ACIP

Dutton Elementary School

Jackson County Board of Education

Mr. Craig Robbins
180 Main Street
Dutton, AL 35744

TABLE OF CONTENTS

Executive Summary

Improvement Plan Stakeholder Involvement

Student Performance Diagnostic

2017-2018 ACIP Assurances

2017-2018 Dutton School Goals and Plans

Stakeholder Feedback Diagnostic

2017-2018 Title I Schoolwide Diagnostic

2017-2018 Coordination of Resources - Comprehensive Budget

2017-2018 Parent and Family Engagement

Executive Summary

Introduction

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

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

Description of the School

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

Dutton School is a rural school located in the northeast corner of the state in beautiful Jackson County. The school was established in 1923, and the current building was built in 1957, with one new addition being added within the last 3 years.

Our school currently serves 236 students in kindergarten through eighth grade and we have 27 faculty/staff members.

Approximately 80% of our student population is currently white and approximately 11% is hispanic.

Our school has a high percentage of students eligible for free/reduced lunch, and we have a growing number of non-english speaking students.

School's Purpose

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

Our school's Mission Statement is "Dutton School - 'Where Learning Matters'"

It is the vision of Dutton Elementary School's faculty and staff to prepare our students to face tomorrow's world by teaching each student to reach his/her maximum potential academically, socially, emotionally, and physically.

Our beliefs are that all students can learn, mastery of basic skills is a priority, students learn in different ways, and appropriate intervention is essential to ensure that all students reach their full potential.

Notable Achievements and Areas of Improvement

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

All classrooms at our school now have interactive whiteboards with ceiling mounted projectors. Scheduling has allowed for us to create remediation classes for middle school students each day. Through grant funding, our school has an after school and summer tutoring program. The attendance rate at our school continues to show improvement.

An area that our school has identified and is currently working to improve is our rate of student tardiness.

Additional Information

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

We did not identify any additional information to share.

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.

Dutton Elementary School will develop the 2017-2018 CIP as a school wide decision making process. All teachers, instructional aides, selected parents, and a community member will be involved in the planning process. All members were invited to become a part of our school's improvement team, and were informed of their roles at the initial meeting, held during school hours at a time best suited for all attendees. As explained, all members will be designated to a committee and be involved in developing the needs assessment, goals, strategies, and action steps to improve instruction and achievement at Dutton Elementary School. To develop these, each committee will review data from the 2016-2017 school year. This data includes: ACT Aspire scores, STAR Enterprise results, Access for ELs, AdvancED questionnaires for stakeholder feedback, student attendance, and teacher attendance. After development of the CIP and approval from the School System Board of Education, the CIP will be implemented school wide. Documentation of implementation will be insured through classroom walkthroughs and/or observations, documentation of lesson plans, and documentation of strategies and action steps stated in the CIP.

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

All teachers, instructional aides, selected parents, and a community member will be involved in the planning process. All members will be designated to a committee and be involved in developing the needs assessment, goals, strategies, and action steps to improve instruction and achievement at Dutton Elementary School. To develop these, each committee will review data from the 2016-2017 school year. This data includes: ACT Aspire scores, STAR Enterprise results, Access for ELs, and AdvancED questionnaires.
Team Members are:
Craig Robbins, Oversight, Assurances, Budget
Kristie Myers, Chairperson, Student Performance Diagnostic, Goals and Objectives
Dewade Fowler, Technology Plan Coordinator, Data Entry, Title I School Wide Diagnostic
Courtney Hales, Stakeholder Feedback Diagnostic, Improvement Plan and Stakeholder Involvement
Amy Kirby, Student Performance Diagnostic
Carrie Reed, Executive Summary Committee Head
Sue Pickett, Editing and Revision Committee Chair
JoAnn Boozer, Parental Involvement Coordinator
Deborah McRae, District School Improvement Specialist

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

Documentation of implementation will be insured through classroom walkthroughs and/or observations, documentation of lesson plans, and documentation of strategies and action steps stated in the CIP. The CIP for Dutton Elementary School will be made available to parents and other stakeholders in the administrative office, the guidance office, and the school library. The CIP will also be available on the school website www.duttonschool.org as well as formally presented at the first PTO meeting of the year with revisions being reviewed at each quarterly meeting. In addition, the CIP will be available on the district's website: jackson.k12.al.us.

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		2016-2017 School Year Student Performance Data

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?

In looking at the ACT Aspire Data, team members were pleased to note that 4th grade Math reached 70% proficiency, which is the state's goal in Math for this assessment.

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

In comparing the same students from one grade to the next, we noticed:
Areas of Annual growth:
-6th grade Reading increase of 12% from 36 % to 48% proficiency from 2016 ACT Aspire scores

Areas of continued growth (positive trend):
-7th grade Reading increase of 13% from 37% to 50 % proficiency from 2016 ACT Aspire scores (last year's increase was 4%)
-4th grade Math increase of 6% from 64% to 70% proficiency from 2016 ACT Aspire scores (last year's increase was 31%)
-5th grade Math increase of 3% from 55% to 58% proficiency from 2016 ACT Aspire scores (last year's increase was 15%)

Which area(s) indicate the overall highest performance?

Overall, on both the ACT Aspire and STAR, we had more students scoring proficiently in Math than Reading (an average of 49% proficient compared to and average of 40% efficient in Reading).
4th grade ACT Aspire math- with a proficiency score of 70%, this score met the state's goal of 70% proficiency for math.
Our highest performing area on the WIDA exam was in the area of Listening (an average score of 4.36), in which students scored an average of one point higher in it than any of the other areas on the exam.

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

Although we do not have enough students to categorize them officially as state-defined subgroups, we took the individual Reading and Math scores from the ACT Aspire for our Hispanic and Special Education students. The Hispanic subgroup showed an average increase of 2.1 points on the ACT Aspire Reading and 3.98 points on the ACT Aspire Math as compared to the previous year. Our Special Education students showed an average increase of 4.8 points on the ACT Aspire Reading and 2.1 points on the ACT Aspire Math, both a positive trend.

Between which subgroups is the achievement gap closing?

The achievement gap appears to be closing between our Hispanic population and the overall school performance, as some students moved from the In Need of Support categorization to Close or from the Close categorization to Ready on the ACT Aspire. Out of 18 Hispanic students testing in both 2016 and 2017, 8 had an increase in score the same or better than the average score increase of the total grade level in Reading. Out of those same 18 Hispanic students, 11 had an increase in score the same or better than the average score increase of the total grade level in Math. Both Reading and Math score increases for the majority of our Hispanic students indicates that the achievement gap is closing for this subgroup.

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

STAR Reading and Math proficiency percentages from 2016-2017 were consistent with percentages from 2016-2017 ACT Aspire.

Areas in Need of Improvement

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

In the past, our area of concern has been Math. However, on the most recent data from the ACT Aspire (2016, 2017), the area of Reading is below the expected level of performance for our school, while math has shown great improvement. Using ALSDE calculator, it was determined based on 2016-2017 scores that, as a school, we would need to increase yearly by 5% to reach the goal of 62% proficiency by 2020. However, our percent proficient on ACT Aspire Reading stayed the same at 42% proficient school-wide. In reference, we had a 2% decrease the year before and a 1% decrease the year before that. There is concern that the proficiency levels are not increasing in Reading as they should be in order to meet the goal by 2020.

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

On the ACT Aspire, a few areas of negative tends were noted:
-5th grade Reading decreased from 45% proficient in 2014 to 37% proficient in 2017.
-8th grade Reading decreased from 55% proficient in 2014 to 48% proficient in 2017, with a slight increase to 63% on the 2015 test.

Which area(s) indicate the overall lowest performance?

On the ACT Aspire test, as well as on STAR, fewer students are scoring proficient in Reading than in Math, which has been the case for the past three years.
We were disappointed with our WIDA scores from the 2017 school year. As the standards were raised and the test made more difficult, our students generally netted losses, not gains like we are used to.

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

In looking at an average of individual data, our Special Education students showed an average decrease on the ACT Aspire Writing of 2.51 points from the previous year.

Between which subgroups is the achievement gap becoming greater?

Because of the combined decrease in scores of the Special Education students and the increased writing instruction for EL students, the achievement gap on the ACT Aspire writing between those two groups is, in general, becoming greater, which is a continued trend.

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

Other data sources, such as teacher reports, show a widening gap between the writing skills of Hispanic students and Special Education Students.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.25
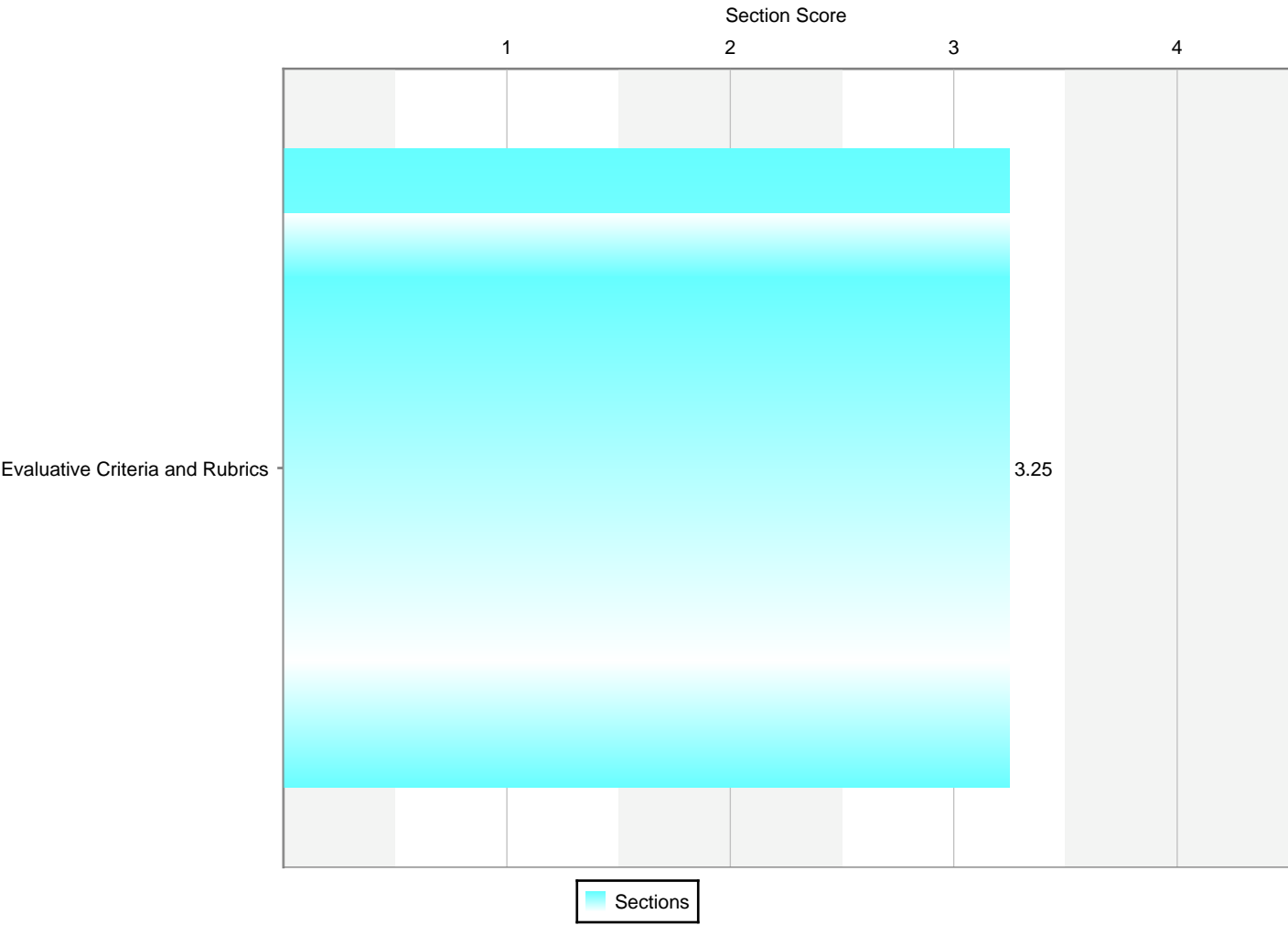
Sections

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		Signature Page 2017-2018

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		Civil Rights Document 2017-2018 LEA Consolidated Plan

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mark Guffey, Federal Programs Supervisor Jackson County Board of Education 16000 AL Hwy 35 Scottsboro, AL 35768 Phone: 256-259-9500 e-mail: guffeym@jackson.k12.al.us	

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		2017-2018 Student Handbook 2017-2018 LEA Consolidated Plan Parents Right-to-Know

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		2017-2018 Parent Compacts

2017-2018 Dutton School Goals and Plans

Overview

Plan Name

2017-2018 Dutton School Goals and Plans

Plan Description

2017-2018 Dutton School Goals and Plans

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: 5 Strategies: 7 Activities: 16	Academic	$0
2	Engage Parents and Community in the Educational Process.	Objectives: 3 Strategies: 6 Activities: 9	Organizational	$0
3	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	$0
4	Graduate College and Career Ready Students	Objectives: 2 Strategies: 2 Activities: 2	Organizational	$0

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

Measurable Objective 1:

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

Strategy 1:

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

Research Cited: Marazano

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 English/Language Arts and content area teachers will learn how to implement 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	No Funding Required	Curriculum Coordinator

Activity - Professional Development on Teaching Foundational Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train Reading Specialists, who will turn the training around for classroom teachers in grades K-3, with emphasis given to grade 3. Reading Specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face sessions with the ARI specialist.	Professional Learning	08/20/2017	05/30/2018	$0	Title II Part D	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

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.	Professional Learning	08/08/2014	06/01/2020	$0	No Funding Required	Principal, Instructional Coach, ELA teachers, Curriculum Coordinator

Activity - Professional Learning Support Plan for ARI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and Reading Specialists through attendance of required meetings. Turn around training will be provided.	Professional Learning	08/01/2017	07/31/2018	$0	No Funding Required	Curriculum Coordinator, Principal, Reading Specialist, teachers

Strategy 2:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA teachers in grades K-8 will participate in a careful analysis of the ELA portions of the state mandated test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA teachers in grades 3-8 will participate in a careful analysis of the ELA portions of the state mandated test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the required state mandated assessments will participate in professional development which is designed to help teachers interpret summative assessment data based on the required state assessment benchmarks.	Professional Learning	09/23/2015	11/30/2020	$0	No Funding Required	Principal, Teachers, Curriculum Coordinator

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the required state assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dutton School will expand the use of summative data meetings to include content teachers in the analysis of the required state assessment data for reading.	Academic Support Program	10/03/2016	11/20/2020	$0	No Funding Required	Curriculum Coordinator, Principals, Reading Specialist, Teachers

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the required state assessment benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2020	$0	No Funding Required	Principals, Reading Specialist, Curriculum Coordinator

(shared) Strategy 3:

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

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

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

Measurable Objective 2:

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

Strategy 1:

Professional Development for K-8 Mathematics 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.

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.	Professional Learning	05/01/2017	06/30/2020	$0	No Funding Required	Curriculum Coordinator, Principal, Teachers

Strategy 2:

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

Activity - Increased Emphasis of Data Meetings Focused on Math Sumative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers in grades K-8 who are unfamiliar with the required Alabama state assessment will participate in a professional development which is designed to help teachers interpret summative assessment data based on the required Alabama state assessment benchmarks.

Teachers in grades K-8 will participate in a careful analysis of the math portions of the required Alabama state assessment results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the required Alabama state assessment results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year. | Academic Support Program | 10/03/2016 | 06/01/2020 | $0 | No Funding Required | Curriculum Coordinator, Principal, Teachers |

Activity - Increased Emphasis on data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2018	$0	No Funding Required	Curriculum Coordinator, Principal, Teachers

(shared) Strategy 3:

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

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

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

Measurable Objective 3:

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

(shared) Strategy 1:

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

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.	Professional Learning, Academic Support Program	10/20/2015	05/29/2020	$0	No Funding Required	EL Coordinator

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

Measurable Objective 4:

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 - Dutton School will be guided by the WIDA ELP Standards and related materials such as the "Can Do" Descriptors.

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.	Professional Learning, Academic Support Program	10/20/2015	05/29/2020	$0	No Funding Required	EL Coordinator

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

Measurable Objective 5:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth 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.

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 used in solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	$0	No Funding Required	Curriculum Coordinator, Principal, Teachers

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

Goal 2: Engage Parents and Community in the Educational Process.

Measurable Objective 1:

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

(shared) Strategy 1:

Dynamic Digital Communication - 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.	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, Principal, 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 Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Having completed a professional learning unit on community relations, the principal will lead a school team in the development and implementation of a school community relations/communication plan.	Community Engagement, Parent Involvement	09/01/2016	06/01/2018	$0	No Funding Required	Principal, Central Office Supervisors and staff, School designee(s), System Technology Coordinator

(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
A designee from Dutton 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.	Technology, Community Engagement, Parent Involvement	08/01/2017	06/01/2018	$0	No Funding Required	Principal, 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 2017-2018 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 and Dutton School will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	$0	No Funding Required	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.	Parent Involvement	09/05/2017	06/29/2018	$0	No Funding Required	Technology Coordinator, Data and Accountability Coordinator, Supervisors, Principal

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.	Parent Involvement	10/02/2017	09/30/2018	$0	No Funding Required	Technology Coordinator, Superintendent, Supervisors, Principal

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 to parents concerning resources which are available to help students and parents as they plan for College and/or Career.

Activity - College and Career-Ready Resources for Families Brochure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the district developed 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	No Funding Required	Federal Programs Coordinator, Parent Involvement Personnel, Career Tech Administrator, Career Coaches, School Counselor

Activity - Earnest Pruett Center of Technology Tours for Parents and Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In conjunction with Eigth Grade Transistion 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.	Community Engagement, Career Preparation/Orientation, Parent Involvement	08/01/2017	06/01/2018	$0	No Funding Required	Principal, Counselor, Teachers, Career Technical Director, Career Technical Teacher

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 Communication - 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.	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, Principal, and designees.

(shared) Strategy 2:

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

| A designee from Dutton 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. | Technology, Community Engagement, Parent Involvement | 08/01/2017 | 06/01/2018 | $0 | No Funding Required | Principal, Central Office Supervisors and Staff, School designee(s), System Technology Coordinator |

(shared) Strategy 3:

Parent Notification System - The district will update the current parent notification system for the 2017-2018 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 and Dutton School will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	$0	No Funding Required	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.	Parent Involvement	09/05/2017	06/29/2018	$0	No Funding Required	Technology Coordinator, Data and Accountability Coordinator, Supervisors, Principal

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.	Parent Involvement	10/02/2017	09/30/2018	$0	No Funding Required	Technology Coordinator, Superintendent, Supervisors, Principal

Strategy 4:

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

Category: Other - Parental Involvement

Activity - Parent and Family Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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	No Funding Required	Principal, counselor, teachers

Goal 3: 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 an Advocacy Program at Dutton School 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 a school advocacy program.

Category: Develop/Implement Student and School Culture Program

Activity - Advocacy Guidelines	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advocacy leaders from our school and the district will meet to establish guidelines for the advocacy program based on research-based practices.	Academic Support Program, Behavioral Support Program	05/30/2017	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 Dutton School Advocacy chairs and principals

Activity - Program Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Advocacy leaders from all schools, including Dutton School, and the district will meet to establish the calendar and monthly themes and activities for the advocacy program based on research-based practices. | Academic Support Program, Behavioral Support Program | 05/30/2017 | 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 Dutton School Advocacy chairs and principals |

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

| Dutton School will follow the outlined calendar and themes. | Academic Support Program, Behavioral 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 Dutton School Advocacy chairs and principals |

Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Academic Support Program, Behavioral 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 Dutton School Advocacy chairs and principals

Strategy 3:

Utilize Parent Notification System - The district will update the current parent notification system for the 2017-2018 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, along with Dutton School, will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	$0	No Funding Required	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 app.	Parent Involvement	09/05/2017	06/30/2018	$0	No Funding Required	Technology Coordinator, Superintendent, Central Office Staff, Principal

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	Parent Involvement	10/02/2017	09/30/2018	$0	No Funding Required	Superintendent, Central Office Staff, Principal

Goal 4: Graduate College and Career Ready Students

Measurable Objective 1:

collaborate to reach a graduation rate of no less than 90% by 06/01/2020 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 pattern 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, Dutton 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 a seamless transition from kindergarten through grade twelve.	Policy and Process	01/02/2015	05/31/2020	$0	No Funding Required	Curriculum Coordinator, Principal, Counselor

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, including Dutton School's counselor, as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2017	06/30/2020	$0	No Funding Required	Superintendent

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	Principal, counselor, teachers
Increased Emphasis of Data Meetings Focused on Math Sumative Assessments	Teachers in grades K-8 who are unfamiliar with the required Alabama state assessment will participate in a professional development which is designed to help teachers interpret summative assessment data based on the required Alabama state assessment benchmarks. Teachers in grades K-8 will participate in a careful analysis of the math portions of the required Alabama state assessment results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the required Alabama state assessment results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2020	$0	Curriculum Coordinator, Principal, Teachers
Professional Development on Data Analysis of Formative Assessments	Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the required state assessment benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2020	$0	Principals, Reading Specialist, Curriculum Coordinator
Transition Planning	Using the established committee chaired by the school counselor, Dutton 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 a seamless transition from kindergarten through grade twelve.	Policy and Process	01/02/2015	05/31/2020	$0	Curriculum Coordinator, Principal, Counselor

Administer 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 Specialist
WIDA ACCESS Assessment and IELPs	The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELPs.	Academic Support Program	10/13/2015	05/29/2020	$0	EL Coordinator
Professional Development on Data Analysis of Summative Assessments	Teachers in grades K-8 who are unfamiliar with the required state mandated assessments will participate in professional development which is designed to help teachers interpret summative assessment data based on the required state assessment benchmarks.	Professional Learning	09/23/2015	11/30/2020	$0	Principal, Teachers, Curriculum Coordinator
Complete and Implement Community Relations/Communication Plan	Having completed a professional learning unit on community relations, the principal will lead a school team in the development and implementation of a school community relations/communication plan.	Community Engagement, Parent Involvement	09/01/2016	06/01/2018	$0	Principal, Central Office Supervisors and staff, School designee(s), System Technology Coordinator
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	06/30/2020	$0	Curriculum Coordinator, Principal, 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, Principal, and designees.
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	K-8 English/Language Arts and content area teachers will learn how to implement 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

Classroom Observations	Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	$0	Superintendent, appropriate supervisors, Principal
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	$0	EL 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	08/08/2014	06/01/2020	$0	Principal, Instructional Coach, ELA teachers, Curriculum Coordinator
Update Current Platform	The district and Dutton School will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	$0	Technology Coordinator
Program Planning	Advocacy leaders from all schools, including Dutton School, and the district will meet to establish the calendar and monthly themes and activities for the advocacy program based on research-based practices.	Academic Support Program, Behavioral 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 Dutton School Advocacy chairs and 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

Earnest Pruett Center of Technology Tours for Parents and Community	In conjunction with Eigth Grade Transistion 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.	Community Engagement, Career Preparation/Orientation, Parent Involvement	08/01/2017	06/01/2018	$0	Principal, Counselor, Teachers, Career Technical Director, Career Technical Teacher
Calendar and Themes	Dutton School will follow the outlined calendar and themes.	Academic Support Program, Behavioral 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 Dutton School Advocacy chairs and 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, Principal
College and Career-Ready Resources for Families Brochure	Utilize the district developed 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 Counselor

Professional Learning Support Plan for ARI	Principals and Reading Specialists through attendance of required meetings. Turn around training will be provided.	Professional Learning	08/01/2017	07/31/2018	$0	Curriculum Coordinator, Principal, Reading Specialist, teachers
Career Counseling	The school district will employ two career coaches who will assist local school counselors, including Dutton School's counselor, as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2017	06/30/2020	$0	Superintendent
Increased Emphasis on data Meetings Focused on Formative Math Assessments	An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2018	$0	Curriculum Coordinator, Principal, Teachers
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, Principal
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, Principal
Update Current Platform	The district, along with Dutton School, 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 apps.	Parent Involvement	09/05/2017	06/29/2018	$0	Technology Coordinator, Data and Accountability Coordinator, Supervisors, Principal
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 used in solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	$0	Curriculum Coordinator, Principal, Teachers
Webmaster Training	A designee from Dutton 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.	Technology, Community Engagement, Parent Involvement	08/01/2017	06/01/2018	$0	Principal, Central Office Supervisors and Staff, School designee(s), System Technology Coordinator

Advocacy Guidelines	Advocacy leaders from our school and the district will meet to establish guidelines for the advocacy program based on research-based practices.	Academic Support Program, Behavioral 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 Dutton School Advocacy chairs and principals
Increase the Inclusiveness of Personnel in Reading Data Meetings for the required state assessment	Dutton School will expand the use of summative data meetings to include content teachers in the analysis of the required state assessment data for reading.	Academic Support Program	10/03/2016	11/20/2020	$0	Curriculum Coordinator, Principals, Reading Specialist, Teachers
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.	Academic Support Program, Behavioral 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 Dutton School Advocacy chairs and principals
				Total	$0	

Title II Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on Teaching Foundational Reading	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train Reading Specialists, who will turn the training around for classroom teachers in grades K-3, with emphasis given to grade 3. Reading Specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face sessions with the ARI specialist.	Professional Learning	08/20/2017	05/30/2018	$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Document is uploaded.	2016-2017 Survey Results Survey Trend Data 2014-2017 - Highest

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

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

Areas of Notable Achievement

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

To find the overall highest level of satisfaction or approval, we counted how many each area received as "Highest Performing Items." What we found was that the general area of Efficacy of Engagement (F) received the highest scores collectively on all four survey types (Parent, Staff, Elementary, and Middle School).

Scoring as Highest Performing Items for three out of the four surveys was C1 (Our school's purpose statement is clearly focused on student success/principals and teachers want every student to learn). Some other commonalities between two of the four survey types (Parent, Staff, Elementary Students, and Middle School Students) were:
G3(My principal and teachers help me be ready/prepare for the next grade)
F3 and F1(Our school provides a clean, safe learning environment, with qualified staff)
D3(Teachers have high expectations/want me to do my best work)

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

For the 2016-2017 surveys, the Advanc-ed Indicators changed from the previous year's surveys making a trend analysis difficult at this time. However, after looking at the new Indicators, we have been able to match some of them to previous survey results.

We have found that we have remained strong for Indicators F3(4.3)-safe learning environment, F1(4.1)-qualified staff members, E11(3.9)-students having at least one adult advocate in the school, and C1(1.1)-purpose statement is focused on student success, with these four areas scoring as our Highest Performing Items for the past three years on Parent Surveys.

With our Staff Surveys, Indicators C1(1.1)-purpose statement is focused on student success, and C5(1.3)-our school has a continuous improvement process based on data, goals, actions, and measures of growth- have remained our Highest Performing Items for the past three years.

Elementary Surveys show that Indicator G3(5.4)-my principal and teachers help me to be ready for the next grade- has one of our Highest Performing Items for the past four years. This is a new Highest Performing Item for Middle School surveys, indicating increasing stakeholder approval.

Remaining as Highest Performing Items for the past three years on Middle School Surveys are C5(3.2)-teachers work together to improve student learning, and E14(3.10)-work is graded and evaluated fairly.

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

In leadership team meetings, team members have shared positive comments that they have received concerning student learning at Dutton School. These comments indicated an overall positive perception of satisfaction with instructional programs at our school.

Areas in Need of Improvement

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

To find the overall lowest level of satisfaction or approval, we counted how many each area received as "Lowest Performing Items." What we found was that the general area of Resource Management (E) received the highest scores collectively on all four survey types (Parent, Staff, Elementary, and Middle School).

Our spring 2017 survey data indicates that the following areas indicated the lowest level of satisfaction or approval:
-E3 (teachers use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills/teachers listen to students) scored as Lowest Performing Items on two of the four surveys (Elementary and Staff).
-D1 (our school's governing body operates responsibly and functions effectively/students are treated fairly) scored as Lowest Performing Items on two of the four surveys (Elementary and Parent).

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

As Advance-ed survey indicators have changed with the administration of the 2017 surveys, it is difficult to compare survey results at this time. However, after looking at the new indicators, we have noticed that, though numbered differently, some of the wording/meaning is about the same.
We have noticed that for Parent Surveys, we continue to struggle with D1(2.2)-our school's governing body operates responsibly and functions effectively), and D2(2.3)- our school's governing body does not interfere with the operation or leadership of our school as we have for the past three years. Also, with last year's Parent Surveys, we noticed that Indicator E4(3.3)-all of my child's teachers meet his/her learning needs by individualizing instruction- resurfaced after going away as one of our Lowest Performing Items for the past two school years. This data tells us that we had gotten better as a school in this area, but are once again on a negative trend for this indicator.

For Staff Surveys, Indicator E2(3.7)-all teachers personalize instructional strategies and interventions to address individual learning needs of students- has scored as one of our Lowest Performing Items for the past four years. Indicator E1(3.7)-teachers monitor and adjust curriculum, instruction, and assessment based on data from student assessments- has scored as one of our Lowest Performing Items for the past three years.

For Elementary Surveys, Indicator 5.1 has been the Lowest Performing Item for the past four years, which we could not match to any of the Lowest Performing Items on the 2017 survey results.

Middle School Surveys show Indicator F4(4.5)-computers are up-to-date and used by teachers to help me learn- and F2(4.3)-students respect the property of others- have been two of the Lowest Performing Items for the past four years. Indicator 5.5 has also been one of the Lowest Performing Items for the past three years, but we could not match it to any of the Lowest Performing Items on the Middle School Surveys from 2017.

What are the implications for these stakeholder perceptions?

The fact that we are retaining the same Lowest Performing Items indicates to us that stakeholder perceptions about our school have remained generally unchanged over time, meaning that either our efforts at improving our school have been focused in the wrong areas or have not been implemented effectively.

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

Other stakeholder feedback sources, such as communication from parents, suggests that students would feel empowered by more input to educational decisions at the school.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 4
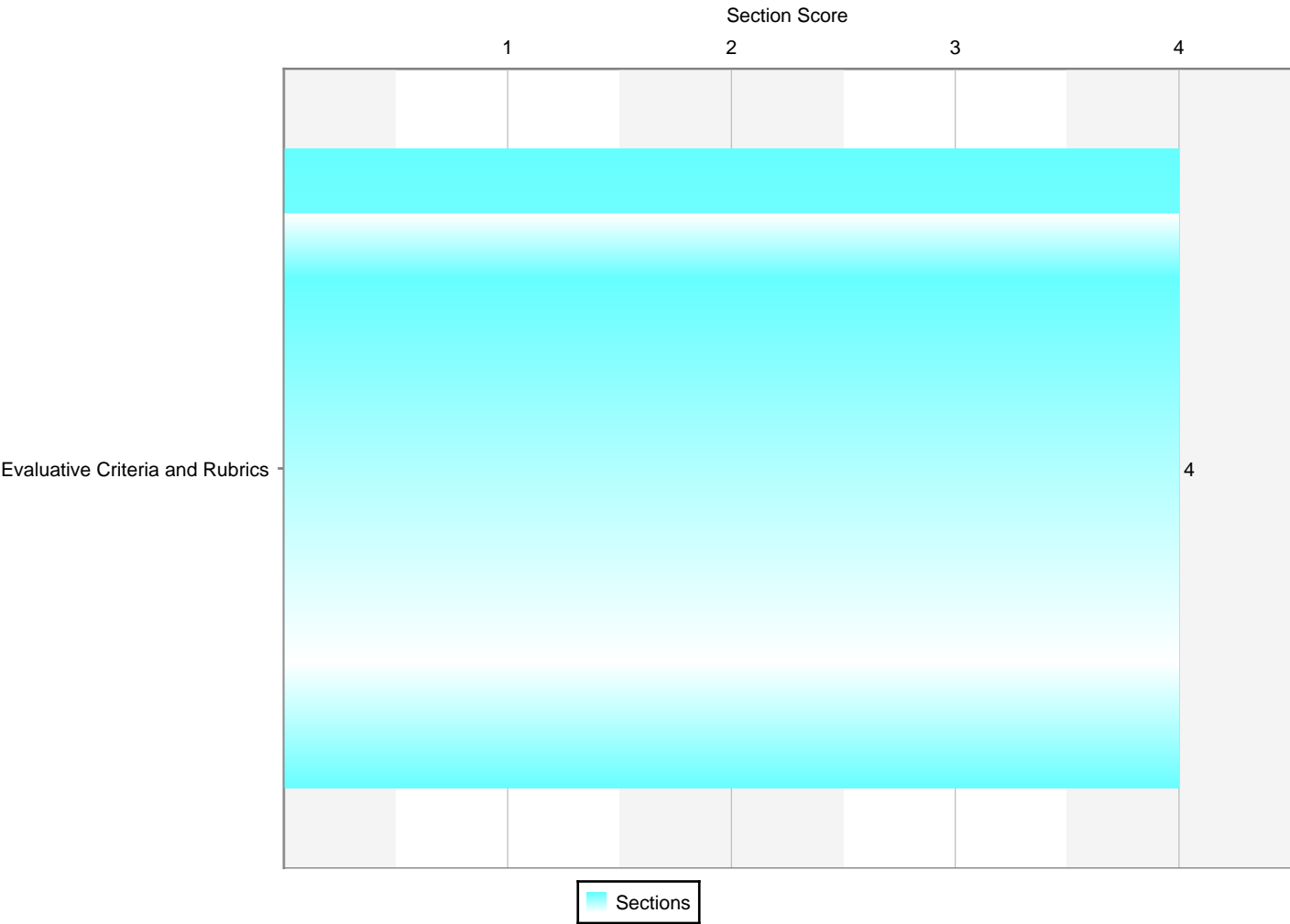
Sections

2017-2018 Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

The CIP Committees met on May 26, 2917 and September 19, 2017 to discuss and analyze data fro the 2016-2017 school year. The committee then determined strengths, weaknesses, and goals for the 2017-2018 school year. Data sources used were: ACT Aspire, STAR Enterprise results, SIR report, Pride Survey Results, ACCESS (WIDA) results, student and teacher attendance reports, and student, parent, and staff surveys.

What were the results of the comprehensive needs assessment?

Using current ALSDE goals for Performance Proficiency (62 for ELA and 70 for Math), we have determined the following:

-3rd grade Reading on ACT Aspire would have to have an Annual Improvement Needed of 12% each year, an increase of 36% proficiency by 2020.
-4th grade Reading on ACT Aspire would have to have an Annual Improvement Needed of 7% each year, an increase of 20% proficiency by 2020.
-5th grade Reading on ACT Aspire would have to have an Annual Improvement Needed of 9% each year, an increase of 25% proficiency by 2020.
-6th grade Reading on ACT Aspire would have to have an Annual Improvement Needed of 5% each year, an increase of 14% proficiency by 2020.
-7th grade Reading on ACT Aspire would have to have an Annual Improvement Needed of 4% each year, an increase of 12% proficiency by 2020.
-8th grade Reading on ACT Aspire would have to have an Annual Improvement Needed of 5% each year, an increase of 14% proficiency by 2020.
-3rd grade Math on ACT Aspire would have to have an Annual Improvement Needed of 6% each year, an increase of 18% proficiency by 2020.
-4th grade Math on ACT Aspire would have to have an Annual Improvement Needed of 1% each year, an increase of 2% proficiency by 2020.
-5th grade Math on ACT Aspire would have to have an Annual Improvement Needed of 4% each year, an increase of 12% proficiency by 2020.
-6th grade Math on ACT Aspire would have to have an Annual Improvement Needed of 4% each year, an increase of 10% proficiency by 2020.
-7th grade Math on ACT Aspire would have to have an Annual Improvement Needed of 6% each year, an increase of 16% proficiency by 2020.
-8th grade Math on ACT Aspire would have to have an Annual Improvement Needed of 6% each year, an increase of 17% proficiency by 2020.
The Annual Improvement Needed is much more realistic to be met for Math than for Reading, though we did notice that, in general, higher grades had lower Annual Improvements Needed than did lower grades. We concluded this to be from the complexity and length of the text, and the more rigorous questioning.
Upon looking at student data from ACT Aspire and STAR, it was determined that Reading achievement (percentage of students scoring as

proficient) has remained stagnant in our school over the past few years.   Math achievement on those same tests is above Reading achievement levels after a fairly sharp incline in recent years, though it has remained fairly stagnant for the past two years.
On WIDA scores, with the new standards in place, we had a drop in scores for almost all EL students. The areas of Speaking and Reading dropped more, in general, than any of the four domains on the test.

Looking at teacher attendance at our school, teachers missed a total of 224.5 days, which is an average of 14.97 days per teacher. One teacher missed 42 days due to being out on maternity leave, though her leave was filled with a Certified teacher. Two teachers each missed one day each for mandatory jury duty, and a total of 28.5 total days were Board Approved Leave in which teachers missed for professional development opportunities. Teachers missed a total of 152 days with Personal or Sick Leave, which is an average of 10.13 days per teacher.

What conclusions were drawn from the results?

Test results in Math went up a few years ago rather rapidly when a number of teachers starting using Eureka Math, which is suitably correlated with current Alabama Math Standards. Some teachers are just starting to use the new program this current year. The leveling out of that data seems to be the result of this scenario.

In Reading, many Professional Development sessions have been provided to teachers on interpreting and implementing the current Alabama Language Arts Standards. The fact that our scores have remained stagnant as a school despite this increased Professional Development in this area leads us to believe that not all teachers are not following through with the Professional Development or it has generally been ineffective, with not enough follow-through support.

Teacher sick and personal absences are a little high, with an average equivalent to each teacher missing at least one day each month.

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

Because STAR Reading, ACT Aspire, and ACCESS (WIDA), all showed concerns in the area of Reading, it was concluded that this is an area of needed improvement for our school. In analyzing perception, parents feel that the school has a sharp focus set on student success, yet a number of them, seem to be concerned that all students' needs are not being met by individualized instruction. Students have some of the same concerns, although most of their negative perceptions had to do with the level of respect they felt from staff and peers. In general, males and females perform about the same, with females edging males out marginally. Special Education students struggle to reach proficiency levels in our school. Hispanic students, in general, did as well as the general population.

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

READING GOALS

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

READING GOALS

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

NEEDS

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

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

Measurable Objective 1:

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

Strategy1:

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

Research Cited:

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

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

Measurable Objective 2:

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.

Strategy1:

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

Research Cited:

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

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

Goal 2:

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 an Advocacy Program at Dutton School by 06/01/2018 as measured by end of the year surveys to determine program effectiveness.

Strategy1:

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

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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.	Academic Support Program Behavioral 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 Dutton School Advocacy chairs and principals

Activity - Calendar and Themes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dutton School will follow the outlined calendar and themes.	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 Dutton School Advocacy chairs and principals

Strategy2:

Utilize Parent Notification System - The district will update the current parent notification system for the 2017-2018 school year and train administrators in the use of mass notification tools.

Category: Other - Parental Involvement

Research Cited:

Activity - Inform Parent Using Mass Notification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inform parents of student absences and school events using the mass notification system	Parent Involvement	10/02/2017	09/30/2018	$0 - No Funding Required	Superintendent, Central Office Staff, Principal

Activity - Update Current Platform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district, along with Dutton School, will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	$0 - No Funding Required	Technology Coordinator

Activity - Mass Notification Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will be trained to use the mass notification system app.	Parent Involvement	09/05/2017	06/30/2018	$0 - No Funding Required	Technology Coordinator, Superintendent, Central Office Staff, Principal

Strategy3:

Advocacy Team Formation - District and school representatives will collaborate to develop and implement a school advocacy program.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Program Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy leaders from all schools, including Dutton School, 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 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting teacher, Student Services Coordinator, Data and Accountability Coordinator, and Dutton School Advocacy chairs and principals

Activity - Advocacy Guidelines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy leaders from our school and the district will meet to establish guidelines for the advocacy program based on research-based practices.	Academic Support Program Behavioral Support Program	05/30/2017	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 Dutton School Advocacy chairs and principals

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

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

Measurable Objective 1:

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

Strategy1:

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

Research Cited:

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

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

Strategy2:

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

Research Cited:

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

Measurable Objective 2:

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.

Strategy1:

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

Research Cited:

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

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

Measurable Objective 3:

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

Strategy1:

Professional Development for Secondary Mathematics Teachers - Professional Development on the mathematics practice standards for

Alabama's College and Career Ready Standards

Research Cited:

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary Mathematics Teachers will have an opportunity to participate in self-paced, online professional development on the conceptual strategies of Eureka Math, a standards-based program.	Professional Learning	10/10/2017	06/30/2020	$0 - No Funding Required	Curriculum Coordinator, Principal, Mathematics Teachers

Strategy2:

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

strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based

learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

Research Cited:

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

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

Measurable Objective 4:

45% of All Students will demonstrate a proficiency in eleventh grade reading comprehension in English Language Arts by 06/01/2018 as measured by ACT Plus Writing.

Strategy1:

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

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

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

Strategy2:

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

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

Activity - Teacher Use of Effective Questions and Higher Order Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dutton School teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2017	05/01/2018	$0 - No Funding Required	Principal, Instructional Coach, Teachers

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

Measurable Objective 5:

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

Strategy1:

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

Research Cited:

Activity - Increased Emphasis of Data Meetings Focused on Math Sumative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the required Alabama state assessment will participate in a professional development which is designed to help teachers interpret summative assessment data based on the required Alabama state assessment benchmarks. Teachers in grades K-8 will participate in a careful analysis of the math portions of the required Alabama state assessment results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the required Alabama state assessment results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2020	$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Activity - Increased Emphasis on data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2018	$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Strategy2:

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

Research Cited:

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

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

Strategy3:

Professional Development for K-8 Mathematics 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.

Research Cited:

Activity - Professional Development on Eureka Math	Activity Type	Begin Date	End Date	Funding Amount & Source	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.	Professional Learning	05/01/2017	06/30/2020	$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades K-8 will participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	09/23/2015	06/30/2017	$0 - No Funding Required	Curriculum Coordinator, Principal

Measurable Objective 6:

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

Strategy1:

Professional Development for Secondary Science Teachers - Professional Development will be provided for all middle school science

teachers on the new Alabama Science Standards and STEM projects.

Research Cited:

Activity - Face-to-face professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4-8 Science Teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/01/2018	$0 - No Funding Required	Curriculum Coordinator, AMSTI Science Teachers

Strategy2:

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

strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based

learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

Research Cited:

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

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

Measurable Objective 7:

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

assessment.

Strategy1:

Curricular and Instructional Guidance - Dutton School will be guided by the WIDA ELP Standards and related materials such as the "Can Do"

Descriptors.

Research Cited:

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

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

Measurable Objective 8:

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

Strategy1:

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

Research Cited: Marazano

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-8 English/Language Arts and content area teachers will learn how to implement 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 - No Funding Required	Curriculum Coordinator

Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on vocabulary development will be provided through a book study for teachers of grades K-8. K-4 teachers will participate in a face-to-face book study with the school reading specialist, and teachers of grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	$0 - Title II Part D	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Professional Development on Teaching Foundational Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train Reading Specialists, who will turn the training around for classroom teachers in grades K-3, with emphasis given to grade 3. Reading Specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face sessions with the ARI specialist.	Professional Learning	08/20/2017	05/30/2018	$0 - Title II Part D	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

Activity - Professional Learning Support Plan for ARI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and Reading Specialists through attendance of required meetings. Turn around training will be provided.	Professional Learning	08/01/2017	07/31/2018	$0 - No Funding Required	Curriculum Coordinator, Principal, Reading Specialist, teachers

Activity - Teacher Use of Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 - No Funding Required	Principal, Instructional Coach, ELA teachers, Curriculum Coordinator

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

Strategy2:

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

Research Cited:

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

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

Strategy3:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA teachers in grades K-8 will participate in a careful analysis of the ELA portions of the state mandated test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA teachers in grades 3-8 will participate in a careful analysis of the ELA portions of the state mandated test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Research Cited:

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the required state assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dutton School will expand the use of summative data meetings to include content teachers in the analysis of the required state assessment data for reading.	Academic Support Program	10/03/2016	11/20/2020	$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialist, Teachers

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the required state assessment benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2020	$0 - No Funding Required	Principals, Reading Specialist, Curriculum Coordinator

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the required state mandated assessments will participate in professional development which is designed to help teachers interpret summative assessment data based on the required state assessment benchmarks.	Professional Learning	09/23/2015	11/30/2020	$0 - No Funding Required	Principal, Teachers, Curriculum Coordinator

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•**preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools**

•**implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)**

Goal 1:

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 an Advocacy Program at Dutton School by 06/01/2018 as measured by end of the year surveys to determine program effectiveness.

Strategy1:

Utilize Parent Notification System - The district will update the current parent notification system for the 2017-2018 school year and train administrators in the use of mass notification tools.

Category: Other - Parental Involvement

Research Cited:

Activity - Mass Notification Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will be trained to use the mass notification system app.	Parent Involvement	09/05/2017	06/30/2018	$0 - No Funding Required	Technology Coordinator, Superintendent, Central Office Staff, Principal

Activity - Update Current Platform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district, along with Dutton School, will update to a new mass notification system.	Technology	09/05/2017	11/30/2017	$0 - No Funding Required	Technology Coordinator

Activity - Inform Parent Using Mass Notification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inform parents of student absences and school events using the mass notification system	Parent Involvement	10/02/2017	09/30/2018	$0 - No Funding Required	Superintendent, Central Office Staff, Principal

Strategy2:

Advocacy Team Formation - District and school representatives will collaborate to develop and implement a school advocacy program.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Advocacy Guidelines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy leaders from our school and the district will meet to establish guidelines for the advocacy program based on research-based practices.	Academic Support Program Behavioral Support Program	05/30/2017	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 Dutton School Advocacy chairs and principals

Activity - Program Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy leaders from all schools, including Dutton School, 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 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting teacher, Student Services Coordinator, Data and Accountability Coordinator, and Dutton School Advocacy chairs and principals

Strategy3:

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

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Calendar and Themes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dutton School will follow the outlined calendar and themes.	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 Dutton School Advocacy chairs and principals

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 - No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting teacher, Student Services Coordinator, Data and Accountability Coordinator, and Dutton School Advocacy chairs and principals

Goal 2:

Graduate College and Career Ready Students

Measurable Objective 1:

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

Strategy1:

Transition Process - All schools in a feeder-school pattern 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

Research Cited:

Activity - Transition Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the established committee chaired by the school counselor, Dutton 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 a seamless transition from kindergarten through grade twelve.	Policy and Process	01/02/2015	05/31/2020	$0 - No Funding Required	Curriculum Coordinator, Principal, Counselor

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.

Strategy1:

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

Research Cited:

Activity - Career Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school district will employ two career coaches who will assist local school counselors, including Dutton School's counselor, as they guide students in the development of Educational and Career Plans.	Career Preparation/ Orientation	08/05/2017	06/30/2020	$0 - No Funding Required	Superintendent

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

Goal 1:

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

Measurable Objective 1:

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

Strategy1:

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

Research Cited:

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

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

Measurable Objective 2:

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

Strategy1:

Curricular and Instructional Guidance - Dutton School will be guided by the WIDA ELP Standards and related materials such as the "Can Do"

Descriptors.

Research Cited:

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

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

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

Our school has a full time aide who is fluent in Spanish. She is able to translate (verbally and/or in written form) any communications that go home with students about academic achievement results in addition to the interpretation of those results.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

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

The principal of the school conducts personal interviews with each applicant interested in the advertised position. Each applicant's state certification of teaching is checked to ensure that their credentials match those needed for the advertised position. The principal will contact referrals listed by the applicant. The principal will then choose an applicant based upon all of the above criteria plus any additional information needed for the position. The superintendent presents potential applicants to the board based on the principal's recommendation.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

Dutton School traded one teacher for another within the same system. Because of the swap, both teachers are now teaching in their home area. All other teachers have been at the school for at least eight years.

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

All teachers and learning personnel have at least 9 years teaching experience, with the Reading Specialist having 19 years experience and the Special Education teacher having 24 years experience.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

There is not a high turnover rate in Qualified Teachers at Dutton School. Dutton School works to attract and maintain highly qualified teachers by maintaining high academic standards for all students and by maintaining a safe, orderly work environment in which dedicated professionals can flourish. Dutton School participates in many field experiences and internship programs through local four year institutions that have Teacher Education programs. Through this involvement, Dutton School has access to a high number of quality teacher graduates.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

The faculty at Dutton School meet at the beginning of the school year after receiving all of the data from the last school year's assessments. Data is grouped by type (ACT Aspire, WIDA, and STAR) and faculty members are divided up into teams and placed in each group. Data for at least the past three years whenever possible is included for each assessment. Within each type of data, the numbers are analyzed, with members looking for, at first, general observances. Then members are asked to look for patterns and trends using the data over time for the specific assessment to which their group has been assigned. Team members are asked to think about the quality of the data, looking for reliability and validity. Team members are then asked to formulate possible reasons as to why the identified patterns and trends exist. Professional Development plans are procured from these hypotheses, connected as closely as possible to the identified root causes.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Ongoing, embedded professional development is provided by the Reading Specialist to Kindergarten through third grade teachers. Teachers are trained on how to read and interpret summative data used to make curriculum decisions.

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

New or inexperienced teachers are placed in a classroom that is in close proximity to an experienced teacher in the same grade level, when possible. The experienced teacher assist the new or inexperienced teacher in creating lesson plans and other daily duties, and is close by for any additional help that may be needed. The school's Reading Specialist assists new or inexperienced teachers in grades Kindergarten through third in refining Reading lessons so that they are more effective. The Reading Specialist also helps the teacher with classroom routines and procedures that will make the teacher's instruction more effective. Planned Professional Development in which teachers observe each other and offer helpful feedback on questioning techniques will also help new or inexperienced teachers in formulating effective questions to solicit student thinking.

Describe how all professional development is "sustained and ongoing."

Many Professional Development opportunities start out as whole group PD; however, in order for the topic to become routine in the classroom, the Reading Specialist must follow-up whole group PD sessions with working with individual teachers in their classrooms. The Reading Specialist will model lessons, observe lessons for feedback, or work side-by-side with a teacher developing and implementing a lesson. The Reading Specialist strives to maintain an approach of gradual release in which the classroom teacher finally and eventually embraces the strategy as his or her own. It takes a great deal of sustained and ongoing work with the individual classroom teacher and, in some instances, teacher groups, before the new, research-based strategy is fully implemented by the teacher on a daily basis.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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

Goal 1:

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

Measurable Objective 1:

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

Strategy1:

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

Research Cited:

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

Strategy2:

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

Research Cited:

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

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

Measurable Objective 2:

45% of All Students will demonstrate a proficiency in eleventh grade reading comprehension in English Language Arts by 06/01/2018 as measured by ACT Plus Writing.

Strategy1:

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

Research Cited:

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

Activity - Teacher Use of Effective Questions and Higher Order Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dutton School teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2017	05/01/2018	$0 - No Funding Required	Principal, Instructional Coach, Teachers

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

Strategy2:

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

Research Cited:

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

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

Measurable Objective 3:

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

Strategy1:

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

Research Cited:

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

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

Strategy2:

Professional Development for Secondary Mathematics Teachers - Professional Development on the mathematics practice standards for

Alabama's College and Career Ready Standards

Research Cited:

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary Mathematics Teachers will have an opportunity to participate in self-paced, online professional development on the conceptual strategies of Eureka Math, a standards-based program.	Professional Learning	10/10/2017	06/30/2020	$0 - No Funding Required	Curriculum Coordinator, Principal, Mathematics Teachers

Measurable Objective 4:

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

06/30/2020 as measured by the required Alabama State Assessment.

Strategy1:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on

the use of formative and summative assessments to inform instruction.

Research Cited:

Activity - Increased Emphasis on data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2018	$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Activity - Increased Emphasis of Data Meetings Focused on Math Sumative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the required Alabama state assessment will participate in a professional development which is designed to help teachers interpret summative assessment data based on the required Alabama state assessment benchmarks. Teachers in grades K-8 will participate in a careful analysis of the math portions of the required Alabama state assessment results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the required Alabama state assessment results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2020	$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Strategy2:

Professional Development for K-8 Mathematics 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.

Research Cited:

Activity - Professional Development on Eureka Math	Activity Type	Begin Date	End Date	Funding Amount & Source	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.	Professional Learning	05/01/2017	06/30/2020	$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades K-8 will participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	09/23/2015	06/30/2017	$0 - No Funding Required	Curriculum Coordinator, Principal

Strategy3:

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

Research Cited:

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

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

Measurable Objective 5:

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

Strategy1:

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

Research Cited:

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

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

Measurable Objective 6:

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

Strategy1:

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

Research Cited:

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

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

Strategy2:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA teachers in grades K-8 will participate in a careful analysis of the ELA portions of the state mandated test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA teachers in grades 3-8 will participate in a careful analysis of the ELA portions of the state mandated test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Research Cited:

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the required state assessment benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2020	$0 - No Funding Required	Principals, Reading Specialist, Curriculum Coordinator

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the required state assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dutton School will expand the use of summative data meetings to include content teachers in the analysis of the required state assessment data for reading.	Academic Support Program	10/03/2016	11/20/2020	$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialist, Teachers

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the required state mandated assessments will participate in professional development which is designed to help teachers interpret summative assessment data based on the required state assessment benchmarks.	Professional Learning	09/23/2015	11/30/2020	$0 - No Funding Required	Principal, Teachers, Curriculum Coordinator

Strategy3:

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

Research Cited: Marazano

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

Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on vocabulary development will be provided through a book study for teachers of grades K-8. K-4 teachers will participate in a face-to-face book study with the school reading specialist, and teachers of grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	$0 - Title II Part D	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Professional Development on Teaching Foundational Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train Reading Specialists, who will turn the training around for classroom teachers in grades K-3, with emphasis given to grade 3. Reading Specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face sessions with the ARI specialist.	Professional Learning	08/20/2017	05/30/2018	$0 - Title II Part D	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

Activity - Professional Learning Support Plan for ARI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and Reading Specialists through attendance of required meetings. Turn around training will be provided.	Professional Learning	08/01/2017	07/31/2018	$0 - No Funding Required	Curriculum Coordinator, Principal, Reading Specialist, teachers

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Stragegies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-8 English/Language Arts and content area teachers will learn how to implement 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 - No Funding Required	Curriculum Coordinator

Activity - Teacher Use of Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 - No Funding Required	Principal, Instructional Coach, ELA teachers, Curriculum Coordinator

Measurable Objective 7:

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

Strategy1:

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

Research Cited:

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

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

Measurable Objective 8:

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

Strategy1:

Professional Development for Secondary Science Teachers - Professional Development will be provided for all middle school science

teachers on the new Alabama Science Standards and STEM projects.

Research Cited:

Activity - Face-to-face professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4-8 Science Teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/01/2018	$0 - No Funding Required	Curriculum Coordinator, AMSTI Science Teachers

Strategy2:

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

Research Cited:

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

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

Narrative:

Kindergarten pre-registration is offered in the spring at which time students and parents are given the opportunity to meet teachers and discuss any special needs that a student may have.

Dutton School allows studetns in 5th-8th grades access to lockers to use between classes which eases the transition into high school. Students in grades 6-8 are placed in a class transition schedule similar to a high school schedule.

Because students in our school have a choice in where they attend high school, eight grade students are allowed to visit Section and Pisgah High Schools as well as the Jackson County Technical School in order to make the best personal decision of a career track and as to which school would best fit individual students. Parent nights are held for entering freshmen at Pisgah and Section High Schools, the two schools from which our students may choose to attend upon graduation from Dutton School. The career coach is at each of these meetings to go over the Four Year Plan with students and parents. The Parental Involvement Coordinator is also present at each of these meetings to help educate parents on how they can successfully help their child during this time of transition.

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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

Teachers are involved in determining the use of data received from school-based academic sessions. First, teachers are trained to read and interpret data from any new or unfamiliar data sources, such as new state-required testing. Then, teachers review data from all school-wide sources as well as data from classroom assessments to determine if students have mastered the objectives taught. This data will determine if their instruction is effective or if intervention activities should be implemented. The following are ways that teachers make decisions that guide instruction:

Problem-solving team members evaluate data collected on referred students to determine if there are indicators that would warrant more in-depth testing or referral for special services. Grade-level meetings are held to adjust instructional strategies based on the progress monitoring data results.

Informal grade-level meetings are held to discuss the progress of students and determine what steps should be taken to help students who demonstrate weaknesses in identified academic subjects.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

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

At the beginning of the school year, and at two other designated times during the school year, Dutton School tests all of its students with a school-wide screener. The data received from this screener is compared with other local data to identify those students who are experiencing difficulty in mastering the State's academic achievement assessment standards. Results from state-required tests are review by administrators and affected teachers at the beginning of each school year to identify those students as well. Students who are performing below the tenth percentile on either assessment are given the Instructional Screener (also known as the Dyslexic Screener) as required by the state to determine which students fall below expected levels.

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

For students whose cores on the screener place them into Tier 2 category (a little below average), a plan is created detailing their exact academic needs. Classroom teachers are responsible for providing extra, research-based instruction which is documented daily for these students. For students scoring in the Tier 3 category (very low), the same procedure is followed as for Tier 2 students. In addition, these Tier 3 students receives extra, daily, research-based instruction provided by a different teacher other than their classroom teacher, which is also documented daily. Special attention is given to students not scoring as Proficient on the State-required assessment and these students are placed in instruction accordingly.

For students receiving a 69 or below on a report card, teachers must fill out Timely Assistance forms on which they document specific practices they will do for the student as support in order to raise the grade to passing. For students receiving a grade of 59 or below, teachers must fill out Timely Assistance forms on which they document specific practices they will do for the student to support student learning and they must document two required trials of parental contact in order for teachers to solicit cooperation with parents for the success of the student. These Timely Assistance forms are submitted to the Principal, who, upon approval, returns them to the teachers to keep in the classroom as a daily reference.

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

At this time, Dutton School does not offer after-school tutoring. Because of the high poverty, rural area in which the school is located, such extended services are hindered due to the fact that parents would have to come to the school to pick up their child from such services. The school has submitted a grant request for funding in the past for an after school program, but was denied. The most academically needy children are referred to the Problem Solving Team and are word with extensively at school to ensure that they receive the support and reinforcement of academic skills during the regular school day. Access to current grades is given upon request to parents through the STI Parent Portal.

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

Students at Dutton School that are identified as migrant, limited-English proficient, or homeless have access to all services and programs available, including free/reduced lunch, Title 1 services, EL services, Special Education services, and Counseling services. The school also uses the services of the Department of Human Resources and other local community resources if students are identified as being in need of these services.

The counselor identifies limited-proficient students upon enrollment. Students whose Home-Language survey contains an answer other than English are tested with the WIDA Access Placement test to determine if a student is to receive EL services. Services provided to EL students include small group instruction and individual content area tutoring. All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and student performance standards to which all students are held without being stigmatized or isolated.

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

Not Applicable

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

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

Funds received at Dutton School are combined and integrated to assist students in meeting state standards. Special education students are eligible for Title services on the same basis as other students. Dutton School provides services daily for children with limited English proficiency. Policies are in place to ensure that immigrant, migratory, and/or homeless children will receive proper services in the event of their enrollment in the school. Monies from Title I, Title II, state, and local funds are utilized by providing effective professional development for teachers, giving teachers the tools to advance students in the mastery of standards.

The 2018 fiscal year allocation for the district is as follows:

Title I, Part A-

 74% - Instruction and Instructional Support

Title I Set Asides

 14% - Administration*

 6% - School Improvement Specialist

 6% - Parent Involvement/Consulting Teacher

 6% English Language Teacher

*Private school participation funds are included.

Per pupil Allotment (PPA) is $324.46

Title I set-asides include related administrative costs such as: A program administrator (.75 FTE), a secretary

(.50 FTE), a Parental Involvement Consulting Teacher (1.0 FTE), and related administrative costs (including a 1.0

FTE Title III program specialist, and 1.0 School Improvement Specialist) will be paid from the Title I funds.

A Newcomers Academy for EL students with a qualified itinerant EL teacher (1.0 FTE) was implemented January of 2017.

Title II, Part A- Teacher and Principal Training

The fiscal year allocation is as follows:

99% Class Size Reduction-Instruction

1% Professional Development

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

The fiscal year allocation is as follows:

22% EL Instruction and Instructional Support

36% EL Instructional Hardware and Software

42% Staff Professional Development

Title V-Rural and Low Income

95% Class Size Reduction-Instruction

5% Professional Development

Title VI Indian Education
100% Instruction and Instructional Support

Dutton Expenditures for 2018:
Title I: Improving the Academic Achievement of the Disadvantaged
  Part A
-Dutton School receives an allocation based on the number of students qualifying for free or reduced lunch prices according to the guidelines set forth by the Child Nutrition Program at $324.46 per pupil allotment.
-Parental Involvement funds at $874.12
*Parental Involvement funds are not included in the school allocation but are utilized to enhance Parental Involvement by the Parental Involvement Consulting Teacher.
-Title II, Part A, Professional Development Activities - Teacher and Principal Training
Professional Development -County allocation at $13,622.00
-Title III: For English Language Learners-EL instruction, instructional support, hardware, and software
Title V-Rural and Low Income
-Title VI: Indian Education
Instruction and Instructional support

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

Dutton School works in conjunction with the central office staff in order to effectively coordinate and integrate all Federal, State, and local services. The school counselor uses a curriculum centered around violence prevention and bullying with all students in the school. Nutrition programs are heavily utilized in our school to feed the large percentage of free and reduced students whom we educate. All students are encouraged, on a regular basis, to take advantage of these programs in order to enter the classrooms ready to learn. Many of the parents of students in our school take advantage of the adult education classes, as well as vocational and technical classes offered by Northeast State Community College, which is in close proximity to our school.

Component 10: Evaluation (Sec.1114(b)(3)):

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

The school conducts regular monitoring of the school-wide program. Leadership team meetings are held on a regular basis to insure that implementation is taking place. Discussions about the school-wide program are held at monthly faculty meetings, where input from teachers is given about the implementation progress.

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

Data compiled from the State's annual assessments (formerly ACT Aspire), WIDA, SCANTRON, and other assessments is analyzed and discussed at the end and beginning of each school year. This data is compared to data from previous school years to determine if the school-wide program is valid and effective.

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

Data from the State's annual assessments, WIDA, SCANTRON, and other assessments is disaggregated so that the scores of students who are furthest from achieving the standards are brought to the forefront. This data is then compared to the same assessments from previous years, on an individual student basis, to determine the effectiveness of instruction.

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

As the Leadership team meets, and as discussions are being held at faculty meetings throughout the school year, notes are taken that indicate successes in the program as well as things that need to be revised. Data from the evaluation is analyzed and discussed, and changes are made based on the effectiveness in insuring continuous improvement of students.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	12.3

Provide the number of classroom teachers.

12.3

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	840278.02

Total 840,278.02

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	107653.66

Total   107,653.66

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.0

Provide the number of Assistant Principals.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Total   0.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	0.5

Provide the number of Counselors.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	41650.16

Total   41,650.16

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	0.5

Provide the number of Librarians.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	41650.16

Total 41,650.16

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Adminstrators.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total   0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total   0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	3025.0

Not applicable, please place a value of 0 in the box.

0.0

Label	Question	Value
3.	Provide the total of all funding for Technology.	3025.0

Total 3,025.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	1109.0

Not applicable, please place a value of 0 in the box.

0.0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1109.0

Total   1,109.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0.0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total 0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	6028.0

Not applicable, please place a value of 0 in the box.

0.0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	6028.0

Total   6,028.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	435.0

Not applicable, please place a value of 0 in the box.

0.0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	435.0

Total   435.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	53211.44

Provide a brief explanation and breakdown of expenses.

Certified instructor: 0.74 - Salary and fringe benefits: $52,489.96

Instructional: $721.48

Parental Involvement: $874.12 - Parental Involvement funds are not included in the school allocation but are utilized to enhance Parental Involvement at the school by the Parental Involvement Consulting Teacher.

Title II

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

Provide a brief explanation and a breakdown of expenses.

Professional Development is utilized county-wide to best meet the professional development needs of all system teachers. $13,622

Title III

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

Provide a brief explanation and a breakdown of expenses.

EL funds are utilized county-wide to best meet the professional development needs of all system students. $11,252 county allocation

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

We do not receive these funds.

Title V

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

Provide a brief explanation and a breakdown of expenses.

Dutton did not receive these funds

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

Dutton School does not receive Perkins Grant money.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

Dutton School does not receive Perkins Grant money.

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

Provide a brief explanation and breakdown of expenses.

Dutton School does not receive Perkins Tech money

Other

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

Provide a brief explanation and a breakdown of expenses.

Dutton School does not receive any of these funds.

Local Funds

Label	Question	Value
1.	Provide the total	57461.56

Provide a brief explanation and breakdown of expenses.

.79 Teacher salary and fringes $25360.13

1.0 Non-certified personnel $32,101.43

Total $57461.56

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

The annual Title I Parental Involvement Title I Meeting will be at the Dutton School Open House, August 10, 2017. The meeting is to inform parents of the Title I requirements and is presented by the Federal Programs Parental Involvement Consulting Teacher. The Federal Programs Parental Involvement Consulting Teacher explains participation and requirements of Title I, 1% set-asides, and Parents Rights as wells as describes the School-Parent Compact, the Parental Involvement Plan and the materials and support available at the Jackson County Parent Center. Dutton School and the Leadership Team chose to relinquish the 1% Parental Involvement allocation to the Jackson County Parent Center to offer programs to strengthen the school/family partnership by providing activities, materials, and education for school staff and parents.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

   1. The Parental Involvement Consulting Teacher conducts a minimum of two meetings a year. These are meetings are scheduled with flexible times to meet the needs of working parents. One meeting is held at night and one during the day. The fall Title I meeting is to inform parents of Title I laws and regulations. Other meetings held are to assist parents in working with their children's educational needs.   At Dutton School, meetings are planned for August 10, 2017, at the Open House, and another parent training session will be available during the afternoon on February 23, 2018 at 1:00 PM. Also, for meetings where there are Spanish-speaking families, an interpreter will also be provided.

   2. Dutton School encourages parents to be full partners in the decisions that affect children and family. The school involves parents in an organized, ongoing, and timely way in the planning of the school improvement plan through newsletters, parent surveys, committee meetings, and handbooks. The Federal Programs Advisory Committee is comprised of parents, teachers, administrators, and community members. The purpose of this committee is to utilize federal funds to provide the maximum benefits to all the students of Jackson County. The committee discusses strategies, various federal programs available, and budgets allotted to fund them. All committee members are given the opportunity to offer opinions and suggestions.

   3. Dutton School and the Leadership Team agreed to relinquish their allocated Parental Involvement Funds to allow the Federal Programs Consulting Teacher to be responsible for all Parental Involvement activities. These funds are used to maintain materials and supplies for both the Parent Center and fulfilling parent requests for additional resources to be used at home. The Jackson County Parent Center is open daily and provides a wide range of materials available for parent check out and various workshops to assist parents in developing parenting skills.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in

use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

All documents related to Federal Programs are made available in both English and Spanish. Interpreters are available in the event there are high Spanish speaking populations to further assist in any other explanations necessary. Information regarding curriculum, classroom standards, homework policies and assessments are provided in the Jackson County Schools Student Handbook. All students receive a handbook on the first day of school and must return the Parental Acknowledgement form which is filed in their cumulative record. Parents are provided with additional information throughout the school year, i.e., progress reports, report cards, assessment reports. Progress reports are sent home at the 4.5 week grading period and report cards are sent home at the 9 weeks grading period. Teachers make at least one parent contact per semester/year. Parents may request a conference to voice any concerns or suggestions related to the education of their child. Parents also can access the INOW Parent Portal and the school website. Each teacher within the Jackson County School District is assigned an email address thru which parents may contact them.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

The Leadership Team, comprised of parents, teachers, administrators, and community members, is responsible for designing, implementing, and evaluating school improvement efforts including Student /Parent Compact and the Continuous Improvement Plan. The Leadership Team and faculty review the School-Parent Compact each May and update it as necessary. Parents, the school staff, and students have created a shared responsibility by having parents/guardians and the student sign a School-Parent Compact for improving academic achievement and behavior. The signed compacts will be filed in the classroom for use during parent-teacher and/or student-teacher conferences.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Contact information for both the Jackson County Board of Education and the Alabama State Department of Education is provided and made available on the Jackson County School District Website, and in each school office.

"If you have comments or concerns, you may call the Jackson County Board of Education (256) 259-9500 Mr. Mark Guffey, Federal Programs Supervisor, guffeym@jackson.k12.al.us, and/ or Mr.Chris Davis, Special Education Supervisor, davisc@jackson.k12.al.us. or the Alabama State Department of Education (334) 242-8199."

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

The Federal Programs Parental Involvement Consulting Teacher, in cooperation with the principal, will conduct parent meetings and offer training sessions covering many topics designed to aid parents in becoming more involved in their child's education. The Consulting Teacher conducts one parent meeting per semester at times convenient for all parents to attend. Newsletters for parents of elementary, middle, and high school students containing valuable and age-appropriate strategies for better parenting are distributed monthly. The newsletters are also posted on the Jackson County District Website. Parents can access the school website to stay more informed and involved. The Jackson County School District has also added Facebook and Twitter as tools of communication with parents. Daily parenting tips are managed by the Federal Programs Parental Involvement Consulting Teacher. Dutton School has initiated its own Facebook page that it is using to keep parents and stakeholders abreast of current events in the school and provide a platform for announcements. Dutton School shares the responsibility, with the parents/guardians, in improving academic achievement, and behavior by signing a compact indicating their agreement to the terms listed. Faculty members will provide and distribute information to assist parents in understanding how students can improve skills, get help when needed, foster learning at home and give feedback to teachers. Dutton School hosts an Open House at the beginning of each school year. Parents will be given the opportunity to meet their child's teacher, explain expectations, and strategies to support their child. Parents will receive Progress Reports at the midpoint of each nine weeks and Report Cards at the end of the nine weeks. The Jackson County School System, as well as Dutton School, has a mass notification system where parents can receive messages from the principal, superintendent, or designee. Dutton School has INOW Parent Portal which enables parents to view grades and report cards at their convenience.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

Throughout the year, the Parent Center will send home grade-appropriate newsletters home with the students. They can also be found on the Jackson County District Website under Federal Programs. The Federal Programs Parental Involvement Consulting Teacher conducts a minimum of two parent training sessions to be held at the school at flexible times for the convenience of parents. Teachers promote effective involvement by assigning interactive homework that requires students to discuss and interact with parents about what they are learning in class. The Federal Programs Parental Involvement Consulting Teacher operates the Jackson County Schools Parent Center which offers videos, games, books, and other educational resource tools which may be used by either parents or teachers. When parents are unable to come to the center, the Consulting Teacher will deliver requested materials to the school for the parent to pick up.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

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

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

As part of the action plan for school improvement and to understand parent perceptions of school programs and services, surveys were sent home with each student and various stakeholders. The data collected from these surveys is used as a tool to better serve the children of Dutton School and Jackson County School District. One of the areas the survey identified to target continuous improvement was positive family, community, and staff relationships. The goal for Dutton School is to communicate effectively with parents and members of this community to build positive relationships that strengthen support for the educational process. To meet our school objectives, we are encouraging parents to be involved in an annual Parenting Day to view school activities and student accomplishments. Parents are encouraged to visit the school website and are provided with a quarterly newsletter to inform them of the latest class and school activities. Framework for Understanding Poverty by Ruby Payne, Ph.D. was a book the faculty used for a book study regarding poverty. The book not only provided us with information about poverty but promoted discussion and awareness about developing parental involvement in a school with a high poverty level. We learned researchers have evidence that family participation in education is twice as predictive of students' academic success as family socioeconomic status. The faculty was also reminded lack of parental involvement is the biggest problem facing public schools and that many parents do not know how to help their children with their education.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

In order to involve all parents regardless of home language, the Jackson County School District, as well as Dutton School , disseminates all information to parents in a format and to the extent practicable, in a language parents can understand. Translated documents and interpreters are provided as needed.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve

student academic achievement, our school:

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

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

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Information is collected upon enrollment to ensure current and accurate information for parents. In order to involve all families regardless of home language, the Jackson County School District, as well as Dutton School,disseminates all information to parents in a format and to the extent practicable, in a language parents can understand. Translated documents and interpreters are provided as needed. The District website platform has design features that help ensure, to the extent practicable, that content is ADA compliant and Jackson County facilities are handicap accessible. The mass notification system translates written messages sent to parents.