



ACIP

Rosalie Elementary School

Jackson County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Rosalie is a K-8 school with an average daily attendance of 200 students. The school is set in a small, rural community situated on the northern end of Sand Mountain between the Pisgah and Flat Rock communities. The school is the hub of our small community. Over the past several years, the Rosalie Community Club and several local churches have provided support for our school to ensure that the educational and physical needs of our students are met. There is minimal cultural diversity in our area. The most notable diversity we have is the poverty level. Over 75% of our students qualify for and receive free and reduced lunch. This year, Rosalie School qualified for a program that provides free breakfast and lunch for all students. Most teachers live within a ten mile radius of the school, and their children attend our school. The community is very supportive of our school. The only unique feature that we have is that we are rural and widespread. Our school covers several square miles using four buses to deliver our children daily. We are also so rural that our families all must travel several miles to get to a fairly large grocery store of any size. Despite all this, Rosalie is a very close knit and loving community.

Currently, Rosalie is a school that excels in academics and athletics. Our most important goal is to maintain our academic excellence as a standard. We have a full time reading specialist who trains and assists teachers to meet the ever-present needs of all students. All classroom teachers receive professional development each year to maintain our academic standards. We are currently continuing to implement close reading strategies. Faculty meetings are held monthly and curriculum needs are the forefront of our discussions. The entire staff at Rosalie Elementary School is highly qualified. The percentage of teachers with a master's degree or higher is 70%. Two teachers have an Educational Specialist Degree. Our faculty receives a high number of grants each year for a variety of sources to boost the school's educational resources.

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.

Rosalie Elementary School Purpose:

At Rosalie Elementary School, our purpose is to prepare our students for high school and beyond. We feel it is our duty to instill in our students not only a strong academic foundation, but a positive self-image and to bring forth a sense of preparedness so that our students will be able to contend with any challenge, come what may.

Rosalie Elementary School Mission:

"Taking pride in all we do"

Rosalie Elementary School Beliefs:

We believe all students can learn and achieve.

We believe mastery of basic skills is a priority.

We believe a challenging curriculum is important.

We believe an effective education requires active participation and cooperation from students, family, staff and community.

We believe our students should come first.

We believe our students should be able to attend a school that is safe, orderly, and attractive.

We believe the environment at our school should provide students the opportunity to learn, have fun, and be challenged.

We believe all students should be given the opportunity to learn from a highly educated and caring teacher.

We believe every employee should model moralistic behavior, a strong work ethic, and a commitment to academic achievement.

We believe all students should be taught the value of work, and should take ownership of their education.

We believe student assessment is directly linked to school assessment.

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.

Notable Achievements

Over the last three years, Rosalie School has undergone several improvements to enhance learning opportunities for our students, improve the physical appearance of our campus, and to ensure the safety of students and faculty.

Several improvements were made to enhance the learning opportunities for our students thanks to grants. These include a new science lab and sensory room for our special needs students. A combined \$14,000 worth of grants was used to improve our playground area. Several improvements and additions have also been made to enlarge and enhance our computer lab. Recent additions to our computer lab include eleven mini iPads, several new computers, eighteen Nooks, 2 new laptop carts and updated classroom projectors. Over the next three years we plan to increase the number of computers for student use and update outdated computers and equipment. We also plan to purchase 27 laptops for students' use.

Improvements to the physical appearance of the campus include new windows to classrooms on the main hallway and resurfacing of the floor in the p.e. gym. Several other physical improvements were made to ensure the safety of our students and faculty. This past year we added a foyer connecting the p.e. gym to the school building. This allows our students to go to and from the gym safely. A new canopy was also added to the entrance of the school to allow a covering for our students when loading and unloading cars. To ensure that our students, faculty, and community members are safe during severe weather conditions, we added two storm shelters to be used by students and faculty during the school day and by community members during after school hours.

We have implemented two new programs that are designed to provide our students with the learning and support opportunities they need to succeed in their academic endeavors and achieve future success. Last year, our district launched a STEM initiative. We started a Robotics program for grades 5-8 where students are getting a fun and educational introduction to the field of robotics. We also developed an Advocacy Program designed to provide our students the academic, social, and emotional well-being they need to succeed.

In Need of Improvement

Our students take the ACT Aspire summative assessment test in the spring. While the proficiency level in all grades with the exception of 4th grade reading and math and 6th grade reading exceeded the district level, several grades were below the state level in reading and math. We will continue to make it a priority to improve test scores in all areas of these assessments by following the goals and objectives outlined in the Continuous Improvement Plan.

Another area in need of improvement is our stakeholder involvement. This area has always been a weakness on our stakeholder feedback surveys and we are continually looking for ways to better communicate with stakeholders and improve stakeholder feedback. This year we devised a new Communication Plan to help improve stakeholder communications.

Additional Information

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

Rosalie School will strive to continue to provide our students with a caring and safe environment. We also strive to reflect the positive climate, morale, and standards of excellence that the public expects. Faculty and staff are committed to providing a quality education for all students in an inviting, nurturing and safe environment. The school celebrates successes by providing students with memorable events that encourage the love of learning. The building itself has become more aesthetically appealing inside and out through the addition of the new drive through awning and students' work displayed on the hall walls. School-wide thematic decorations are placed in the hallways to create a kid-friendly, academic atmosphere. The school provides a comfortable setting that is welcoming and parent-friendly.

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.

A variety of stakeholders were involved in developing the improvement plan. Rosalie's organizational structure ensures that employees have a voice in improvement initiatives. The School Improvement Team includes at least one parent, teacher, administrator, community member, and student representative. School Improvement team members will serve for a minimum two year term. Team members meet as necessary as well as attending School Improvement workshop sessions throughout the year. Parents, students and staff give input on yearly surveys to determine their perception of our school and our successes. We examine this data as part of the school improvement process to identify areas which need improvement. Staff members and administrator also analyze a variety of assessment data to determine which areas of instruction need improvement. The same School Improvement Team members were used to develop the A-CIP and the Technology Plan for Rosalie School.

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

The Leadership team is comprised of representatives from the school and community. The Leadership Team worked to develop the A-CIP and the Technology Plan. Team members include representatives from the school administration and faculty, student and parent population, and community. The principal and faculty members organized stakeholder meetings to discuss and analyze parent, student, and community survey responses.

The committee members:

- *Bill Shelton- Principal
- *Amy Shankles - Chairperson of Committee/Media Specialist
- *Stephani Wagener - Counselor
- *Debbie McRae - District School Improvement Specialist
- *Lindsay Reeves - Technology Representative/Mathematics Teacher
- *Alaina Moore - Instructional Coach
- *Chante Starkey - Special Education/Resource Teacher
- *Becky Hammonds - Gr. K-2 Teacher Representative
- *Shannon Moore - Gr. 3-5 Teacher Representative
- *Jeri Brown - Gr. 6-8 Teacher Representative
- *Mary Carter - Community Representative
- *John Osborne - Student Representative
- *Jenna Roberts - Student Representative
- *Patricia Gann - Parent 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.

Copies of the plan are available in the office and can be accessed through the Jackson County Schools District website at www.jackson.k12.al.us as well as the school website at <http://rosalietigers.com>.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The student performance data document is uploaded.	Student Performance Data 2016

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

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

Areas of Notable Achievement

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

According to the 2016 ACT Aspire test, 70% of students in grades 3-8 scored at or above benchmark in the area of English.

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

According to 2016 ACT Aspire results, English continues to be the area of highest achievement with 70% of students in grades 3-8 scoring at or above benchmark. Last year, our students in grades 3-8 also scored 70% in the area of English.

Analysis of test scores from 2014-2016 indicate positive trends for grade 6 in the area of math and grade 7 in the area of math and reading. Sixth grade math improved from 48% in 2014 to 54% in 2016. This is an increase of 6%. Seventh grade math increased from 44% to 50%. This is an increase of 6%. Seventh grade reading showed the largest increase going from 20% in 2014 to 44% in 2016. This is an increase of 24%.

Which area(s) indicate the overall highest performance?

According to 2016 ACT Aspire results, English continues to be the area of highest achievement with 70% of students in grades 3-8 scoring at or above benchmark.

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

The only subgroup that showed a trend of increasing performance would be females continuing to score consistently higher than males in all subject areas in grades 3-8. There are a few exceptions in grade level and subject but overall girls outscored boys 58% to 40% for a difference overall of 18%.

Between which subgroups is the achievement gap closing?

There are no indications that the achievement gap between females and males in grades 3-8 is closing. According to 2016 ACT Aspire results, females outscored males overall by 18%. This is a 4% increase from the 2015 school year.

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

STAR Reading and Math Assessment results are consistent with the scores from the ACT Aspire as far as an achievement gap between females and males in the area of reading and math. On the 2016 final STAR reading test, 51% of females scored at or above benchmark with only 44% of males scoring at or above benchmark. This is consistent with the ACT Aspire results where 51.5% of females scored at or above benchmark with only 28.5% of males scoring at or above benchmark.

Similar results were noted with the STAR Math Assessment. On the 2016 final STAR math test, 44.5% of females scored at or above benchmark with only 23% of males scoring at or above benchmark. This is also consistent as far as a noticeable achievement gap between females and males. Females scored 61% at or above benchmark with only 41% of males scoring at or above benchmark.

No other data sources that assess the area of English or writing are available.

Areas in Need of Improvement

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

Writing continues to be lowest scoring subject on the ACT Aspire. Rosalie students scored 24.33% in writing. Rosalie students also scored below expected levels in the areas of reading and math. Students scored 39.66% in reading and 48.83% in math.

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

There was only one subject that showed a drop in performance on the 2016 ACT Aspire compared to the 2015 ACT Aspire. This was in the area of writing. Our scores went from 30.8% in 2015 to 24.33% in 2016.

Analysis of ACT Aspire test scores from 2014-2016 indicated negative trends for fourth grade in the area of math and sixth grade in the area of reading. Fourth grade math decreased from 43% in 2014 to 32% in 2016. This was a decrease of 11%. Sixth grade reading decreased from 62% in 2014 to 36% in 2016. This was a decrease of 26%.

Which area(s) indicate the overall lowest performance?

Writing continues to be the overall lowest performance. On the 2016 ACT Aspire, our students scored 24.33%.

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

ACT Aspire results show a trend in decreasing performance in the area of writing schoolwide. Our students scored 30.8% in writing on the ACT Aspire in 2015 but only scored 24.33% in 2016. This is a decrease of 6.47%.

Between which subgroups is the achievement gap becoming greater?

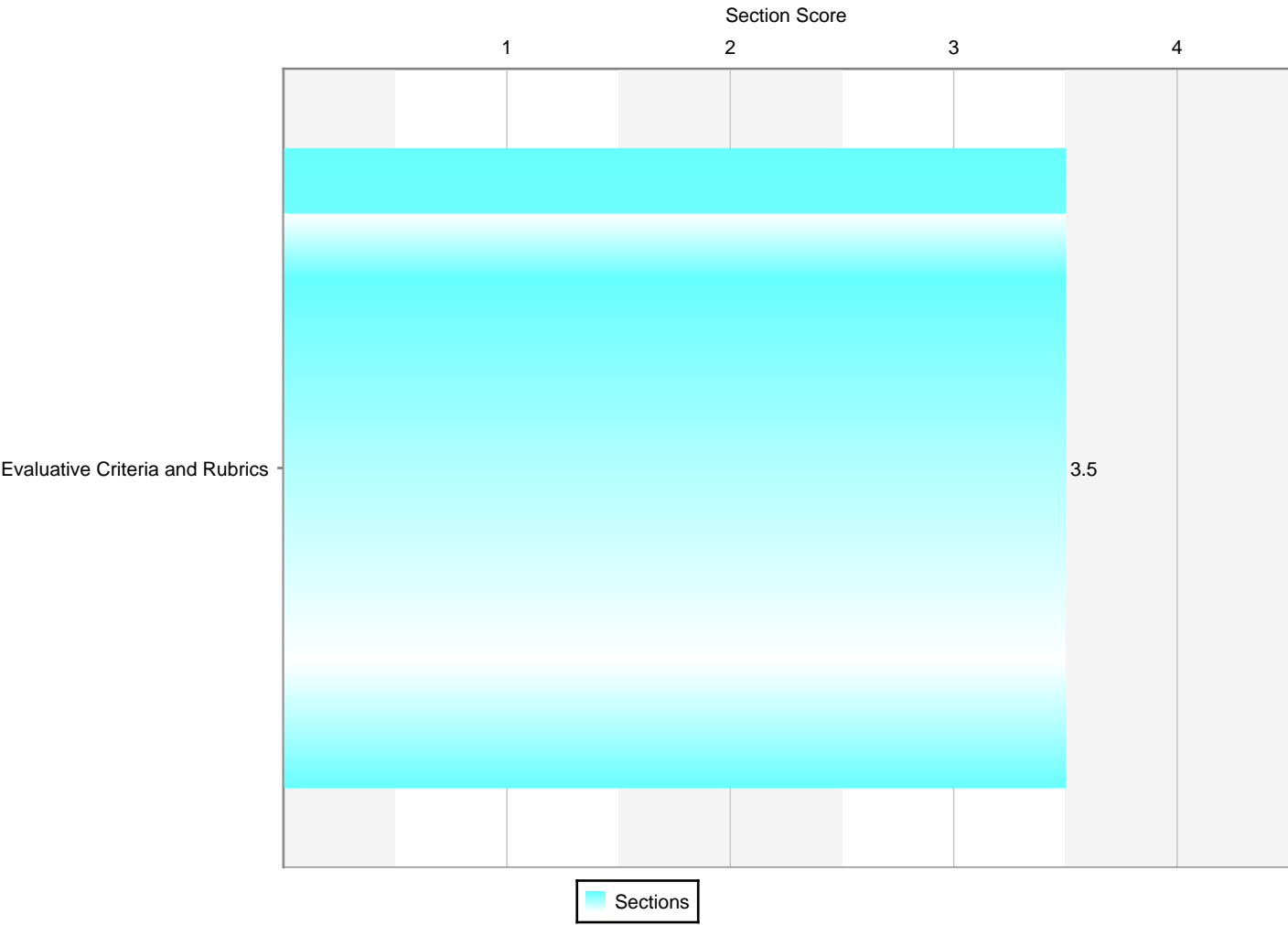
ACT Aspire results for the past two years show an achievement gap schoolwide in all subject areas between females and males. In 2015, the achievement gap was 14% with females outscoring males. In 2016, the gap became greater with females outscoring males by 18.3%. The achievement gap became greater by 4.3%.

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

Both the ACT Aspire and STAR Reading show a need for improvement in reading. Students scored 39.66% in Reading on the ACT Aspire and STAR Reading results show that only 53% of students in grades 2-8 are at or above benchmark. Students scored 48.83% on the ACT Aspire in Math and STAR Math results indicate that 62% scored at or above benchmark.

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	The Instructional Leadership Team signature page has been uploaded.	CIP Leadership Team Sign-In 2016-17

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	Rosalie Elementary complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U. S. Department of Education. All federal laws are posted on the U. S. Department of Education website www.ed.gov/ . A copy of the Federal Programs Plan and Civil Rights Statement are attached.	Civil Rights Statement EL District Plan Jackson County Federal Programs Plan

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Refer to JCBOE, Mr. Chris Davis, Special Education Supervisor, at 16003 Alabama Highway 35, Scottsboro, AL 35768.	

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

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	The school-parent compact has been uploaded.	Compacts 2016-2017 Student Handbook 2016-2017

2016-2017 Rosalie Elementary Continuous Improvement Plan

Overview

Plan Name

2016-2017 Rosalie Elementary Continuous Improvement Plan

Plan Description

2016-2017 Rosalie Elementary Continuous Improvement Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Provide a rigorous and effective instructional program to ensure the academic growth of all students.	Objectives: 5 Strategies: 8 Activities: 18	Academic	\$0
2	Engage Parents and Community in the Educational Process	Objectives: 2 Strategies: 3 Activities: 3	Organizational	\$0
3	Ensure that all students have optimal instructional time.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0

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

Measurable Objective 1:

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

Strategy 1:

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on: instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills that help students 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
ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0	No Funding Required	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 the ARI Specialist.	Professional Learning	10/03/2016	07/31/2017	\$0	No Funding Required	Curriculum Coordinator Principals ARI Specialists Reading Specialists Teachers

Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on vocabulary development will be provided through a book study for teachers of grades K-8. K-4 teachers will participate in a face-to-face book study with the school reading specialist, 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 Principal Reading Specialist Teachers

Strategy 2:

Test Data Analysis to Identify Student Proficiency and Areas of 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 period. 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 Professional Learning and Support

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

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rosalie School will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2017	\$0	No Funding Required	Curriculum Coordinator, Principal, Reading Specialist, Teachers

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2017	\$0	No Funding Required	Principals, Reading Specialist, Curriculum Coordinator

(shared) Strategy 3:

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

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

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

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists
Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	No Funding Required	Superintendent, Appropriate Supervisors, Principal

Measurable Objective 2:

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

(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 Specialists
Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	No Funding Required	Superintendent, Appropriate Supervisors, Principal
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Strategy 2:

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, Teachers

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, Principal, Teachers

Strategy 3:

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

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

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

Measurable Objective 3:

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

(shared) Strategy 1:

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

Category: Develop/Implement Professional Learning and Support

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

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

Measurable Objective 4:

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

(shared) Strategy 1:

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

Category: Develop/Implement Professional Learning and Support

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

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

Measurable Objective 5:

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

Strategy 1:

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

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, Robotics Teachers

Goal 2: Engage Parents and Community in the Educational Process

Measurable Objective 1:

collaborate to inform parents and the community of the academic achievement and other accomplishments of Rosalie School 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:

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	09/01/2016	11/30/2016	\$0	No Funding Required	Instructional Technology Specialist

Strategy 2:

School and District Community Relations/Communications Plan - Development of a Rosalie 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, the principal at Rosalie School will lead a school team in the development and implementation of a school community relations/communication plan.	Parent Involvement, Community Engagement	05/02/2016	10/31/2016	\$0	No Funding Required	Principals, Central Office Supervisors

Measurable Objective 2:

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

Strategy 1:

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

Category: 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

Goal 3: Ensure that all students have optimal instructional time.**Measurable Objective 1:**

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 15% to 12% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program..

Strategy 1:

Rosalie 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 - Rosalie School 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

Rosalie Elementary School

An advocacy leader will participate in a workshop pertaining to the development of an Advocacy Program for students after which the advocacy leader will turn the training around for the teachers in the schools.	Academic Support Program	08/26/2016	08/26/2016	\$0	No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals
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Activity - Rosalie School Planning and Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	08/26/2016	\$0	No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

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

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rosalie School will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0	No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

Strategy 2:

Parent/Guardian Notification System - The school will examine the effectiveness of our notification system which keeps parents informed concerning the attendance of their children and involved in the improvement process

Category: Develop/Implement Learning Supports

ACIP

Rosalie Elementary School

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rosalie School will conduct an evaluation session to determine if the current Parent/Guardian Notification System to notify parents of the attendance of their children is effective and if any additional measure should be taken to improve the system.	Academic Support Program	09/15/2016	05/30/2017	\$0	No Funding Required	Principal 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
Rosalie School Advocacy Leader Meetings	The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals
Complete and Implement Community Relations/Communication Plans	Having completed a professional learning unit on community relations and communication, the principal at Rosalie School will lead a school team in the development and implementation of a school community relations/communication plan.	Parent Involvement, Community Engagement	05/02/2016	10/31/2016	\$0	Principals, Central Office Supervisors
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
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

Rosalie School Planning and Implementation	The school will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	08/26/2016	\$0	School Improvement Specialist, School Advocacy Leader, Teachers, Principals
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, Principal, Teachers
Classroom Observations	Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	Superintendent, Appropriate Supervisors, Principal
Defining and Organizing Robotics Concepts and Applications	STEM teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle, and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0	Curriculum Coordinator, Principals, Robotics Teachers
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies. Third grade teachers will also have face-to-face sessions with the ARI Specialist.	Professional Learning	10/03/2016	07/31/2017	\$0	Curriculum Coordinator Principals ARI Specialists Reading Specialists Teachers
Professional Development on Data Analysis of Formative Assessments	Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2017	\$0	Principals, Reading Specialist, Curriculum Coordinator
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 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 specialist, and teachers of grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0	Curriculum Coordinator Principal Reading Specialist Teachers

ACIP

Rosalie Elementary School

Rosalie School Professional Development for Advocate Leaders and Teachers	An advocacy leader will participate in a workshop pertaining to the development of an Advocacy Program for students after which the advocacy leader will turn the training around for the teachers in the schools.	Academic Support Program	08/26/2016	08/26/2016	\$0	School Improvement Specialist, School Advocacy Leader, Teachers, Principals
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, Teachers
Grade Level Workshops	Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0	Curriculum Coordinator, Principals, Teachers
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	09/01/2016	11/30/2016	\$0	Instructional Technology Specialist
Teacher Collaboration and Self-Assessment on Effective Questioning	ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0	Curriculum Coordinator, Principals, ELA 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
Planning and Implementing a Notification System	Rosalie School will conduct an evaluation session to determine if the current Parent/Guardian Notification System to notify parents of the attendance of their children is effective and if any additional measure should be taken to improve the system.	Academic Support Program	09/15/2016	05/30/2017	\$0	Principal and selected school personnel
Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Rosalie School will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2017	\$0	Curriculum Coordinator, Principal, Reading Specialist, 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

ACIP

Rosalie Elementary School

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
Administrator Walk Throughs	Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	Superintendent, Selected Supervisors, School Improvement Specialists
Regularly Scheduled Advocacy Sessions	Rosalie School will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0	School Improvement Specialist, School Advocacy Leader, Teachers, Principals
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
Professional Development on Data Analysis of Summative Assessments	Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0	Principals, Teachers, Curriculum Coordinator
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	The stakeholder feedback document has been uploaded.	Rosalie Highest Indicators Rosalie Lowest Indicators Areas in Need of Improvement and Areas of Notable Achievement

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?

Highest indicator:

The indicator that was scored the highest by early elementary students and parents was indicator 4.3 stating that the school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Other indicators with highest levels of satisfaction were:

There were several other indicators that scored highly among different stakeholders. Students in elementary and middle/high school both showed high scores for indicator 5.4 which states that the school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. Students also scored high indicators 1.1 and 2.4 which state that the school is effective in maintaining a school purpose for student success and the overall faculty and staff foster a culture consistent with that school purpose. Parents and staff both showed high scores for indicator 4.1 which states that qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.

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

Comparison to 2014-2015:

A trend was noted in consistent high scores within each stakeholder group but the trend was not consistent across stakeholder groups. Every stakeholder group with the exception of parents scored high on almost the same indicators from the previous year. However, the indicators varied within each subgroup. The only indicators that were scored highly by more than one stakeholder group for both the 2015-2016 and 2014-2015 school years were indicators 2.4 and 5.4. They were scored high by student stakeholders and indicate again an effective school culture consistent with the school's purpose and direction (2.4) and a continuous process to determine verifiable improvement in student learning (5.4).

The following subgroups consistently scored these indicators highly over the 2014-2015 and 2015-2016 school years:

Early Elementary: 1.1, 2.4, 4.4

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

2.4 Leadership and staff foster a culture consistent with the school's purpose and direction.

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

Elementary: 3.6, 5.4

3.6 Teachers implement the school's instructional process in support of student learning.

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

Middle/High: 2.4, 5.4

2.4 Leadership and staff foster a culture consistent with the school's purpose and direction.

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.

Staff: 1.2, 1.3, 2.1, 4.1

1.2 The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

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

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

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

Parents: No trends indicated

Conclusion:

Based on the trend indicated above, it can be noted that there are two areas of notable achievement for Rosalie School. The school leadership and staff are effectively fostering a culture that is consistent with the school's purpose and direction. The school can also be commended for ensuring that our students are showing improvement throughout the school year and ready for success at the next level. It is interesting to note that each stakeholder group scores different areas highly but yet they are consistent from one school year to the next.

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

These surveys are the only source of formal stakeholder feedback. The data used to establish our "areas of notable achievement" is a comparison of multiple stakeholder surveys from previous years. As previously stated, we also receive informal feedback on a daily basis from parents, staff and students, but it is difficult to compare such feedback because it is often not recorded or analyzed.

Areas in Need of Improvement

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

Lowest indicator:

The indicator that was scored the lowest by three different stakeholder groups (middle/high students, staff, and parents) was 3.3 which states that teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Other indicators with the lowest levels of satisfaction were:

There were several indicators that were scored low by the stakeholder groups. Early elementary and elementary students scored indicator 3.8 low which states that the school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. It is interesting to note that this area was not scored low by parents. The only other indicator that scored low among two stakeholder groups was indicator 3.9 which states that the school has a structure in place whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.

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

Comparison to 2014-2015:

There is a trend of low scoring indicators among elementary student stakeholders. For the past two school years, elementary students have consistently scored indicator 3.8 low. This indicator states that the school engages in meaningful ways to involve and inform parents in their child's education. Another indicator that is scored low consistently by early elementary students and staff is indicator 3.9 which indicates the lack of a student advocacy program. No other trends were noted but once again it should be noted that while there is only a slight trend across stakeholder groups, there is a high level of consistency in the lowest scoring indicators within each stakeholder group.

The following subgroups consistently scored these indicators low over the 2014-2015 and 2015-2016 school years:

Early Elementary: 3.6, 3.8, 3.9

3.6 Teachers implement the school's instructional process in support of student learning.

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

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

Elementary: 3.8, 3.10, 5.1

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

3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

5.1 The system establishes and maintains a clearly defined and comprehensive student assessment system.

Middle/High: 2.1, 5.5

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

5.5 Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

Staff: 3.7, 3.9

3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

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

Parents: 3.5, 3.12

3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.

3.12 The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.

Conclusion:

Once again, we see a definite need for a structured advocacy program. This area has been consistently low among lower elementary students and staff for the past couple of years. The district and Rosalie School are working together to design and implement an advocacy program that will address this need. Parental involvement is also an area in need of improvement that comes up every year among our elementary students. Again, it is interesting to note that parents do not show dissatisfaction with this area of need.

What are the implications for these stakeholder perceptions?

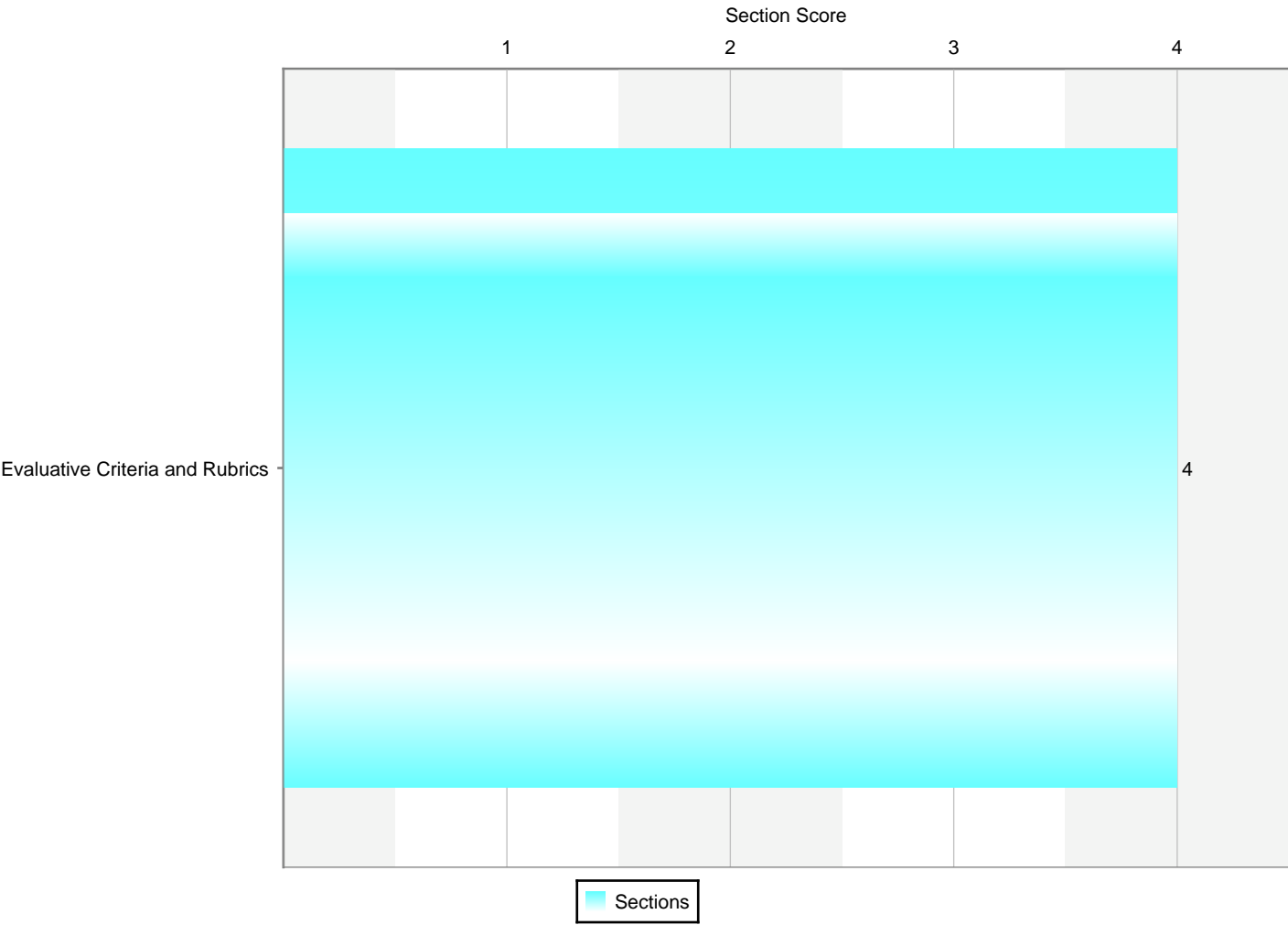
The implications over stakeholder frustrations with the lack of family engagement and the failure to keep parents informed of their child's education continues to be a great concern. The school continues to seek all available resources and opportunities to keep parents involved in their child's education. The parent portal on STI is available to all parents to access information about their child's learning and achievement. The school website is updated routinely and teachers, especially in the lower grades, communicate with parents on a weekly basis. We take great pride in being a small, close-knit school. The surveys indicated that staff and parents are concerned about the lack of a formal structure whereby each student is well-known by at least one adult advocate in the school who supports that student's educational experience. To address this need, we are implementing a county-wide Advocacy Program. Teachers will be working with a diverse group of students in a small group setting to serve as a mentor and advocate to meet the students' academic, social, and emotional needs.

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

These surveys are the only source of formal stakeholder feedback. The data used to establish our "areas in need of improvement" is a comparison of multiple stakeholder surveys from previous years. As previously stated, we also receive informal feedback on a daily basis from parents, staff and students, but it is difficult to compare such feedback because it is often not recorded or analyzed.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

Parent representatives, students, and faculty serve on the Continuous Improvement Planning Team. The Continuous Improvement Planning Team evaluates and analyzes multiple sources of data to address the following areas: academic, attendance, and discipline. Data includes assessment data from ACT Aspire, STAR Math, STAR Reading, stakeholder surveys, classroom observations, teacher and student attendance records, and discipline records. Parents, students, and community stakeholders are encouraged to complete surveys and contribute in the planning and reviewing process. All faculty members are active participants in the CIP process. Each part of the CIP is broken down and submitted to the faculty for continuous review throughout the school year.

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

The ACT Aspire results indicate several areas of weakness. The area of writing was the lowest with a score of 24.33%. Other areas of weakness include reading with 39.66% and math with 48.83% school-wide. The ACT Aspire results also indicated an area of strength in English with a score of 74.83% school-wide.

The latest STAR Reading data shows that 47.5% of our students are at or above benchmark. STAR Math data shows that 34% of our students are at or above benchmark.

Stakeholder feedback surveys indicate that stakeholders are satisfied with how our school maintains the facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. Our students also indicated a high level of satisfaction in how our school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. Students also scored the school high in its effectiveness in maintaining a school purpose for student success and the staff and faculty's ability to foster a culture consistent with that school purpose.

The areas of greatest need as indicated by stakeholder feedback surveys was that teachers need to improve how they engage students in their learning through instructional strategies that ensure achievement of learning expectations. Other areas in need of improvement include improving the school's ability to engage families in meaningful ways in their children's education and keeping them informed of their children's learning progress.

Attendance records indicate that there is not an issue with student and teacher attendance. Student attendance was 94.74% for the 2015-2016 school year.

Discipline records indicate few serious discipline issues at Rosalie School. Most are minor incidences such as classroom disruptions and not following teacher direction. There are fewer than 10 alternative referrals.

3. What conclusions were drawn from the results?

Based on the comprehensive needs assessment, it is concluded that there are no issues with attendance or discipline that need to be addressed at this time. Academically, it is concluded that continued focus needs to be placed on improving writing and reading comprehension scores. Teachers have been meeting to discuss strategies to improve instruction in the area of writing starting in the lower elementary grades. Teachers have also participated in book studies and professional development on close reading strategies and higher order thinking skills to improve students' reading comprehension skills. The adoption of a new reading series with emphasis on reading comprehension and writing has also proved to be beneficial in improving reading scores. The school continues to seek new and innovative ways to keep parents informed and involved in their child's academic achievement.

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

Feedback from stakeholder surveys indicate a positive perception regarding our school. The area where we scored the highest by stakeholder groups was the area that states that our school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Areas in need of attention include the need for teachers to engage students in their learning through instructional strategies that ensure achievement of learning expectations and engaging families in meaningful ways in their children's education that keeps them informed of their children's learning progress. The ACT Aspire indicated needs within our curriculum that are currently being addressed. The school programs/processes are constantly being evaluated throughout the school year and changes are made accordingly. Our special needs population has doubled in the past three years. The free and reduced lunch demographic has also increased in the past three years.

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

Rosalie's school goals are based on a thorough analysis of stakeholder feedback, student performance, and school demographic data which allows us to address our priority needs. All goals, strategies, and activities address the areas of greatest concern based on the results of these needs assessments. Our goals address the need for greater student proficiency in the areas of reading and math, improved parental involvement, and an Advocacy Program designed to provide encouragement and support for academic growth for our students.

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

The goals reflect the areas that are determined to be the priority areas of need for our school. Achievement test data provided by the ACT Aspire Assessment as well as other assessments including STAR Reading and Math, individual classroom assessments, teacher observations, etc. are thoroughly examined to determine which areas indicate academic strengths and weaknesses. Stakeholder feedback surveys are also analyzed to determine perceived areas of strength and weakness among our student, faculty, and parent population. School demographic information such as attendance and discipline issues is also considered when determining areas of greatest concern.

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

Rosalie School provides opportunities to ensure growth and improved student achievement for all students. Professional development for all teachers is embedded in our goals to ensure that our teachers utilize instructional strategies that meet the diverse needs of all students and will result in increased achievement for all students. We also address the need for an Advocacy Program in which every student in the school has an advocate to support and encourage their academic growth and general well being.

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:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

Measurable Objective 2:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

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

Measurable Objective 3:

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

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, Principal, Teachers

Strategy2:

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

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

Research Cited:

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

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

Strategy3:

Test Data Analysis to Identify 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 4:

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

Strategy1:

Test Data Analysis to Identify Student Proficiency and Areas of 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 period. 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 Professional Learning and Support

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
Rosalie School will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/03/2016	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principal, Reading Specialist, Teachers

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

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2017	\$0 - No Funding Required	Principals, Reading Specialist, Curriculum Coordinator

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

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

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

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

Strategy3:

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

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

Research Cited:

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

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

Measurable Objective 5:

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

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited:

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

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level workshops (which utilize local resources, AMSTI trainers, 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

Goal 2:

Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 15% to 12% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program..

Strategy1:

Parent/Guardian Notification System - The school will examine the effectiveness of our notification system which keeps parents informed concerning the attendance of their children and involved in the improvement process

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rosalie School will conduct an evaluation session to determine if the current Parent/Guardian Notification System to notify parents of the attendance of their children is effective and if any additional measure should be taken to improve the system.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principal and selected school personnel

Strategy2:

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

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rosalie School will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

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

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

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

Goal 1:

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

Measurable Objective 1:

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

Strategy1:

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on: instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills that help students 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 - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on vocabulary development will be provided through a book study for teachers of grades K-8. K-4 teachers will participate in a face-to-face book study with the school reading specialist, and teachers of grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator Principal Reading Specialist Teachers

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

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

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Strategy3:

Test Data Analysis to Identify Student Proficiency and Areas of 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 period. 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 Professional Learning and Support

Research Cited:

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2017	\$0 - No Funding Required	Principals, Reading Specialist, 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
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Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals, Teachers, Curriculum Coordinator

Measurable Objective 2:

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

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

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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

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Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Measurable Objective 3:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

Measurable Objective 4:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 5:

70% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by the 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 of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

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

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades K-8 will participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	09/23/2016	06/30/2017	\$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 - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principal

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

Goal 2:

Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 15% to 12% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program..

Strategy1:

Parent/Guardian Notification System - The school will examine the effectiveness of our notification system which keeps parents informed concerning the attendance of their children and involved in the improvement process

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rosalie School will conduct an evaluation session to determine if the current Parent/Guardian Notification System to notify parents of the attendance of their children is effective and if any additional measure should be taken to improve the system.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principal and selected school personnel

Strategy2:

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

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

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rosalie School will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

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

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

Goal 1:

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

Measurable Objective 1:

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

Strategy1:

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

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

Research Cited:

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

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

Strategy2:

Test Data Analysis to Identify Student Proficiency and Areas of 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

period. 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 Professional Learning and Support

Research Cited:

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

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

Strategy3:

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on: instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills that help students 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 specialist, 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 Principal Reading Specialist Teachers

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

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0 - No Funding Required	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	Funding Amount & Source	Staff Responsible
K-8 English Language Arts Teachers and Content Area Teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator

Measurable Objective 2:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

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 3:

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

Strategy1:

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

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, Robotics Teachers

Measurable Objective 4:

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

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, Principal, Teachers

Strategy2:

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

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

Research Cited:

ACIP

Rosalie Elementary 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

Strategy3:

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

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

Research Cited:

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

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

Measurable Objective 5:

SY 2016-2017

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ACIP

Rosalie Elementary School

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

Goal 2:

Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 15% to 12% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program..

Strategy1:

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

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

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rosalie School will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

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

Strategy2:

Parent/Guardian Notification System - The school will examine the effectiveness of our notification system which keeps parents informed concerning the attendance of their children and involved in the improvement process

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rosalie School will conduct an evaluation session to determine if the current Parent/Guardian Notification System to notify parents of the attendance of their children is effective and if any additional measure should be taken to improve the system.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principal and selected school personnel

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

Goal 1:

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

Measurable Objective 1:

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

06/30/2020 as measured by the 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

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 Specialists

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

Strategy3:

Professional Development for K-8 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, Teachers

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, Principal, Teachers

Measurable Objective 2:

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

Strategy1:

Test Data Analysis to Identify Student Proficiency and Areas of 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 period. 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 SY 2016-2017

order to plan an effective instructional program for the current year.

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

Strategy2:

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

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

Research Cited:

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

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

Strategy3:

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

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

Measurable Objective 3:

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

Strategy1:

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

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, Robotics Teachers

Goal 2:

Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 15% to 12% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program..

Strategy1:

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

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rosalie School will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

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

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

Strategy2:

Parent/Guardian Notification System - The school will examine the effectiveness of our notification system which keeps parents informed concerning the attendance of their children and involved in the improvement process

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rosalie School will conduct an evaluation session to determine if the current Parent/Guardian Notification System to notify parents of the attendance of their children is effective and if any additional measure should be taken to improve the system.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principal 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 that help students 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 specialist, 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 Principal Reading Specialist Teachers

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0 - No Funding Required	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 the ARI Specialist.	Professional Learning	10/03/2016	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator Principals ARI Specialists Reading Specialists Teachers

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

Strategy2:

Test Data Analysis to Identify Student Proficiency and Areas of 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 period. 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 Professional Learning and Support

Research Cited:

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

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

Strategy3:

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

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

Research Cited:

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

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

Measurable Objective 2:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in

(STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations..

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited:

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

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

Measurable Objective 3:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

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 4:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 5:

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

Strategy1:

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

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

Research Cited:

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

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

Strategy2:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement 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 - 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, Principal, Teachers

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

Goal 2:

Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 15% to 12% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program..

Strategy1:

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

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rosalie School will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

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

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

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

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

Measurable Objective 1:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 2:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

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

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:

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

Strategy1:

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

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:

ACIP

Rosalie Elementary School

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

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		

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		

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

Staffing decisions are based on teacher's area of certification. The principal and superintendent collaborate in staffing placements.

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 this year is 6.66 percent.

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

Twelve out of seventeen certified personnel have a Master's degree. Four have a Bachelor of Science degree and one has an Education Specialists degree. The staff overall has a high level of experience. Seven out of fifteen classroom teachers have twenty plus years experience in education. Six have ten plus years experience and one teacher has five plus years experience. The principal has twenty plus years experience and the counselor has ten plus years experience.

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

Recognizing that high-quality teachers are necessary for students to achieve at a high level, Rosalie Elementary works in cooperation with the Jackson County Superintendent to recruit teachers who have proven to be high-quality educators or who have credentials necessary to become high-quality educators. Rosalie Elementary benefits from district initiatives to attract and retain highly qualified teachers which include a competitive salary schedule, progressive technology in schools, and comprehensive professional development.

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 included in the school-wide plan include:

- a. Professional development for new teachers and teachers in need of assistance on close reading strategies and text-based questioning techniques that foster critical thinking skills.
- b. Teaching 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 3rd grade.
- c. Vocabulary development training will be provided through a book study for teachers of grades K-8.
- d. Math teachers in grades K-8 will participate in online, self-paced training on strategies used in the standards based Eureka Mathematics program for the purpose of implementing the strategies in their classroom.
- e. Training on using Number Talks will be provided for new teachers and teachers who have not been previously trained.
- f. Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

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

Professional development activities included in the school-wide plan include:

- a. Professional development for new teachers and teachers in need of assistance on close reading strategies and text-based questioning techniques that foster critical thinking skills.
- b. Teaching 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 3rd grade.
- c. Vocabulary development training will be provided through a book study for teachers of grades K-8.
- d. Training to help teachers interpret summative assessment data based on the ACT Aspire will be provided for teachers in grades K-8 based on need.
- e. Teachers in grades K-8 who are unfamiliar with the district's formative assessments will attend training designed to help teachers interpret formative assessment data based on the ACT Aspire.
- f. Math teachers in grades K-8 will participate in online, self-paced training on strategies used in the standards based Eureka Mathematics program for the purpose of implementing the strategies in their classroom.
- g. Training on using Number Talks will be provided for new teachers and teachers who have not been previously trained.
- h. Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.
- i. Principals completed a professional learning unit on community relations and communication for the purpose of developing a school/community relations/communication plan.
- j. The Advocacy Team leader will participate in a workshop pertaining to the development of an Advocacy Program for students and turn the training around for classroom teachers.

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.

Rosalie School teachers are mentored by experienced teachers within the building. Teachers also participate in a mentoring program offered through the district.

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

Many strategies are utilized to identify professional development needs at Rosalie School. The school administrator and school faculty analyze state and local assessments to determine areas of academic weakness. Parents, students, and teachers participate in surveys that provide stakeholder feedback. This data is compiled and analyzed by the school administrator and district level administrators to develop professional development activities that are high-quality, effective, and address the needs of students and school faculty.

Professional development activities are provided in the summer and throughout the school year. Professional development opportunities are designed to maximize time and expenditures. All professional development must be high-quality and classroom-focused in order to have a lasting impact on classroom instruction and teacher's performance in the classroom.

Professional development opportunities are designed to maximize time and expenditures. All professional development must be high-quality and classroom focused in order to have a lasting impact on classroom instruction and teacher's performance in the classroom.

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.

Rosalie School realizes that students need support emotionally and academically during periods of transition from early childhood programs to elementary school and from the current school to the next school. The following activities are offered:

1. Kindergarten pre-registration is offered in the spring at which time students and parents may meet teachers and possibly discuss any special needs that the student may have. Materials concerning school policy and procedures, the classroom program, and other issues involving students entering kindergarten are distributed to parents.
2. New families to the community who wish to enroll their child in Rosalie School may request a special day to visit.
3. Preschool children are invited to attend programs and activities ongoing in our school including special programs and events, Fall Festival, Book Fairs and special classroom activities. This allows them to become familiar with the school environment.
4. New students and their parents are given a brief orientation of the school. Upon enrollment, students and their parents are also given a school calendar, student handbook, and a supply list suggesting needed school supplies and fees. Furthermore, parents and students are made aware of curriculum requirements, grading policies, teacher expectations and other school procedures and policies. A peer buddy may be assigned to a new student to assist him or her the first week.
5. Rosalie School is a feeder school to Pisgah High School. Therefore, each year the eighth grade class is given the opportunity during the spring to visit the high school. This experience orients the students with the high school curriculum, graduation requirements, activities, school layout, and social interaction. A meeting for parents of eighth grade students is coordinated between Rosalie School and Pisgah High School to discuss issues relating to their child's transition to high school. The meeting is planned for October 22, 2016. Students will also be able to use lockers to ease the stress that this activity carries into 9th grade. Students will be allowed to attend high school pep rallies five students at a time during the fall. They will also randomly be given football and basketball tickets to all home athletic events to help ease the transition to high school.
6. Each student in the outgoing eighth grade class will have developed an Individual Career Planning Portfolio before entering high school. This portfolio is a record of student accomplishments, educational plans, and career research. The collection of such a portfolio assists the students in making educational decisions and selecting the courses that are needed in high school and thereafter for a particular career choice. In addition, the eighth grade class visits the Earnest Pruett Center of Technology to provide students the opportunity to see other academic and technical options available to them.

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?

As soon as test data is disseminated to the schools, Rosalie's teachers and administrator meet to review standardized test scores. Current grade level data is discussed to discover areas of weakness that could be improved in the upcoming school year. Individual student data is also discussed to identify students that may need additional academic assistance in the classroom. Individual classes are tracked each year in order to provide a more comprehensive analysis of class performance from 3rd grade until the class graduates in 8th grade. The data is then used to determine instructional goals.

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?

End-of-the-year standardized test results are analyzed to determine which students have not successfully mastered academic achievement standards. Additionally, STAR is given four times a year to students in grades K-8 to measure student skills in reading and math. Classroom teachers progress monitor every 2-4 weeks based on student needs. Instruction is differentiated based on these assessments and students receive Tiered Instruction based on needs. Teachers monitor student performance each week to adjust instruction and seek additional support as needed. Students consistently not meeting goals and/or who have a D or F are referred to the PST for additional support.

After students are identified by the PST, student progress is monitored through Tier III Instruction for a period of time and improvements should be noticed. If improvements and gains are not noticed, the PST will make a referral to the special education department on behalf of the student. At this point, the special education referral process begins.

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?

Classroom teachers provide Tier I and Tier II instruction within the classroom. Students with greater needs are then offered additional support in order to master the standards. This instructional support is provided by an additional classroom teacher or the reading specialist. This is Tier III and is documented daily by Rosalie staff. In addition, classroom teachers implement a Title I Schoolwide Timely Assistance Program. Students who score 69 or below in the classroom receive additional instructional strategies by the classroom teacher. If a student scores 59 or below additional instructional strategies are implemented and parents are consulted.

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

Classroom teachers differentiate instruction on a daily basis to help meet the academic needs of each student. Students with the greatest need receive Tier II and Tier III instruction based on classroom performance and STAR benchmark testing results. Ongoing assessments drive instructional decisions. Teachers utilize various intervention methods when working with struggling readers.

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.

At this time, due to a lack of funds, there are no academic programs beyond the regular day. The school faculty assists in the ordering of materials to reinforce specific skills from the Parent Resource Center for parents to use at home with their child and encourages parents to visit the Center for additional assistance and resources.

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 homeless, migratory and limited-English proficient students must have equal access to the same free, appropriate public education, including preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

Migrant and English Language Learners :

- We currently have no migrant, homeless, or limited English proficient students. In the event of enrollment of students classified as such, we will implement the appropriate policy as set forth by the Jackson County Board of Education.

Economically Disadvantaged, Neglected and or Delinquent, and Homeless Students may receive the following as needed:

- Free and reduced meals (All students at Rosalie School are offered free meals during the 2016-2017 school year.)

- Counseling

- Head Start Program

- Clothes closet

- Provided school materials

Special Education:

Resource Teacher

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.

We are an elementary school and do not receive funds in this area.

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, a consolidated plan is developed, and revised yearly, by Jackson County Schools, to utilize federal funds to provide maximum benefit to all students. The purpose of the plan is to insure that all students are served in the best possible fashion, enabling them to meet challenging content and performance standards. This plan is developed in consultation with the Federal Programs Planning Committee who provides input about allocation of funds, set-asides, administrative costs, and the over-all implementation of the program. Members of the committee are representatives from all aspects of the system and include administration, principal, teachers, stakeholders, students and parents. Federal Programs goals are congruent with state legislation.

The plan will remain in effect for one year. A thorough review of each program will then be conducted and analyzed for effectiveness and necessary changes made. The Federal Programs Planning Committee will again be solicited for input on fund allocation, ideas to improve program design, implementation and evaluation. Necessary revisions will be made as indicated by the review.

The Jackson County Board of Education has one supervisor to administer programs for Title I, Title II, Title VI, and Title VII, and a half-time program specialist to administer the program for Title III. Through a collaborative effort, the federal programs are coordinated with other programs to promote the highest level of student achievement within a n environment conducive to learning.

The supervisors work closely with the Chief Financial Officer for Jackson County Schools in the budgeting, coding, and expenditures of federal funds. Accounting procedures for the federal programs will adhere to the structure outlined in the Financial Planning, Budgeting and Reporting System for Alabama Public Schools. All federal and state regulations will be observed. In addition, state and local auditing requirements will be met.

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

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

Educational services will be coordinated and integrated to target improved student achievement most effectively. Ongoing collaboration across programs and alignment of state, local, and federal efforts will increase effectiveness, eliminate duplication and combined services. At each 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 the 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.

Title funds are also used to ensure that immigrant, migratory and/or homeless children will receive proper services in the event of their

enrollment in the school system.

Professional development activities will help teachers encourage students to further advance in the upper levels. Effective professional development will be funded by utilizing monies from Title I, Title II, state and local funds. The county-wide School Improvement Specialist will also provide professional development to teachers on strategic teaching. Student performance on state assessments will serve all 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 money is used to fund:

- a. 0.75 Certified instructors (\$47,321)
- b. Instructional materials and supplies (\$1,332)
- c. Parental Involvement (\$724.37 not included in the school allocation but is utilized to enhance Parental Involvement at the school by the Parental Involvement Consulting Teacher)

Title II money is used to fund:

- a. 0.25 Certified instructors (\$15,774)

Title III money is used to fund:

- a. Professional development - County Allocation (\$105,884)

Title VI money is used to fund:

- a. Professional development - County Allocation (\$7,978)

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

All Jackson County Schools are served by Title I.

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

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

Title I, Part A-

74% - Instruction and Instructional Support

Title I Set Asides

8% - Administration*

6% - School Improvement Specialist

6% - Parent Involvement/Consulting Teacher

6% English Language Teacher

*Private school participation funds are included.

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

Title I School Improvement

100% Instructional Aide

Title II, Part A- Teacher and Principal Training

The fiscal year allocation is as follows:

99% Class Size Reduction-Instruction

1% Professional Development

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

The fiscal year allocation is as follows:

22% EL Instruction and Instructional Support

36% EL Instructional Hardware and Software

42% Staff Professional Development

Title VI-Rural and Low Income

95% Class Size Reduction-Instruction

5% Professional Development

Title VII Indian Education

100% Instruction and Instructional Support

Rosalie School coordinates and integrates funds from the Child Nutrition Program to provide breakfast and lunch daily to students. Students are provided an opportunity to apply for Free/Reduced priced lunches and applications are processed at the Central Office to determine eligibility. While no funds are received for violence prevention, efforts at the school level focus on maintaining healthy and safe environments. All other funding sources mentioned in the question are not applicable to Rosalie.

Component 10: Evaluation

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

The school leadership team reviews the previous year's Continuous Improvement Plan to assess the implemented strategies that were utilized. In an effort to determine areas of need to be included in the current plan, the school leadership team, school staff, and stakeholders begin analyzing information from a variety of data sources including parent and student surveys, standardized assessments, STAR assessment data, and other school records. The information collected from this data is then used to determine necessary changes for the upcoming school year. Evaluations of the CIP are systematic, ongoing and timely. Parents are involved in the joint development of the plan. We celebrate our achievements and address the areas that need improvement. Before September, all parents receive a written invitation to attend the annual Title I parent meeting to hear about our school. Open communication is the key. Keeping parents informed of events taking place in the school is of utmost importance.

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?

Rosalie School administration and staff collect and analyze data in order to accurately assess school-wide needs. Immediately after state assessment data becomes available, the administrator and staff begin analyzing and discussing student data to identify areas of strengths and weaknesses. The total school program is evaluated and plans are made to target areas of greatest need. STAR reading and math assessments are also used throughout the school year to determine effectiveness of instruction and determine areas in which additional instruction is needed (Tier II and Tier III).

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?

Teachers use a framework which provides highly qualified, differentiated instruction, early and often, in the general education classroom. Once Tier I and Tier II instruction is given in the classroom and the teachers determine that the student is not making progress, the teacher refers the student to PST. The PST assists the classroom teacher in designing and choosing strategies for improving student academic performance. The team's purpose is to develop academic and instructional strategies that are research based and have a high probability of success. Classroom teachers continue to monitor students to gather student data that will drive instruction. RTI Data is used to determine if the achievement of the students in Tier III intervention is successful. Special education referral process is initiated when students continue to regress. The IEP of the students are evaluated annually to determine progress and revise goals.

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?

Rosalie School administration, staff, and stakeholders review the previous year's Continuous Improvement Plan to assess the implemented strategies that were utilized. Revisions to the CIP are made as necessary to ensure that all school goals and standards are met to ensure student success.

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

Two goals from last year's plan are included in the 2016-2017 plan with a few changes based on results of the needs assessment. One of the goals is to provide a rigorous and effective instructional program to ensure the academic growth of all students. We kept this goal because we are continuing to work on close reading strategies and higher order thinking skills to help our students demonstrate proficiency in reading. We are also continuing to implement mental math strategies and critical thinking skills to meet proficiency goals in math. While assessment data shows that gains were made in the areas of reading and math, we recognize the need to strive for higher gains in both areas. Objectives, strategies, and activities were amended to help meet these goals.

Another goal we kept in the 2016-2017 plan is the goal to engage parents and community in the educational process. This goal was kept because it was an area of need according to stakeholder surveys. We are continually looking for new and innovative ways to involve parents in their child's education and objectives were added to help accomplish this goal.

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

Two goals from the previous year were not included in the 2016-2017 plan. Instead, after careful analysis of data, Rosalie School decided to absorb the goals to graduate college and career ready students and provide multi-discipline, authentic learning through STEM learning were absorbed into other goals added or already included in the plan.

The goal to ensure that all students have optimal instructional time was added to the plan because it was a priority need based on analysis of school demographic information and stakeholder feedback surveys. This goal includes a newly implemented Advocacy Program and addresses the need to examine the effectiveness of our Parent/Guardian Notification System.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	11.52	12.52	805,150.36
Administrator Units	1.00	1.0	100,735.88
Assistant Principal	0.00	0.0	0.00
Counselor	0.50	0.50	35,311.22
Librarian	0.50	0.50	37,767.54
Career and Technical Education Administrator	0.00	0.0	0.00
Career and Technical Education Counselor	0.00	0.0	0.00
Technology	0.00	0.0	2,290.00
Professional Development	0.00	0.0	862.00
State ELL Funds	0.00	0.0	0.00
Instructional Supplies	0.00	0.0	5,482.00
Library Enhancement	0.00	0.0	287.00
Totals			987,886.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	48653.0

Provide a brief explanation and breakdown of expenses.

Certified Instructors 0.75 \$47,321

Instructional Materials and Supplies \$1,332

Total: \$48,653

PPA (per Pupil allotment) is \$318.08

*Parental Involvement Funds \$724,37

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

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

Provide a brief explanation and a breakdown of expenses.

Rosalie School does not receive ARRA Funds.

Title II

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

Provide a brief explanation and a breakdown of expenses.

Professional Development - County Allocation \$105,884

All Professional Development Activities are county-wide. All Professional Development funds allocated for Rosalie School are relinquished back to the Jackson County School System to be utilized county-wide.

Title III

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

Provide a brief explanation and a breakdown of expenses.

The Jackson County allocation for English Language Learners is \$15,538. This amount is utilized at the district level to serve English Language Learners county-wide.

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.

Rosalie School does not receive these 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.

The Jackson County allocation for Rural and Low-income Schools is \$7,978.00. This money is utilized at the district level to serve the needs of all schools county-wide.

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.

Rosalie School does not receive these funds.

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

Provide a brief explanation and breakdown of expenses.

Rosalie School does not receive these funds.

Other

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

Provide a brief explanation and a breakdown of expenses.

Rosalie School does not receive these funds.

Local Funds

Label	Question	Value
1.	Provide the total	100803.51

Provide a brief explanation and breakdown of expenses

Local funds
70960.48 -----.98 FTE
29843.03-----1.0 Non Certified. Support Personnel
100803.51-----Total 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.

During the start of each school year, the Principals at all Jackson County Schools, when scheduling allows, are assisted by the Parental Involvement Consulting Teacher, during Back to School Nights, Open House, etc. in which the Annual Title I Meeting is held. During this time, information explaining participation and requirements of Title I, 1% set asides, and Parents Rights to be involved are discussed in detail. A meeting was held at Back to School Night on 8/16/16. A second meeting is scheduled for 2/23/16.

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

1) 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.

2) 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 students of Jackson County. The committee discusses strategies, various federal programs available, and budgets allotted to fund them. All committee members are given the opportunity to offer opinions and suggestions.

3) All principals in Jackson County agree to combine their allocated Parental Involvement Funds to allow the Federal Programs Consulting Teacher to be responsible for all Parental Involvement activities. 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.

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 4.5 weeks and report cards are sent home every 9 weeks. Teachers make at least one parent contact per semester/year.

Parents may request a conference to voice any concerns or suggestions related to the education of their child.

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

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

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

Contact information for both the Jackson County Board of Education and the Alabama State Department of Education are provided and are made available on the Jackson County School District website. Here is a copy of the statement provided.

"If you have any comments or concerns, you may call the Jackson County Board of Education at (256) 259-9500. If you desire to talk to someone at the Alabama State Department of Education you should call the Federal Programs Section at (334) 242-8199."

Local contact person is Mr. Mark Guffey, Federal Programs Supervisor, email at guffeym@jackson.k12.al.us and/or Mr. Chris Davis, Special Education Supervisor, email at davisc@jackson.k12.al.us.

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 the 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)

Rosalie Elementary School works with its teachers through book studies, faculty meetings, and in-services on understanding the importance of parental involvement. A parent newsletter is distributed three times a year, and workshops are conducted regularly by the County Parent Center. Teachers are required to keep I-Now up to date and strive to maintain contact with all parents of students in their classroom. Throughout the year, several events are held at the school. Parents are encouraged to attend.

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)

Rosalie Elementary School will accomplish much of this through its annual Parent's Meeting held at the beginning of the school year. At that time, parents will be given an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I and how parents have the right to be involved in their children's education. Teachers conduct individual parent meetings throughout the year to discuss individual class assessments and what the parents' role will be in helping their children succeed.

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.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

The Jackson County Board of Education provides each student with a Student Handbook at the beginning of each school year. The handbook provides clear, detailed descriptions of rules, regulations, and expectations that are set by the Jackson County Board of Education. At the beginning of each school year, a parent meeting is held at every school in which the Title I Program is explained to parents. During this meeting, the need for parental involvement is explained with the desire to foster positive family and community relationships. Parents are given the opportunity to voice concerns and ask questions. A letter explaining the materials available at the Parent Center is sent home at the beginning of the school year inviting parents to use the facility. Newsletters with age-appropriate activities are sent to the parents each month. These letters, available in English and Spanish, can also be found on the Jackson County website.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

Information related to school programs, meetings and other activities is communicated through class and school newsletters, emails, school website, SchoolCast, and Remind 101. The Parent Center, located at the Jackson County Board of Education, provides materials to assist parents with academic and social issues.

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.

Rosalie Elementary School is prepared to provide opportunities for the participation of all parents. Although we have no parents with limited English proficiency or any parents of migratory students, we are prepared to help the parents by following the policies set forth by the Jackson County Board of Education. Every effort will be made to accommodate parents with disabilities so they are able to play a participatory role in the education of their child. Rosalie Elementary School is a handicapped-accessible building with handicapped parking spaces, ramps, and restrooms. Parents are made aware of the Parent Center by flyers sent out and materials distributed monthly.

Parents can call the Parent Center and request materials that will be helpful to work with their children. Materials can be delivered to the school to go home with the child or parents are invited to come to the Parent Center to look at all materials available.

