education teachers, reading coaches, parents, students, and community members. Meetings will be conducted at various times in order to best accommodate all stakeholders.

The subcommittee comprised of CIP chairpersons met with their respective school teams in April/May to begin the revision and projection process. CIP chairpersons and district personnel met May 1st, 2017. The team discussed the continuous improvement plan. A short review of the prior CIP plan began the discussion. For new members, an explanation of the data gathering process was presented. The Stakeholder Feedback Data Document was discussed and how survey results will provide information for each school and the district to determine how our stakeholders view the overall program. The data gathered from the surveys will help guide the writing of the goals/objectives portion of the overall improvement process.

The leadership team determined, during the 2014-15 school year, the most reliable results would be best achieved through surveying the greatest number possible and not a representative sample. Validity issues with representative samples may skew results. This process continued for the 2015-16, 2016-17 and 2017-2018 CIP's. To best meet the needs of all students, surveys are completed during the school day. This will accommodate students without internet access. EL students will have the opportunity to take the survey with an interpreter, if needed.

Surveys were administered in the spring of 2017 for all stakeholders. Surveys remained open through September, 2017 to ensure participation numbers were met. Schools used a variety of opportunities to ensure parents were able to take the surveys. Schools opened computer labs and provided a faculty representative to assist parents. Interpreters were available if needed. This accommodated parents without internet access and/or those needing an interpreter. Schools offered incentives such as homework passes, ticket to a ballgame, or a meal before the game to help with getting parents to participate.

All schools with the exception of one, exceeded the required participation numbers for all subgroups.

Surveys were completed and a thorough analysis of results were used to determine areas of notable achievement and areas needing improvement. This information is disseminated to each school for the school teams to incorporate into their plans.

To continue to assist the seventeen schools in the district with the continuous improvement plans, two days of professional development were provided for principals and chairperson, June 28th, and July 6th, 2017. Chairpersons meet in August and September with leadership teams at their schools to complete the CIP process. One additional meeting at the district level will be held October 10th, 2017, to field any questions or concerns for the individual schools. Upon completion of the district CIP's, a meeting of all stakeholders will be held to discuss changes and or corrections to the current plan.

Supervisor and Superintendent will check all plans and begin the approval process. After review, principals are contacted to submit their plans. The completed plans will be presented to the Board for their review. The district plan will be presented to the board for approval on November 16th, 2017.

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

The seventeen schools within the district each have a Leadership Team to assist with the continuous improvement process at each school. The school teams are a representative of each community and include principal, faculty, students, parents and community stakeholders. The team members are listed in each school plan.

The district formed an executive committee in 2014-15, The Executive Planning Committee for Federal Programs and Accreditation, to assist with the district school improvement process. The committee has continued to assist with the school improvement process and has diversified into the Jackson County Leadership Committee. This committee is comprised of Central Office supervisors, principals, CIP Chairpersons parents and students. The Committee has grown from the initial formation to better diversify the input from all stakeholders. The committee meets in subgroups as needed and collectively.

Jackson County Leadership Committee

Mr. Kevin Dukes, Superintendent

Mr. Anthony Buckner, Curriculum Coordinator

Mark Guffey, Federal Programs Supervisor, Assistant Superintendent

Chris Davis, Special Education Supervisor

Rhonda Wheeler, Student Services Supervisor

Dr. Jennifer Dutton, CNP Supervisor

Robert Pritchett, Data and Accountability Coordinator

Deborah McRae, School Improvement Specialist

Teresa Patrick, English Learner Specialist

Beth Mannon, Parental Involvement Consulting Teacher

Jonita Baugh, Federal Programs Bookkeeper/Secretary

Kerry Wright, Earnest Pruet Center of Technology Director

In addition, the committee includes the principal and A-CIP chairperson for each of the 17 schools served by the Jackson County School District.

Bridgeport Elementary- Lauria Merritt, principal, Kathy Frizell, chairperson

Bridgeport Middle- Jonathan Colvin, principal, Rena Hutcheson, chairperson

Bryant Elementary- Lloyd Ellison, principal, Sha McCloud, chairperson

Dutton Elementary- Craig Robbins, principal, Kristy Myers, chairperson

Flat Rock Elementary- Scotty Overdear, principal, Jennifer Roberts, chairperson

Hollywood Elementary- Michael Wilborn, principal, Missy Tolleson, chairperson

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Macedonia Elementary- Steven Paradise, principal, Melissa McCutchen, chairperson
North Jackson- Rob Paradise, principal, Josh Harding, chairperson
North Sand Mountain- Dustin Roden, principal, Betty McIntire, chairperson
Paint Rock Valley- Kevin McBride, principal, Ashley Edwards, chairperson
Pisgah- Billy Duncan, principal, Jerri Brown, chairperson
Rosalie Elementary- Bill Shelton, principal, Amy Shankles, chairperson
Section- Gene Roberts, principal, Darla Owens, chairperson
Skyline- Jason Davidson principal, Ashley Morris, chairperson
Stevenson Elementary- Jamey Brooks, principal, Trina Henegar, chairperson
Stevenson Middle, Beverly Kenimer, principal, Heather Burnette, chairperson, Asst. Principal
Woodville- Jamie Darwin, principal, Deanna West, chairperson

Parents, Community and Student Representatives

Stacy Long, Parent, Bridgeport Middle

Erica Cooper, Parent, NSM

Didi Barron, Parent, Pisgah

Semone Swinford, Parent, Section

Krystle Baugh, Parent, Skyline

Stephanie Hill, Parent, Stevenson Elementary

Shawna Clark, Parent, Woodville

Felix Jackson, Community

Tim McCoy, Community

John D. Sargent, Community

Mike Elkins, Community

Stacy Ledwell, Community

Leamon Smith, Community

Taylor Selby, Student, NJHS

Cassidy Barton, Student, NSM

Dalton Wilson, Student, Pisgah

Kaitlyn Harris, Student, PRV

Colby Smith, Student, Section

Caitlyn Brewer, Student, Skyline

Cameron Geiger, Student, Woodville

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 improvement plan is submitted for review and approval. The district plan will be posted on the district's web site and linked on each school website. Copies will be maintained at the LEA and at each school within the district. Informal and subcommittee meetings are held as needed.

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	The stakeholder data document was created as a result of analysis of all stakeholder surveys. Surveys were analyzed to determine areas of both high and low satisfaction. The analysis included a breakdown by distribution group, standard and indicator. The data document is uploaded	2017 Survey Results Survey Trend data

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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	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 acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

Early Elementary and Elementary were combined for the 2017 surveys

Elementary (3 point scale/5 point scale)

Purpose and Direction 2.92 / 4.85 overall highest standard

D3 In my school my teachers want me to do my best work. 2.97 / 4.93

C1 In my school my principal and teachers want every student to learn. 2.96 / 4.91

F3 My school has computers to help me learn. 2.95 / 4.90

G3 My principal and teachers help me to be ready for the next grade. 2.94 / 4.88

E4 My teachers tell me how I should behave and do my work. 2.94 / 4.88

Middle/ High

Purpose and Direction 3.74 is overall highest

D3 In my school, the principal and teachers have high expectations of me. 4.07

E12 All of my teachers provide me with information about my learning and grades. 3.93

G3 My school prepares me for success in the next school year. 3.93

E14 All of my teachers fairly grade and evaluate my work. 3.94

F7 In my school, I have access to counseling, career planning and other programs to help me in school. 3.93

Parents

Purpose and Direction 4.20 overall highest standard

C1 Our school's purpose statement is clearly focused on student success. 4.33

F3 Our school provides a safe learning environment. 4.31

E11 My child has at least one adult advocate in the school. 4.26

E10 My child knows the expectations for learning in all classes. 4.23

F1 Our school provides qualified staff members to support student learning. 4.22

Staff

Purpose and Direction 4.47 overall highest standard

C1 Our school's purpose statement is clearly focused on student success. 4.68

C3 Our school's purpose statement is based on shared values and beliefs that guide decision-making. 4.64

C5 Our school has a continuous improvement process based on data, goals, actions, and measures for growth. 4.64

E13 In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience. 4.64

C4 Our school's purpose statement is supported by the policies and practices adopted by the school board governing body. 4.45

C1 Our purpose statement is clearly focused on student success was the overall highest indicator for all groups

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

Identified Trends

Overall trend

C1 (1.1), Our school's purpose statement is clearly focused on student success. This continues to be the trend for all subgroups. E9 (3.6), and C1 (1.1), teachers change their instruction to meet my needs, and my teachers and principal want all students to succeed, remains high for elementary

E9 (3.6), teachers change their instruction to meet my needs, is an emerging trend for middle/high

Staff continue to rank a clearly defined purpose, based on shared beliefs and values, along with a process in place for improvement as the trends of highest satisfaction.

Parents believe the school has a clearly defined purpose focused on student success. They also believe their children have caring adults in the school.

Elementary

G3 (5.4), My principal and teachers help me to be ready for the next grade.

E9 (3.6), All of my teachers change their teaching to meet my learning needs, is an emerging trend

C1, (1.1) In my school my principal and teachers want every student to learn.

Middle/high

C1 (1.1), Our purpose statement is clearly focused on student success was the overall highest indicator for all groups

E9 (3.6), All of my teachers change their teaching to meet my learning needs. Teachers implement the schools instructional process in support of student learning.

G3 (5.4, 3.1). My school prepares me for success in the next school year.

Staff

C1 (1.1), Our purpose statement is clearly focused on student success was the overall highest indicator for all groups

C5 (1.3), Our school has a continuous improvement process based on data, goals, actions, and measures for growth.

C3 (1.2), Our school's purpose statement is based on shared values and beliefs that guide decision-making.

Parents

C1 (1.1), Our purpose statement is clearly focused on student success was the overall highest indicator for all groups

E11 (3.9, 5.4), My child has at least one adult advocate in the school.

C1 (1.1, 4.1), Our school's purpose statement is clearly focused on student success.

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

These findings are consistent with verbal feedback from students, parents and community members individually or focus groups, as well as parent surveys disseminated to all parents of Jackson County students through the Parent Center. The Parent Center is a resource provided

by Federal Programs and is available to all families of Jackson County Students.

Areas in Need of Improvement

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

E5, E19 (3.8), The school engages families in meaningful ways, consistently remains the lowest for all subgroups. Although improving, this indicator remains the lowest in stakeholder satisfaction. Jackson County Schools are working diligently to increase parent engagement.

Elementary

G1 (4.6) ,My principal and teachers ask me what I think about school.

E5 (3.8) ,My teachers ask my family to come to school activities.

D2 (2.3), In my school students treat adults with respect.

D1 (2.2), In my school I am treated fairly.

F1(4.3), My school is safe and clean.

Middle/high

F2, In my school, students respect the property of others

F5, In my school, students help each other even if they are not friends.

C4, In my school, all students are treated with respect.

E9 (3.6), All of my teachers change their teaching to meet my learning needs

G2 My school considers students' opinions when planning ways to improve the school.

Staff

E16 (3.7),In our school, a formal process is in place to support new staff members in their professional practice

E15 (3.7), In our school, staff members provide peer coaching to teachers

E2, All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students

E19 (3.8), In our school, all school personnel regularly engage families in their children's learning progress.

E1 (3.2) All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice

Parents

E4 (4.6), All of my child's teachers meet his/her learning needs by individualizing instruction.

E7, All of my child's teachers keep me informed regularly of how my child is being graded

D2 (2.3), Our school's governing body does not interfere with the operation or leadership of our school

F8 (4.1), Our school ensures the effective use of financial resources.

E6 (3.10, 3.8) All of my child's teachers help me to understand my child's progress.

Overall lowest remain 3.8, 2.1, 2.3

3.8 The school engages families in meaningful ways, consistently remains the lowest for all subgroups.

2.1 and 2.3, The governing body establishes policies and supports that ensure effective administration of the school, is low with parents and correlates with D2.

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

Overall identified trends

E5, E19 (3.8), The school engages families in meaningful ways, consistently remains the lowest for all subgroups. Although improving, this indicator remains one of the lowest in stakeholder satisfaction. Jackson County Schools are working diligently to increase parent engagement.

2.1 and 2.3, The governing body establishes policies and supports that ensure effective administration of the school, is low with parents and correlates with D2. A new BOE president and new board member should provide consistency and a shared vision for our system, increasing stakeholder satisfaction.

F1, (4.3), My school is safe and clean is an issue with elementary students. Schools are addressing this through the Advocacy program (Connect) and with maintenance where needed.

Other areas decreasing in satisfaction by stakeholder grouping.

Elementary

E5 (3.8), My teachers ask my family to come to school activities.

(2.3), The governing body establishes policies and supports that ensure effective administration of the school

F1(4.3,) My school is safe and clean

Middle/high

F2 In my school, students respect the property of others.

F5 In my school, students help each other even if they are not friends.

C4 In my school, all students are treated with respect.

E9, G2 All of my teachers change their teaching to meet my learning needs, and My school considers students' opinions when planning ways to improve the school are emerging trends for this subgroup.

Staff

E5 (3.8), The school engages families in meaningful ways

E16 (3.7), In our school, a formal process is in place to support new staff members in their professional practice.

Parents

D2 (2.3), In our school students treat adults with respect

E6 (3.10, 3.8) The school engages families in meaningful ways

,
2.3, The governing body establishes policies and supports that ensure effective administration of the school, is low with parents and correlates with D2.

E5 (3.8), The school engages families in meaningful ways, consistently remains the lowest for all subgroups.

What are the implications for these stakeholder perceptions?

The analysis of stakeholder surveys is paramount to the overall improvement efforts of the district. Findings are separated by those showing positive findings and those identifying areas to address.

Positive Findings:

Finding:

C1 (1.1), The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

Implication:

Jackson County has continuously and systematically reviewed and revised the district and school's purpose.

Finding:

E9 (3.6), Teachers implement that school's instructional process in support of student learning, 5.4, The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Implications:

Middle/High School students believe they are prepared for the next level. Jackson County School District is proud our students feel prepared for college and or career.

Strategies will continue to be implemented.

Areas to Address:

Finding:

E13 (3.9), The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience. This area is improving.

Implication:

Parents and staff believe students are well known at school by an adult other than their teacher, but students do not report this. Strategies are written into the 2017-2018 plan to address this need. The implementation of a district wide Advocacy Program, connect, will continue to address this need..

Finding:

E5, E19 (3.8), The school engages families in meaningful ways, consistently remains the lowest for all subgroups. Although improving, this indicator remains one the lowest in stakeholder satisfaction.

Implication:

Family engagement continues to score low, although improving as determined by survey result scores. Jackson County recognizes the need to continue to develop strategies and explore ways to keep our families involved. This has been discussed at district, principal and staff meetings and is included in district and school plans.

Finding:

The following are indicators scoring low in satisfaction with students for the 2017 surveys.

F2 In my school, students respect the property of others.

F5 In my school, students help each other even if they are not friends.

C4 In my school, all students are treated with respect.

D2 In my school students treat adults with respect.

Implication:

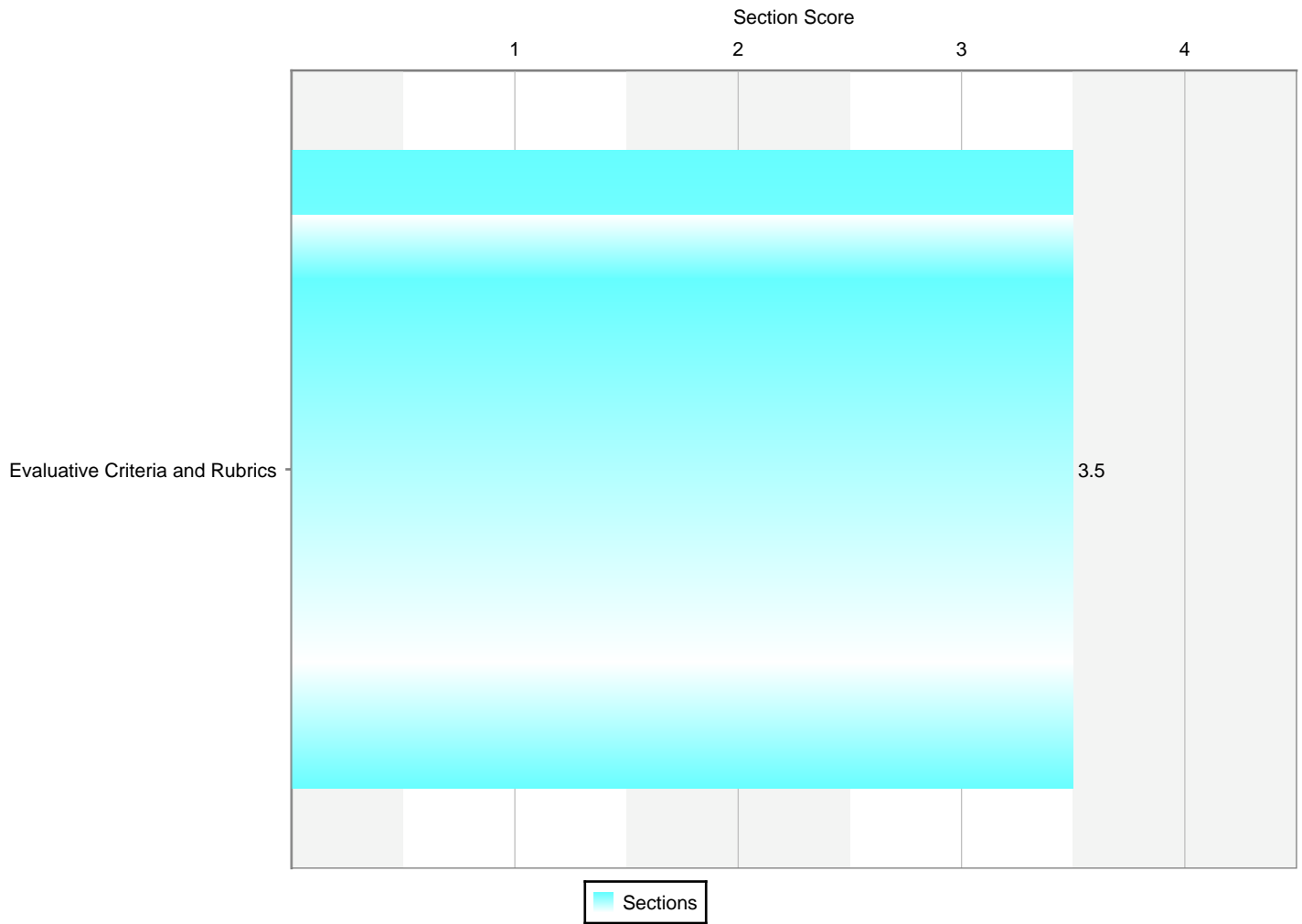
Students need to be more respectful to adults, each other, and of others property. The implementation of the Student advocacy Program, Connect, will address these issues. The Connect program will help students to build positive relationships in the school with adults and with their peers.

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

All of the reported findings are consistent with feedback from individuals and focus groups, technology surveys, as well as parent surveys disseminated to all parents of Jackson County students through the Parent Center. The Parent Center is a resource provided by Federal Programs and is available to all families of Jackson County Students.

Report Summary

Scores By Section



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	A performance Data Document is uploaded.	Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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 demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

At this point in the use of the ACT Aspire, the expectation for the district is that all schools and the district will perform above the state average. Using the state average on the various grades and subjects as the measure, performance above expected levels of performance include:

- As a district, Grade 4, Grade 5, and Grade 8 exceed the state average in mathematics.
- Four individual schools exceed the state average for Grade 3 in mathematics by up to 32%.
- Seven schools exceed the state average for grade 4 in mathematics by up to 15%.
- Four schools exceed the state average for grade 5 in mathematics by up to 13%.
- Nine schools exceed the state average for grade 6 in mathematics by up to 28%.
- Three schools exceed the state average for grade 7 in mathematics by up to 21%.
- Eight schools exceed the state average for grade 8 in mathematics by up to 15%.
- Four schools exceed the state average for grade 3 in reading by up to 32%.
- Three schools exceed the state average for grade 4 in reading by up to 4%.
- Two schools met the state average for grade 5 in reading.
- Two schools exceed the state average for grade 6 in reading by up to 5%.
- Eight schools exceed the state average for grade 7 in reading by up to 14%.
- Five schools exceed the state average for grade 8 in reading by up to 18%.
- One school exceeded the state average for grade 10 in reading by 30%.

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

- Grades 4, 6, and 8 show a positive trend at the district level.
- Four schools have a positive trend for mathematics in grade 3.
- Nine schools have a positive trend for mathematics in grade 4.
- Six schools have a positive trend for mathematics in grade 5.
- Seven schools have a positive trend for mathematics in grade 6.
- Five schools have a positive trend for mathematics in grade 7.
- Eleven schools have a positive trend for mathematics in grade 8.
- Three schools have a positive trend for mathematics in grade 8.

- Grade 8 shows a positive trend for reading at the district level.
- Six schools have a positive trend for reading in grade 3.
- Six schools have a positive trend for reading in grade 4.
- Two schools have a positive trend for reading in grade 5.
- Five schools have a positive trend for reading in grade 6.
- Eight schools have a positive trend for reading in grade 7.
- Nine schools have a positive trend for reading in grade 8.
- Three schools have a positive trend for reading in grade 10.

Which area(s) indicate the overall highest performance?

Third, fourth, and sixth grade mathematics on the ACT Aspire indicate the highest performance.

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

The subgroups for which academic performance is not at the same level as All Students are: Black/African American, Boys, and Hispanic or Latino. Over all, the Hispanic or Latino subgroup shows a trend increasing performance.

Between which subgroups is the achievement gap closing?

Male students in grades three and four scored higher than girls for the first time in 3 years.

The gap between the highest to the lowest subgroup was the smallest in grade 6 math, 16points.

Hispanic students scored higher than white students in grade 5, grade 7, and grade 8.

Black Students in grade 7 were only 2% under the highest subgroup.

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

The ACT Aspire performance is consistent with the formative assessments used by the school district, STAR Reading and STAR Math by Renaissance Learning, when the formative assessments are evaluated using the correlations with the Quality Core Standards used by ACT.

Areas in Need of Improvement

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

Since the ACT Aspire assessments were first administered in 2014, performance for the following areas have been lower than desired and have shown little or no improvement:

Grade 3: Reading

Grade 4: Reading

Grade 5: Reading and Mathematics

Grade 6: Reading

Grade 7: Reading and Mathematics

Grade 8: Reading and Mathematics

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

Sixth grade reading shows a negative trend in reading. A negative trend is also seen in fifth grade reading and eighth grade mathematics. The most notable finding when analyzing the test scores for Jackson County is the fact that the range of scores for schools in the various grades and subjects is greater than observed in previous assessments. The range between the highest school score and the lowest school score is over 50 in some areas.

Which area(s) indicate the overall lowest performance?

Generally, the reading scores are lower than math scores.

Reading scores are lowest for grades three, four, five, six, and seventh grades.

Mathematics scores are lowest for grade 8.

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

The performance of boys continues to be lower than girls for both mathematics and reading for most grade levels tested with the exception of grades 3 and 4. Performance for Black students is improving in some grades and declining in others. Overall, the performance of Black students is lower than other subgroups.

Between which subgroups is the achievement gap becoming greater?

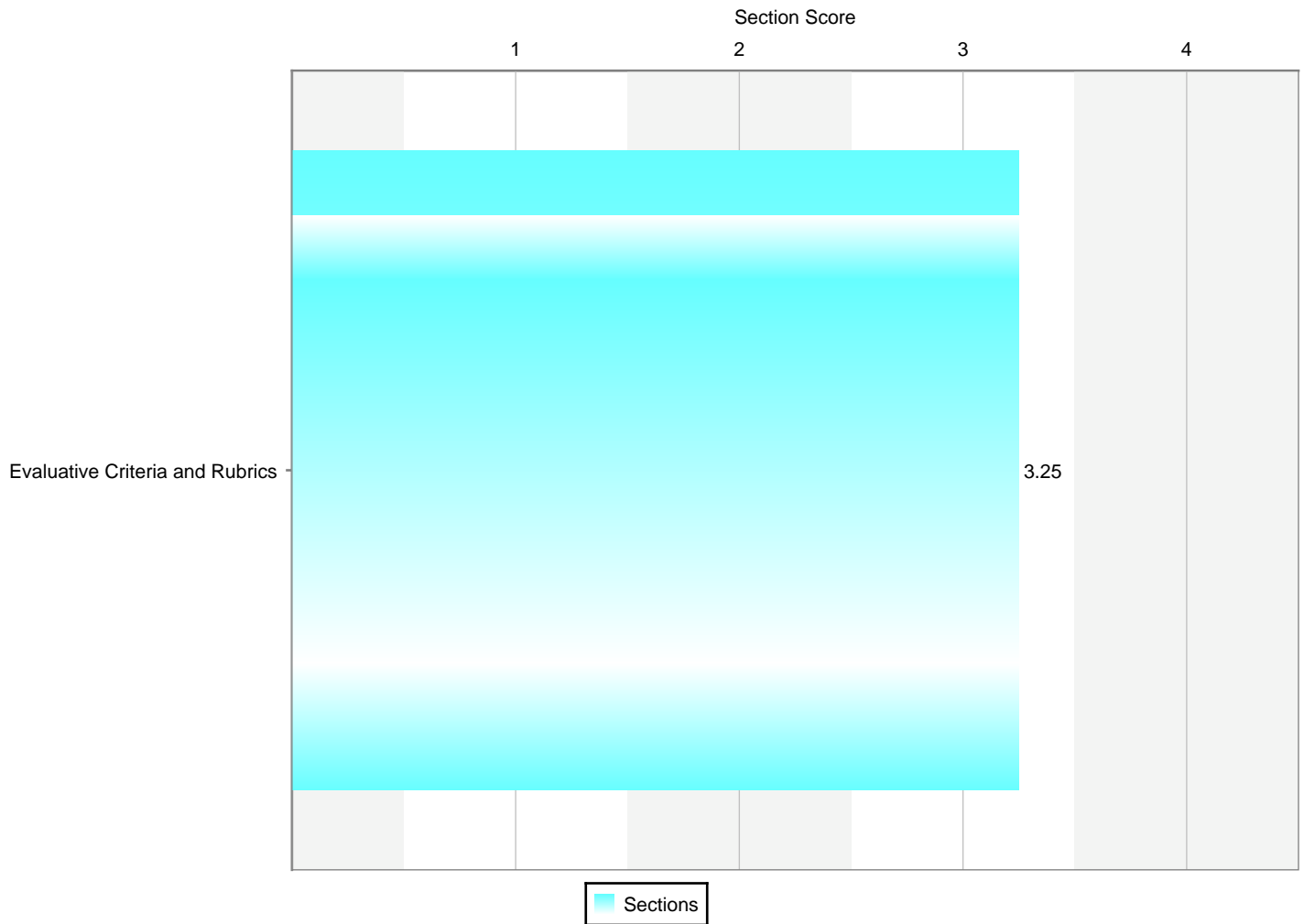
The gap appears to be growing greater for Black students in both reading and mathematics.

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

The above findings are consistent with the findings of formative assessments, STAR Reading and STAR math. They are also consistent with the WIDA standards and EL assessments.

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Before submitting, the district and individual school's plans are reviewed by the School Improvement Specialist, Federal Programs Supervisor, Special Services Supervisor, Curriculum Coordinator, Superintendent and if needed the Chief Financial Officer. The district plan is submitted to the Jackson County Board of Education for approval. ACIP Review signatures and JCBOE approval documentation will be attached upon board approval.	

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	It will be the policy of the JCBOE that the School District will provide educational opportunities for children on a non discriminatory basis. No person will be denied the benefits of any educational program or activity on the basis of race, color, disability, creed, national origin, age or sex. All programs offered within the School District will be open to all students in compliance with statutory and judicial requirements. For issues concerning Title VI of the Civil Rights Act of 1964, Title IX and 504/ADA; contact the Compliance Officer.	2017-2018 LEA Consolidated Plan Civil Rights

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	Refer to Jackson County Board of Education. Attn: Mr. Mark Guffey, Assistant Superintendent, Federal Programs Supervisor 16003 Alabama Highway 35 Scottsboro, AL 35768 guffeym@jackson.k12.al.us 256-259-9500 or Attn: Mr. Chris Davis Special Education Supervisor 16003 Alabama Highway 35 Scottsboro, AL 36768 davis@jackson.k12.al.us 256-259-9500	

ACIP

Jackson County Board of Education

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	The Jackson County Parental Involvement Plan, and the English Learner Plans are consolidated with the LEA Federal Programs LEA Consolidated Plan. It is uploaded. The Parents' Right to Know form is uploaded. Directions to request parents rights to know forms are explained on page 21 of the Student Handbook.	Parents Right-to-Know. Student Handbook 2017-2018 2017-2018 LEA Consolidated Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	Each school develops and maintains their Individual School-Parent Compacts. Sample compacts are uploaded	Pisgah Parent Compacts 2017-2018 Stevenson Elementary Parent compact

2017-2018 Jackson County Continuous Improvement Plan

Overview

Plan Name

2017-2018 Jackson County Continuous Improvement Plan

Plan Description

2017-2018 Jackson County 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: 9 Strategies: 9 Activities: 18	Academic	\$47800
2	Graduate College and Career Ready Students.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$76682
3	Engage Parents and Community in the Educational Process.	Objectives: 3 Strategies: 6 Activities: 9	Organizational	\$30000
4	Ensure that all students have optimal instructional time and the support necessary to be successful in school while providing a unique climate and culture in which all students feel welcome, safe, and secure.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$2500

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 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 conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

Category:

Activity - Teacher Use of Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge. Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Paint Rock Valley High School, Bridgeport Middle School, Skyline High School, Woodville School, North Jackson High School, North Sand Mountain High School, Bryant Elementary School	Professional Learning	10/15/2015	05/01/2020	\$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. Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Paint Rock Valley High School, Bridgeport Middle School, Skyline High School, Woodville School, North Jackson High School, North Sand Mountain High School, Bryant Elementary School	Professional Learning	10/05/2015	05/29/2020	\$0	No Funding Required	Principals Secondary ELA Teachers Secondary Social Studies Teachers Curriculum Coordinator

ACIP

Jackson County Board of Education

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. Schools: All Schools	Professional Learning	08/10/2015	05/31/2020	\$0	No Funding Required	Curriculum Coordinator, Secondary ELA Teachers

(shared) Strategy 2:

Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - Teachers will participate in a careful analysis of the state mandated test results for students taught in the previous academic year and other data sources to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers will participate in a careful analysis of the state mandated test results for their current students and other data sources 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	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Paint Rock Valley High School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School	Professional Learning	09/23/2015	11/30/2020	\$0	No Funding Required	Principals Curriculum Coordinator Teachers

Activity - Implement monthly data meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance) Schools: Hollywood Elementary School, Section High School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Paint Rock Valley High School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School	Academic Support Program	10/03/2016	11/01/2020	\$0	No Funding Required	Curriculum Coordinator Principals Reading Specialists 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, horizontally and vertically aligned 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. Schools: All Schools	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 / Assistant 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. Schools: All Schools	Policy and Process	01/04/2016	06/30/2020	\$0	No Funding Required	Superintendent, Appropriate Supervisors, Principals, Assistant Principals

Measurable Objective 2:

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

(shared) Strategy 1:

Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - Teachers will participate in a careful analysis of the state mandated test results for students taught in the previous academic year and other data sources to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers will participate in a careful analysis of the state mandated test results for their current students and other data sources 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	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Paint Rock Valley High School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School	Professional Learning	09/23/2015	11/30/2020	\$0	No Funding Required	Principals Curriculum Coordinator Teachers

Activity - Implement monthly data meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)</p> <p>Schools: Hollywood Elementary School, Section High School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Paint Rock Valley High School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School</p>	Academic Support Program	10/03/2016	11/01/2020	\$0	No Funding Required	Curriculum Coordinator Principals Reading Specialists 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, horizontally and vertically aligned 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
<p>Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.</p> <p>Schools: All Schools</p>	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
<p>Principals / Assistant 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.</p> <p>Schools: All Schools</p>	Policy and Process	01/04/2016	06/30/2020	\$0	No Funding Required	Superintendent, Appropriate Supervisors, Principals, Assistant Principals

Measurable Objective 3:

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

Strategy 1:

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

Category:

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p> <p>Schools: Section High School, North Jackson High School, Woodville School, Pisgah High School, North Sand Mountain High School, Paint Rock Valley High School</p>	Professional Learning	10/10/2016	06/30/2020	\$0	No Funding Required	Curriculum Coordinator Principals Mathematics Teachers

(shared) Strategy 2:

Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - Teachers will participate in a careful analysis of the state mandated test results for students taught in the previous academic year and other data sources to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers will participate in a careful analysis of the state mandated test results for their current students and other data sources 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	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data</p> <p>Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Paint Rock Valley High School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School</p>	Professional Learning	09/23/2015	11/30/2020	\$0	No Funding Required	Principals Curriculum Coordinator Teachers
Activity - Implement monthly data meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)</p> <p>Schools: Hollywood Elementary School, Section High School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Paint Rock Valley High School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School</p>	Academic Support Program	10/03/2016	11/01/2020	\$0	No Funding Required	Curriculum Coordinator Principals Reading Specialists 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, horizontally and vertically aligned 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. Schools: All Schools	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 / Assistant 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. Schools: All Schools	Policy and Process	01/04/2016	06/30/2020	\$0	No Funding Required	Superintendent, Appropriate Supervisors, Principals, Assistant Principals

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.

Strategy 1:

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:

Activity - Face-to-face professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.</p> <p>Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Paint Rock Valley High School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Jackson High School, North Sand Mountain High School, Bryant Elementary School</p>	Professional Learning	10/01/2015	08/01/2018	\$25000	Title II Part A	Curriculum Coordinator AMSTI Science Teachers
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(shared) Strategy 2:

Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - Teachers will participate in a careful analysis of the state mandated test results for students taught in the previous academic year and other data sources to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers will participate in a careful analysis of the state mandated test results for their current students and other data sources 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	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data</p> <p>Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Paint Rock Valley High School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School</p>	Professional Learning	09/23/2015	11/30/2020	\$0	No Funding Required	Principals Curriculum Coordinator Teachers

Activity - Implement monthly data meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)</p> <p>Schools: Hollywood Elementary School, Section High School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Paint Rock Valley High School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School</p>	Academic Support Program	10/03/2016	11/01/2020	\$0	No Funding Required	Curriculum Coordinator Principals Reading Specialists 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, horizontally and vertically aligned 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. Schools: All Schools	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 / Assistant 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. Schools: All Schools	Policy and Process	01/04/2016	06/30/2020	\$0	No Funding Required	Superintendent, Appropriate Supervisors, Principals, Assistant Principals

Measurable Objective 5:

62% of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by formative assessments and the state mandated 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 of that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

Activity - Teacher Use of Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge. Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Paint Rock Valley High School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School	Professional Learning	08/08/2014	06/01/2020	\$0	No Funding Required	Principals Instructional Coaches 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
New 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. Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Paint Rock Valley High School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School	Professional Learning	10/03/2016	06/01/2020	\$0	No Funding Required	Curriculum Coordinator
Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies. Schools: Hollywood Elementary School, Section High School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Paint Rock Valley High School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School	Professional Learning	08/20/2017	05/30/2018	\$0	Title II Part A	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Activity - Professional Learning Support Plan for ARI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings by the district lead instructional coach. The lead instructional coach will provide turn around training for all district instructional coaches. Schools: All Schools	Professional Learning	08/01/2017	07/31/2018	\$0	No Funding Required	Curriculum Coordinator, Principals, Instructional Coaches, Teachers

(shared) Strategy 2:

Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - Teachers will participate in a careful analysis of the state mandated test results for students taught in the previous academic year and other data sources to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers will participate in a careful analysis of the state mandated test results for their current students and other data sources 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	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Paint Rock Valley High School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School	Professional Learning	09/23/2015	11/30/2020	\$0	No Funding Required	Principals Curriculum Coordinator Teachers

Activity - Implement monthly data meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance) Schools: Hollywood Elementary School, Section High School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Paint Rock Valley High School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School	Academic Support Program	10/03/2016	11/01/2020	\$0	No Funding Required	Curriculum Coordinator Principals Reading Specialists 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, horizontally and vertically aligned instructional program.

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

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process. Schools: All Schools	Policy and Process	08/04/2014	06/01/2020	\$0	No Funding Required	Superintendent Selected Supervisors School Improvement Specialists
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Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals / Assistant 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. Schools: All Schools	Policy and Process	01/04/2016	06/30/2020	\$0	No Funding Required	Superintendent, Appropriate Supervisors, Principals, Assistant Principals

Measurable Objective 6:

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

Strategy 1:

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

Category: Develop/Implement Professional Learning and Support

Activity - Professional Development on Eureka Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers in grades K-8 will participate in face to face professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms. Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Paint Rock Valley High School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School	Professional Learning	05/01/2017	06/30/2018	\$17800	Title II Part A	Curriculum Coordinator Principals Instructional coaches

(shared) Strategy 2:

Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - Teachers will participate in a careful analysis of the state mandated test results for students taught in the previous academic year and other data sources to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers will participate in a careful analysis of the state mandated test results for their current students and other data sources 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	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Paint Rock Valley High School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School	Professional Learning	09/23/2015	11/30/2020	\$0	No Funding Required	Principals Curriculum Coordinator Teachers

Activity - Implement monthly data meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance) Schools: Hollywood Elementary School, Section High School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Paint Rock Valley High School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School	Academic Support Program	10/03/2016	11/01/2020	\$0	No Funding Required	Curriculum Coordinator Principals Reading Specialists 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, horizontally and vertically aligned 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. Schools: All Schools	Policy and Process	08/04/2014	06/01/2020	\$0	No Funding Required	Superintendent Selected Supervisors School Improvement Specialists

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Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals / Assistant 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. Schools: All Schools	Policy and Process	01/04/2016	06/30/2020	\$0	No Funding Required	Superintendent, Appropriate Supervisors, Principals, Assistant Principals

Measurable Objective 7:

62% of English Learners students will demonstrate a proficiency in comprehension in Reading by 05/29/2020 as measured by required Alabama state 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:

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. Schools: All Schools	Professional Learning, Academic Support Program	10/20/2015	05/29/2020	\$5000	Title III	EL Coordinator

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

Measurable Objective 8:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by required Alabama state 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:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Professional Development for teachers will be provided as needed. Schools: All Schools	Professional Learning, Academic Support Program	10/20/2015	05/29/2020	\$5000	Title III	EL Coordinator
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Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs. Schools: All Schools	Academic Support Program	10/13/2015	05/29/2020	\$0	No Funding Required	EL Coordinator

Measurable Objective 9:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and 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. Schools: All Schools	Professional Learning	01/04/2016	06/01/2020	\$0	No Funding Required	Curriculum Coordinator Principals Teachers

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

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

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

Strategy 1:

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

Category: Implement Guidance and Counseling Plan

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

Measurable Objective 2:

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

Strategy 1:

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

Category: Develop/Implement College and Career Ready Standards

Activity - Career Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans. Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Paint Rock Valley High School, Bridgeport Middle School, Skyline High School, Woodville School, North Jackson High School, North Sand Mountain High School, Bryant Elementary School	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	State Funds	Superintendent

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

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

(shared) Strategy 1:

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

Category: Other - Continuous Communication

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

Strategy 2:

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

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

Category: Develop/Implement Professional Learning and Support

Activity - Complete and Implement Community Relations/Communication Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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. Schools: All Schools	Parent Involvement, Community Engagement	08/01/2017	06/01/2018	\$0	No Funding Required	Principals Central Office Supervisors and Staff School designee(s) System Technology Coordinator
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(shared) Strategy 3:

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

Category: Other - Community and Parent Engagement

Activity - Webmaster Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Webmasters or a designee from each school will attend a week long training on how to use our updated web hosting service platform. School and district web pages will be redesigned and content migrated to the new sites. Schools: All Schools	Parent Involvement, Technology, Community Engagement	05/09/2017	06/01/2018	\$22000	Other	Principals Central Office Supervisors and Staff School designee(s) System Technology Coordinator

(shared) Strategy 4:

Parent Notification System - The district will update the current parent notification system for the 2017-18 school year and train administrators in the use of mass notification tools.

Category: Other - Parental Involvement

Activity - Update Current Platform	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will update to a new mass notification system. Schools: All Schools	Technology	09/05/2017	11/30/2017	\$8000	District Funding	Technology Coordinator

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

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

Measurable Objective 2:

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

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 Schools: All Schools	Career Preparation/Orientation, Parent Involvement	08/01/2017	06/01/2018	\$0	No Funding Required	Federal Programs Coordinator Parent Involvement Personnel Career Tech Administrator Career Coaches School Counselors

Activity - Earnest Pruet Center of Technology Tours for Parents and Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>In conjunction with Eighth Grade Transition Meetings at district high schools, a Parent/Community Night will be planned in order for stakeholders to see and understand the career technical opportunities available to Jackson County students as they enter high school.</p> <p>Schools: All Schools</p>	<p>Career Preparation/Orientation, Parent Involvement, Community Engagement</p>	<p>08/01/2017</p>	<p>06/01/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Principals, Counselors, Teachers, Career Technical Director, Career Technical Teachers</p>
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Measurable Objective 3:

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

(shared) Strategy 1:

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

Category: Other - Continuous Communication

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

Strategy 2:

Parent Engagement Events - Each school will plan and implement an annual event for the purpose of creating a welcoming event for parents.

Category:

Activity - Parent and Family Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Each school will plan and execute an event that is unique to the school for the purpose of providing a welcoming event for parents and families during which relationships can be built. Schools: All Schools	Parent Involvement	08/01/2017	06/01/2018	\$0	No Funding Required	Principals Counselors Teachers
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(shared) Strategy 3:

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

Category: Other - Community and Parent Engagement

Activity - Webmaster Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Webmasters or a designee from each school will attend a week long training on how to use our updated web hosting service platform. School and district web pages will be redesigned and content migrated to the new sites. Schools: All Schools	Parent Involvement, Technology, Community Engagement	05/09/2017	06/01/2018	\$22000	Other	Principals Central Office Supervisors and Staff School designee(s) System Technology Coordinator

(shared) Strategy 4:

Parent Notification System - The district will update the current parent notification system for the 2017-18 school year and train administrators in the use of mass notification tools.

Category: Other - Parental Involvement

Activity - Update Current Platform	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will update to a new mass notification system. Schools: All Schools	Technology	09/05/2017	11/30/2017	\$8000	District Funding	Technology Coordinator

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

Activity - Inform Parent Using Mass Notification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Inform parents of student absences and school events using the mass notification system. Schools: All Schools	Parent Involvement	10/02/2017	09/30/2018	\$0	District Funding	Technology Coordinator, Superintendent, Supervisors, Principals, Assistant Principals

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

Measurable Objective 1:

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

Strategy 1:

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

Category: Develop/Implement Student and School Culture Program

Activity - Advocacy Guidelines	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Advocacy leaders from all schools and the district will meet to establish guidelines for the advocacy program based on research based practices.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Academic Support Program</p>	<p>05/30/2017</p>	<p>06/01/2018</p>	<p>\$2500</p>	<p>General Fund</p>	<p>School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals</p>
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Activity - Program Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Advocacy leaders from all schools and the district will meet to establish the calendar and monthly themes and activities for the advocacy program based on research based practices.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Academic Support Program</p>	<p>05/30/2017</p>	<p>06/01/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals</p>

Strategy 2:

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

Category: Develop/Implement Student and School Culture Program

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

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

Strategy 3:

Utilize Parent Notification System - The district will update the current parent notification system for the 2017-18 school year and train administrators in the use of mass notification tools.

Category: Other - Parental Involvement

Activity - Update Current Platform	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will update to a new mass notification system.</p> <p>Schools: All Schools</p>	<p>Technology</p>	<p>09/05/2017</p>	<p>11/30/2017</p>	<p>\$0</p>	<p>District Funding</p>	<p>Technology Coordinator</p>

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

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

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Webmaster Training	Webmasters or a designee from each school will attend a week long training on how to use our updated web hosting service platform. School and district web pages will be redesigned and content migrated to the new sites.	Parent Involvement, Technology, Community Engagement	05/09/2017	06/01/2018	\$22000	Principals Central Office Supervisors and Staff School designee(s) System Technology Coordinator
Total					\$22000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/01/2018	\$25000	Curriculum Coordinator AMSTI Science Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face 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	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	05/30/2018	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Total					\$42800	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Advocacy Guidelines	Advocacy leaders from all schools and the district will meet to establish guidelines for the advocacy program based on research based practices.	Behavioral Support Program, Academic Support Program	05/30/2017	06/01/2018	\$2500	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals
Total					\$2500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Update Current Platform	The district will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	\$0	Technology Coordinator
Update Current Platform	The district will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	\$8000	Technology Coordinator
Inform Parent Using Mass Notification	Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	09/30/2018	\$0	Technology Coordinator, Superintendent, Supervisors, Principals, Assistant Principals
Total					\$8000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintendent
Total					\$76682	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-Face Professional Development for Secondary ELA Teachers	Utilizing all available resources, secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	05/31/2020	\$0	Curriculum Coordinator, Secondary ELA Teachers
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New 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	06/01/2020	\$0	Curriculum Coordinator
Earnest Pruet Center of Technology Tours for Parents and Community	In conjunction with Eighth Grade Transition Meetings at district high schools, a Parent/Community Night will be planned in order for stakeholders to see and understand the career technical opportunities available to Jackson County students as they enter high school.	Career Preparation/Orientation, Parent Involvement, Community Engagement	08/01/2017	06/01/2018	\$0	Principals, Counselors, Teachers, Career Technical Director, Career Technical Teachers
Transition Planning	Using the established committee chaired by the school counselor, each school will examine and enhance the transition program from grade-to-grade in the school. The schools in the feeder school pattern will collaborate to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	01/02/2015	05/31/2020	\$0	Curriculum Coordinator Principals, Assistant Principals Counselors
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Parent and Family Events	Each school will plan and execute an event that is unique to the school for the purpose of providing a welcoming event for parents and families during which relationships can be built.	Parent Involvement	08/01/2017	06/01/2018	\$0	Principals Counselors Teachers

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Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/01/2020	\$0	Principals Instructional Coaches Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Independent, Online Professional Development	Secondary Mathematics Teachers will have an opportunity to participate in self-paced, online professional development on the conceptual strategies of Eureka Math, a standards based program.	Professional Learning	10/10/2016	06/30/2020	\$0	Curriculum Coordinator Principals Mathematics Teachers
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
Mass Notification Training	Administrators will be trained to use the mass notification system app.	Parent Involvement	09/05/2017	06/30/2018	\$0	Technology Coordinator, Superintendent, Central Office Staff, Principals, Assistant Principals
Professional Learning Support Plan for ARI	Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings by the district lead instructional coach. The lead instructional coach will provide turn around training for all district instructional coaches.	Professional Learning	08/01/2017	07/31/2018	\$0	Curriculum Coordinator, Principals, Instructional Coaches, Teachers
Digital Engagement	The district will update the website interface to be more dynamic and engaging through the use of high-quality graphics and incorporation of social media.	Community Engagement	08/01/2017	06/01/2018	\$0	Instructional Technology Specialist, Federal Programs Parental Involvement Consulting Teacher, Supervisors, Superintendent, School Webmasters, Principals and designees.

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Mass Notification Training	Administrators will be trained to use the mass notification system apps.	Parent Involvement	09/05/2017	06/29/2018	\$0	Technology Coordinator, Data and Accountability Coordinator, Supervisors, Principals, Assistant Principals
Inform Parent Using Mass Notification	Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	09/30/2018	\$0	Superintendent, Central Office Staff, Principals, Assistant Principals
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
Independent Professional Development on Close Reading Strategies for Secondary Teachers	Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/05/2015	05/29/2020	\$0	Principals Secondary ELA Teachers Secondary Social Studies Teachers Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Administrator Walk Throughs	Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	Superintendent Selected Supervisors School Improvement Specialists

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<p>Program Planning</p>	<p>Advocacy leaders from all schools and the district will meet to establish the calendar and monthly themes and activities for the advocacy program based on research based practices.</p>	<p>Behavioral Support Program, Academic Support Program</p>	<p>05/30/2017</p>	<p>06/01/2018</p>	<p>\$0</p>	<p>School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals</p>
<p>College and Career Ready Resources for Families Brochure</p>	<p>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</p>	<p>Career Preparation/Orientation, Parent Involvement</p>	<p>08/01/2017</p>	<p>06/01/2018</p>	<p>\$0</p>	<p>Federal Programs Coordinator Parent Involvement Personnel Career Tech Administrator Career Coaches School Counselors</p>
<p>Complete and Implement Community Relations/Communication Plans</p>	<p>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.</p>	<p>Parent Involvement, Community Engagement</p>	<p>08/01/2017</p>	<p>06/01/2018</p>	<p>\$0</p>	<p>Principals Central Office Supervisors and Staff School designee(s) System Technology Coordinator</p>

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Calendar and Themes	Schools will follow the outlined calendar and themes.	Behavioral Support Program, Academic Support Program	08/01/2017	06/01/2018	\$0	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals
Classroom Observations	Principals / Assistant 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, Assistant Principals
Program Review	School Advocacy chairs and district personnel will meet quarterly to determine the effectiveness of the program. Student surveys will be reviewed at the end of each year. The guidelines, calendar, and activities for next year's program will be planned based on this review.	Behavioral Support Program, Academic Support Program	08/01/2017	06/01/2018	\$0	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals

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WIDA ACCESS Assessment and IELPs	The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs.	Academic Support Program	10/13/2015	05/29/2020	\$0	EL Coordinator
Total					\$0	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-Face Professional Development	Professional Development for teachers will be provided as needed.	Professional Learning, Academic Support Program	10/20/2015	05/29/2020	\$5000	EL Coordinator
Total					\$5000	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Engagement	The district will update the website interface to be more dynamic and engaging through the use of high-quality graphics and incorporation of social media.	Community Engagement	08/01/2017	06/01/2018	\$0	Instructional Technology Specialist, Federal Programs Parental Involvement Consulting Teacher, Supervisors, Superintendent, School Webmasters, Principals and designees.
Face-to-Face Professional Development for Secondary ELA Teachers	Utilizing all available resources, secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	05/31/2020	\$0	Curriculum Coordinator, Secondary ELA Teachers
College and Career Ready Resources for Families Brochure	The district will develop a brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the district's website	Career Preparation/Orientation, Parent Involvement	08/01/2017	06/01/2018	\$0	Federal Programs Coordinator Parent Involvement Personnel Career Tech Administrator Career Coaches School Counselors
Parent and Family Events	Each school will plan and execute an event that is unique to the school for the purpose of providing a welcoming event for parents and families during which relationships can be built.	Parent Involvement	08/01/2017	06/01/2018	\$0	Principals Counselors Teachers

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Earnest Pruet Center of Technology Tours for Parents and Community	In conjunction with Eighth Grade Transition Meetings at district high schools, a Parent/Community Night will be planned in order for stakeholders to see and understand the career technical opportunities available to Jackson County students as they enter high school.	Career Preparation/Orientation, Parent Involvement, Community Engagement	08/01/2017	06/01/2018	\$0	Principals, Counselors, Teachers, Career Technical Director, Career Technical Teachers
Face-to-Face Professional Development	Professional Development for teachers will be provided as needed.	Professional Learning, Academic Support Program	10/20/2015	05/29/2020	\$5000	EL Coordinator
WIDA ACCESS Assessment and IELPs	The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs.	Academic Support Program	10/13/2015	05/29/2020	\$0	EL Coordinator
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	08/01/2017	06/01/2018	\$0	Principals Central Office Supervisors and Staff School designee(s) System Technology Coordinator
Professional Learning Support Plan for ARI	Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings by the district lead instructional coach. The lead instructional coach will provide turn around training for all district instructional coaches.	Professional Learning	08/01/2017	07/31/2018	\$0	Curriculum Coordinator, Principals, Instructional Coaches, Teachers
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
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
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

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Classroom Observations	Principals / Assistant 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, Assistant Principals
Advocacy Guidelines	Advocacy leaders from all schools and the district will meet to establish guidelines for the advocacy program based on research based practices.	Behavioral Support Program, Academic Support Program	05/30/2017	06/01/2018	\$2500	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals
Program Planning	Advocacy leaders from all schools and the district will meet to establish the calendar and monthly themes and activities for the advocacy program based on research based practices.	Behavioral Support Program, Academic Support Program	05/30/2017	06/01/2018	\$0	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals

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Calendar and Themes	Schools will follow the outlined calendar and themes.	Behavioral Support Program, Academic Support Program	08/01/2017	06/01/2018	\$0	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals
Program Review	School Advocacy chairs and district personnel will meet quarterly to determine the effectiveness of the program. Student surveys will be reviewed at the end of each year. The guidelines, calendar, and activities for next year's program will be planned based on this review.	Behavioral Support Program, Academic Support Program	08/01/2017	06/01/2018	\$0	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals

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Webmaster Training	Webmasters or a designee from each school will attend a week long training on how to use our updated web hosting service platform. School and district web pages will be redesigned and content migrated to the new sites.	Parent Involvement, Technology, Community Engagement	05/09/2017	06/01/2018	\$22000	Principals Central Office Supervisors and Staff School designee(s) System Technology Coordinator
Update Current Platform	The district will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	\$8000	Technology Coordinator
Mass Notification Training	Administrators will be trained to use the mass notification system apps.	Parent Involvement	09/05/2017	06/29/2018	\$0	Technology Coordinator, Data and Accountability Coordinator, Supervisors, Principals, Assistant Principals
Inform Parent Using Mass Notification	Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	09/30/2018	\$0	Technology Coordinator, Superintendent, Supervisors, Principals, Assistant Principals
Update Current Platform	The district will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	\$0	Technology Coordinator
Mass Notification Training	Administrators will be trained to use the mass notification system app.	Parent Involvement	09/05/2017	06/30/2018	\$0	Technology Coordinator, Superintendent, Central Office Staff, Principals, Assistant Principals
Inform Parent Using Mass Notification	Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	09/30/2018	\$0	Superintendent, Central Office Staff, Principals, Assistant Principals
Transition Planning	Using the established committee chaired by the school counselor, each school will examine and enhance the transition program from grade-to-grade in the school. The schools in the feeder school pattern will collaborate to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	01/02/2015	05/31/2020	\$0	Curriculum Coordinator Principals, Assistant Principals Counselors

Total

\$37500

Woodville School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/30/2020	\$0	Curriculum Coordinator Principals Mathematics Teachers
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/01/2018	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New 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	06/01/2020	\$0	Curriculum Coordinator
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/01/2020	\$0	Principals Instructional Coaches Teachers
Independent Professional Development on Close Reading Strategies for Secondary Teachers	Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/05/2015	05/29/2020	\$0	Principals Secondary ELA Teachers Secondary Social Studies Teachers Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face 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	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches

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Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	05/30/2018	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintendent
Total					\$119482	

Stevenson Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/01/2018	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New 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	06/01/2020	\$0	Curriculum Coordinator
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/01/2020	\$0	Principals Instructional Coaches Teachers

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Independent Professional Development on Close Reading Strategies for Secondary Teachers	Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/05/2015	05/29/2020	\$0	Principals Secondary ELA Teachers Secondary Social Studies Teachers Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face 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	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintende nt
Total					\$119482	

Stevenson Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/01/2018	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New 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	06/01/2020	\$0	Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers

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Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face 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	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	05/30/2018	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Total					\$42800	

Skyline High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/01/2018	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New 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	06/01/2020	\$0	Curriculum Coordinator
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/01/2020	\$0	Principals Instructional Coaches Teachers

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Independent Professional Development on Close Reading Strategies for Secondary Teachers	Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/05/2015	05/29/2020	\$0	Principals Secondary ELA Teachers Secondary Social Studies Teachers Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face 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	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	05/30/2018	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintende nt
Total					\$119482	

Section High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/30/2020	\$0	Curriculum Coordinator Principals Mathematics Teachers

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Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/01/2018	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New 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	06/01/2020	\$0	Curriculum Coordinator
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/01/2020	\$0	Principals Instructional Coaches Teachers
Independent Professional Development on Close Reading Strategies for Secondary Teachers	Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/05/2015	05/29/2020	\$0	Principals Secondary ELA Teachers Secondary Social Studies Teachers Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face 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	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	05/30/2018	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

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Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintendent
Total					\$119482	

Rosalie Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/01/2018	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New 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	06/01/2020	\$0	Curriculum Coordinator
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/01/2020	\$0	Principals Instructional Coaches Teachers
Independent Professional Development on Close Reading Strategies for Secondary Teachers	Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/05/2015	05/29/2020	\$0	Principals Secondary ELA Teachers Secondary Social Studies Teachers Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers

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Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face 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	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	05/30/2018	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintendent
Total					\$119482	

Pisgah High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/30/2020	\$0	Curriculum Coordinator Principals Mathematics Teachers
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/01/2018	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator

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Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New 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	06/01/2020	\$0	Curriculum Coordinator
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/01/2020	\$0	Principals Instructional Coaches Teachers
Independent Professional Development on Close Reading Strategies for Secondary Teachers	Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/05/2015	05/29/2020	\$0	Principals Secondary ELA Teachers Secondary Social Studies Teachers Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face 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	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	05/30/2018	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintendent
Total					\$119482	

Paint Rock Valley High School

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/30/2020	\$0	Curriculum Coordinator Principals Mathematics Teachers
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/01/2018	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New 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	06/01/2020	\$0	Curriculum Coordinator
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/01/2020	\$0	Principals Instructional Coaches Teachers
Independent Professional Development on Close Reading Strategies for Secondary Teachers	Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/05/2015	05/29/2020	\$0	Principals Secondary ELA Teachers Secondary Social Studies Teachers Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face 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	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches

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Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	05/30/2018	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintendent
Total					\$119482	

North Sand Mountain High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/30/2020	\$0	Curriculum Coordinator Principals Mathematics Teachers
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/01/2018	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New 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	06/01/2020	\$0	Curriculum Coordinator
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/01/2020	\$0	Principals Instructional Coaches Teachers

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Independent Professional Development on Close Reading Strategies for Secondary Teachers	Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/05/2015	05/29/2020	\$0	Principals Secondary ELA Teachers Secondary Social Studies Teachers Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face 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	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	05/30/2018	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintende nt
Total					\$119482	

North Jackson High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/30/2020	\$0	Curriculum Coordinator Principals Mathematics Teachers

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Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/01/2018	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/01/2020	\$0	Principals Instructional Coaches Teachers
Independent Professional Development on Close Reading Strategies for Secondary Teachers	Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/05/2015	05/29/2020	\$0	Principals Secondary ELA Teachers Secondary Social Studies Teachers Curriculum Coordinator
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintendent
Total					\$101682	

Macedonia Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/01/2018	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New 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	06/01/2020	\$0	Curriculum Coordinator
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/01/2020	\$0	Principals Instructional Coaches Teachers

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Independent Professional Development on Close Reading Strategies for Secondary Teachers	Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/05/2015	05/29/2020	\$0	Principals Secondary ELA Teachers Secondary Social Studies Teachers Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face 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	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	05/30/2018	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintende nt
Total					\$119482	

Hollywood Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/01/2018	\$25000	Curriculum Coordinator AMSTI Science Teachers

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Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New 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	06/01/2020	\$0	Curriculum Coordinator
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/01/2020	\$0	Principals Instructional Coaches Teachers
Independent Professional Development on Close Reading Strategies for Secondary Teachers	Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/05/2015	05/29/2020	\$0	Principals Secondary ELA Teachers Secondary Social Studies Teachers Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face 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	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	05/30/2018	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintendent

Total**\$119482****Flat Rock School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/01/2018	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New 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	06/01/2020	\$0	Curriculum Coordinator
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/01/2020	\$0	Principals Instructional Coaches Teachers
Independent Professional Development on Close Reading Strategies for Secondary Teachers	Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/05/2015	05/29/2020	\$0	Principals Secondary ELA Teachers Secondary Social Studies Teachers Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face 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	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches

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Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	05/30/2018	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintendent
Total					\$119482	

Dutton Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/01/2018	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New 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	06/01/2020	\$0	Curriculum Coordinator
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/01/2020	\$0	Principals Instructional Coaches Teachers

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Independent Professional Development on Close Reading Strategies for Secondary Teachers	Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/05/2015	05/29/2020	\$0	Principals Secondary ELA Teachers Secondary Social Studies Teachers Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face 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	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	05/30/2018	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintende nt
Total					\$119482	

Bryant Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/01/2018	\$25000	Curriculum Coordinator AMSTI Science Teachers

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Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New 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	06/01/2020	\$0	Curriculum Coordinator
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/01/2020	\$0	Principals Instructional Coaches Teachers
Independent Professional Development on Close Reading Strategies for Secondary Teachers	Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/05/2015	05/29/2020	\$0	Principals Secondary ELA Teachers Secondary Social Studies Teachers Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face 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	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	05/30/2018	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintendent

Total**\$119482****Bridgeport Middle School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/01/2018	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New 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	06/01/2020	\$0	Curriculum Coordinator
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/01/2020	\$0	Principals Instructional Coaches Teachers
Independent Professional Development on Close Reading Strategies for Secondary Teachers	Independent professional development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/05/2015	05/29/2020	\$0	Principals Secondary ELA Teachers Secondary Social Studies Teachers Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face 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	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintendent
Total					\$119482	

Bridgeport Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/01/2018	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New 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	06/01/2020	\$0	Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face 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	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	05/30/2018	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Total					\$42800	