

## **ACIP**

North Sand Mountain High School

Jackson County Board of Education

Mr. Dustin Roden  
P.O. Box 129  
29333 Alabama Highway 71  
Higdon, AL 35979

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# **Executive Summary**

## **Introduction**

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

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

## Description of the School

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

North Sand Mountain School is a K-12 institution with an annual enrollment of approximately 700 students. The school staff is comprised of 48 faculty members (including 2 administrators, 1.5 counselors, and 1 media specialist) and 26 support staff members.

The student body is predominantly Caucasian (90%) with an American Indian population making up 7.5% of the student body. The remaining 2.5% is comprised of Black, Pacific Islander, and non-specified students. The North Sand Mountain staff is comprised of 56 female and 18 male members.

North Sand Mountain School is located in the northeastern most part of Jackson County in the rural farming community of Higdon, AL. It is a Title I school that is the nucleus of the small community and is the high school of choice for most students transferring from the middle schools at Bryant and Flat Rock.

## 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.**

North Sand Mountain is a K-12 school in rural northeast Alabama. The structure, environment, and instruction follows a well-defined course beginning with kindergarten and culminating with young adults receiving a diploma who are college and/or career ready. This is accomplished through consistency, relevance, and rigor that generates a strong connection between grade levels. Recognizing and meeting specific instructional and maturational goals are specifically addressed at the elementary, middle, and high school levels.

The Elementary School begins the basics of learning in order to broaden students' experiences, sharpen critical thinking skills, and prepare our students for a diverse and ever changing world. Students from all economical and educational backgrounds are able to strive to begin a learning process that engages a desire to learn and grow as they journey through their educational process. We hope to engage learners in real-world experiences and foster educational needs necessary to learn and be successful in all areas of life.

The Middle School strives daily to extract excellence from every student. In addition, we teach lifelong skills and values--responsibility, accountability, independence, collaboration, and honesty--that guide our students toward reaching their full potential, while enriching their lives and molding them into productive members of society in pursuance of a bright and promising future.

The High School continues building upon the foundation of excellence by affirming their confidence in themselves and their abilities. The ultimate goal is for students to meet state and local educational standards in order to become not only college and career ready, but also productive members of their respective communities.

### NORTH SAND MOUNTAIN SCHOOL VISION

The North Sand Mountain partnership of staff, parents, and community empowers students to develop their unique potential, pursue excellence, and become contributing, responsible members of society.

### NORTH SAND MOUNTAIN SCHOOL MISSION

Preparing Our Students for Their Futures.

### NORTH SAND MOUNTAIN SCHOOL BELIEFS

1. All students have the ability to learn and deserve the opportunity to receive a quality education.
2. Teachers, administrators, parents, and the community share the responsibility for providing a safe and positive environment at home and school in order for students to reach their full potential.
3. Teachers should maintain a positive and professional attitude toward student development.
4. The commitment to continuous improvement is imperative for our students to become confident, self-directed, lifelong learners.
5. Instructional leaders need to be aware of their curriculum criteria and use differentiated instruction to ensure that optimum learning takes place.



## **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.**

Public perception of North Sand Mountain School has improved significantly in recent years as a result of increased achievement in academics and athletics. High school graduates have received scholarships at an increased rate. Academic programs and extracurricular activities have been added as student interest and participation has increased. School facilities have been upgraded along with increased technology accessibility. Also, North Sand Mountain School has an attendance rate higher than 95%. The school received national recognition in 2015 and 2016 as it was a bronze-level recipient of US News' and World Reports Nation's Best High Schools. Students can receive industry certification in NCCER, Green Industry Web, ServSafe, and Microsoft Academy through our vocational programs. School improvement projects included a grant used for campus beautification through the construction of an ornamental fish pond.

Areas in need of improvement over the next three years include the acquisition of fine arts, music, and foreign language programs.

## **Additional Information**

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

Challenges at North Sand Mountain School

- Title I school/socio-economic concerns
- Students from single parent homes
- Transiency
- Limited financial support locally

# **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.**

During the first month school is in session, North Sand Mountain School holds its annual meeting for all parents of participating children. This year's meeting was held on August 2, 2016. Parents are notified of the meeting through the following methods: letters sent home by students, SchoolCast, Notify Me, and by posting on the school's scrolling marquee. To assist in providing the opportunity for all parents to attend the meeting, it is held later in the evening to ensure those parents that work have adequate time to attend. Topics which are discussed in this meeting are: Continuous Improvement Plan, School-Parent Compacts, Parent Surveys, and the Introduction of the North Sand Mountain School Staff.

North Sand Mountain now has the "NotifyMe" service that sends a text message to parents that have signed up informing them of important upcoming school events.

Members of the Leadership Team are recruited to fill specific needs such as grade level assignment and speciality areas such as media and technology resources. Membership is on a voluntary basis and assignments are rotated periodically. The PTO President is typically involved in the improvement plan process due to their proximity to school programs and function. The goal of establishing the Leadership Team is to involve all stakeholder groups in the establishment and implementation of the schoolwide plan by seeking and incorporating their input into the planning process.

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

The North Sand Mountain School Leadership Team is comprised of a representative group of faculty members whose primary duties are to assemble and evaluate data from various sources relative to their respective grade levels and to make recommendations for goal orientation. The team is also represented by special services and support staff members who provide pertinent information from their respective areas. The North Sand Mountain community and student body is also represented with the primary goal of providing input from the perception of those stakeholder groups. The Principal serves the supervisory function of the Leadership Team and provides guidance to the team and the Assistant Principal serves as chairman of the Leadership Team.

Team members include:

Dusty Roden, Principal, Supervisor

Jonathan Colvin, Assistant Principal, ACIP Chairman

Scott Talley, Technology Instructor

Susan Shrader, MS teacher, Middle School Data review

Jessica Bearden, Elementary Teacher, K-8 Data Review

Scott Byrum, HS teacher, Technology Coordinator

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Ashley Burgess, Elementary Teacher, Elementary Data  
Dana Keller, Vocational Teacher  
Angie Bain, Guidance Counselor  
Savannah Kirby, Special Education teacher, Special Services Data  
Johnny Spurgin, Support Staff, Physical Plant, Facilities  
Dorinda Moon, Instructional Coach, Test Data and Professional Development  
Donna Culpepper, Media Specialist  
Nia Stivers, HS Teacher, High School Data  
Valerie Smith, HS Teacher, High School Data  
Erica Cooper, PTO, Parent Representative  
Cassidy Barton, Student Representative

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

The improvement plan is made available to stakeholders through several modes of communication. The plan is posted on the school's website, a hard copy is available for viewing in the school's main office and library. The plan is also available for viewing at the school district's central office and on the school district website.

[www.nsbison.com](http://www.nsbison.com)

[www.jackson.k12.al.us](http://www.jackson.k12.al.us)

The A-CIP will be updated as needed.

# **Student Performance Diagnostic**

## **Introduction**

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

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**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Documents are uploaded	NSM 2016 ACT Analysis 2016 ACT Aspire Analysis part 2 of 2 2016 ACT Aspire Analysis part 1 of 2 2016 NSM ACT Aspire Subject Proficiency by Grade Level

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

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

## Areas of Notable Achievement

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

3rd and 4th Grade Math scores were above AMO.

3rd, 5th, 6th, and 8th Grade Math scores increased from 2015.

5th Grade Reading scores increased over 2015 marks.

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

3rd-6th Grade Math scores showed an upward trend over the last 3 years.

5th, 7th, and 8th Reading scores have an upward trend over the last 3 years.

### Which area(s) indicate the overall highest performance?

3rd Grade Math and English scores.

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

3rd and 4th Grade Math

5th and 6th Grade Math

3rd and 4th Grade Writing

7th and 8th Grade Reading

### Between which subgroups is the achievement gap closing?

The achievement gap appears to be closing in 7th and 8th Grade Reading.

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

Achievement levels are increasing in Reading in the 7th and 8th Grade as compared to assessment data from previous years.

## **Areas in Need of Improvement**

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

7th and 8th Grade Math

ACT data reveals 11th Grade Math and Science as areas of concern for current school term. Only 9% met math benchmark and 11% met reading benchmark.

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

7th and 8th Grade Math achievement is lower than expected and lower than levels in recent years. Also, math and science scores of 11th graders have shown a negative trend.

### **Which area(s) indicate the overall lowest performance?**

At present, the lowest levels of achievement are Writing Grades 3-8 and Math and Science in Grade 10.

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

7th and 8th Grade Math achievement has declined in comparison to recent years' data.

### **Between which subgroups is the achievement gap becoming greater?**

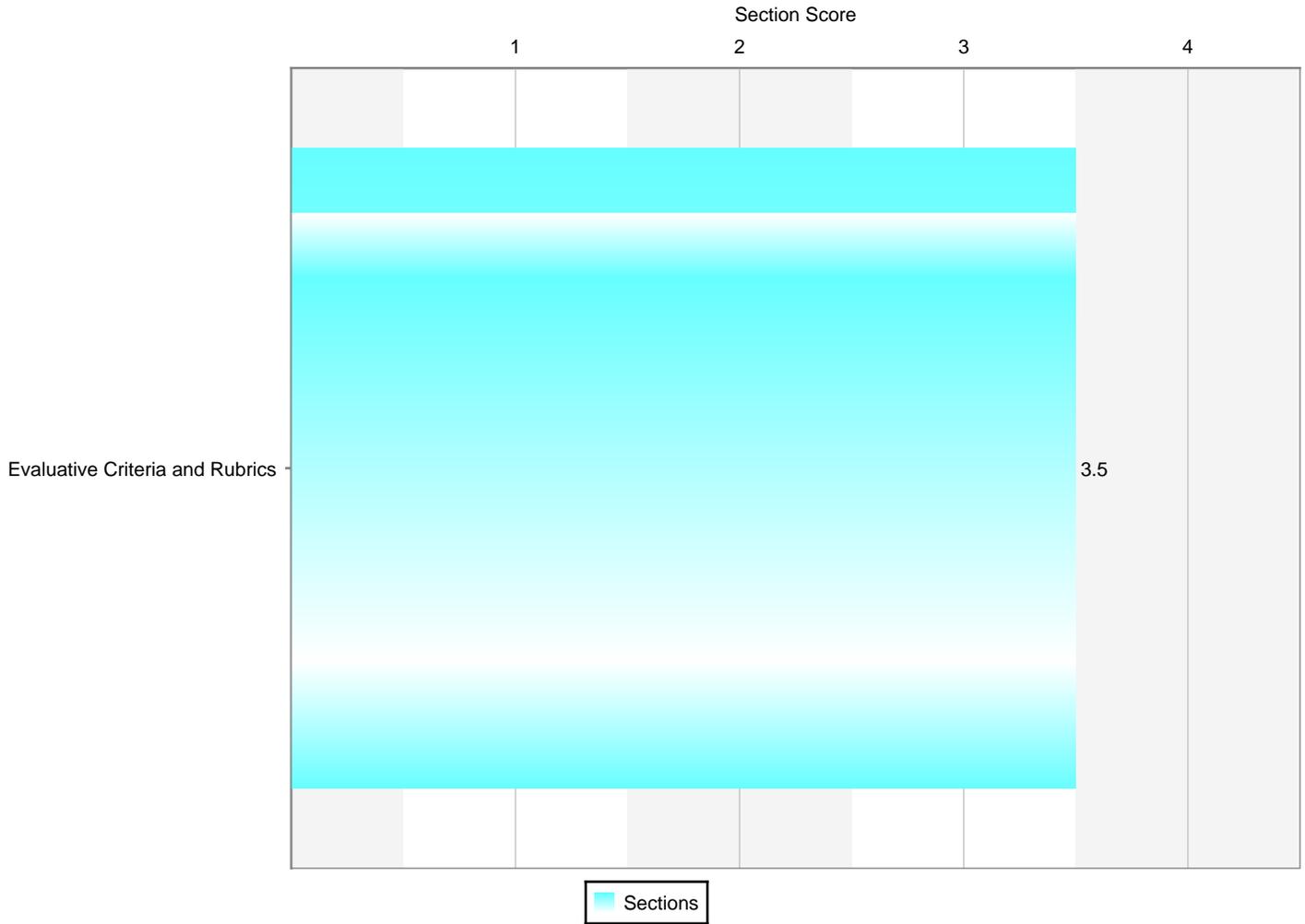
4th-6th Grade Math

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

In comparison to recent years' ARMT and SAT data, 7th and 8th Grade Math achievement has decreased.

## Report Summary

### Scores By Section



# **ACIP Assurances**

## **Introduction**

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

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Document uploaded.	CIP Meeting Documentation page 1 of 2 CIP Meeting Documentation page 2 of 2 NSM 8th Grade Transition pg 1 of 5 NSM Parent Meeting pg 2 of 5 NSM 8th Grade Transition pg 3 of 5 NSM 8th Grade Transition pg 4 of 5 NSM 8th Grade Transition pg 2 of 5 NSM Parent Meeting pg 5 of 5 NSM Parent Meeting pg 3 of 5

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	Documents uploaded.	2016-2017 EL District Plan 2016-2017 Federal Programs Plan Jackson County Schools Civil Rights Statement

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	Local contact person is Mr. Mark Guffey, Federal Programs Supervisor and/ or Mr. John Williamson, Special Education Supervisor. 256-259-9500.	Parental Involvement Plan 2016-2017

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	Documents uploaded.	2016-2017 Jackson County Schools Student Handbook

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	Document uploaded.	2016-2017 North Sand Mountain School School-Parent Compact

# **2016-2017 North Sand Mountain High School Continuous Improvement Plan**

## **Overview**

### **Plan Name**

2016-2017 North Sand Mountain High School Continuous Improvement Plan

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Provide a rigorous and effective instructional program to ensure the academic growth of all students.	Objectives: 9 Strategies: 13 Activities: 28	Academic	\$0
2	Graduate College and Career Ready Students	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0
3	Engage Parents and Community in the Educational Process.	Objectives: 3 Strategies: 4 Activities: 5	Organizational	\$0
4	Ensure that all students have optimal instructional time and the support necessary to be successful in school.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0

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

## Measurable Objective 1:

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

## Strategy 1:

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

### Category:

Research Cited: The processes involved in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the close reading technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions

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

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

Activity - Teacher Collaboration on Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/31/2017	\$0	No Funding Required	Principals, Instructional Coaches, Teachers
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**(shared) Strategy 2:**

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

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

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	No Funding Required	Superintendent, Selected Supervisors, School Improvement 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 (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	No Funding Required	Superintendent, Appropriate supervisors, Principals

**Measurable Objective 2:**

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

**Strategy 1:**

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

Category: Develop/Implement Professional Learning and Support

Activity - Independent Professional Development on Teaching Writing Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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ELA teachers who are new to the district or who missed previous professional development will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle component.	Professional Learning, Academic Support Program	11/01/2016	02/28/2017	\$0	No Funding Required	Principals, Secondary ELA teachers, Secondary Social Studies Teachers, Curriculum Coordinator
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Activity - Professional Learning Book Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers who have completed Ten Things Every Writer Should Know will participate in a school book study of Everyday Editing: Inviting Students to Develop Skill and Craft in a Writer's Workshop which will be completed as a school "Book Club" activity.	Professional Learning	11/01/2016	02/28/2017	\$0	No Funding Required	Curriculum coordinator, Principals, Teachers

**(shared) Strategy 2:**

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

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

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	No Funding Required	Superintendent, Selected Supervisors, School Improvement 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 (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	No Funding Required	Superintendent, Appropriate supervisors, Principals

**Measurable Objective 3:**

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

**(shared) Strategy 1:**

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school

year to ensure growth as the district strives toward an effective instructional program.

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

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	No Funding Required	Superintendent, Selected Supervisors, School Improvement 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 (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	No Funding Required	Superintendent, Appropriate supervisors, Principals

### Strategy 2:

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

Category: Develop/Implement Professional Learning and Support

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

### Measurable Objective 4:

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

### Strategy 1:

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

Category:

Activity - Face-to-face professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	01/02/2017	\$0	No Funding Required	Curriculum Coordinator, AMSTI, Science Teachers
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Activity - Face-to-Face for Science Teachers for STEM Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will participate in the development and execution of STEM projects.	Professional Learning	10/07/2015	06/01/2017	\$0	No Funding Required	Curriculum Coordinator, Science Teachers

**(shared) Strategy 2:**

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

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

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	No Funding Required	Superintendent, Selected Supervisors, School Improvement 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 (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	No Funding Required	Superintendent, Appropriate supervisors, Principals

**Measurable Objective 5:**

62% of 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 of that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy and 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	Curriculum Coordinator, Principals, ELA Teachers
Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0	No Funding Required	Curriculum Coordinator
Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face sessions with ARI specialist.	Professional Learning	10/03/2016	07/31/2017	\$0	No Funding Required	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on vocabulary development will be provided through a book study for teachers of grades K-8. K-4 teachers will participate in a face-to-face book study with the school reading specialists, and teachers of grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0	No Funding Required	Curriculum coordinator, Principals, Reading Specialists, Teachers

### Strategy 2:

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

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

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	09/23/2015	11/30/2017	\$0	No Funding Required	Principals, Reading specialists, Curriculum Coordinator
Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0	No Funding Required	Principals, Curriculum Coordinator, Teachers
Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
North Sand Mountain School will expand the use of summative data meetings to include content teachers in grades K-8 in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2017	\$0	No Funding Required	Curriculum coordinator, Principals, Reading specialists, Teachers

**(shared) Strategy 3:**

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

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

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

**ACIP**

North Sand Mountain High School

Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	No Funding Required	Superintendent, Appropriate supervisors, Principals
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**Measurable Objective 6:**

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

**Strategy 1:**

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

Category: Develop/Implement Professional Learning and Support

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

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

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

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

North Sand Mountain High School

Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.  Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2017	\$0	No Funding Required	Curriculum coordinator, principals, teachers
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Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held in all schools. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0	No Funding Required	Curriculum coordinator, principals, teachers

**(shared) Strategy 3:**

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

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

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	No Funding Required	Superintendent, Selected Supervisors, School Improvement 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 (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	No Funding Required	Superintendent, Appropriate supervisors, Principals

**Measurable Objective 7:**

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

**Strategy 1:**

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

Category:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for teachers will be provided as needed.	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 8:**

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

**Strategy 1:**

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

Category:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for teachers will be provided as needed.	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 9:**

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

**Strategy 1:**

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

Category: Develop/Implement Professional Learning and Support

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

**Strategy 2:**

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

Category: Develop/Implement College and Career Ready Standards

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

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

collaborate to provide the instructional and support programs necessary to ensure that 90% of the students in the class of 2017 graduate from high school by 10/15/2017 as measured by the Alabama State Department of Education.

**Strategy 1:**

Transition Processes - 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:

Activity - - Transition Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will establish a committee chaired by the school counselor to develop or examine and enhance the transition program from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	10/17/2016	10/17/2017	\$0	No Funding Required	Principals and Counselors

**Measurable Objective 2:**

collaborate to provide the academic and career technical programs that ensure that 100% of students in the class of 2017 will graduate with career and college ready credentials by 08/01/2017 as measured by Alabama State Department of Education Accountability Program.

**Strategy 1:**

Supporting the 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:

Activity - Career Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school district will employ a career coach who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	10/16/2017	\$0	No Funding Required	Superintendent

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

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

**Strategy 1:**

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

Category:

**ACIP**

North Sand Mountain High School

Activity - Website Redesign	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will redesign its website interface to be more dynamic and engaging through the use of graphic and video presentations.	Community Engagement	01/04/2016	08/05/2016	\$0	No Funding Required	Assistant Technology Coordinator

**Strategy 2:**

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

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

Category: Develop/Implement Professional Learning and Support

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

**Measurable Objective 2:**

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

**Strategy 1:**

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

Category: Implement Community Based Support and Intervention System

Activity - College and Career Ready Resources for Families Brochure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will develop a brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the district's website.	Career Preparation/Orientation, Parent Involvement	10/12/2015	05/26/2017	\$0	No Funding Required	Federal Programs Coordinator, Parent Involvement Personnel

Activity - Earnest Pruet Center of Technology Tours for Parents and Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

North Sand Mountain High School

In conjunction with eighth Grade Transition Meetings at district high schools, 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	05/02/2016	06/01/2020	\$0	No Funding Required	Principals, Counselors, Teachers, Career Tech Director, Career Tech Teachers
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**Measurable Objective 3:**

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

**Strategy 1:**

Parent Engagement Events - North Sand Mountain School will plan and implement an annual event for the purpose of creating a welcoming event for parents.

Category: Implement Community Based Support and Intervention System

Activity - Parent and Family Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
North Sand Mountain 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	10/12/2015	05/29/2020	\$0	No Funding Required	Principals, Counselors, Teachers

## Goal 4: Ensure that all students have optimal instructional time and the support necessary to be successful in school.

**Measurable Objective 1:**

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 27% to 24% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program.

**Strategy 1:**

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

Category: Develop/Implement Student and School Culture Program

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

North Sand Mountain High School

The Advocacy Leader from North Sand Mountain will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers at North sand Mountain.	Academic Support Program	08/26/2016	08/26/2016	\$0	No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals
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Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
North Sand Mountain will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0	No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advocacy leaders from all schools will meet monthly to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0	No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
North Sand Mountain will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	09/30/2016	\$0	No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

**Strategy 2:**

Parent/Guardian Notification System - North Sand Mountain will develop a Parent/Guardian Notification System which will keep parents informed concerning attendance of their children and involved in the improvement process.

Category: Develop/Implement Learning Supports

**ACIP**

North Sand Mountain High School

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
North Sand Mountain will conduct a planning session to implement a notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0	No Funding Required	Principals and selected school personnel

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Moodle Site for Teacher Collaboration	Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0	Curriculum coordinator, principals, teachers
Teacher Collaboration and Self-Assessment on Effective Questioning	Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy and 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	Curriculum Coordinator, Principals, ELA Teachers
Professional Development on Using Number Talks	Professional development on using number talks will be provided for new K-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0	Curriculum coordinator, Principals, Teachers
Career Counseling	The school district will employ a career coach who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	10/16/2017	\$0	Superintendent
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face sessions with ARI specialist.	Professional Learning	10/03/2016	07/31/2017	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Classroom Observations	Principals and appropriate supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	Superintendent, Appropriate supervisors, Principals
Teacher Collaboration on Effective Questions and Higher Order Thinking Skills	Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	10/15/2015	05/31/2017	\$0	Principals, Instructional Coaches, Teachers

**ACIP**

North Sand Mountain High School

Professional Development on Vocabulary Development	Professional development on vocabulary development will be provided through a book study for teachers of grades K-8. K-4 teachers will participate in a face-to-face book study with the school reading specialists, and teachers of grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0	Curriculum coordinator, Principals, Reading Specialists, Teachers
College and Career Ready Resources for Families Brochure	The district will develop a brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the district's website.	Career Preparation/Orientation, Parent Involvement	10/12/2015	05/26/2017	\$0	Federal Programs Coordinator, Parent Involvement Personnel
Complete and Implement Community Relations/Communication Plans	Having completed a professional learning unit on community relations and communication, principals will lead a school team in the development and implementation of a school community relations/communication plan.	Community Engagement, Parent Involvement	05/02/2016	10/31/2016	\$0	Principals, Central Office Supervisors
Increased Emphasis on Data Meetings Focused on Formative Math Assessments	An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held in all schools. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0	Curriculum coordinator, principals, teachers
Professional Development for Advocate Leaders and Teachers	North Sand Mountain will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0	School improvement specialist, school advocacy leaders, teachers, principals
- Transition Planning	Each school will establish a committee chaired by the school counselor to develop or examine and enhance the transition program from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	10/17/2016	10/17/2017	\$0	Principals and Counselors
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0	Curriculum Coordinator
Professional Learning Book Club	All ELA teachers who have completed Ten Things Every Writer Should Know will participate in a school book study of Everyday Editing: Inviting Students to Develop Skill and Craft in a Writer's Workshop which will be completed as a school "Book Club" activity.	Professional Learning	11/01/2016	02/28/2017	\$0	Curriculum coordinator, Principals, Teachers

**ACIP**

North Sand Mountain High School

Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	North Sand Mountain School will expand the use of summative data meetings to include content teachers in grades K-8 in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2017	\$0	Curriculum coordinator, Principals, Reading specialists, Teachers
Professional Development on Data Analysis of Formative Assessments	Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	09/23/2015	11/30/2017	\$0	Principals, Reading specialists, Curriculum Coordinator
Face-to-face Professional Development for Secondary ELA Teachers	Utilizing all available resources, secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	05/31/2018	\$0	Curriculum Coordinator, Secondary ELA Teachers
Independent, Online Professional Development	Math teachers in grades K-8 will participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	09/23/2016	06/30/2017	\$0	Curriculum coordinator, Principals, Instructional Coaches
Advocacy Leader Meetings	Advocacy leaders from all schools will meet monthly to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0	School improvement specialist, school advocacy leaders, teachers, principals
Independent Professional Development on Close Reading Strategies for Secondary Teachers	Independent Professional Development on close reading strategies will be provided for ELA and social studies teachers who are new to the school district or who desire additional training. The professional development will be a book study with a Moodle component.	Professional Learning	10/15/2015	05/29/2020	\$0	Principals, Secondary ELA Teachers, Secondary Social Studies Teachers, Curriculum Coordinator
Parent and Family Events	North Sand Mountain 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	10/12/2015	05/29/2020	\$0	Principals, Counselors, Teachers
WIDA ACCESS Assessment and IELPs	The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELPs.	Academic Support Program	10/13/2015	05/29/2020	\$0	EL Coordinator
Website Redesign	The school will redesign its website interface to be more dynamic and engaging through the use of graphic and video presentations.	Community Engagement	01/04/2016	08/05/2016	\$0	Assistant Technology Coordinator

**ACIP**

North Sand Mountain High School

Grade Level Workshops	Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0	Curriculum coordinator, principals, teachers
Face-to-face professional development	Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	01/02/2017	\$0	Curriculum Coordinator, AMSTI, Science Teachers
Earnest Pruet Center of Technology Tours for Parents and Community	In conjunction with eighth Grade Transition Meetings at district high schools, 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	05/02/2016	06/01/2020	\$0	Principals, Counselors, Teachers, Career Tech Director, Career Tech Teachers
Defining and Organizing Robotics Concepts and Applications	STEM teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle, and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0	Curriculum coordinator, principals, and robotics teachers
Administrator Walk Throughs	Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	Superintendent, Selected Supervisors, School Improvement Specialist
Professional Development on Data Analysis of Summative Assessments	Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0	Principals, Curriculum Coordinator, Teachers
Face-to-Face Professional Development	Professional Development for teachers will be provided as needed.	Professional Learning, Academic Support Program	10/20/2015	05/29/2020	\$0	EL Coordinator
Independent, Online Professional Development	Secondary Mathematics Teachers will have an opportunity to participate in self-paced, online professional development on the conceptual strategies of Eureka Math, a standards based program.	Professional Learning	10/10/2016	06/30/2017	\$0	Curriculum coordinator, Principals, Mathematics teachers

**ACIP**

North Sand Mountain High School

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
Professional Development for Advocate Leaders and Teachers	The Advocacy Leader from North Sand Mountain will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers at North sand Mountain.	Academic Support Program	08/26/2016	08/26/2016	\$0	School improvement specialist, school advocacy leaders, teachers, principals
Regularly Scheduled Advocacy Sessions	North Sand Mountain will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	09/30/2016	\$0	School improvement specialist, school advocacy leaders, teachers, principals
Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.  Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2017	\$0	Curriculum coordinator, principals, teachers
Independent Professional Development on Teaching Writing Strategies	ELA teachers who are new to the district or who missed previous professional development will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle component.	Professional Learning, Academic Support Program	11/01/2016	02/28/2017	\$0	Principals, Secondary ELA teachers, Secondary Social Studies Teachers, Curriculum Coordinator
Face-to-Face for Science Teachers for STEM Projects	Science teachers will participate in the development and execution of STEM projects.	Professional Learning	10/07/2015	06/01/2017	\$0	Curriculum Coordinator, Science Teachers

**ACIP**

North Sand Mountain High School

Planning and Implementing a Notification System	North Sand Mountain will conduct a planning session to implement a notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0	Principals and selected school personnel
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
<b>Total</b>					\$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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Documents uploaded.	North Sand Mountain School Stakeholder Feedback Analysis

## 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?

Results from individual questions on the surveys:

Early Elementary - Teacher expectations

Elementary - Teacher expectations

Middle and High School - Support services for educational success

Parents - School expectations for students

Staff - Continuous improvement process based on data, goals, actions, and measures for growth

Results per Standards and Indicators

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

Indicator 1.3 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Indicator 5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

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

The school's purpose, culture, and safety seem to resonate satisfaction throughout the stakeholders.

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

Verbal communications from stakeholder groups indicate community support of NSM as a school focused on student success.

## Areas in Need of Improvement

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

Results from individual questions on the surveys

Early Elementary - Family involvement

Elementary - Family involvement

Middle and High School - Respecting the property of others

Parents - Information regarding child's grades

Staff - Support for new staff members in their professional practice

Results per Standards and Indicators

Indicator 3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

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

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

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

Stakeholders lowest levels of satisfaction are directed toward the school's facilities and family involvement. However, these scores still were in the positive range.

### What are the implications for these stakeholder perceptions?

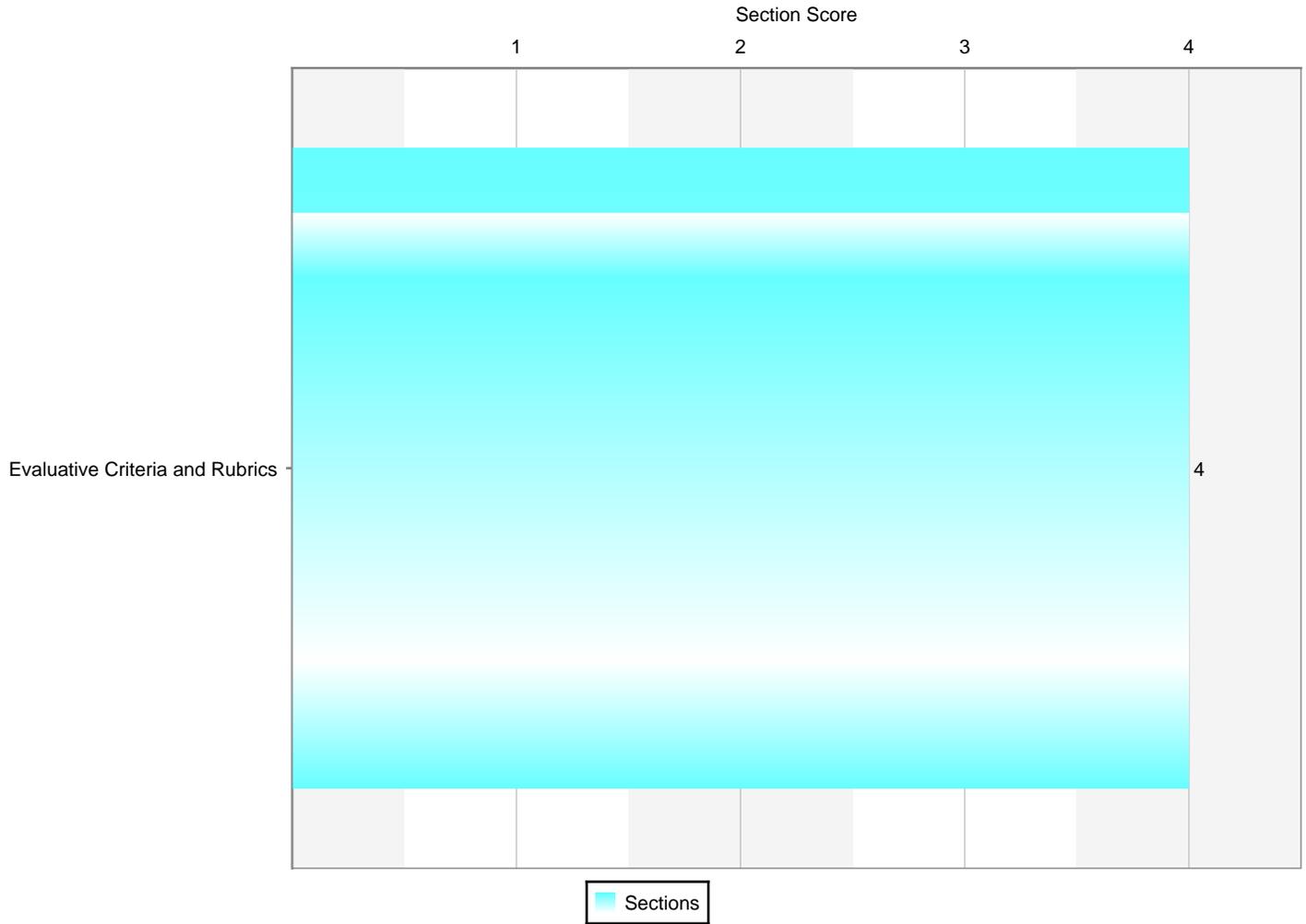
Survey results suggest that all stakeholders generally view the school as safe, nurturing, and focused on providing all students opportunity to achieve, and following an improvement plan that will continue to focus on student success.

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

ASSIST survey information is generally consistent with survey results from recent years.

## Report Summary

### Scores By Section



# **Title I Schoolwide Diagnostic**

## Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Comprehensive Needs Assessment

### 1. How was the comprehensive needs assessment conducted?

In an effort to improve the effectiveness of the entire school in the academic area and to provide opportunities for all children to achieve success, North Sand Mountain School will revise the Continuous Improvement Plan as determined by an analysis of multiple sources of data for the 2016-2017 school year. The planning committee met on August 3, 2016 to discuss needs of students at North Sand Mountain School. Multiple sources of data are analyzed to identify areas of need. Data analysis includes academic performance, attendance reports, and discipline reports as well as survey results from stakeholders. After analyzing the data, the committee suggested strategies, professional development, and budget requirements for the ACIP. At this meeting assignments were delegated to each committee member. These committee members will revise our current plan and merge their work into the required format. When the draft is completed, faculty and staff will review it and suggest modifications that are needed to make the plan as beneficial for our school as it can be. The ACIP for the 2016-2017 school year will then be published and shared with the Jackson County Supervisor. Requested modifications will be examined and decisions will be made by the school leadership team as well as faculty and staff. The finalized ACIP will be sent to the Jackson County School Board for approval and signatures. A copy of the completed ACIP will be located in the main office, the school library, and the counselor's office of North Sand Mountain School. As a service provider to children in the high-poverty community and having 64% percent of the total enrollment receiving free or reduced lunch services, the school meets the eligibility requirements for a school-wide service plan.

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

The faculty and staff of North Sand Mountain School used vertical teaming and analyzed the longitudinal data for each grade, determining strengths and weaknesses on the ACT Aspire. It was determined through data analysis that focus should be made on the following academic areas:

11th grade reading comprehension skills 11th English language skills

11th grade writing skills

11th grade problem solving in Mathematics 11th grade critical thinking skills in Science

3rd-8th grade reading comprehension skills

3rd-8th grade problems solving skills in Mathematics

5th-7th grade critical thinking skills in Science

3rd-8th grade writing skills

3rd-8th grade English Language arts grammar and mechanics

Students with disabilities reading comprehension and Mathematics problem solving

North Sand Mountain School's average daily attendance was above 95% for the previous school year and views regular attendance as a contributing aspect to student performance.

The North Sand Mountain SIR report indicates that student discipline is managed in a positive manner and is not a contributing factor to any diminished academic performance school wide. In recent years NSM has had no students expelled from school and a limited number of Alternative School referrals. In the previous school year, the bulk of Alternative school referrals were made for students over the age of 18 concerning truancy issues.

**3. What conclusions were drawn from the results?**

All students in the sub-groups should receive instruction that will enable them to make significant achievement improvements, as measured by ACT Aspire and ACT Plus, at a rate increase of 10% in Mathematics, English Language Arts and Reading Comprehension, during the 2016-2017 school year.

Based on ACT data, focus needs to be made in 11th grade reading comprehension and mathematics. Goals will be made to address these areas in current school year.

Attendance and student discipline are managed in a positive manner. There have been few Alternative school referrals and no students expelled from North Sand Mountain School in recent years. There have been relatively few student attendance issues that have resulted in truancy charges being filed in juvenile court and average daily attendance has met or exceeded 95% for each of the last 5 years.

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

Student Performance Data Document

The summative assessment data provided in this document refers to the ACT Aspire assessment for grades three through eight. This assessment is the required summative assessment for these grades in the state of Alabama.

Based on data from the 2014, 2015, and 2016 test administrations, results in reading have seen little to no improvement. Math scores have improved in grades 3-4, but have shown little to no improvement in grades 5-8, as well as grade 10. All areas of the ACT need to be emphasized based on the grade 10 scores.

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

School goals are connected to priority needs and the needs assessment in several ways. Students conduct online surveys that question how they feel about the learning environment in which they are placed. Students are asked to rate not only the effectiveness of how material is being presented in the classroom but also questions that relate to the level of openness that they feel with the teachers and staff at the school. Teachers are also asked to complete surveys that reflect on their thoughts about the administration of the school and its effectiveness. Both of these surveys, along with parental input from the community, are all taken into consideration when setting the goals of our school. Administration then sets out to find ways to improve in the areas our school is struggling while giving encouragement to continue with the areas in which we flourish. Test data is also used to set school goals. This data is examined and areas of weakness are noted. Goals for these weak areas are then set so that we as a school can increase the productivity and knowledge of our students.

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

When setting goals for our school, multiple things are taken into consideration. We do use the students, parent, and teacher surveys mentioned in the previous question. Again, analysis of test data is also considered. As test scores are received, teachers review their grade level scores and make notes of areas of both weakness and strength. Vertical teaching allows teachers in the same grade level to work together and make plans on how to help students increase in their weak areas while building on their strengths. In the middle school where teachers are departmentalized, vertical teaching allows teachers to implement other subjects into the lessons they are teaching which in turn reinforces concepts students are learning in the other classes.

Another thing taken into consideration when setting goals for our school is the demography of our area. Our school is placed in a rural portion of the state and the majority of our students qualify for free or reduced lunches. Many of our students come from single parent homes or homes where the grandparents have assumed responsibility for raising the child. Many of the adults in our area do not have college educations and work long hours in manual labor jobs. Being in a rural community, does allow a good partnership with local businesses that are willing to assist our school with whatever we need. However, the dark side of this is the fact that these are local, rural businesses who do not have a plethora of resources available to them.

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

Our school believes that all students have the ability and the right to learn. This applies to students in the entire school regardless of any disadvantages that they might have. We try to set goals that will encourage students with no regard to their level of academics, community status, or wealth. Programs have been created within the school to encourage students to work hard and be in attendance at school. These programs are not just for "good grade" students but also include those who work hard and make improvements on their grades.

## Component 2: Schoolwide Reform Strategies

**1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.**

**Goal 1:**

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

**Measurable Objective 1:**

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

**Strategy1:**

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

Category:

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:**

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

**Strategy1:**

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

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

Research Cited:

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

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

**Strategy2:**

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

Category:

Research Cited: The processes involved in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the close reading technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions

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

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

**ACIP**

North Sand Mountain High School

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

**Measurable Objective 3:**

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

**Strategy1:**

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement 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 (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate supervisors, Principals

**Strategy2:**

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

Category:

Research Cited:

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

**ACIP**

North Sand Mountain High School

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

**Measurable Objective 4:**

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

**Strategy1:**

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

Category: Develop/Implement College and Career Ready Standards

Research Cited:

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

**Strategy2:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

**ACIP**

North Sand Mountain High School

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

**Measurable Objective 5:**

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

**Strategy1:**

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement 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 (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate supervisors, Principals

**Strategy2:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

**Measurable Objective 6:**

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

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

**Strategy1:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

**Strategy2:**

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement 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 (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate supervisors, Principals

**Strategy3:**

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

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

Research Cited:

Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held in all schools. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum coordinator, principals, teachers

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

**Measurable Objective 7:**

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

**Strategy1:**

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

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

Research Cited:

**ACIP**

North Sand Mountain High School

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

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

**Strategy2:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent Professional Development on Teaching Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers who are new to the district or who missed previous professional development will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle component.	Professional Learning Academic Support Program	11/01/2016	02/28/2017	\$0 - No Funding Required	Principals, Secondary ELA teachers, Secondary Social Studies Teachers, Curriculum Coordinator

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

**Measurable Objective 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:**

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

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

Research Cited:

SY 2016-2017

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Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement 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 (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate supervisors, Principals

**Strategy2:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

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

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy and 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	Curriculum Coordinator, Principals, ELA Teachers

**ACIP**

North Sand Mountain High School

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

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

**Strategy3:**

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

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

Research Cited:

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

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	09/23/2015	11/30/2017	\$0 - No Funding Required	Principals, Reading specialists, Curriculum Coordinator

**ACIP**

North Sand Mountain High School

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain School will expand the use of summative data meetings to include content teachers in grades K-8 in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2017	\$0 - No Funding Required	Curriculum coordinator, Principals, Reading specialists, Teachers

**Measurable Objective 9:**

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

**Strategy1:**

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

Category:

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:**

Graduate College and Career Ready Students

**Measurable Objective 1:**

collaborate to provide the academic and career technical programs that ensure that 100% of students in the class of 2017 will graduate with career and college ready credentials by 08/01/2017 as measured by Alabama State Department of Education Accountability Program.

**Strategy1:**

Supporting the 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:

Research Cited:

Activity - Career Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school district will employ a career coach who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	10/16/2017	\$0 - No Funding Required	Superintendent

**Measurable Objective 2:**

collaborate to provide the instructional and support programs necessary to ensure that 90% of the students in the class of 2017 graduate from high school by 10/15/2017 as measured by the Alabama State Department of Education.

**Strategy1:**

Transition Processes - 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:

Research Cited:

Activity - - Transition Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school will establish a committee chaired by the school counselor to develop or examine and enhance the transition program from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	10/17/2016	10/17/2017	\$0 - No Funding Required	Principals and Counselors

**Goal 3:**

Engage Parents and Community in the Educational Process.

**Measurable Objective 1:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

**Strategy1:**

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

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

**Strategy2:**

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

Category:

Research Cited:

Activity - Website Redesign	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will redesign its website interface to be more dynamic and engaging through the use of graphic and video presentations.	Community Engagement	01/04/2016	08/05/2016	\$0 - No Funding Required	Assistant Technology Coordinator

**Measurable Objective 2:**

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

**Strategy1:**

Parent Engagement Events - North Sand Mountain School will plan and implement an annual event for the purpose of creating a welcoming event for parents.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Parent and Family Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain 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	10/12/2015	05/29/2020	\$0 - No Funding Required	Principals, Counselors, Teachers

**Measurable Objective 3:**

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.

**Strategy1:**

**ACIP**

North Sand Mountain High School

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

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - College and Career Ready Resources for Families Brochure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will develop a brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the district's website.	Career Preparation/ Orientation Parent Involvement	10/12/2015	05/26/2017	\$0 - No Funding Required	Federal Programs Coordinator, Parent Involvement Personnel

Activity - Earnest Pruett Center of Technology Tours for Parents and Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In conjunction with eighth Grade Transition Meetings at district high schools, 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 Parent Involvement Career Preparation/ Orientation	05/02/2016	06/01/2020	\$0 - No Funding Required	Principals, Counselors, Teachers, Career Tech Director, Career Tech Teachers

**Goal 4:**

Ensure that all students have optimal instructional time and the support necessary to be successful in school.

**Measurable Objective 1:**

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 27% to 24% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program.

**Strategy1:**

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

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	09/30/2016	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

**ACIP**

North Sand Mountain High School

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Advocacy Leader from North Sand Mountain will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers at North sand Mountain.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy leaders from all schools will meet monthly to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

**Strategy2:**

Parent/Guardian Notification System - North Sand Mountain will develop a Parent/Guardian Notification System which will keep parents informed concerning attendance of their children and involved in the improvement process.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain will conduct a planning session to implement a notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

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

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

**Measurable Objective 1:**

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

**Strategy1:**

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

Alabama's College and Career Ready Standards.

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

### Strategy2:

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement 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 (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate supervisors, Principals

### Measurable Objective 2:

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

### Strategy1:

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

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

Research Cited:

**ACIP**

North Sand Mountain High School

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

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

**Strategy2:**

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

## Category:

Research Cited: The processes involved in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the close reading technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions

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

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

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

**Measurable Objective 3:**

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

**Strategy1:**

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

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

Research Cited:

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

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

**Strategy2:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

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 and 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	Curriculum Coordinator, Principals, ELA Teachers

**ACIP**

North Sand Mountain High School

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

<b>Activity - Professional Development on Teaching Foundational Reading Skills</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
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 ARI specialist.	Professional Learning	10/03/2016	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

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

**Strategy3:**

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

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

Research Cited:

<b>Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
North Sand Mountain School will expand the use of summative data meetings to include content teachers in grades K-8 in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2017	\$0 - No Funding Required	Curriculum coordinator, Principals, Reading specialists, Teachers

**ACIP**

North Sand Mountain High School

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

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	09/23/2015	11/30/2017	\$0 - No Funding Required	Principals, Reading specialists, Curriculum Coordinator

**Measurable Objective 4:**

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

**Strategy1:**

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

Category: Develop/Implement College and Career Ready Standards

Research Cited:

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

**Strategy2:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

**ACIP**

North Sand Mountain High School

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

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

**Measurable Objective 5:**

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

**Strategy1:**

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement 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 (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate supervisors, Principals

**Strategy2:**

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

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

Research Cited:

**ACIP**

North Sand Mountain High School

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

Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held in all schools. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum coordinator, principals, teachers

**Strategy3:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

**Measurable Objective 6:**

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

**Strategy1:**

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

Category:

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 7:**

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

**Strategy1:**

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

Category:

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Professional Learning Academic Support Program	10/20/2015	05/29/2020	\$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 Eleventh grade students will demonstrate a proficiency in English skills in English Language Arts by 06/01/2020 as measured by ACT Plus with Writing.

**Strategy1:**

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement 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 (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate supervisors, Principals

**Strategy2:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent Professional Development on Teaching Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers who are new to the district or who missed previous professional development will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle component.	Academic Support Program Professional Learning	11/01/2016	02/28/2017	\$0 - No Funding Required	Principals, Secondary ELA teachers, Secondary Social Studies Teachers, Curriculum Coordinator

**ACIP**

North Sand Mountain High School

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

**Measurable Objective 9:**

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

**Strategy1:**

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement 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 (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate supervisors, Principals

**Strategy2:**

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

Category:

Research Cited:

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

**ACIP**

North Sand Mountain High School

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

**Goal 2:**

Graduate College and Career Ready Students

**Measurable Objective 1:**

collaborate to provide the academic and career technical programs that ensure that 100% of students in the class of 2017 will graduate with career and college ready credentials by 08/01/2017 as measured by Alabama State Department of Education Accountability Program.

**Strategy1:**

Supporting the 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:

Research Cited:

<b>Activity - Career Counseling</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
The school district will employ a career coach who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	10/16/2017	\$0 - No Funding Required	Superintendent

**Measurable Objective 2:**

collaborate to provide the instructional and support programs necessary to ensure that 90% of the students in the class of 2017 graduate from high school by 10/15/2017 as measured by the Alabama State Department of Education.

**Strategy1:**

Transition Processes - 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:

Research Cited:

**ACIP**

North Sand Mountain High School

Activity - - Transition Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school will establish a committee chaired by the school counselor to develop or examine and enhance the transition program from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	10/17/2016	10/17/2017	\$0 - No Funding Required	Principals and Counselors

**Goal 3:**

Engage Parents and Community in the Educational Process.

**Measurable Objective 1:**

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

**Strategy1:**

Parent Engagement Events - North Sand Mountain School will plan and implement an annual event for the purpose of creating a welcoming event for parents.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Parent and Family Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain 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	10/12/2015	05/29/2020	\$0 - No Funding Required	Principals, Counselors, Teachers

**Measurable Objective 2:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

**Strategy1:**

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

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

**ACIP**

North Sand Mountain High School

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

**Strategy2:**

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

Category:

Research Cited:

Activity - Website Redesign	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will redesign its website interface to be more dynamic and engaging through the use of graphic and video presentations.	Community Engagement	01/04/2016	08/05/2016	\$0 - No Funding Required	Assistant Technology Coordinator

**Measurable Objective 3:**

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.

**Strategy1:**

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

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Earnest Pruett Center of Technology Tours for Parents and Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In conjunction with eighth Grade Transition Meetings at district high schools, Parent/Community Night will be planned in order for stakeholders to see and understand the career technical opportunities available to Jackson County students as they enter high school.	Career Preparation/ Orientation Parent Involvement Community Engagement	05/02/2016	06/01/2020	\$0 - No Funding Required	Principals, Counselors, Teachers, Career Tech Director, Career Tech Teachers

Activity - College and Career Ready Resources for Families Brochure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will develop a brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the district's website.	Parent Involvement Career Preparation/ Orientation	10/12/2015	05/26/2017	\$0 - No Funding Required	Federal Programs Coordinator, Parent Involvement Personnel

**Goal 4:**

SY 2016-2017

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Ensure that all students have optimal instructional time and the support necessary to be successful in school.

**Measurable Objective 1:**

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 27% to 24% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program.

**Strategy1:**

Parent/Guardian Notification System - North Sand Mountain will develop a Parent/Guardian Notification System which will keep parents informed concerning attendance of their children and involved in the improvement process.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain will conduct a planning session to implement a notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

**Strategy2:**

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

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy leaders from all schools will meet monthly to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	09/30/2016	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Advocacy Leader from North Sand Mountain will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers at North sand Mountain.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

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

**Goal 1:**

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

**Measurable Objective 1:**

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

**Strategy1:**

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

Category:

Research Cited: The processes involved in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the close reading technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions

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

**ACIP**

North Sand Mountain High School

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

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

**Strategy2:**

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

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

Research Cited:

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

<b>Activity - Administrator Walk Throughs</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
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 2:**

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

**Strategy1:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

**ACIP**

North Sand Mountain High School

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

**Strategy2:**

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement 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 (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate supervisors, Principals

**Measurable Objective 3:**

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

**Strategy1:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Activity - Independent Professional Development on Teaching Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers who are new to the district or who missed previous professional development will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle component.	Academic Support Program Professional Learning	11/01/2016	02/28/2017	\$0 - No Funding Required	Principals, Secondary ELA teachers, Secondary Social Studies Teachers, Curriculum Coordinator

**Strategy2:**

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement 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 (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate supervisors, Principals

**Measurable Objective 4:**

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

**Strategy1:**

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

Category:

Research Cited:

**ACIP**

North Sand Mountain High School

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

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

**Measurable Objective 5:**

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

**Strategy1:**

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

Category:

Research Cited:

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

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

**Strategy2:**

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

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

Research Cited:

**ACIP**

North Sand Mountain High School

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

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

**Measurable Objective 6:**

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

**Strategy1:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

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

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

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

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy and 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	Curriculum Coordinator, Principals, ELA Teachers

**Strategy2:**

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

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

Research Cited:

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

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

**Strategy3:**

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

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

Research Cited:

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

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	09/23/2015	11/30/2017	\$0 - No Funding Required	Principals, Reading specialists, Curriculum Coordinator

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain School will expand the use of summative data meetings to include content teachers in grades K-8 in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2017	\$0 - No Funding Required	Curriculum coordinator, Principals, Reading specialists, Teachers

**Measurable Objective 7:**

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

**Strategy1:**

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

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

Research Cited:

Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held in all schools. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum coordinator, principals, teachers

**ACIP**

North Sand Mountain High School

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

**Strategy2:**

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement 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 (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate supervisors, Principals

**Strategy3:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

**ACIP**

North Sand Mountain High School

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

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

**Measurable Objective 8:**

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

**Strategy1:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

**Strategy2:**

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

Category: Develop/Implement College and Career Ready Standards

Research Cited:

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

**Measurable Objective 9:**

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

**Strategy1:**

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

Category:

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

**Goal 2:**

Graduate College and Career Ready Students

**Measurable Objective 1:**

collaborate to provide the academic and career technical programs that ensure that 100% of students in the class of 2017 will graduate with career and college ready credentials by 08/01/2017 as measured by Alabama State Department of Education Accountability Program.

**Strategy1:**

Supporting the 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:

Research Cited:

Activity - Career Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school district will employ a career coach who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	10/16/2017	\$0 - No Funding Required	Superintendent

**Measurable Objective 2:**

collaborate to provide the instructional and support programs necessary to ensure that 90% of the students in the class of 2017 graduate from high school by 10/15/2017 as measured by the Alabama State Department of Education.

**Strategy1:**

Transition Processes - 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:

Research Cited:

Activity - - Transition Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school will establish a committee chaired by the school counselor to develop or examine and enhance the transition program from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	10/17/2016	10/17/2017	\$0 - No Funding Required	Principals and Counselors

**Goal 3:**

Engage Parents and Community in the Educational Process.

**Measurable Objective 1:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

**Strategy1:**

**ACIP**

North Sand Mountain High School

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

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

**Strategy2:**

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

Category:

Research Cited:

Activity - Website Redesign	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will redesign its website interface to be more dynamic and engaging through the use of graphic and video presentations.	Community Engagement	01/04/2016	08/05/2016	\$0 - No Funding Required	Assistant Technology Coordinator

**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.

**Strategy1:**

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

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - College and Career Ready Resources for Families Brochure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will develop a brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the district's website.	Parent Involvement Career Preparation/ Orientation	10/12/2015	05/26/2017	\$0 - No Funding Required	Federal Programs Coordinator, Parent Involvement Personnel

Activity - Earnest Pruet Center of Technology Tours for Parents and Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In conjunction with eighth Grade Transition Meetings at district high schools, 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 Parent Involvement Career Preparation/ Orientation	05/02/2016	06/01/2020	\$0 - No Funding Required	Principals, Counselors, Teachers, Career Tech Director, Career Tech Teachers

**Measurable Objective 3:**

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

**Strategy1:**

Parent Engagement Events - North Sand Mountain School will plan and implement an annual event for the purpose of creating a welcoming event for parents.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Parent and Family Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain 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	10/12/2015	05/29/2020	\$0 - No Funding Required	Principals, Counselors, Teachers

**Goal 4:**

Ensure that all students have optimal instructional time and the support necessary to be successful in school.

**Measurable Objective 1:**

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 27% to 24% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program.

**Strategy1:**

Parent/Guardian Notification System - North Sand Mountain will develop a Parent/Guardian Notification System which will keep parents informed concerning attendance of their children and involved in the improvement process.

Category: Develop/Implement Learning Supports

Research Cited:

**ACIP**

North Sand Mountain High School

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain will conduct a planning session to implement a notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

**Strategy2:**

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

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Advocacy Leader from North Sand Mountain will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers at North sand Mountain.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	09/30/2016	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy leaders from all schools will meet monthly to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

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

**Goal 1:**

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

**Measurable Objective 1:**

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

**Strategy1:**

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

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

Research Cited:

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

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

**Strategy2:**

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

Category:

Research Cited: The processes involved in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the close reading technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions

**ACIP**

North Sand Mountain High School

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

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

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

**Measurable Objective 2:**

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

**Strategy1:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent Professional Development on Teaching Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers who are new to the district or who missed previous professional development will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle component.	Academic Support Program Professional Learning	11/01/2016	02/28/2017	\$0 - No Funding Required	Principals, Secondary ELA teachers, Secondary Social Studies Teachers, Curriculum Coordinator

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

**Strategy2:**

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

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

Research Cited:

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

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

**Measurable Objective 3:**

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

**Strategy1:**

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

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

Research Cited:

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

**ACIP**

North Sand Mountain High School

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

**Strategy2:**

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

Category:

Research Cited:

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

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

**Measurable Objective 4:**

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

**Strategy1:**

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

Category: Develop/Implement College and Career Ready Standards

Research Cited:

**ACIP**

North Sand Mountain High School

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

**Strategy2:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

**Measurable Objective 5:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

**ACIP**

North Sand Mountain High School

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

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

<b>Activity - Teacher Collaboration and Self-Assessment on Effective Questioning</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy and 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	Curriculum Coordinator, Principals, ELA Teachers

<b>Activity - Professional Development on Teaching Foundational Reading Skills</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
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 ARI specialist.	Professional Learning	10/03/2016	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

**Strategy2:**

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

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

Research Cited:

**ACIP**

North Sand Mountain High School

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

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

**Strategy3:**

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

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

Research Cited:

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain School will expand the use of summative data meetings to include content teachers in grades K-8 in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2017	\$0 - No Funding Required	Curriculum coordinator, Principals, Reading specialists, Teachers

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	09/23/2015	11/30/2017	\$0 - No Funding Required	Principals, Reading specialists, Curriculum Coordinator

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

**Measurable Objective 6:**

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

**Strategy1:**

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

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

Research Cited:

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

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

**Strategy2:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

**Measurable Objective 7:**

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

**Strategy1:**

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

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

Research Cited:

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

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

#### Strategy2:

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

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

Research Cited:

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

**ACIP**

North Sand Mountain High School

Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held in all schools. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum coordinator, principals, teachers

**Strategy3:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

**Measurable Objective 8:**

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

**Strategy1:**

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

Category:

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 9:**

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

**Strategy1:**

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

Category:

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:**

Graduate College and Career Ready Students

**Measurable Objective 1:**

collaborate to provide the instructional and support programs necessary to ensure that 90% of the students in the class of 2017 graduate from high school by 10/15/2017 as measured by the Alabama State Department of Education.

**Strategy1:**

Transition Processes - 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:

Research Cited:

Activity - - Transition Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school will establish a committee chaired by the school counselor to develop or examine and enhance the transition program from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	10/17/2016	10/17/2017	\$0 - No Funding Required	Principals and Counselors

**Measurable Objective 2:**

collaborate to provide the academic and career technical programs that ensure that 100% of students in the class of 2017 will graduate with career and college ready credentials by 08/01/2017 as measured by Alabama State Department of Education Accountability Program.

**Strategy1:**

Supporting the 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:

Research Cited:

Activity - Career Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school district will employ a career coach who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/ Orientation	08/05/2014	10/16/2017	\$0 - No Funding Required	Superintendent

**Goal 3:**

Engage Parents and Community in the Educational Process.

**Measurable Objective 1:**

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

**Strategy1:**

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

Category: Implement Community Based Support and Intervention System

Research Cited:

**ACIP**

North Sand Mountain High School

Activity - College and Career Ready Resources for Families Brochure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will develop a brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the district's website.	Career Preparation/ Orientation Parent Involvement	10/12/2015	05/26/2017	\$0 - No Funding Required	Federal Programs Coordinator, Parent Involvement Personnel

Activity - Earnest Pruet Center of Technology Tours for Parents and Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In conjunction with eighth Grade Transition Meetings at district high schools, 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 Parent Involvement Career Preparation/ Orientation	05/02/2016	06/01/2020	\$0 - No Funding Required	Principals, Counselors, Teachers, Career Tech Director, Career Tech Teachers

**Measurable Objective 2:**

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

**Strategy1:**

Parent Engagement Events - North Sand Mountain School will plan and implement an annual event for the purpose of creating a welcoming event for parents.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Parent and Family Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain 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	10/12/2015	05/29/2020	\$0 - No Funding Required	Principals, Counselors, Teachers

**Measurable Objective 3:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

**Strategy1:**

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

Category:

Research Cited:

**ACIP**

North Sand Mountain High School

Activity - Website Redesign	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will redesign its website interface to be more dynamic and engaging through the use of graphic and video presentations.	Community Engagement	01/04/2016	08/05/2016	\$0 - No Funding Required	Assistant Technology Coordinator

**Strategy2:**

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

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

**Goal 4:**

Ensure that all students have optimal instructional time and the support necessary to be successful in school.

**Measurable Objective 1:**

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 27% to 24% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program.

**Strategy1:**

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

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Advocacy Leader from North Sand Mountain will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers at North sand Mountain.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy leaders from all schools will meet monthly to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	09/30/2016	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

**Strategy2:**

Parent/Guardian Notification System - North Sand Mountain will develop a Parent/Guardian Notification System which will keep parents informed concerning attendance of their children and involved in the improvement process.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain will conduct a planning session to implement a notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

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

**Goal 1:**

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

**Measurable Objective 1:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy and 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	Curriculum Coordinator, Principals, ELA Teachers

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

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

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

**Strategy2:**

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in SY 2016-2017

grades K-8 will participate in a careful analysis of the reading portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA, social studies, and science teachers in grades 3-8 will participate in a careful analysis of the ELA portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

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

Research Cited:

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

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	09/23/2015	11/30/2017	\$0 - No Funding Required	Principals, Reading specialists, Curriculum Coordinator

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain School will expand the use of summative data meetings to include content teachers in grades K-8 in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2017	\$0 - No Funding Required	Curriculum coordinator, Principals, Reading specialists, Teachers

### Strategy3:

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

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

Research Cited:

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

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

**Measurable Objective 2:**

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

**Strategy1:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Activity - Independent Professional Development on Teaching Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers who are new to the district or who missed previous professional development will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle component.	Professional Learning Academic Support Program	11/01/2016	02/28/2017	\$0 - No Funding Required	Principals, Secondary ELA teachers, Secondary Social Studies Teachers, Curriculum Coordinator

**Strategy2:**

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

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

Research Cited:

**ACIP**

North Sand Mountain High School

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement 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 (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate supervisors, Principals

**Measurable Objective 3:**

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

**Strategy1:**

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

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

Research Cited:

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

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

**Strategy2:**

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

Category:

Research Cited:

**ACIP**

North Sand Mountain High School

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

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

**Measurable Objective 4:**

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

**Strategy1:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

**Strategy2:**

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

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

Research Cited:

**ACIP**

North Sand Mountain High School

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

Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held in all schools. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum coordinator, principals, teachers

**Strategy3:**

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement 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 (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate supervisors, Principals

**Measurable Objective 5:**

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

**Strategy1:**

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

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

Research Cited:

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

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

**Strategy2:**

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

Category:

Research Cited: The processes involved in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the close reading technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions

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

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

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

**Measurable Objective 6:**

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

**Strategy1:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

**Strategy2:**

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what

students should know and be able to do at each level of robotics instruction. Such collaboration will result in a robotics curriculum for the school district.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

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

#### Measurable Objective 7:

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

#### Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

#### Strategy2:

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement 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 (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate supervisors, Principals

**Measurable Objective 8:**

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

**Strategy1:**

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

Category:

Research Cited:

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

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

**Measurable Objective 9:**

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

**Strategy1:**

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

Category:

Research Cited:

**ACIP**

North Sand Mountain High School

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

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

**Goal 2:**

Graduate College and Career Ready Students

**Measurable Objective 1:**

collaborate to provide the academic and career technical programs that ensure that 100% of students in the class of 2017 will graduate with career and college ready credentials by 08/01/2017 as measured by Alabama State Department of Education Accountability Program.

**Strategy1:**

Supporting the 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:

Research Cited:

Activity - Career Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school district will employ a career coach who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	10/16/2017	\$0 - No Funding Required	Superintendent

**Measurable Objective 2:**

collaborate to provide the instructional and support programs necessary to ensure that 90% of the students in the class of 2017 graduate from high school by 10/15/2017 as measured by the Alabama State Department of Education.

**Strategy1:**

Transition Processes - 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:

Research Cited:

SY 2016-2017

Activity - - Transition Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school will establish a committee chaired by the school counselor to develop or examine and enhance the transition program from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	10/17/2016	10/17/2017	\$0 - No Funding Required	Principals and Counselors

**Goal 3:**

Engage Parents and Community in the Educational Process.

**Measurable Objective 1:**

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

**Strategy1:**

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

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Earnest Pruett Center of Technology Tours for Parents and Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In conjunction with eighth Grade Transition Meetings at district high schools, 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	05/02/2016	06/01/2020	\$0 - No Funding Required	Principals, Counselors, Teachers, Career Tech Director, Career Tech Teachers

Activity - College and Career Ready Resources for Families Brochure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will develop a brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the district's website.	Career Preparation/ Orientation Parent Involvement	10/12/2015	05/26/2017	\$0 - No Funding Required	Federal Programs Coordinator, Parent Involvement Personnel

**Measurable Objective 2:**

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

**ACIP**

North Sand Mountain High School

**Strategy1:**

Parent Engagement Events - North Sand Mountain School will plan and implement an annual event for the purpose of creating a welcoming event for parents.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Parent and Family Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain 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	10/12/2015	05/29/2020	\$0 - No Funding Required	Principals, Counselors, Teachers

**Measurable Objective 3:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

**Strategy1:**

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

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

**Strategy2:**

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

Category:

Research Cited:

**ACIP**

North Sand Mountain High School

Activity - Website Redesign	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will redesign its website interface to be more dynamic and engaging through the use of graphic and video presentations.	Community Engagement	01/04/2016	08/05/2016	\$0 - No Funding Required	Assistant Technology Coordinator

**Goal 4:**

Ensure that all students have optimal instructional time and the support necessary to be successful in school.

**Measurable Objective 1:**

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 27% to 24% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program.

**Strategy1:**

Parent/Guardian Notification System - North Sand Mountain will develop a Parent/Guardian Notification System which will keep parents informed concerning attendance of their children and involved in the improvement process.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain will conduct a planning session to implement a notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

**Strategy2:**

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

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy leaders from all schools will meet monthly to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Advocacy Leader from North Sand Mountain will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers at North sand Mountain.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	09/30/2016	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

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

**Goal 1:**

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

**Measurable Objective 1:**

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

**Strategy1:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

**Strategy2:**

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

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

Research Cited:

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

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

### Measurable Objective 2:

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

### Strategy1:

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

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

Research Cited:

Activity - 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 (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate supervisors, Principals

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

### Strategy2:

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

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

Research Cited:

Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held in all schools. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum coordinator, principals, teachers

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

### Strategy3:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

**ACIP**

North Sand Mountain High School

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

**Measurable Objective 3:**

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

**Strategy1:**

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

Category:

Research Cited:

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

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

**Strategy2:**

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

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

Research Cited:

<b>Activity - Administrator Walk Throughs</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
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

**ACIP**

North Sand Mountain High School

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

**Measurable Objective 4:**

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

**Strategy1:**

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

Category:

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$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 5:**

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

**Strategy1:**

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

Category: Develop/Implement College and Career Ready Standards

Research Cited:

**ACIP**

North Sand Mountain High School

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

**Strategy2:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

**Measurable Objective 6:**

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

**Strategy1:**

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

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

Research Cited:

**ACIP**

North Sand Mountain High School

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement 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 (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate supervisors, Principals

**Strategy2:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Activity - Independent Professional Development on Teaching Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers who are new to the district or who missed previous professional development will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle component.	Professional Learning Academic Support Program	11/01/2016	02/28/2017	\$0 - No Funding Required	Principals, Secondary ELA teachers, Secondary Social Studies Teachers, Curriculum Coordinator

**Measurable Objective 7:**

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

**Strategy1:**

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

Category:

Research Cited:

**ACIP**

North Sand Mountain High School

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

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

**Measurable Objective 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:**

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

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

Research Cited:

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

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

**Strategy2:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

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

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy and 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	Curriculum Coordinator, Principals, ELA Teachers

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

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

**Strategy3:**

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

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

Research Cited:

**ACIP**

North Sand Mountain High School

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain School will expand the use of summative data meetings to include content teachers in grades K-8 in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2017	\$0 - No Funding Required	Curriculum coordinator, Principals, Reading specialists, Teachers

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

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	09/23/2015	11/30/2017	\$0 - No Funding Required	Principals, Reading specialists, Curriculum Coordinator

**Measurable Objective 9:**

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

**Strategy1:**

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

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

Research Cited:

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

**ACIP**

North Sand Mountain High School

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

**Strategy2:**

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

Category:

Research Cited: The processes involved in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the close reading technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions

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

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

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

**Goal 2:**

Graduate College and Career Ready Students

**Measurable Objective 1:**

collaborate to provide the academic and career technical programs that ensure that 100% of students in the class of 2017 will graduate with SY 2016-2017

career and college ready credentials by 08/01/2017 as measured by Alabama State Department of Education Accountability Program.

**Strategy1:**

Supporting the 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:

Research Cited:

Activity - Career Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school district will employ a career coach who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	10/16/2017	\$0 - No Funding Required	Superintendent

**Measurable Objective 2:**

collaborate to provide the instructional and support programs necessary to ensure that 90% of the students in the class of 2017 graduate from high school by 10/15/2017 as measured by the Alabama State Department of Education.

**Strategy1:**

Transition Processes - 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:

Research Cited:

Activity - - Transition Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school will establish a committee chaired by the school counselor to develop or examine and enhance the transition program from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	10/17/2016	10/17/2017	\$0 - No Funding Required	Principals and Counselors

**Goal 3:**

Engage Parents and Community in the Educational Process.

**Measurable Objective 1:**

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

**Strategy1:**

Parent Engagement Events - North Sand Mountain School will plan and implement an annual event for the purpose of creating a welcoming event for parents.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Parent and Family Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain 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	10/12/2015	05/29/2020	\$0 - No Funding Required	Principals, Counselors, Teachers

**Measurable Objective 2:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

**Strategy1:**

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

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

**Strategy2:**

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

Category:

Research Cited:

**ACIP**

North Sand Mountain High School

Activity - Website Redesign	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will redesign its website interface to be more dynamic and engaging through the use of graphic and video presentations.	Community Engagement	01/04/2016	08/05/2016	\$0 - No Funding Required	Assistant Technology Coordinator

**Measurable Objective 3:**

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.

**Strategy1:**

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

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Earnest Pruett Center of Technology Tours for Parents and Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In conjunction with eighth Grade Transition Meetings at district high schools, 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.	Parent Involvement Community Engagement Career Preparation/ Orientation	05/02/2016	06/01/2020	\$0 - No Funding Required	Principals, Counselors, Teachers, Career Tech Director, Career Tech Teachers

Activity - College and Career Ready Resources for Families Brochure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will develop a brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the district's website.	Career Preparation/ Orientation Parent Involvement	10/12/2015	05/26/2017	\$0 - No Funding Required	Federal Programs Coordinator, Parent Involvement Personnel

**Goal 4:**

Ensure that all students have optimal instructional time and the support necessary to be successful in school.

**Measurable Objective 1:**

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 27% to 24% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program.

**Strategy1:**

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

**ACIP**

North Sand Mountain High School

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Advocacy Leader from North Sand Mountain will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers at North sand Mountain.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy leaders from all schools will meet monthly to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	09/30/2016	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

**Strategy2:**

Parent/Guardian Notification System - North Sand Mountain will develop a Parent/Guardian Notification System which will keep parents informed concerning attendance of their children and involved in the improvement process.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain will conduct a planning session to implement a notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

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

**Goal 1:**

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

**Measurable Objective 1:**

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

**Strategy1:**

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

Category:

Research Cited:

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

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

**Strategy1:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

**Strategy2:**

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

Category: Develop/Implement College and Career Ready Standards

Research Cited:

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

**Measurable Objective 3:**

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

**Strategy1:**

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

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

Research Cited:

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain School will expand the use of summative data meetings to include content teachers in grades K-8 in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2017	\$0 - No Funding Required	Curriculum coordinator, Principals, Reading specialists, Teachers

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	09/23/2015	11/30/2017	\$0 - No Funding Required	Principals, Reading specialists, Curriculum Coordinator

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

**Strategy2:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

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

**ACIP**

North Sand Mountain High School

<b>Activity - Teacher Collaboration and Self-Assessment on Effective Questioning</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy and 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	Curriculum Coordinator, Principals, ELA Teachers

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

<b>Activity - Professional Development on Teaching Foundational Reading Skills</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
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 ARI specialist.	Professional Learning	10/03/2016	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

**Strategy3:**

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

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

Research Cited:

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

<b>Activity - Administrator Walk Throughs</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
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 4:**

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

**Strategy1:**

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

## Category:

Research Cited: The processes involved in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the close reading technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions

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

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

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

**Strategy2:**

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement 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 (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate supervisors, Principals

#### Measurable Objective 5:

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

#### Strategy1:

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

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

Research Cited:

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

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

#### Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

**Measurable Objective 6:**

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

**Strategy1:**

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

Category:

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 7:**

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

**Strategy1:**

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

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

Research Cited:

**ACIP**

North Sand Mountain High School

Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held in all schools. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum coordinator, principals, teachers

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

**Strategy2:**

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement 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 (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate supervisors, Principals

**Strategy3:**

**ACIP**

North Sand Mountain High School

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

**Measurable Objective 8:**

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

**Strategy1:**

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

Category:

Research Cited:

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

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

**Strategy2:**

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement 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 (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate supervisors, Principals

#### Measurable Objective 9:

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

#### Strategy1:

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

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement 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 (ELEOT) and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate supervisors, Principals

#### Strategy2:

**ACIP**

North Sand Mountain High School

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Activity - Independent Professional Development on Teaching Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers who are new to the district or who missed previous professional development will participate in a book study on Ten Things Every Writer Should Know which will be read independently in conjunction with a Moodle component.	Professional Learning Academic Support Program	11/01/2016	02/28/2017	\$0 - No Funding Required	Principals, Secondary ELA teachers, Secondary Social Studies Teachers, Curriculum Coordinator

**Goal 2:**

Graduate College and Career Ready Students

**Measurable Objective 1:**

collaborate to provide the academic and career technical programs that ensure that 100% of students in the class of 2017 will graduate with career and college ready credentials by 08/01/2017 as measured by Alabama State Department of Education Accountability Program.

**Strategy1:**

Supporting the 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:

Research Cited:

Activity - Career Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school district will employ a career coach who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	10/16/2017	\$0 - No Funding Required	Superintendent

**Measurable Objective 2:**

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collaborate to provide the instructional and support programs necessary to ensure that 90% of the students in the class of 2017 graduate from high school by 10/15/2017 as measured by the Alabama State Department of Education.

**Strategy1:**

Transition Processes - 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:

Research Cited:

Activity - - Transition Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school will establish a committee chaired by the school counselor to develop or examine and enhance the transition program from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	10/17/2016	10/17/2017	\$0 - No Funding Required	Principals and Counselors

**Goal 3:**

Engage Parents and Community in the Educational Process.

**Measurable Objective 1:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

**Strategy1:**

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

Category:

Research Cited:

Activity - Website Redesign	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will redesign its website interface to be more dynamic and engaging through the use of graphic and video presentations.	Community Engagement	01/04/2016	08/05/2016	\$0 - No Funding Required	Assistant Technology Coordinator

**Strategy2:**

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

-Professional Learning Unit for Administrators and teacher leaders

- Survey to determine communication devices used

-Collaboration to determine areas in need of improvement

**ACIP**

North Sand Mountain High School

-Collaboration with parents and community

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

**Measurable Objective 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.

**Strategy1:**

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

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Earnest Pruet Center of Technology Tours for Parents and Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In conjunction with eighth Grade Transition Meetings at district high schools, 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 Parent Involvement Career Preparation/Orientation	05/02/2016	06/01/2020	\$0 - No Funding Required	Principals, Counselors, Teachers, Career Tech Director, Career Tech Teachers

Activity - College and Career Ready Resources for Families Brochure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will develop a brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the district's website.	Career Preparation/Orientation Parent Involvement	10/12/2015	05/26/2017	\$0 - No Funding Required	Federal Programs Coordinator, Parent Involvement Personnel

**Measurable Objective 3:**

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

**Strategy1:**

Parent Engagement Events - North Sand Mountain School will plan and implement an annual event for the purpose of creating a welcoming

event for parents.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Parent and Family Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain 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	10/12/2015	05/29/2020	\$0 - No Funding Required	Principals, Counselors, Teachers

#### Goal 4:

Ensure that all students have optimal instructional time and the support necessary to be successful in school.

#### Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 27% to 24% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program.

#### Strategy1:

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

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
North Sand Mountain will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Advocacy Leader from North Sand Mountain will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers at North sand Mountain.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

**ACIP**

North Sand Mountain High School

<b>Activity - Advocacy Leader Meetings</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Advocacy leaders from all schools will meet monthly to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

<b>Activity - Regularly Scheduled Advocacy Sessions</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
North Sand Mountain will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	09/30/2016	\$0 - No Funding Required	School improvement specialist, school advocacy leaders, teachers, principals

**Strategy2:**

Parent/Guardian Notification System - North Sand Mountain will develop a Parent/Guardian Notification System which will keep parents informed concerning attendance of their children and involved in the improvement process.

Category: Develop/Implement Learning Supports

Research Cited:

<b>Activity - Planning and Implementing a Notification System</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
North Sand Mountain will conduct a planning session to implement a notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

### Component 3: Instruction by Qualified Staff

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

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

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

Annual assessments of instructional needs are conducted each school year during the second semester. Faculty assignments are typically made after a faculty survey is completed in which faculty members indicate if there is a teaching assignment change they wish to pursue. Efforts are made to place teachers in desired grade levels, however, priority is placed on ensuring each grade level or class is led by highly qualified personnel.

## Component 4: Strategies to Attract Qualified Teachers

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

The teacher turnover rate for 2016-2017 is 4.7%. Of the 43 certified teachers on staff, 2 are new to North Sand Mountain School. Of the 4 new staff members, only 1 certified teacher is new to the teaching profession. With 2 new teachers added, the North Sand Mountain faculty remains a very experienced group. The 2016-2017 turnover at North Sand Mountain school is a result of voluntary transfer of existing staff and not a result of teacher units reduction or termination.

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

The North Sand Mountain faculty is comprised of 43 certified teachers, mostly veteran teachers with an experience breakdown as follows:

0-5 yrs-----	8
6-10 yrs -----	9
11-15 yrs-----	3
16-20 yrs-----	11
21-25 yrs-----	7
26-30 yrs-----	3
30+ yrs-----	2

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

There is not a high turnover rate.

## Component 5: High Quality and Ongoing Professional Development

### **1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?**

Professional development activities are guided by instructional coaches throughout the school terms to provide support in reading and math instruction. PD consists of workshops at the school and central office, follow up observation by administration and collaborative instructional support among staff members and instructional coach.

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

Professional development opportunities are provided for all certified employees. Faculty members are afforded PD days during the school term in which they participate in professional learning activities and gain CEU times. Administrators are afforded opportunity to earn PLU's during the school term. All PD activities are designed around research based methods to improve instruction, student achievement, leadership.

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

Teacher mentoring is developed through collaboration with veteran grade level teachers. The professional development activities required by Educate Alabama are defined through collaboration with school administrators to identify areas of focus as indicated through self assessment. Teachers will gain knowledge through activities that will assist them in developing essential instructional skills.

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

Educate Alabama is an ongoing process in which teachers complete self evaluations each year and tailor professional learning activities to address self defined areas of focus. Activities are typically performed throughout the school year and evidence of the activities are documented periodically. The process involves observation by administrators and face-to-face conferences to discuss learning activities and teacher performance.

## Component 6: Transition Strategies

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

Orientation for kindergarten student will be to visit a classroom for a full day. Parents will be invited to a parent meeting. Head start students will be involved in as many activities as possible to familiarize them with the school setting creating a comfort zone for them when they return as kindergarten students. The media specialist will have special activities for head-start students at the end of the year to help prepare their appreciation for reading and books. Special needs students are transitioned two to three days a week before entering Kindergarten.

The fourth, fifth and sixth grades are departmentalized. Students change classes in these grades, which will help in the transition these students encounter when they are in the seventh grade, and will be located in another section of the building. This will also enable the students to learn to accept the different teaching styles they will encounter in grades 7-12. Parenting classes are taught in grades ten, eleven, and twelve. Students from these classes interact with students in the kindergarten and first grade classes. These students can often become a mentor student for younger students who may need special guidance and encouragement.

The Ernest Pruet Center of Technology provides opportunities for seniors to gain experiences to help in the transition from school to the work of world through the co-operative educational program provided at EPCOT. Students are also provided with vocational classes in a variety of fields. The addition of math and science at the technical school have helped to make it possible for more students who will not be attending college to take courses there to be better qualified for the work force upon their graduation from high school.

The eighth grade students from the two feeder schools (Bryant and Flat Rock) will also visit for orientation and class scheduling. During this time they will familiarize themselves with the campus.

## Component 7: Teacher Participation in Making Assessment Decisions

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

North Sand Mountain teachers are involved and encouraged to be involved in the decisions regarding the use of state academic assessments. Teachers administer assessment in order to determine if objectives have been mastered. Teacher input is vital in these efforts and is considered at different levels of assessment in order to interpret results. The following methods are ways in which teachers aid in guiding instruction:

1. Grade level and subject area data meetings are held to adjust instructional procedures and strategies based on the progress monitoring data.

2. Informal grade level and subject area meetings are held to discuss progress of individual students and steps which can be taken to help students who demonstrate weaknesses in identified academic subjects.

The representation and teacher input is included on school budget committees, policy committees, textbook selection committee and school calendar committees. This allows teachers to have input in all areas of overall instruction and testing.

## **Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

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

STAR testing is used to evaluate student performance, in core curriculum, for grades K-8. Students are then categorized for tiered instruction (RTI) based on performance. Student performance is monitored throughout the process to determine achievement increases and are then tested again at the end of the first term. In total, students are evaluated through STAR testing 3 times yearly, at the beginning and end of the first term, and at the end of the second term.

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

Through the use of tiered instruction, student achievement levels are determined at levels 1,2, or 3. Each level has specific intervention practices to accommodate the needs of students therein. Tier 3 instruction is directed by the reading coach in collaboration with core curriculum teachers. Individual student needs are addressed with the focus of higher achievement the main priority. Tier 1 and 2 intervention is typically completed by the classroom teacher with the focus of increasing skills in core areas and facilitating enrichment activities. Timely Assistance-Students scoring 69 and below are provided additional support by the classroom teacher through documented strategies on the TA form. If a student scores a 59 or below, the teacher will contact the parent to discuss how they can partner to provide support for their student. There are at least two documented attempts at contacting parents.

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

Teacher lesson plans are developed with differentiated instruction methods in all subject matters. Small group instruction is a common method, used in lower grades, along with peer tutoring and individual instruction.

Students needing tiered instruction are provided a variety of methods from the classroom teacher and the Tier III teacher when applicable.

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

The 21st century program is active at North Sand Mountain School and affords students the opportunity to participate in learning activities after normal school hours. 3 instructors provide instruction and/or remediation to students on a daily basis. Students have the opportunity to participate in the program on a daily basis from 3:00-5:00 pm.

Additionally, a tutoring program is offered to high school students twice a week for a period of two hours.

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

All students at North Sand Mountain School, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs which are provided both by the state and federal education programs available, including free/reduced lunch, Title I services, ELL services, Special education services, At Risk, and counseling services. North Sand Mountain School also uses the Department of Human Resources, the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing, and shelter.

All students have equal access to free appropriate public education regardless of the situation in which they have been placed. All students regardless of condition(s) are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

The counselors at North Sand Mountain School identify limited-English proficient students upon enrollment into the school. Each new student at North Sand Mountain School receives a home language survey which is used to determine eligibility for limited-English proficient testing. Students that qualify for testing are the students that indicate that an alternative language other than English is used by the student or in the student's home as a primary language. All eligible students that are tested with the WIDA Access Placement Test (W-APT) to determine if a student is eligible to receive services through the English Language Learner Program. Parents or guardians have the right to waive Title III Supplemental EL services if they so choose. If the parents or guardians agree for the student to receive services, an English Language Learner committee convenes to determine appropriate services and placement for each individual student. The EL committee consists of an EL teacher, parents/guardians of the student, the student's teacher, the school counselor, and interpreter, and/or school administrator.

The counselors identify migrant students upon enrollment. Parents/guardians of each new student receive a Migrant Education Survey, to determine student eligibility for the migrant program. Migrant students automatically qualify for free breakfast and lunch. Migrant students have access to all service and programs available to the rest of the students which are present in North Sand Mountain School.

North Sand Mountain School provides special education services and uses appropriate procedures in accordance with Federal and Alabama State Laws and Regulations. The referral coordinator tracks referrals and notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine the eligibility for special education services.

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

The Jackson County School System provides summer school for students that fail up to 2 classes for that particular school year. The Jackson County School System also offers Credit Recovery for classes in which the student made 40 or above in, while attempting. In addition to instructional strategies, additional assistance is offered through RTI during the resource period. North Sand Mountain School is a handicapped-accessible school. We also participate in the free and reduced school lunch program.

## Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

### 1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

The Jackson County School System will utilize all available resources to achieve both local and state goals. Federal funds, along with funding from state and local sources, will be coordinated and integrated to provide a total program designed to foster educational improvement and high academic achievement for all students. In order to further the effort, North Sand Mountain School has developed a leadership team that creates the school improvement plan to assure that all students meet performance standards. The leadership team consults with Federal programs about the allocation of funds, set-asides, administrative costs, and the over-all implementation of the program.

The plan will remain in effect for one year. A thorough review of the plan will be conducted and analyzed for effectiveness and necessary changes made. Necessary revisions will be made as indicated by the review.

Per pupil allotment is \$318.08.

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

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

Title funds will provide academic programs to assist students to meet state standards and coordinate with other educational services to ensure that the needs of students are met. Special education students are eligible for Title services on the same basis as other students. Services for children with limited-English proficiency are coordinated. Policies are in place to ensure that immigrant, migratory and/or homeless children will receive proper services in the event of their enrollment in the school system.

Research-based programs and after school tutorial services through 21st Century Programs will continue to be utilized.

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

Title I Part A

The students who qualify for free or reduced lunch prices according to the guidelines set forth by the Child Nutrition Program determines the allocation for each school, the PPA is \$318.08.

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

Title I, Part A-

74% - Instruction and Instructional Support

Title I Set Asides

8% - Administration\*

6% - School Improvement Specialist

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## ACIP

North Sand Mountain High School

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6% - Parent Involvement/Consulting Teacher

6% English Language Teacher

\*Private school participation funds are included.

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

Title I School Improvement

100% Instructional Aide

Title II, Part A- Teacher and Principal Training

The fiscal year allocation is as follows:

99% Class Size Reduction-Instruction

1% Professional Development

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

The fiscal year allocation is as follows:

22% EL Instruction and Instructional Support

36% EL Instructional Hardware and Software

42% Staff Professional Development

Title VI-Rural and Low Income

95% Class Size Reduction-Instruction

5% Professional Development

Title VII Indian Education

100% Instruction and Instructional Support

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

**3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

All Jackson County Schools are served by Title I.

Educational services will be coordinated and integrated to target improved student achievement most effectively.

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

North Sand Mountain School benefits from child nutrition program. North Sand Mountain School collaborates with Northeast Alabama Community College to provide adult education services. North Sand Mountain School collaborates with the centrally located Earnest Pruet Center for Technology to provide vocational and educational training.

## Component 10: Evaluation

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

North Sand Mountain school uses several tactical procedures to evaluate the implementation of the schoolwide program including but not limited to the following activities:

Classroom walkthrough to determine that strategies and activities are being implemented. Monthly leadership team meeting to address implementation issues

Data meetings

Projection/Reflection meetings to determine effectiveness of programs

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

North Sand Mountain School uses several methods to evaluate the results of the schoolwide program including but not limited to the following activities:

Classroom walkthroughs to verify that the established strategies and activities are being implemented. Periodic leadership team meetings

Data meetings

Projection/Reflection meetings

All state assessments are analyzed to determine strengths and weaknesses.

After evaluations are complete, North Sand Mountain School puts plans into place for the next school year based on the data analysis.

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

The schoolwide program is deemed effective when all goals are met. The leadership team and school staff will review all available data, including state assessment results to determine if academic goals have been met. Goals are generally developed in a fashion that facilitates improvement for all students. Students who continue to underachieve are looked at more closely through RTI and will be brought before the PST where determination can be made as to the anticipated level of achievement a particular student may be capable of. This process can lead to a students being referred for testing for special services if academic progress is deemed limited.

Tools used for this determination include STAR testing data, state assessment data, RTI interventions, referral to the PST, and ultimately referral for special service testing.

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

achievement data and to focus on areas in need immediate attention. Short term and long term goals are reviewed, and revised when needed. Proposed changes are addressed by the Leadership Team, then presented to the faculty. All plans and initiatives are reviewed annually by the Leadership Team and revisions are made by the school staff.

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

Goals kept from the previous year include: 1) Providing a rigorous and effective instructional program to ensure the academic growth of all students and 2) Graduate College and Career Ready Students. Progress is being continually monitored through timely data meetings and providing teachers with appropriate professional development in the goal areas.

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

Changes were made to percentages of students scoring at or above proficient in Reading and Math on the ACT Aspire. These changes reflect adjustments made to the required scores/proficiency levels. Goals were also created to acknowledge a greater focus on student support and advocacy.

# Coordination of Resources - Comprehensive Budget

## **Introduction**

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

### I. State Foundation Funds:

	<b>FTE's Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	39.64	40.64	2,650,097.14
Administrator Units	1.00	1.0	112,426.76
Assistant Principal	1.00	1.0	79,334.33
Counselor	1.50	1.5	123,580.55
Librarian	1.00	1.0	76,439.22
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	7,475.00
Professional Development	0.00	0	2,815.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	17,897.00
Library Enhancement	0.00	0	939.00
<b>Totals</b>			<b>3,071,004.00</b>

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**Title I**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	139602.0

**Provide a brief explanation and breakdown of expenses.**

Salary and fringe benefits for certified instructors: \$136,810

Instructional materials and supplies: \$2,792

\*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. Parental involvement funds: \$2078.44

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	ARRA Funds Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

North Sand Mountain School does not receive ARRA funds.

**Title II**

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

**Provide a brief explanation and a breakdown of expenses.**

North Sand Mountain School receives a county allocation of \$105,884 for professional development activities.

**Title III**

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

**Provide a brief explanation and a breakdown of expenses.**

North Sand Mountain School receives a county allocation of \$15,538 for English Language Learners.

**Title IV**

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

**Provide a brief explanation and a breakdown of expenses.**

North Sand Mountain School does not receive Title IV funds.

**Title VI**

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

**Provide a brief explanation and a breakdown of expenses.**

North Sand Mountain School receives \$7,978 for rural and low-income schools.

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## 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.**

North Sand Mountain School does not receive this type of funding.

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

**Provide a brief explanation and breakdown of expenses.**

North Sand Mountain School does not receive this type of funding.

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**Other**

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

**Provide a brief explanation and a breakdown of expenses.**

Employee Salaries and Benefits: \$67,764

Professional Development: \$4,000

Materials/Supplies/Non-Capitalized Equipment: \$44,436

Transportation: \$1,500

Purchased Services: \$7,000

Indirect Costs: \$300

### Local Funds

Label	Question	Value
1.	Provide the total	0.0

**Provide a brief explanation and breakdown of expenses**

North Sand Mountain School does not receive local funds.

# Strategies to Increase Parental Involvement

## **Introduction**

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

## Strategies to Increase Parental Involvement

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

On August 2, 2016 North Sand Mountain School held its annual Title I meeting and informed parents of their rights in being part of the school. A copy of the Parent Compact form was distributed to be voted upon by those in attendance. Parents are notified of the meeting through the following methods: letters sent home by students, the school website, Notify Me, SchoolCast, and a posting on the school's scrolling marquee. Parental involvement funds are not included in the school allocation, but are utilized to enhance Parental Involvement county-wide.

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

The Parental Involvement Consulting Teacher conducts a minimum of two meetings a year at each Jackson County School. One meeting is scheduled during the day and the other is scheduled at night to provide flexible hours to meet the needs of working parents. Also, where there are high numbers of Spanish-speaking families, an interpreter will also be provided.

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

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

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

All documents related to Federal Programs are made available in both English and Spanish. Interpreters are available at schools with high Spanish speaking populations to further assist in any other explanations necessary.

Information regarding curriculum, classroom standards, homework policies and assessments are provided in the Jackson County Schools Student Handbook. All students receive a handbook on the first day of school and must return the Parental Acknowledgement form which is filed in their cumulative records. Parents are provided with additional information throughout the school year, i.e., progress reports, report cards, assessment reports. Progress reports are sent home every four and a half weeks and report cards are sent home every nine weeks. Teachers make at least one parent contact per semester/year. Parents may request a conference to voice any concerns or suggestions related to the education of their child.

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

North Sand Mountain has a local committee, the Leadership Team, comprised of parents, teachers, administrators, and community members. This committee is responsible for designing, implementing, and evaluating Parental Involvement Plans, Student Parent Compacts and the Continuous Improvement Plans.

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

Contact information for both the Jackson County Board of Education and the Alabama State Department of Education is provided and is made available on the Jackson County School District Website. Here is a copy of the statement provided.

"If you have any comments or concerns, you may call the Jackson County Board of Education at (256) 259-9500. If you desire to talk to someone at the Alabama State Department of Education you should call the Federal Programs Section at (334) 242-8199."

Local contact person is Mr. Mark Guffey (guffeym@jackson.k12.al.us), Federal Programs Supervisor and/ or Mr. Chris Davis (davic@jackson.k12.al.us), Special Education Supervisor.

Jackson County Board of Education  
256-259-9500

**6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

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

**Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)**

The Federal Programs Parental Involvement Consulting Teacher will conduct parent meetings and offer training sessions covering many topics designed to aid parents in becoming more involved in their child's education. If a principal has a specific need at his/her school the Consulting Teacher will ensure that topic is discussed. The Consulting Teacher conducts one parent meeting per semester at times convenient for all parents to attend. Flyers of upcoming meetings and training sessions will be distributed on a timely basis to ensure parents are afforded the opportunities for participation. Newsletters for parents of elementary, middle, and high school students containing valuable and age appropriate strategies for better parenting are distributed monthly. Parents can also access the school website to stay informed and involved with the school. Also, where there are high numbers of Spanish speaking families, an interpreter will also be provided to assist

parents.

**6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

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

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

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

**6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

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

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

North Sand Mountain School will continue to work with its staff through in-services, professional development, faculty meeting, grade-level meetings, and subject area meetings to ensure the understanding of the importance of parental involvement and inform them that parents should be partners of the staff in the process of educating their child. During the school year, North Sand Mountain School will place a special emphasis on getting the parents/community more involved in the school's educational process. Parents will be noticed of and encouraged to attend pertinent school events and meetings. Our principal will work closely with the staff to ensure that they are present at events in which North Sand Mountain School parents will be attending to give the opportunity for interaction and open dialogue between parent and teacher.

**6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

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

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

The Parental Involvement Consulting Teacher assists the principal in providing information to the parents about programs and resources available to encourage and support parents in participating in the education of their child. North Sand Mountain School coordinates its parental involvement programs in order to involve all parents to the maximum capacity possible. It is a major goal of North Sand Mountain School to involve parents in the educating process of each and every child. North Sand Mountain encourages this procedure by informing parents of all necessary programs in which they can become involved. North Sand Mountain School informs the parents by sending home fliers and displaying announcements on the schools digital marquee.

The Jackson County Board of Education supports North Sand Mountain School through its parent center by providing up to date program material.

**6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

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

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

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

**6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

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

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

North Sand Mountain School makes every effort to work with parents in meeting their requests as related to their involvement in their child's education. North Sand Mountain School puts all school meetings on the scrolling marquee, at least one week in advance before the meeting, if applicable. The use of digital signage has increased our ability to communicate school activities as well as parental involvement activities. We have also implemented the use of Notify Me, SchoolCast, and our school website to better notify and communicate with our parents.

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

**ACIP**North Sand Mountain High School

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Every effort is made to accommodate parents with disabilities to enable them to play a participatory role in the education of their child. North Sand Mountain School is a handicapped-accessible building. We also use our school website to communicate with parents that cannot attend school meetings and functions. Written information is sent home in a language that is primarily spoken or used in the home. Additionally, North Sand Mountain uses a county-employed aide to serve as a liaison, if necessary, to communicate with the parents of our EL students.