



**ACIP**

## Jackson County Board of Education

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# Executive Summary

## **Introduction**

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

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

## Description of the School System

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

The Jackson County School District covers a large, geographically diverse area in northeast Alabama. In a region noted for its beautiful terrain, the seventeen district schools are found in the valleys and along the plateaus that define the foothills of Southern Appalachia. Each school is unique in size and configuration as each developed to serve the needs of a unique community, but all schools are united in their desire to provide a quality program for the 5338 students (P-12) served by the district. Jackson County Schools are the heart of their rural communities where generations of local families have passed through their doors.

Jackson County covers 1,079 square miles, and a round trip to visit all schools covers slightly more than 178 miles. The rural county is divided into natural regions by its geographical features. Sand Mountain is a sandstone plateau which stretches along the eastern border of the county in a northeast to southwest direction. Eight schools serve the students who live on Sand Mountain, the highest region in the school district. These schools carry the name of the communities in which they are located: Bryant (K-8), North Sand Mountain (PK-12), Flat Rock (K-8), Rosalie (K-8), Pisgah (PK-12), Dutton (PK-8), Section (PK-12), and Macedonia (K-8).

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

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

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

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

The on-going challenges faced by the district are related to the geographic size of the county, the diverse terrain, the rural nature of the area, and the limited financial resources available in a county where the mean income is \$37,634. Maintenance, bus service, and travel expenses impact the district financially because of the distance between schools. Economic conditions in the county have resulted in the steady

decline in the student population and a rise in the number of students receiving free and reduced price meals. The enrollment for the Jackson County School District has declined by 300 students in the last four years. Enrollment has dropped incrementally since 1998 resulting in a total loss of 1130 students during that time period. As the student population declined, the percentage of students receiving free and reduced meals rose from 49% to a high of 70% in the fall of 2017. The current free and reduced percentage is 66% however, 10 of our schools have qualified for the Community Eligibility Program determined by Supplemental Nutrition Assistance Program (SNAP).

The cause of these negative trends can be traced to the loss of industry in the county and the reduction in the presence of the Tennessee Valley Authority (TVA). As employment opportunities ebbed in the county so did school enrollment. TVA has closed Widows Creek Steam Plant, and as a result, the In Lieu of Tax funds provided for the district will be phased out completely. This is a significant loss for the school district.

The opening of the Google Data Center in Bridgeport and the proposed Bellefonte Nuclear Plant completion in Hollywood is encouraging to the districts population and economic growth.

## System's Purpose

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

### PURPOSE

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

### DISTRICT BELIEFS

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

### DISTRICT VISION

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

### DISTRICT MISSION

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

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





## Notable Achievements and Areas of Improvement

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

### NOTABLE ACHIEVEMENTS

#### Graduation Rate

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

Nine schools have Pre-K programs: Dutton, Section, Pisgah, North Sand Mountain, Bridgeport Elementary, Stevenson Elementary, Hollywood, Skyline and Woodville.

Eight Schools have after school programs through the 21st Century Community Learning Center Grants: Macedonia, Section, Pisgah, NSM, Bridgeport Elementary, Bridgeport Middle, Stevenson Elementary, Stevenson Middle.

#### Career Technical Programs

The Ernest Pruet Center of Technology provides multiple, career technical programs which are available to all high school's students. Students are able to earn certification in technical programs and receive dual enrollment college credit for technical courses through an articulation agreement with Northeast Alabama Community College. A new schedule structure that includes a third session has been added for 2018-2019. The first session is for first-year students and the second and third sessions of the day are reserved for experienced students. This new structure will best utilize time and class organization.

#### Technology Infrastructure

The Jackson County School District has a robust infrastructure to support technology usage. All 17 schools in the district, the bus garage, and the central office are connected in a wide-area fiber network. The district provides 9 managed, virtual networks (VLANs) at each location. These are: Data, Financial, Voice, Video Teleconferencing, IT Management, Security, Digital Signage, Employee Access, and Public Access. Access to each is controlled by access control lists (ACLs) on the routers and by RADIUS servers. The WAN also supports a voice over IP telephone system for over 700 telephones serving all offices and all classrooms and the security network supports over 500 IP security cameras. The Data Center contains a secure, climate-controlled room which contains network servers, routers, and other equipment essential to the functionality of the network. Data security and accessibility is protected through multiple data storage sites and a back-up system that includes generator capacity to sustain both network equipment and a cooling system to prevent damage to equipment and to facilitate disaster recovery. The Data Center serves as the distribution point for Internet connectivity and ensures that all schools have access to this vital tool for student learning. Schools connect to the network at a speed of 1GB, and connectivity at the IT Center is 10G. A network upgrade completed in 2016 increased the wireless capacity in schools so that each classroom can simultaneously accommodate 40 wireless devices on the wireless network with consistent, fast connectivity. The network interface is unique for each school with easy access to instructional resources including Moodle, a course management system used extensively for student learning, professional development for teachers and administrators, and teacher collaboration. Schools also have access to Google Apps for Education.

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### Special Programs to Meet Student Needs

The district has developed several programs to help students overcome challenges. The Program Leading to Ultimate Success (PLUS) provides small-group and individualized instruction for at-risk high school students to ensure they have the support needed to graduate. PLUS is located on the career tech center campus allowing students to participate in career/technical classes. The program has been in place for seven years, and during that period it has achieved an overall graduation rate above 75%. For 2018, 100% of seniors graduated, a notable achievement considering the obstacles faced by the students who have participated.

An Advocacy Program, "Connect", began in each school in the fall of 2016. The purpose is to connect students with faculty and staff in order to foster a climate and culture in which all students feel welcome, safe, and secure. In addition, students come to know multiple staff members are invested in their social, emotional, and academic well being. The objectives of the program are to increase attendance, improve academic performance, and reduce the number of dropouts by making these connections. For the 2018-19 school year the research-based Character Strong program will be used with grades 5-12. A grant from Character Strong has been offered to the district to pilot the program in Alabama. The program offers a planned, sequential lesson format with lesson plans provided at each grade level. Character Strong also has a leadership curriculum elective course that will be piloted at Bridgeport Middle School for their eighth grade. In addition to the Character Strong Program for grades 5-12, the district developed a K-4 program utilizing the same format and principles of Character Strong.

The district has an increased emphasis on identifying students who would benefit from a virtual program. The program provides a non-traditional pathway for students with financial, personal, social/emotional or health issues to complete high school. Courses are offered to meet graduation requirements as well as providing advanced placement course options. OdysseyWare Academy will be used for the virtual program curriculum. There are currently 22 students utilizing the virtual program.

The district was recently awarded a multi-year grant through Project AWARE which will enable the expansion of student services to include a senior social worker and three mental health professionals.

Skyline High School is a P-3 Initiative school.

The Dynamic Learning Project which began at Bridgeport Middle School is now expanding to Bridgeport Elementary School, North Sand Mountain High School, Section High School, and Stevenson Middle School. Additionally, the district has hired a Instructional Technology Specialist to conduct school level and classroom level professional development.

Two additional school resource officers have been added for the 2018-2019 school year, increasing district numbers from two to four.

Four schools, North Sand Mountain, Pisgah, Section, Woodville, were named to US News and World Report's "America's Best Schools List."

#### Stakeholder Involvement

In an effort to continually encourage stakeholder involvement, the district is continuing efforts to digitally engage parents and the community through increased use of social media and improved websites. The district website is a mobile friendly site with dynamic content. The platform is easy for staff at all levels to maintain and allows for easier district wide dissemination of information. The district has also created social media accounts to increase the outflow of information to stakeholders. The Jackson County website meets the 2018 federally regulated guidelines of compliance for websites.

#### AREAS FOR IMPROVEMENT

Improved Student Performance on Alabama Summative Assessments:

The state of Alabama has used Global Scholar Performance Series (Scantron) as the summative assessment for students in grades three through eight for the past two years. Students are required to take the reading and mathematics components for all grades tested and science for grades five and seven. With few exceptions, all grade levels and all subgroups were below 50% proficiency. Subgroups with 50% above proficiency were: 3rd grade females in Reading-50%, 7th and 8th grade females in Math -53% each, 8th grade black males in Math scored 50% and 8th grade black females in Math-55%.

The state of Alabama also requires all eleventh grade students to take the ACT PLUS Writing. Students taking the assessment performed below the state average (20%) in all subject areas with only 12% meeting 3 or 4 benchmarks.

PreACT results were at a similar level indicating a continuation of the trend.

#### Stakeholder Involvement

The district and all schools have identified stakeholder involvement as an area in need of improvement as verified by district and school surveys over the past five years. The district has made a concerted effort to improve in this area. We are seeing an increase in stakeholder involvement and satisfaction evidenced by 2018 stakeholder surveys.

#### Art and Music:

The lack of an organized, comprehensive, and equitable art and music program in the Jackson County School District is an ongoing deficit. Two high schools have marching bands. However, through grants and local volunteers, art instruction has improved. Woodville High School received an AAEI grant through the Alabama Council on the Arts. Through volunteerism, district art lessons are being offered at the career tech center for the second year.

#### AREAS FOR IMPROVEMENT IN THE NEXT THREE YEARS

##### Improved Academic Performance:

The Jackson County School District desires to help students attain higher academic achievement in reading and mathematics by: (1) implementing instructional strategies that have been the focus of professional development for administrators and teachers over the past five years to a greater degree (close reading, effective questioning, fostering higher order thinking skills, active engagement, teaching math conceptually, and applying math concepts); (2) providing additional professional development to support the implementation of the desired instructional strategies; (3) increasing rigor across the curriculum including more student reading and writing; (4) and increasing oversight and accountability for the implementation of instructional strategies.

##### STEM and STREAM:

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

##### Addressing Policies, Practices, and Program Evaluation:

The district accreditation process made it clear that the district would benefit by policy revisions and the addition of policies and practices for oversight, accountability, and evaluation in several areas compels the district to take the following steps:

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

At this time, a new policy has been written and is in the process of board review.

**Art and Music:**

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

**Stakeholder Involvement: :**

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

**New Teacher Orientation**

Currently new teachers are informally paired with a veteran teacher to assist with the transition to the classroom, or to the new school. New teachers are provided with a day of in-service at the central office for assistance with insurance, professional organizations and to ask any questions concerning their hire. The district would like to put in place a formal procedure for new teacher mentoring

## **Additional Information**

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

In the 2015-2016 school year, Jackson County launched a STEM initiative. Robotics programs were developing in many schools, and these efforts were supported and used as a mentoring program for teachers in all schools with the middle grades. STREAM (Science, Technology, Reading, Engineering, Art, and Math) units were developed by teachers for Grades K-3 in the summer of 2016 which are being implemented during the 2016-2017 school year. Science teachers in all grades participated in STEM professional development during 2016 through the Alabama Math and Science Initiative. The district made a significant financial commitment by purchasing inquiry-base science kits in the fall of 2016 and additional purchases in the fall of 2017. A district technology specialist is employed for the 2018-2019 school year to assist schools with professional development and STEM/STREAM instruction.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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



## Improvement Planning Process

### Improvement Planning Process

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

The first step in the planning process is to meet with the Executive Planning Committee. The goal of the committee is to support the continuous improvement process for Jackson County Schools. The 2018-2019 Executive Planning Committee will be a continuation of the 2017-2018 team with additions or corrections as needed. Team members are asked to serve on the committee based on their expertise and expressed desire to further the achievement of all students within the district. This committee has grown from the initial 12 members to approximately 55 members. The committee is comprised of central office supervisors and personnel, principals, CIP and technology chairpersons, special education teachers, reading coaches, parents, students, and community members. Meetings will be conducted at various times in order to best accommodate all stakeholders.

The subcommittee comprised of CIP chairpersons met with their respective school teams in April/May to began the revision and projection process. CIP chairpersons and district personnel met May 30th, 2018. A short review of the prior CIP plan began the discussion. For new members, an explanation of the data gathering process was presented. The Stakeholder Feedback Data Document was discussed and how survey results will provide information for each school and the district to determine how our stakeholders view the overall program. The data gathered from the surveys along with academic performance, discipline and attendances will guide the writing of the goals/objectives portion of the overall improvement process.

The leadership team determined, during the 2014-15 school year, the most reliable results would be best achieved through surveying the greatest number possible and not a representative sample. Validity issues with representative samples may skew results. This process continued for the 2015-16, 2016-17 and 2017-2018 and 2018-2019 CIP's. To best meet the needs of all students, surveys are completed during the school day. This will accommodate students without internet access. EL students will have the opportunity to take the survey with an interpreter, if needed.

Surveys were administered in the spring of 2018 for all stakeholders. Schools used a variety of opportunities to ensure parents were able to take the surveys. Schools opened computer labs and provided a faculty representative to assist parents. Interpreters were available if needed. This accommodated parents without internet access and/or those needing an interpreter. Schools offered incentives such as homework passes, ticket to a ballgame, or a meal before the game to help with getting parents to participate.

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

To continue to assist the sixteen schools in the district with the continuous improvement plans, two days of professional development were provided for principals and chairperson, June 6th, 2018 and October 3rd, 2018. Chairpersons meet in August and September with leadership teams at their schools to complete the CIP process. Upon completion of the district CIP's, a meeting of all stakeholders will be held to discuss changes and or corrections to the current plan.

The completion deadline for all plans is October 15th, 2018. The School Improvement Specialist, Curriculum Coordinator, Federal Programs Supervisor and Superintendent will check all plans and begin the approval process. After review, principals are contacted to submit their plans. The district plan will be presented to the board for approval.

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

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

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

## Jackson County Leadership Committee

Mr. Kevin Dukes, Superintendent

Mr. Anthony Buckner, Curriculum Coordinator

Mark Guffey, Federal Programs Supervisor, Assistant Superintendent

Chris Davis, Special Education Supervisor

Rhonda Wheeler, Student Services Supervisor

Dr. Jennifer Dutton, CNP Supervisor

Robert Pritchett, Data and Accountability Coordinator

Deborah McRae, School Improvement Specialist

Teresa Patrick, English Learner Specialist

Beth Mannon, Parental Involvement Consulting Teacher

Jonita Baugh, Federal Programs Bookkeeper/Secretary

Kerry Wright, Earnest Pruet Center of Technology Director

In addition, the committee includes the principal and A-CIP chairperson for each of the 16 schools served by the Jackson County School District.

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

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

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

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

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

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

Macedonia Elementary- Steven Paradise, principal, chairperson

North Jackson- Rob Paradise, principal, Josh Harding, Tyson Welden, chairperson

North Sand Mountain- Dustin Roden, principal, Betty McIntire, chairperson

Pisgah- Billy Duncan, principal, Jerri Brown, chairperson

Rosalie Elementary- Doug Haynes, principal, Amy Shankles, chairperson

## ACIP

Jackson County Board of Education

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Section- Gene Roberts, principal, Darla Owens, chairperson

Skyline- Jason Davidson principal, Ashley Morris, chairperson

Stevenson Elementary- Jamey Brooks, principal, Trina Henegar, chairperson

Stevenson Middle, Beverly Kenimer, principal, Heather Burnette, chairperson, Asst. Principal

Woodville- Jamie Darwin, principal, Deanna West, chairperson

Parents, Community and Student Representatives

Stacy Long, Parent, Bridgeport Middle

Erica Cooper, Parent, NSM

Didi Barron, Parent, Pisgah

Semone Swinford, Parent, Section

Haley Prince, Parent, Skyline

Beth Cooper, Parent, Stevenson Elementary

Audra White, Parent, Woodville

Felix Jackson, Community

Tim McCoy, Community

John D. Sargent, Community

Mike Elkins, Community

Stacy Ledwell, Community

Leamon Smith, Community

Ilene Cothron, Parent/City Government/Community Member

Taylor Selby, Student, NJHS

Jordan Moon, Student, NSM

Dalton Wilson, Student, Pisgah

Owen Fairbanks, Student, Section

Megan Woodall, Student, Skyline

Blake Frazier, Student, Woodville

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

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

# **Stakeholder Feedback Diagnostic**

## **Introduction**

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

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**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	The stakeholder data document was created as a result of analysis of all stakeholder surveys. Surveys were analyzed to determine areas of both high and low satisfaction. The analysis included a breakdown by standard and and question. The data document is uploaded.	Elementary survey data Middle High survey Staff survey data Parent survey data

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3



## Areas of Notable Achievement

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

Surveys are broken down into: Parent, Elementary, Middle/High and Staff

Middle/High grades 6-12

		Staff	Elementary	Middle/High	Parents
Purpose and Direction	3.76	4.81	3.76	4.05	
Governance and Leadership	3.65	4.53	3.65		3.99
Teaching and Assessing for Learning	3.75	4.66	3.75		4.05
Resources and Support Systems	3.59	4.7	3.59		4.04
Using Results for continuous Improvement	3.70	4.56	3.70		4.06
Federal Programs Parent Involvement					4.13

Surveys indicate the following highest results:

Elementary

Purpose and Direction

1. In my school my principal and teachers want every student to learn- 96%

Governance and Leadership

3. In my school my teachers want me to do my best-97%

Teaching and Assessing for Learning

1. My teachers help me learn things I will need in the future-92%
4. My teachers tell me how I should behave and do my work-93%

Resources and Support Systems

3. My school has computers to help me learn.-96%
2. My school has many places where I can learn, such as the library-93%

Using Results for Continuous Improvement

3. My principal and teachers help me to be ready for the next grade level-95%

Middle/High Surveys

Purpose and Direction

1. In my school, there are programs available to help me succeed

Governance and Leadership

3. The principal and teachers have high expectations of me

Teaching and Assessing for Learning

2. My school provides challenging curriculum
3. All of my teachers fairly grade and evaluate my work

Resources and support systems

3. In my school, a variety of resources are available to help me succeed...technology, library
6. I can participate in activities that interest me.

Using Results for Continuous Improvement

- 3. My school prepares me for success in the next school year

Staff

Purpose and direction

- 1. our school purpose statement is clearly focused on student success-93%

Governance and Leadership

- 4. Our school's leaders expect staff members to hold students to high academic standards-90%
- 3. Our school's leaders support an innovative and collaborative culture-88%

Teaching and Assessing for Learning

- 13. In our school, a formal structure exists by where each student is known by at least one adult advocate-92%
- 17. In our school, all staff participate in continuous professional learning based on identified needs of the school-86%

Resources and Support Systems

- 1. Our school provides qualified staff members to support student learning-91%
- 2. Our school provides instructional time and resources to support our school goals and priorities-90%

Using Results for Continuous Improvement

- 6. Our school leaders monitor data related to student achievement-89%
- 7. Our school leaders monitor data related to school continuous improvement goals-89%.

Parent

Purpose and Direction

- 1. Our school's purpose statement is clearly focused on student success-82%

Governance and Leadership

- 3. Our school has high expectations for all students in all classes-81%

Teaching and assessing for Learning

- 10. My child knows the expectations for learning in all classes-87%
- 8. All of my child's teachers report on my child's progress in easy to understand language-83%

Resources and Support Systems

- 3. Our school provides a safe learning environment-86%
- 1. Our school provides qualified staff members to support student learning-82%

Using Results for Continuous Improvement

- 2. My child is prepared for success in the next school year.-82%

Federal Programs/Parent Involvement

- 1. I feel welcome in my child's school-86%
- 2. I understand my child's report cards and test scores-94%

Overall, surveys indicate Purpose and Direction are the highest scoring component for all surveys. Additionally, parents indicated the highest level of satisfaction with Parental Involvement. This is an increase from prior years and evidence the strategies in place are working.

-All surveys indicate the purpose statement and programs and services are clearly focused on student success

-All surveys indicate there is a sense of high expectations from their teachers and administration

-All surveys indicate students know what is expected of them and that teachers grade fairly

-All surveys indicate there are multiple resources available to assist students

-Staff and students indicate an increase in stakeholder satisfaction in the area of student advocacy.

-In addition, Parents stated the school was a safe and clean environment. Staff also indicated their belief of a highly qualified staff that

supports learning

2016-2017 survey results

Elementary (3/5 point scale)

Purpose and Direction 2.92 / 4.85 overall highest standard

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

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

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

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

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

Middle/ High

Purpose and Direction 3.74 is overall highest

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

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

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

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

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

Parents

Purpose and Direction 4.20 overall highest standard

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

F3 Our school provides a safe learning environment. 4.31

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

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

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

Staff

Purpose and Direction 4.47 overall highest standard

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

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

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

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

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

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

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

Survey questions do not match prior years indicators, therefore continued trends are identified based on content.

Identified Trends

- Principals and teachers have high expectations for students remains high for all subgroups.
- Parents believe the school has a clearly defined purpose focused on student success. They also believe their children have caring adults in the school.
- Parents and students believe the principal and teachers help students to be ready for the next grade.
- Staff believe there are caring adults in the school and that teachers are well qualified.

Family engagement is no longer the lowest performing, indicating strategies are working.

clean and safe schools has moved from lower levels of satisfaction

Prior Years survey analysis

Overall trend

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

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

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

Elementary

- G3 (5.4), My principal and teachers help me to be ready for the next grade.
- E9 (3.6), All of my teachers change their teaching to meet my learning needs, is an emerging trend
- C1, (1.1) In my school my principal and teachers want every student to learn.

Middle/high

- C1 (1.1), Our purpose statement is clearly focused on student success was the overall highest indicator for all groups
- E9 (3.6), All of my teachers change their teaching to meet my learning needs. Teachers implement the schools instructional process in support of student learning.
- G3 (5.4, 3.1). My school prepares me for success in the next school year.

Staff

- C1 (1.1), Our purpose statement is clearly focused on student success was the overall highest indicator for all groups
- C5 (1.3), Our school has a continuous improvement process based on data, goals, actions, and measures for growth.
- C3 (1.2), Our school's purpose statement is based on shared values and beliefs that guide decision-making.

Parents

- C1 (1.1), Our purpose statement is clearly focused on student success was the overall highest indicator for all groups
- E11 (3.9, 5.4), My child has at least one adult advocate in the school.
- C1 (1.1, 4.1), Our school's purpose statement is clearly focused on student success.

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

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

## Areas in Need of Improvement

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

Survey questions do not match prior years indicators, therefore continued trends are identified based on content.

Surveys from students staff and parents indicate less consistency in areas needing improvement than the areas of strength.

#### Purpose and Direction

-Staff and Parents indicate the purpose statement is reviewed and revised with input from stakeholders/parents is lowest.

-Students indicate that all students are treated with respect is lowest scoring

#### Governance and Leadership

-Students indicate students do not treat adults with respect

-Staff and parents indicate the school board maintains a distinction between its roles and responsibilities and those of school leadership

#### Teaching and Assessing for learning

-Students and Staff indicate teachers do not personalize instructional strategies and interventions to address the learning needs of students, nor do they use rubrics to help complete assignments.

-Staff indicate the lowest to be a formalized mentoring program

-Staff also indicate the use of exemplars and the lack of collaborative learning communities as low scoring

#### Resources and Support Systems

-Students indicate respect for others property and a willingness to help those not in their friend base are lowest scoring

-Parents indicate effective use of financial resources is lowest scoring

-Staff indicate feedback is provided after walkthroughs and evaluations as the lowest scoring

#### 2016-2017 survey data

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

#### Elementary

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

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

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

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

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

#### Middle/high

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

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

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

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

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

#### Staff

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

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

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

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

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

#### Parents

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

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

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

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

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

Overall lowest remain 3.8, 2.1, 2.3

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

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

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

##### Overall identified trends

-For students, treating adults with respect is scoring lower for both student groups

-Students continually score lowest in respect for others property.

-Parents and staff continually rank questions concerning the governing board and its ability to separate duties of the board with school leadership consistently low.

-For teachers and students, teachers use of exemplars is low along with differentiating the instruction to meet individual student needs is lowest.

##### Survey analysis for prior years

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

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

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

(Connect) and with maintenance where needed.

Other areas decreasing in satisfaction by stakeholder grouping.

Elementary

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

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

F1(4.3,) My school is safe and clean

Middle/high

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

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

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

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

Staff

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

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

Parents

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

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

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

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

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

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

Positive Findings:

Finding:

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

Implication:

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

Finding:

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



**Implications:**

Students and parents believe students are prepared for the next grade level. Jackson County School District is proud our students feel prepared for college and or career.

Strategies will continue to be implemented.

**Finding:**

Each student is well known by at least one adult advocate in the student's school who supports that student's educational experience. This area has significantly improved

**Implication:**

The implementation of a district wide Advocacy Program, Connect, has been positive in addressing this need

**Areas to Address:****Finding:**

The school engages families in meaningful ways, consistently remains low.

**Implication:**

Family engagement continues to score low, although improving as determined by survey result scores. Jackson County recognizes the need to continue to develop strategies and explore ways to keep our families involved.

This has been discussed at district, principal and staff meetings and is included in district and school plans.

**Finding:**

The following are indicators scoring low in satisfaction with students for the 2018 surveys.

In my school, students respect the property of others.

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

In my school, all students are treated with respect.

In my school students treat adults with respect.

**Implication:**

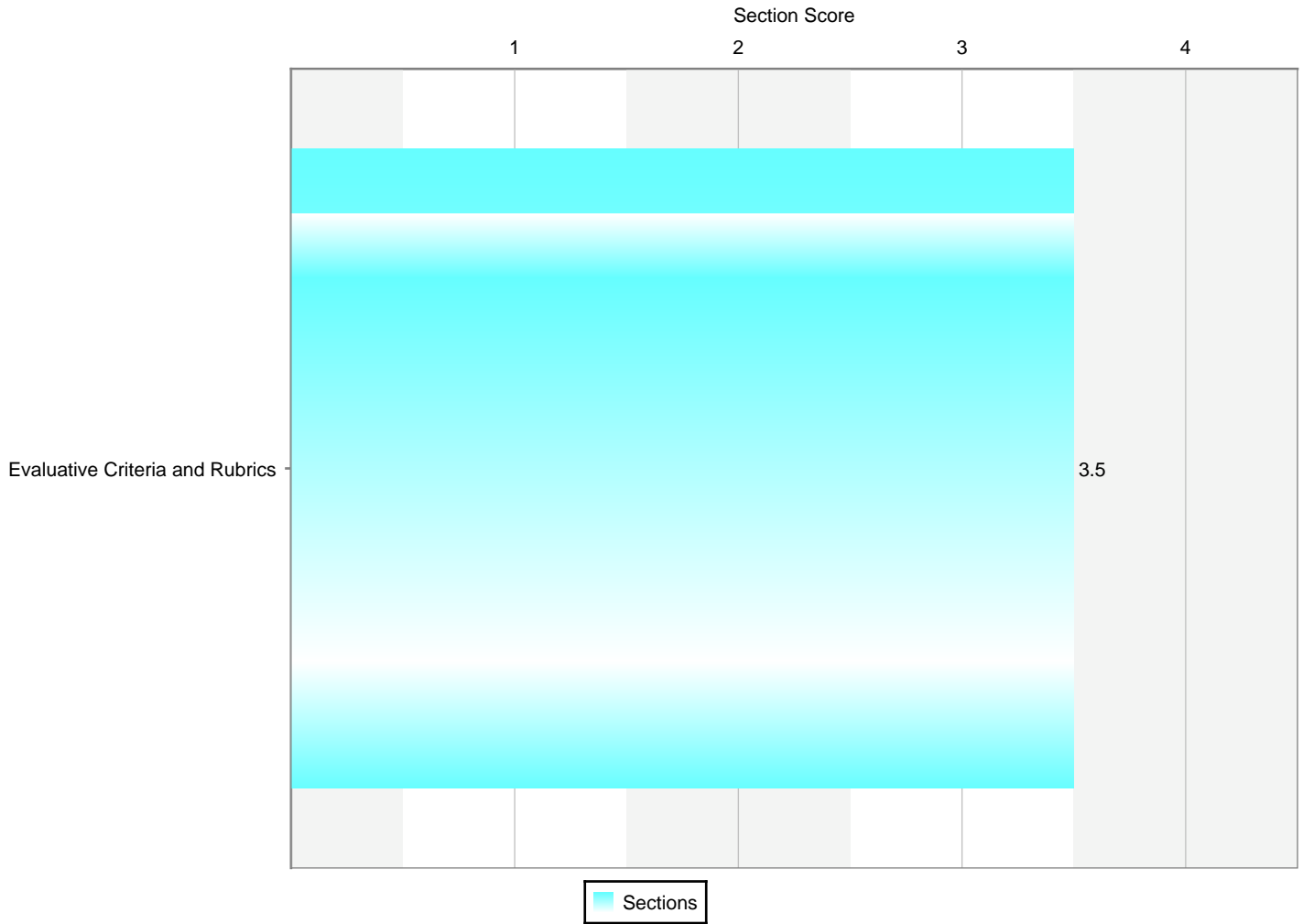
Students need to be more respectful to adults, each other, and of others property. The implementation of the Student Advocacy Program, Connect, will continue to address these issues. The Connect program is helping students to build positive relationships in the school with adults and with their peers.

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

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

## Report Summary

### Scores By Section



# **Student Performance Diagnostic**

## **Introduction**

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

**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Student Performance Data document is uploaded	Scantron Data document Superintendent report

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

## Areas of Notable Achievement

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

50% or greater in grades 3 and 4 scored Proficient or Distinguished in Math.

50% of our 4th graders scored Proficient or Distinguished in reading

One school - Dutton - Scored 50% or greater in grades 3, 4, 5, 6, 7 and 8 in math.

One school - Skyline scored 50% or greater in 3, 4, 5, 6, and 8 in reading.

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

Currently trend data is not available for Scantron / Global Scholar due to lack of multiple years of data.

ACT composite score trends indicate an improvement in scores by Hispanic/Latinos and African Americans.

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

Third, fourth, and fifth grade mathematics on the Global Scholar Performance Series (Scantron) indicate the highest performance.

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

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

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

Male students in grades 4 and 5 scored higher than girls.

Hispanic students scored higher than white students in grade 5.

Black students in grade 8 were the highest subgroup.

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

The Global Scholar Performance Series is consistent with the formative assessments used by the school district when the formative assessments are evaluated using the correlations with the Quality Core Standards.

## Areas in Need of Improvement

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

The state currently uses Global Scholar Performance Series (Scantron) to assess grades 3-8. With the exception of grade 3 mathematics, all other grades and subjects stand at a proficiency rate of 50% or less.

High school juniors take the ACT and the composite scores are below state average (20%) and only 12% of our students are meeting 3 or 4 of ACT benchmark scores.

Sophomore PreACT results also reflect low composite scores.

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

Due to the change in assessments, true trend data is not available. While the scores in the current assessment are not truly comparable data, they do indicate the trend is currently not towards higher performance.

High school juniors take the ACT and the composite scores are below state average (20%) and only 12% of our students are meeting 3 or 4 of ACT benchmark scores. ACT scores for the past 5 years have been flat with a slight rate of decline.

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

Overall scores indicate that grades 7-8 reading and math are the lowest performance areas.

ACT scores indicate that the fewest number of students benchmarked in mathematics and science.

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

Trend data for grades 3-8 is not available. Disaggregated data for sub-groups was also not made available by the state. However, the national percentile rankings of students indicate that males are performing lower in reading than females. African American males are performing lower in reading than other sub-groups, especially after grade 4.

While ACT composite scores for African Americans and Hispanics are lower than the district average, there is a slight upward trend in this average.



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

Trend data for grades 3-8 is not available. Disaggregated data for sub-groups was also not made available by the state. However, the national percentile rankings of students indicate that males are performing lower in reading than females. African American males are performing lower in reading than other sub-groups, especially after grade 4.

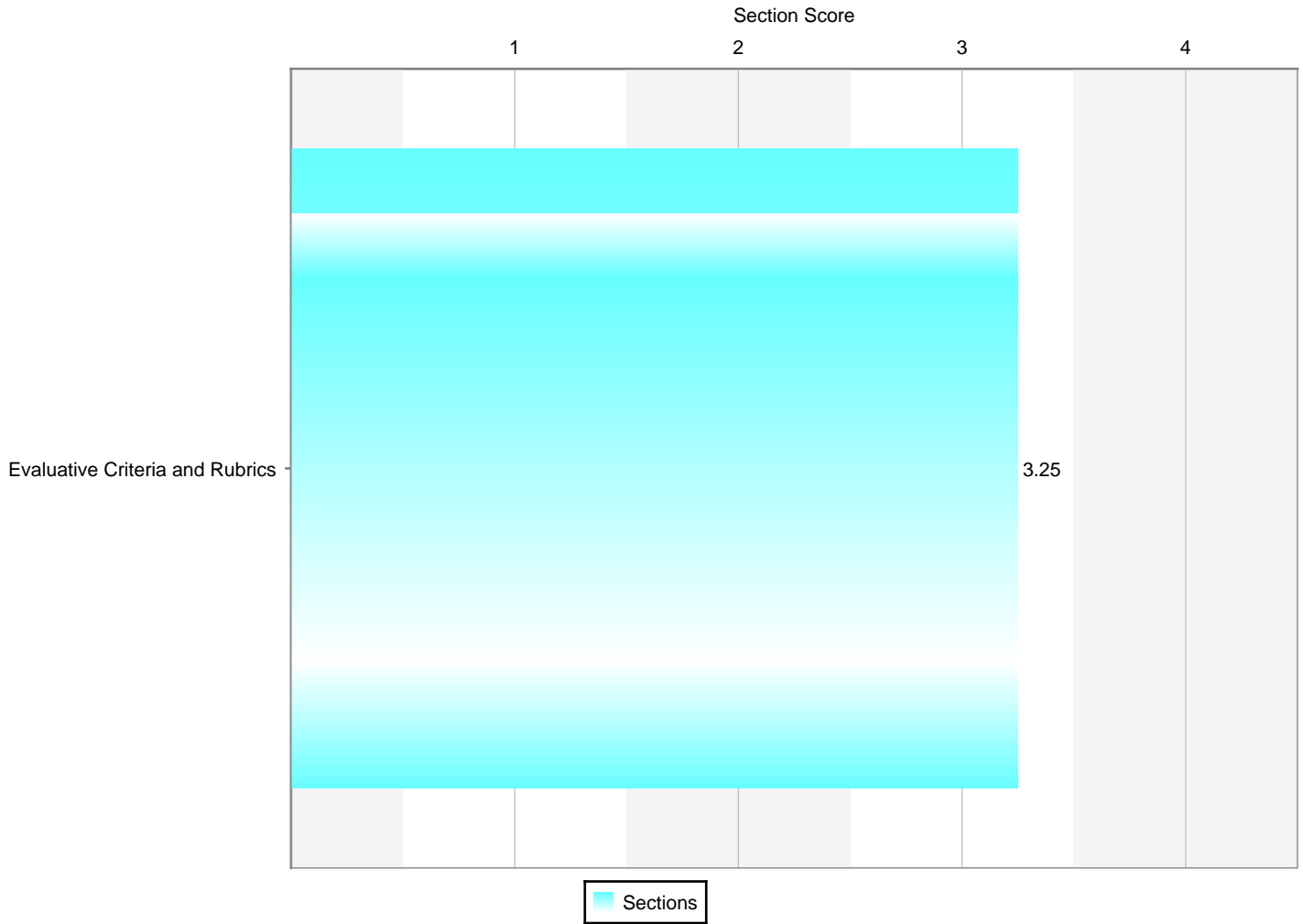
While ACT composite scores for African Americans and Hispanics are lower than the district average, there is a slight upward trend in this average.

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

Both ACT scores and Global Scholar national percentile rankings confirm the performance of students within these subgroups.

## 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, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Before submitting, the district and individual school's plans are reviewed by the School Improvement Specialist, Federal Programs Supervisor, Special Services Supervisor, Curriculum Coordinator, Superintendent and if needed the Chief Financial Officer. The district plan is submitted to the Jackson County Board of Education for approval. ACIP Review signatures and JCBOE approval documentation will be attached upon board approval.	Review Signature Page

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	It is the policy of the JCBOE that the School District will provide educational opportunities on a non-discriminatory basis. No person will be denied the benefits of any educational program or activity on th basis of race, color, disability, creed, national origin, age, or sex. All programs offered within the School District will be open to all students in compliance with statutory and judicial requirements, For issues concerning Title VI of the Civil Rights Act of 1964, Title IX and 504/ADA, contact the Compliance Officer	2018-2019 Consolidated Plan Civil Rights

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Refer to Jackson County Board of Education.  Attn: Mr. Mark Guffey, Assistant Superintendent, Federal Programs Supervisor 16003 Alabama Highway 35 Scottsboro, AL 35768 guffeym@jackson12.org 256-259-9500 or Attn: Mr. Chris Davis Special Education Supervisor 16003 Alabama Highway 35 Scottsboro, AL 36768 davis@jackson12.org 256-259-9500	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	The Jackson County Parental Involvement Plan, and the English Learner Plans are consolidated with the LEA Federal Programs LEA Consolidated Plan. It is uploaded. The Parents' Right to Know form is uploaded. Directions to request parents rights to know forms are explained on page 35 of the Student Handbook.	Parents Right-to-Know Student Handbook 2018-19 2018-2019 Consolidated Plan 2018-2019 EL DISTRICT PLAN

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

# **2018-2019 Jackson County Continuous Improvement Plan**

## **Overview**

### **Plan Name**

2018-2019 Jackson County Continuous Improvement Plan

### **Plan Description**

2018-2019 Jackson County Continuous Improvement Plan



## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Provide a rigorous and effective instructional program to ensure the academic growth of all students.	Objectives: 9 Strategies: 13 Activities: 24	Academic	\$108300
2	Graduate College and Career Ready Students.	Objectives: 2 Strategies: 4 Activities: 5	Organizational	\$76682
3	Engage Parents and Community in the Educational Process.	Objectives: 3 Strategies: 4 Activities: 6	Organizational	\$0
4	Ensure that all students have optimal instructional time and the support necessary to be successful in school while providing a unique climate and culture in which all students feel welcome, safe, and secure.	Objectives: 2 Strategies: 4 Activities: 7	Organizational	\$362892

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

## Measurable Objective 1:

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

## (shared) Strategy 1:

Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - Teachers will participate in a careful analysis of the state mandated test results for students taught in the previous academic year and other data sources to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers will participate in a careful analysis of the state mandated test results for their current students and other data sources to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

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

Activity - Professional Development on Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data  Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School	Professional Learning	09/23/2015	11/30/2020	\$0	No Funding Required	Principals Curriculum Coordinator Teachers
Activity - Implement monthly data meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)  Schools: Hollywood Elementary School, Section High School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School	Academic Support Program	10/03/2016	11/01/2020	\$0	No Funding Required	Curriculum Coordinator Principals Reading Specialists Teachers

## (shared) Strategy 2:

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

year to ensure growth as the district strives toward an effective, horizontally and vertically aligned instructional program.

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

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

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

**(shared) Strategy 3:**

Establish Professional Learning Communities - To begin the growth of Professional Learning Communities within the district grade level and subject specific round table workshops will be held in which instructional strategies, best practices, and technology will be discussed. Emphasis will be placed on activities/strategies that foster higher order thinking among students.

Category: Develop/Implement Professional Learning and Support

Activity - Round Table Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will schedule subject and grade specific round table discussions among teachers to allow time for collaboration in best practices, instructional strategies, and technology use.  Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Jackson High School, North Sand Mountain High School, Bryant Elementary School	Technology, Professional Learning	08/01/2018	05/29/2020	\$0	No Funding Required	Curriculum Coordinator, Principals, Teachers

**(shared) Strategy 4:**

Eight Period Hybrid Schedule - High schools in the district will transition to an eight period hybrid schedule in order to improve classroom instructional pace and

continuity in academic courses. The schedule will also involve the creation of a three session scheduling model at the district career tech center (EPCOT) allowing for separate sessions focusing on first year and experienced students.

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

Activity - Prepare for Transition to Eight Period Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school personnel will collaborate to plan the transition to the eight period schedule through meetings and feedback.  Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Jackson High School, North Sand Mountain High School, Bryant Elementary School	Policy and Process	01/08/2018	08/03/2018	\$0	No Funding Required	Superintendent, Supervisors, Principals, Counselors, Central Office Personnel
Activity - Transition to Eight Period Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All high schools will transition to an eight period schedule.  Schools: Section High School, Skyline High School, North Jackson High School, Woodville School, Pisgah High School, North Sand Mountain High School	Policy and Process	01/08/2018	05/24/2019	\$0	No Funding Required	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
Activity - Evaluate and Improve Eight Period Hybrid Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school personnel will evaluate the transition to the new eight period schedule and make adjustments as needed.  Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Jackson High School, North Sand Mountain High School, Bryant Elementary School	Policy and Process	08/01/2018	05/29/2020	\$0	No Funding Required	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers

**(shared) Strategy 5:**

A+ College Ready Program and AP Classes - The district will pilot the A+ College Ready Program with a single high school and it's feeder schools and expand the program based on the results of the pilot.

Category: Develop/Implement Professional Learning and Support

**ACIP**

Jackson County Board of Education

Activity - Pilot Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The A+ College Ready Program and AP classes will be piloted at North Jackson High School and its feeder schools. District and school personnel will participate in professional learning for implementing the program  Schools: Bridgeport Middle School, Bridgeport Elementary School, Hollywood Elementary School, Stevenson Elementary School, North Jackson High School, Stevenson Middle School	Professional Learning, Direct Instruction	01/08/2018	05/29/2020	\$31800	Other	Superintendent, Curriculum Supervisor, Principals, Counselors, Teachers
Activity - Program Expansion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The A+ College Ready Program and AP Courses implementation will be expanded to other schools. Personnel at expansion schools will participate in professional learning for implementing the program.  Schools: Skyline High School, Woodville School	Professional Learning, Direct Instruction	01/07/2019	05/29/2020	\$20000	Other	Superintendent, Curriculum Supervisor, Central Office Staff, Principals, Counselors, Teachers

**(shared) Strategy 6:**

ACT Prep Training - The district will provide ACT Prep training through an ACT Prep expert for content area teachers focusing on how to incorporate ACT type questions, ACT test taking skills, timed teaching activities and tips into classroom instruction.

Category: Develop/Implement Professional Learning and Support

Activity - ACT Prep Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide ACT Prep training through an ACT Prep expert for content area teachers focusing on how to incorporate ACT type questions, ACT test taking skills, timed teaching activities and tips into classroom instruction.  Schools: All Schools	Professional Learning	02/05/2018	08/10/2018	\$2700	Other	Curriculum Supervisor

**Measurable Objective 2:**

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

**(shared) Strategy 1:**

Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - Teachers will participate in a careful analysis of the state mandated test results for students taught in the previous academic year and other data sources to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers will participate in a careful analysis of the state mandated test results for their current students and other data sources to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

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

Activity - Professional Development on Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data  Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School	Professional Learning	09/23/2015	11/30/2020	\$0	No Funding Required	Principals Curriculum Coordinator Teachers

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

**(shared) Strategy 2:**

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

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

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

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Jackson County Board of Education

Principals / Assistant Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.  Schools: All Schools	Policy and Process	01/04/2016	06/30/2020	\$0	No Funding Required	Superintendent, Appropriate Supervisors, Principals, Assistant Principals
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**(shared) Strategy 3:**

Establish Professional Learning Communities - To begin the growth of Professional Learning Communities within the district grade level and subject specific round table workshops will be held in which instructional strategies, best practices, and technology will be discussed. Emphasis will be placed on activities/strategies that foster higher order thinking among students.

Category: Develop/Implement Professional Learning and Support

Activity - Round Table Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will schedule subject and grade specific round table discussions among teachers to allow time for collaboration in best practices, instructional strategies, and technology use.  Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Jackson High School, North Sand Mountain High School, Bryant Elementary School	Technology, Professional Learning	08/01/2018	05/29/2020	\$0	No Funding Required	Curriculum Coordinator, Principals, Teachers

**(shared) Strategy 4:**

Eight Period Hybrid Schedule - High schools in the district will transition to an eight period hybrid schedule in order to improve classroom instructional pace and continuity in academic courses. The schedule will also involve the creation of a three session scheduling model at the district career tech center (EPCOT) allowing for separate sessions focusing on first year and experienced students.

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

Activity - Prepare for Transition to Eight Period Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school personnel will collaborate to plan the transition to the eight period schedule through meetings and feedback.  Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Jackson High School, North Sand Mountain High School, Bryant Elementary School	Policy and Process	01/08/2018	08/03/2018	\$0	No Funding Required	Superintendent, Supervisors, Principals, Counselors, Central Office Personnel

**ACIP**

Jackson County Board of Education

Activity - Transition to Eight Period Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All high schools will transition to an eight period schedule.  Schools: Section High School, Skyline High School, North Jackson High School, Woodville School, Pisgah High School, North Sand Mountain High School	Policy and Process	01/08/2018	05/24/2019	\$0	No Funding Required	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers

Activity - Evaluate and Improve Eight Period Hybrid Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school personnel will evaluate the transition to the new eight period schedule and make adjustments as needed.  Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Jackson High School, North Sand Mountain High School, Bryant Elementary School	Policy and Process	08/01/2018	05/29/2020	\$0	No Funding Required	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers

**(shared) Strategy 5:**

A+ College Ready Program and AP Classes - The district will pilot the A+ College Ready Program with a single high school and its feeder schools and expand the program based on the results of the pilot.

Category: Develop/Implement Professional Learning and Support

Activity - Pilot Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The A+ College Ready Program and AP classes will be piloted at North Jackson High School and its feeder schools. District and school personnel will participate in professional learning for implementing the program  Schools: Bridgeport Middle School, Bridgeport Elementary School, Hollywood Elementary School, Stevenson Elementary School, North Jackson High School, Stevenson Middle School	Professional Learning, Direct Instruction	01/08/2018	05/29/2020	\$31800	Other	Superintendent, Curriculum Supervisor, Principals, Counselors, Teachers

Activity - Program Expansion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Jackson County Board of Education

The A+ College Ready Program and AP Courses implementation will be expanded to other schools. Personnel at expansion schools will participate in professional learning for implementing the program.  Schools: Skyline High School, Woodville School	Professional Learning, Direct Instruction	01/07/2019	05/29/2020	\$20000	Other	Superintendent, Curriculum Supervisor, Central Office Staff, Principals, Counselors, Teachers
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**(shared) Strategy 6:**

ACT Prep Training - The district will provide ACT Prep training through an ACT Prep expert for content area teachers focusing on how to incorporate ACT type questions, ACT test taking skills, timed teaching activities and tips into classroom instruction.

Category: Develop/Implement Professional Learning and Support

Activity - ACT Prep Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide ACT Prep training through an ACT Prep expert for content area teachers focusing on how to incorporate ACT type questions, ACT test taking skills, timed teaching activities and tips into classroom instruction.  Schools: All Schools	Professional Learning	02/05/2018	08/10/2018	\$2700	Other	Curriculum Supervisor

**Measurable Objective 3:**

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

**(shared) Strategy 1:**

Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - Teachers will participate in a careful analysis of the state mandated test results for students taught in the previous academic year and other data sources to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers will participate in a careful analysis of the state mandated test results for their current students and other data sources to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

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

Activity - Professional Development on Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Jackson County Board of Education

Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data  Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School	Professional Learning	09/23/2015	11/30/2020	\$0	No Funding Required	Principals Curriculum Coordinator Teachers
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Activity - Implement monthly data meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)  Schools: Hollywood Elementary School, Section High School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School	Academic Support Program	10/03/2016	11/01/2020	\$0	No Funding Required	Curriculum Coordinator Principals Reading Specialists Teachers

**(shared) Strategy 2:**

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

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

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

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

**(shared) Strategy 3:**

Establish Professional Learning Communities - To begin the growth of Professional Learning Communities within the district grade level and subject specific round table workshops will be held in which instructional strategies, best practices, and technology will be discussed. Emphasis will be placed on activities/strategies that foster higher order thinking among students.

Category: Develop/Implement Professional Learning and Support

Activity - Round Table Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The district will schedule subject and grade specific round table discussions among teachers to allow time for collaboration in best practices, instructional strategies, and technology use.</p> <p>Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Jackson High School, North Sand Mountain High School, Bryant Elementary School</p>	Technology, Professional Learning	08/01/2018	05/29/2020	\$0	No Funding Required	Curriculum Coordinator, Principals, Teachers

**(shared) Strategy 4:**

Eight Period Hybrid Schedule - High schools in the district will transition to an eight period hybrid schedule in order to improve classroom instructional pace and continuity in academic courses. The schedule will also involve the creation of a three session scheduling model at the district career tech center (EPCOT) allowing for separate sessions focusing on first year and experienced students.

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

Activity - Prepare for Transition to Eight Period Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District and school personnel will collaborate to plan the transition to the eight period schedule through meetings and feedback.</p> <p>Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Jackson High School, North Sand Mountain High School, Bryant Elementary School</p>	Policy and Process	01/08/2018	08/03/2018	\$0	No Funding Required	Superintendent, Supervisors, Principals, Counselors, Central Office Personnel
Activity - Transition to Eight Period Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**ACIP**

Jackson County Board of Education

All high schools will transition to an eight period schedule.  Schools: Section High School, Skyline High School, North Jackson High School, Woodville School, Pisgah High School, North Sand Mountain High School	Policy and Process	01/08/2018	05/24/2019	\$0	No Funding Required	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
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Activity - Evaluate and Improve Eight Period Hybrid Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school personnel will evaluate the transition to the new eight period schedule and make adjustments as needed.  Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Jackson High School, North Sand Mountain High School, Bryant Elementary School	Policy and Process	08/01/2018	05/29/2020	\$0	No Funding Required	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers

**(shared) Strategy 5:**

A+ College Ready Program and AP Classes - The district will pilot the A+ College Ready Program with a single high school and its feeder schools and expand the program based on the results of the pilot.

Category: Develop/Implement Professional Learning and Support

Activity - Pilot Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The A+ College Ready Program and AP classes will be piloted at North Jackson High School and its feeder schools. District and school personnel will participate in professional learning for implementing the program  Schools: Bridgeport Middle School, Bridgeport Elementary School, Hollywood Elementary School, Stevenson Elementary School, North Jackson High School, Stevenson Middle School	Professional Learning, Direct Instruction	01/08/2018	05/29/2020	\$31800	Other	Superintendent, Curriculum Supervisor, Principals, Counselors, Teachers

Activity - Program Expansion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The A+ College Ready Program and AP Courses implementation will be expanded to other schools. Personnel at expansion schools will participate in professional learning for implementing the program.  Schools: Skyline High School, Woodville School	Professional Learning, Direct Instruction	01/07/2019	05/29/2020	\$20000	Other	Superintendent, Curriculum Supervisor, Central Office Staff, Principals, Counselors, Teachers

**(shared) Strategy 6:**

ACT Prep Training - The district will provide ACT Prep training through an ACT Prep expert for content area teachers focusing on how to incorporate ACT type questions, ACT test taking skills, timed teaching activities and tips into classroom instruction.

Category: Develop/Implement Professional Learning and Support

Activity - ACT Prep Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide ACT Prep training through an ACT Prep expert for content area teachers focusing on how to incorporate ACT type questions, ACT test taking skills, timed teaching activities and tips into classroom instruction.  Schools: All Schools	Professional Learning	02/05/2018	08/10/2018	\$2700	Other	Curriculum Supervisor

**Measurable Objective 4:**

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

**Strategy 1:**

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

Category:

Activity - Face-to-face professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.  Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Jackson High School, North Sand Mountain High School, Bryant Elementary School	Professional Learning	10/01/2015	08/20/2020	\$25000	Title II Part A	Curriculum Coordinator AMSTI Science Teachers

Activity - Face-to-Face Professional Development for Science Teachers for STEM Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will participate in the development and execution of STEM projects.  Schools: All Schools	Professional Learning	10/07/2015	06/01/2017	\$5000	District Funding	Curriculum Coordinator Science Teachers

**(shared) Strategy 2:**

Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - Teachers will participate in a careful analysis of the state mandated test results for students taught in the previous academic year and other data sources to determine areas in which students excelled and areas which were not mastered as a means of

evaluating the instruction provided. Teachers will participate in a careful analysis of the state mandated test results for their current students and other data sources to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

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

Activity - Professional Development on Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data  Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School	Professional Learning	09/23/2015	11/30/2020	\$0	No Funding Required	Principals Curriculum Coordinator Teachers
Activity - Implement monthly data meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)  Schools: Hollywood Elementary School, Section High School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School	Academic Support Program	10/03/2016	11/01/2020	\$0	No Funding Required	Curriculum Coordinator Principals Reading Specialists Teachers

**(shared) Strategy 3:**

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

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

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

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

**(shared) Strategy 4:**

Establish Professional Learning Communities - To begin the growth of Professional Learning Communities within the district grade level and subject specific round table workshops will be held in which instructional strategies, best practices, and technology will be discussed. Emphasis will be placed on activities/strategies that foster higher order thinking among students.

Category: Develop/Implement Professional Learning and Support

Activity - Round Table Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will schedule subject and grade specific round table discussions among teachers to allow time for collaboration in best practices, instructional strategies, and technology use.  Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Jackson High School, North Sand Mountain High School, Bryant Elementary School	Technology, Professional Learning	08/01/2018	05/29/2020	\$0	No Funding Required	Curriculum Coordinator, Principals, Teachers

**(shared) Strategy 5:**

Eight Period Hybrid Schedule - High schools in the district will transition to an eight period hybrid schedule in order to improve classroom instructional pace and continuity in academic courses. The schedule will also involve the creation of a three session scheduling model at the district career tech center (EPCOT) allowing for separate sessions focusing on first year and experienced students.

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

Activity - Prepare for Transition to Eight Period Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Jackson County Board of Education

District and school personnel will collaborate to plan the transition to the eight period schedule through meetings and feedback.  Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Jackson High School, North Sand Mountain High School, Bryant Elementary School	Policy and Process	01/08/2018	08/03/2018	\$0	No Funding Required	Superintendent, Supervisors, Principals, Counselors, Central Office Personnel
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Activity - Transition to Eight Period Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All high schools will transition to an eight period schedule.  Schools: Section High School, Skyline High School, North Jackson High School, Woodville School, Pisgah High School, North Sand Mountain High School	Policy and Process	01/08/2018	05/24/2019	\$0	No Funding Required	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers

Activity - Evaluate and Improve Eight Period Hybrid Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school personnel will evaluate the transition to the new eight period schedule and make adjustments as needed.  Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Jackson High School, North Sand Mountain High School, Bryant Elementary School	Policy and Process	08/01/2018	05/29/2020	\$0	No Funding Required	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers

**(shared) Strategy 6:**

A+ College Ready Program and AP Classes - The district will pilot the A+ College Ready Program with a single high school and its feeder schools and expand the program based on the results of the pilot.

Category: Develop/Implement Professional Learning and Support

Activity - Pilot Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The A+ College Ready Program and AP classes will be piloted at North Jackson High School and its feeder schools. District and school personnel will participate in professional learning for implementing the program  Schools: Bridgeport Middle School, Bridgeport Elementary School, Hollywood Elementary School, Stevenson Elementary School, North Jackson High School, Stevenson Middle School	Professional Learning, Direct Instruction	01/08/2018	05/29/2020	\$31800	Other	Superintendent, Curriculum Supervisor, Principals, Counselors, Teachers



**ACIP**

Jackson County Board of Education

Activity - Program Expansion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The A+ College Ready Program and AP Courses implementation will be expanded to other schools. Personnel at expansion schools will participate in professional learning for implementing the program.  Schools: Skyline High School, Woodville School	Professional Learning, Direct Instruction	01/07/2019	05/29/2020	\$20000	Other	Superintendent, Curriculum Supervisor, Central Office Staff, Principals, Counselors, Teachers

**(shared) Strategy 7:**

ACT Prep Training - The district will provide ACT Prep training through an ACT Prep expert for content area teachers focusing on how to incorporate ACT type questions, ACT test taking skills, timed teaching activities and tips into classroom instruction.

Category: Develop/Implement Professional Learning and Support

Activity - ACT Prep Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide ACT Prep training through an ACT Prep expert for content area teachers focusing on how to incorporate ACT type questions, ACT test taking skills, timed teaching activities and tips into classroom instruction.  Schools: All Schools	Professional Learning	02/05/2018	08/10/2018	\$2700	Other	Curriculum Supervisor

**Measurable Objective 5:**

62% of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by formative assessments and the state mandated assessment.

**Strategy 1:**

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

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

Activity - Teacher Use of Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Jackson County Board of Education

Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.  Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School	Professional Learning	08/08/2014	06/01/2020	\$0	No Funding Required	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
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Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.  Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School	Professional Learning	10/03/2016	06/01/2020	\$0	No Funding Required	Curriculum Coordinator

Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.  Schools: Hollywood Elementary School, Section High School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School	Professional Learning	08/20/2017	06/01/2020	\$0	Title II Part A	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

Activity - Professional Learning Support Plan for ARI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

<p>Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings by the district lead instructional coach. The lead instructional coach will provide turn around training for all district instructional coaches.</p> <p>Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School</p>	Professional Learning	08/01/2017	06/01/2020	\$0	No Funding Required	Curriculum Coordinator, Principals, Reading Coaches, Teachers
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**(shared) Strategy 2:**

Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - Teachers will participate in a careful analysis of the state mandated test results for students taught in the previous academic year and other data sources to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers will participate in a careful analysis of the state mandated test results for their current students and other data sources to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

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

Activity - Professional Development on Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data</p> <p>Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School</p>	Professional Learning	09/23/2015	11/30/2020	\$0	No Funding Required	Principals Curriculum Coordinator Teachers

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

**(shared) Strategy 3:**

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

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

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

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

**(shared) Strategy 4:**

Establish Professional Learning Communities - To begin the growth of Professional Learning Communities within the district grade level and subject specific round table workshops will be held in which instructional strategies, best practices, and technology will be discussed. Emphasis will be placed on activities/strategies that foster higher order thinking among students.

Category: Develop/Implement Professional Learning and Support

Activity - Round Table Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will schedule subject and grade specific round table discussions among teachers to allow time for collaboration in best practices, instructional strategies, and technology use.  Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Jackson High School, North Sand Mountain High School, Bryant Elementary School	Technology, Professional Learning	08/01/2018	05/29/2020	\$0	No Funding Required	Curriculum Coordinator, Principals, Teachers

**(shared) Strategy 5:**

Eight Period Hybrid Schedule - High schools in the district will transition to an eight period hybrid schedule in order to improve classroom instructional pace and continuity in academic courses. The schedule will also involve the creation of a three session scheduling model at the district career tech center (EPCOT) allowing for separate sessions focusing on first year and experienced students.

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

Activity - Prepare for Transition to Eight Period Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school personnel will collaborate to plan the transition to the eight period schedule through meetings and feedback.  Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Jackson High School, North Sand Mountain High School, Bryant Elementary School	Policy and Process	01/08/2018	08/03/2018	\$0	No Funding Required	Superintendent, Supervisors, Principals, Counselors, Central Office Personnel
Activity - Transition to Eight Period Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All high schools will transition to an eight period schedule.  Schools: Section High School, Skyline High School, North Jackson High School, Woodville School, Pisgah High School, North Sand Mountain High School	Policy and Process	01/08/2018	05/24/2019	\$0	No Funding Required	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
Activity - Evaluate and Improve Eight Period Hybrid Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school personnel will evaluate the transition to the new eight period schedule and make adjustments as needed.  Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Jackson High School, North Sand Mountain High School, Bryant Elementary School	Policy and Process	08/01/2018	05/29/2020	\$0	No Funding Required	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers

**(shared) Strategy 6:**

A+ College Ready Program and AP Classes - The district will pilot the A+ College Ready Program with a single high school and its feeder schools and expand the program based on the results of the pilot.

Category: Develop/Implement Professional Learning and Support

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Activity - Pilot Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The A+ College Ready Program and AP classes will be piloted at North Jackson High School and its feeder schools. District and school personnel will participate in professional learning for implementing the program  Schools: Bridgeport Middle School, Bridgeport Elementary School, Hollywood Elementary School, Stevenson Elementary School, North Jackson High School, Stevenson Middle School	Professional Learning, Direct Instruction	01/08/2018	05/29/2020	\$31800	Other	Superintendent, Curriculum Supervisor, Principals, Counselors, Teachers
Activity - Program Expansion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The A+ College Ready Program and AP Courses implementation will be expanded to other schools. Personnel at expansion schools will participate in professional learning for implementing the program.  Schools: Skyline High School, Woodville School	Professional Learning, Direct Instruction	01/07/2019	05/29/2020	\$20000	Other	Superintendent, Curriculum Supervisor, Central Office Staff, Principals, Counselors, Teachers

**(shared) Strategy 7:**

ACT Prep Training - The district will provide ACT Prep training through an ACT Prep expert for content area teachers focusing on how to incorporate ACT type questions, ACT test taking skills, timed teaching activities and tips into classroom instruction.

Category: Develop/Implement Professional Learning and Support

Activity - ACT Prep Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide ACT Prep training through an ACT Prep expert for content area teachers focusing on how to incorporate ACT type questions, ACT test taking skills, timed teaching activities and tips into classroom instruction.  Schools: All Schools	Professional Learning	02/05/2018	08/10/2018	\$2700	Other	Curriculum Supervisor

**Measurable Objective 6:**

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

**Strategy 1:**

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

Category: Develop/Implement Professional Learning and Support

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

**(shared) Strategy 2:**

Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - Teachers will participate in a careful analysis of the state mandated test results for students taught in the previous academic year and other data sources to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers will participate in a careful analysis of the state mandated test results for their current students and other data sources to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

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

Activity - Professional Development on Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data</p> <p>Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School</p>	Professional Learning	09/23/2015	11/30/2020	\$0	No Funding Required	Principals Curriculum Coordinator Teachers

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

**(shared) Strategy 3:**

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

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

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

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

**(shared) Strategy 4:**

Establish Professional Learning Communities - To begin the growth of Professional Learning Communities within the district grade level and subject specific round table workshops will be held in which instructional strategies, best practices, and technology will be discussed. Emphasis will be placed on activities/strategies that foster higher order thinking among students.

Category: Develop/Implement Professional Learning and Support

Activity - Round Table Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will schedule subject and grade specific round table discussions among teachers to allow time for collaboration in best practices, instructional strategies, and technology use.  Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Jackson High School, North Sand Mountain High School, Bryant Elementary School	Technology, Professional Learning	08/01/2018	05/29/2020	\$0	No Funding Required	Curriculum Coordinator, Principals, Teachers



**(shared) Strategy 5:**

A+ College Ready Program and AP Classes - The district will pilot the A+ College Ready Program with a single high school and its feeder schools and expand the program based on the results of the pilot.

Category: Develop/Implement Professional Learning and Support

Activity - Pilot Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The A+ College Ready Program and AP classes will be piloted at North Jackson High School and its feeder schools. District and school personnel will participate in professional learning for implementing the program  Schools: Bridgeport Middle School, Bridgeport Elementary School, Hollywood Elementary School, Stevenson Elementary School, North Jackson High School, Stevenson Middle School	Professional Learning, Direct Instruction	01/08/2018	05/29/2020	\$31800	Other	Superintendent, Curriculum Supervisor, Principals, Counselors, Teachers
Activity - Program Expansion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The A+ College Ready Program and AP Courses implementation will be expanded to other schools. Personnel at expansion schools will participate in professional learning for implementing the program.  Schools: Skyline High School, Woodville School	Professional Learning, Direct Instruction	01/07/2019	05/29/2020	\$20000	Other	Superintendent, Curriculum Supervisor, Central Office Staff, Principals, Counselors, Teachers

**Strategy 6:**

Professional Development on Math Standards - Utilizing AMSTI staff, the district will have professional development for math teachers in grades K-8 on state math standards and best practices.

Category: Develop/Implement Professional Learning and Support

Activity - AMSTI Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 teachers will participate in professional development on state math standards and best practices conducted by AMSTI personnel.  Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Bridgeport Middle School, Bridgeport Elementary School, Skyline High School, Stevenson Elementary School, Woodville School, North Sand Mountain High School, Bryant Elementary School	Professional Learning	08/01/2018	08/08/2018	\$0	No Funding Required	Curriculum Supervisor, Principals, K-8 Math Teachers

**Measurable Objective 7:**

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

**(shared) Strategy 1:**

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

Category:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for teachers will be provided as needed. Schools: All Schools	Professional Learning, Academic Support Program	10/20/2015	05/29/2020	\$5000	Title III	EL Coordinator

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

**Measurable Objective 8:**

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

**(shared) Strategy 1:**

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

Category:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for teachers will be provided as needed. Schools: All Schools	Professional Learning, Academic Support Program	10/20/2015	05/29/2020	\$5000	Title III	EL Coordinator

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

**Measurable Objective 9:**

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

**Strategy 1:**

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

Category: Develop/Implement Professional Learning and Support

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

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

**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.  Schools: All Schools	Policy and Process	12/01/2016	08/01/2017	\$1000	Title II Part A	Curriculum Coordinator Principals Robotics Teachers

## Goal 2: Graduate College and Career Ready Students.

### Measurable Objective 1:

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

### Strategy 1:

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

Category: Implement Guidance and Counseling Plan

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

### Measurable Objective 2:

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

### Strategy 1:

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

Category: Develop/Implement College and Career Ready Standards

Activity - Career Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.</p> <p>Schools: Hollywood Elementary School, Section High School, Stevenson Middle School, Macedonia Elementary School, Rosalie Elementary School, Pisgah High School, Dutton Elementary School, Flat Rock School, Paint Rock Valley High School, Bridgeport Middle School, Skyline High School, Woodville School, North Jackson High School, North Sand Mountain High School, Bryant Elementary School</p>	<p>Career Preparation/Orientation</p>	<p>08/05/2014</p>	<p>06/30/2020</p>	<p>\$76682</p>	<p>State Funds</p>	<p>Superintendent</p>
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**Strategy 2:**

Create more opportunities for students to attend the Career Center - Create opportunities, through creative scheduling, for more students to attend the local career center, Earnest Pruet Center of Technology (EPCOT).

Category: Develop/Implement College and Career Ready Standards

Activity - Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The school district will change from a block format to a period format to allow an additional session to be offered at the career tech center and to create sessions that focus on first year and experienced students.</p> <p>Schools: Section High School, Skyline High School, North Jackson High School, Woodville School, Pisgah High School, North Sand Mountain High School</p>	<p>Recruitment and Retention</p>	<p>08/08/2018</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Curriculum Supervisor EPCOT Director Principals</p>

**Strategy 3:**

A+ College Ready Program and AP Classes - The district will pilot the A+ College Ready Program with a single high school and it's feeder schools and expand the program based on the results of the pilot.

Category: Develop/Implement Professional Learning and Support

Activity - Pilot Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The A+ College Ready Program and AP classes will be piloted at North Jackson High School and its feeder schools. District and school personnel will participate in professional learning for implementing the program</p> <p>Schools: Bridgeport Middle School, Bridgeport Elementary School, Hollywood Elementary School, Stevenson Elementary School, North Jackson High School, Stevenson Middle School</p>	<p>Professional Learning, Direct Instruction</p>	<p>01/08/2018</p>	<p>05/29/2020</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Superintendent, Curriculum Supervisor, Principals, Counselors, Teachers</p>

Activity - Program Expansion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The A+ College Ready Program and AP Courses implementation will be expanded to other schools. Personnel at expansion schools will participate in professional learning for implementing the program.	Professional Learning, Direct Instruction	01/07/2019	05/29/2020	\$0	No Funding Required	Superintendent, Curriculum Supervisor, Central Office Staff, Principals, Counselors, Teachers
Schools: Skyline High School, Woodville School						

### Goal 3: Engage Parents and Community in the Educational Process.

**Measurable Objective 1:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 05/29/2020 as measured by parent and community surveys.

**(shared) Strategy 1:**

Dynamic Digital Communications - The district will periodically update its website to maintain a dynamic presentation of information to the public through the incorporation of social media.

Category: Other - Continuous Communication

Activity - Digital Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will periodically update its website to insure to keep it dynamic and engaging through the use of high-quality graphics and the incorporation of social media.	Community Engagement	08/01/2018	05/29/2020	\$0	No Funding Required	Instructional Technology Specialist, Federal Programs Parental Involvement Consulting Teacher, Supervisors, Superintendent, School Webmasters, Principals and designees.
Schools: All Schools						

**(shared) Strategy 2:**

Parent Notification System - The district will maintain a parent mass notification system train administrators in the use of mass notification tools as needed.

Category: Other - Parental Involvement

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Activity - Mass Notification Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will be trained as needed to use the mass notification system apps.  Schools: All Schools	Parent Involvement	08/01/2017	05/29/2020	\$0	No Funding Required	Technology Coordinator, Supervisors, Principals, Assistant Principals

Activity - Inform Parents Using Mass Notification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Inform parents of student absences and school events using the mass notification system.  Schools: All Schools	Parent Involvement	08/01/2018	05/29/2020	\$0	District Funding	Technology Coordinator, Superintendent, Supervisors, Principals, Assistant Principals

**Measurable Objective 2:**

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

**Strategy 1:**

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

Category:

Activity - College and Career Ready Resources for Families Brochure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will develop a brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the district's website  Schools: All Schools	Parent Involvement, Career Preparation/Orientation	08/01/2018	06/01/2020	\$0	No Funding Required	Federal Programs Coordinator Parent Involvement Personnel Career Tech Administrator Career Coaches School Counselors

Activity - Earnest Pruet Center of Technology Tours for Parents and Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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In conjunction with Eighth Grade Transition Meetings at district high schools, a Parent/Community Night will be planned in order for stakeholders to see and understand the career technical opportunities available to Jackson County students as they enter high school.  Schools: All Schools	Parent Involvement, Community Engagement, Career Preparation/Orientation	08/01/2017	05/29/2020	\$0	No Funding Required	Principals, Counselors, Teachers, Career Technical Director, Career Technical Teachers
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**Measurable Objective 3:**

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

**(shared) Strategy 1:**

Dynamic Digital Communications - The district will periodically update its website to maintain a dynamic presentation of information to the public through the incorporation of social media.

Category: Other - Continuous Communication

Activity - Digital Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will periodically update its website to insure to keep it dynamic and engaging through the use of high-quality graphics and the incorporation of social media.  Schools: All Schools	Community Engagement	08/01/2018	05/29/2020	\$0	No Funding Required	Instructional Technology Specialist, Federal Programs Parental Involvement Consulting Teacher, Supervisors, Superintendent, School Webmasters, Principals and designees.

**Strategy 2:**

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

Category:

Activity - Parent and Family Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Each school will plan and execute an event that is unique to the school for the purpose of providing a welcoming event for parents and families during which relationships can be built.  Schools: All Schools	Parent Involvement	08/01/2017	06/01/2020	\$0	No Funding Required	Principals Counselors Teachers
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**(shared) Strategy 3:**

Parent Notification System - The district will maintain a parent mass notification system train administrators in the use of mass notification tools as needed.

Category: Other - Parental Involvement

Activity - Mass Notification Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will be trained as needed to use the mass notification system apps.  Schools: All Schools	Parent Involvement	08/01/2017	05/29/2020	\$0	No Funding Required	Technology Coordinator, Supervisors, Principals, Assistant Principals

Activity - Inform Parents Using Mass Notification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Inform parents of student absences and school events using the mass notification system.  Schools: All Schools	Parent Involvement	08/01/2018	05/29/2020	\$0	District Funding	Technology Coordinator, Superintendent, Supervisors, Principals, Assistant Principals

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

**Measurable Objective 1:**

collaborate to maintain Advocacy Programs at all schools by 05/29/2020 as measured by end of the year surveys to determine program effectiveness.

**Strategy 1:**

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

Category: Develop/Implement Student and School Culture Program

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Activity - Program Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Advocacy leaders from all schools and the district will be trained on implementing a planned, sequential advocacy program. Grades K-4 will be district developed and grades 5-12 will be the research based Character Strong program.</p> <p>Schools: All Schools</p>	Behavioral Support Program, Academic Support Program	08/01/2018	05/29/2020	\$2500	General Fund	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals

Activity - Program Implementation Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Advocacy leaders from all schools and the district will meet to establish a timeline for training school personnel and the implementation the district created grades K-4 program and of the grades 5-12 Character Strong research based program.</p> <p>Schools: All Schools</p>	Behavioral Support Program, Academic Support Program	08/01/2018	06/03/2019	\$0	No Funding Required	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals

**Strategy 2:**

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

Category: Develop/Implement Student and School Culture Program

Activity - Program Turn Around Training and Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>School advocacy leaders will train school personnel on how to implement the district created grades K-4 program and the grades 5-12 Character Strong research based program. Following training schools will implement the programs.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program, Academic Support Program</p>	<p>08/01/2018</p>	<p>05/29/2020</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals</p>
Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>School Advocacy chairs and district personnel will meet quarterly to determine the effectiveness of the program. Student surveys will be reviewed at the end of each year. The guidelines, calendar, and activities for next year's program will be planned based on this review.</p>	<p>Behavioral Support Program, Academic Support Program</p>	<p>08/01/2018</p>	<p>06/14/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals</p>
<p>Schools: All Schools</p>						

**Strategy 3:**

Utilize Parent Notification System - The district will maintain the current parent notification system and train administrators in the use of mass notification tools.

Category: Other - Parental Involvement

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

Activity - Inform Parent Using Mass Notification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Inform parents of student absences and school events using the mass notification system.</p> <p>Schools: All Schools</p>	<p>Parent Involvement</p>	<p>10/02/2017</p>	<p>06/01/2020</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Superintendent, Central Office Staff, Principals, Assistant Principals</p>

**Measurable Objective 2:**

collaborate to improve existing student support services through implementation of the Project AWARE grant by 06/01/2020 as measured by surveys.

**Strategy 1:**

Program Planning and Implementation - The district will participate in ALSDE training provided by UAB, plan the implementation of the Project AWARE Grant, and implement the components of the grant.

Category: Other - Student Mental Health Services and Support

Activity - Program Planning and Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on the grant proposal and award, the district will hire additional personnel to implement the grant program. Additional personnel will include mental health professionals and a program secretary. The new personnel along with select district and school personnel will participate in collaborative training facilitated by UAB and the state department. The training will focus on the Ci3T behavioral program. Utilizing this training the program will be implemented.  Schools: All Schools	Professional Learning, Behavioral Support Program, Academic Support Program	09/27/2018	04/30/2019	\$360392	Other	Superintendent, Student Services Supervisor, Central Office Personnel, School Personnel.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT Prep Training	The district will provide ACT Prep training through an ACT Prep expert for content area teachers focusing on how to incorporate ACT type questions, ACT test taking skills, timed teaching activities and tips into classroom instruction.	Professional Learning	02/05/2018	08/10/2018	\$2700	Curriculum Supervisor
Program Planning and Implementation	Based on the grant proposal and award, the district will hire additional personnel to implement the grant program. Additional personnel will include mental health professionals and a program secretary. The new personnel along with select district and school personnel will participate in collaborative training facilitated by UAB and the state department. The training will focus on the Ci3T behavioral program. Utilizing this training the program will be implemented.	Professional Learning, Behavioral Support Program, Academic Support Program	09/27/2018	04/30/2019	\$360392	Superintendent, Student Services Supervisor, Central Office Personnel, School Personnel.
Program Expansion	The A+ College Ready Program and AP Courses implementation will be expanded to other schools. Personnel at expansion schools will participate in professional learning for implementing the program.	Professional Learning, Direct Instruction	01/07/2019	05/29/2020	\$20000	Superintendent, Curriculum Supervisor, Central Office Staff, Principals, Counselors, Teachers
Pilot Program	The A+ College Ready Program and AP classes will be piloted at North Jackson High School and its feeder schools. District and school personnel will participate in professional learning for implementing the program	Professional Learning, Direct Instruction	01/08/2018	05/29/2020	\$31800	Superintendent, Curriculum Supervisor, Principals, Counselors, Teachers
<b>Total</b>					<b>\$414892</b>	

### Title III

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

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Training	Advocacy leaders from all schools and the district will be trained on implementing a planned, sequential advocacy program. Grades K-4 will be district developed and grades 5-12 will be the research based Character Strong program.	Behavioral Support Program, Academic Support Program	08/01/2018	05/29/2020	\$2500	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals
					<b>Total</b>	\$2500

**State Funds**

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

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**ACIP**

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Inform Parents Using Mass Notification	Inform parents of student absences and school events using the mass notification system.	Parent Involvement	08/01/2018	05/29/2020	\$0	Technology Coordinator, Superintendent, Supervisors, Principals, Assistant Principals
Face-to-Face Professional Development for Science Teachers for STEM Projects	Science teachers will participate in the development and execution of STEM projects.	Professional Learning	10/07/2015	06/01/2017	\$5000	Curriculum Coordinator Science Teachers
<b>Total</b>					\$5000	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Round Table Workshops	The district will schedule subject and grade specific round table discussions among teachers to allow time for collaboration in best practices, instructional strategies, and technology use.	Technology, Professional Learning	08/01/2018	05/29/2020	\$0	Curriculum Coordinator, Principals, Teachers
AMSTI Professional Development	K-8 teachers will participate in professional development on state math standards and best practices conducted by AMSTI personnel.	Professional Learning	08/01/2018	08/08/2018	\$0	Curriculum Supervisor, Principals, K-8 Math Teachers
Classroom Observations	Principals / Assistant Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	Superintendent, Appropriate Supervisors, Principals, Assistant Principals
WIDA ACCESS Assessment and IELPs	The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs.	Academic Support Program	10/13/2015	05/29/2020	\$0	EL Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	06/01/2020	\$0	Curriculum Coordinator



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Program Review	School Advocacy chairs and district personnel will meet quarterly to determine the effectiveness of the program. Student surveys will be reviewed at the end of each year. The guidelines, calendar, and activities for next year's program will be planned based on this review.	Behavioral Support Program, Academic Support Program	08/01/2018	06/14/2019	\$0	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals
Prepare for Transition to Eight Period Schedule	District and school personnel will collaborate to plan the transition to the eight period schedule through meetings and feedback.	Policy and Process	01/08/2018	08/03/2018	\$0	Superintendent, Supervisors, Principals, Counselors, Central Office Personnel
Inform Parent Using Mass Notification	Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	06/01/2020	\$0	Superintendent, Central Office Staff, Principals, Assistant Principals
Transition to Eight Period Schedule	All high schools will transition to an eight period schedule.	Policy and Process	01/08/2018	05/24/2019	\$0	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
Program Expansion	The A+ College Ready Program and AP Courses implementation will be expanded to other schools. Personnel at expansion schools will participate in professional learning for implementing the program.	Professional Learning, Direct Instruction	01/07/2019	05/29/2020	\$0	Superintendent, Curriculum Supervisor, Central Office Staff, Principals, Counselors, Teachers

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Parent and Family Events	Each school will plan and execute an event that is unique to the school for the purpose of providing a welcoming event for parents and families during which relationships can be built.	Parent Involvement	08/01/2017	06/01/2020	\$0	Principals Counselors Teachers
Program Turn Around Training and Implementation	School advocacy leaders will train school personnel on how to implement the district created grades K-4 program and the grades 5-12 Character Strong research based program. Following training schools will implement the programs.	Behavioral Support Program, Academic Support Program	08/01/2018	05/29/2020	\$0	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals
Mass Notification Training	Administrators will be trained as needed to use the mass notification system apps.	Parent Involvement	08/01/2017	05/29/2020	\$0	Technology Coordinator, Supervisors, Principals, Assistant Principals
Mass Notification Training	Administrators will be trained to use the mass notification system app.	Parent Involvement	09/05/2017	06/30/2018	\$0	Technology Coordinator, Superintendent, Central Office Staff, Principals, Assistant Principals
Administrator Walk Throughs	Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	Superintendent Selected Supervisors School Improvement Specialists

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Professional Learning Support Plan for ARI	Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings by the district lead instructional coach. The lead instructional coach will provide turn around training for all district instructional coaches.	Professional Learning	08/01/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, Reading Coaches, Teachers
Grade Level Workshops	Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0	Curriculum Coordinator Principals Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Pilot Program	The A+ College Ready Program and AP classes will be piloted at North Jackson High School and its feeder schools. District and school personnel will participate in professional learning for implementing the program	Professional Learning, Direct Instruction	01/08/2018	05/29/2020	\$0	Superintendent, Curriculum Supervisor, Principals, Counselors, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
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

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<p>Program Implementation Planning</p>	<p>Advocacy leaders from all schools and the district will meet to establish a timeline for training school personnel and the implementation the district created grades K-4 program and of the grades 5-12 Character Strong research based program.</p>	<p>Behavioral Support Program, Academic Support Program</p>	<p>08/01/2018</p>	<p>06/03/2019</p>	<p>\$0</p>	<p>School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals</p>
<p>Earnest Pruet Center of Technology Tours for Parents and Community</p>	<p>In conjunction with Eighth Grade Transition Meetings at district high schools, a Parent/Community Night will be planned in order for stakeholders to see and understand the career technical opportunities available to Jackson County students as they enter high school.</p>	<p>Parent Involvement, Community Engagement, Career Preparation/Orientation</p>	<p>08/01/2017</p>	<p>05/29/2020</p>	<p>\$0</p>	<p>Principals, Counselors, Teachers, Career Technical Director, Career Technical Teachers</p>
<p>Transition Planning</p>	<p>Using the established committee chaired by the school counselor, each school will examine and enhance the transition program from grade-to-grade in the school. The schools in the feeder school pattern will collaborate to ensure seamless transition from kindergarten through grade twelve.</p>	<p>Policy and Process</p>	<p>01/02/2015</p>	<p>05/31/2020</p>	<p>\$0</p>	<p>Curriculum Coordinator Principals, Assistant Principals Counselors</p>
<p>Evaluate and Improve Eight Period Hybrid Schedule</p>	<p>District and school personnel will evaluate the transition to the new eight period schedule and make adjustments as needed.</p>	<p>Policy and Process</p>	<p>08/01/2018</p>	<p>05/29/2020</p>	<p>\$0</p>	<p>Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers</p>

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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	Parent Involvement, Career Preparation/Orientation	08/01/2018	06/01/2020	\$0	Federal Programs Coordinator Parent Involvement Personnel Career Tech Administrator Career Coaches School Counselors
Digital Engagement	The district will periodically update its website to insure to keep it dynamic and engaging through the use of high-quality graphics and the incorporation of social media.	Community Engagement	08/01/2018	05/29/2020	\$0	Instructional Technology Specialist, Federal Programs Parental Involvement Consulting Teacher, Supervisors, Superintendent, School Webmasters, Principals and designees.
Scheduling	The school district will change from a block format to a period format to allow an additional session to be offered at the career tech center and to create sessions that focus on first year and experienced students.	Recruitment and Retention	08/08/2018	06/30/2020	\$0	Curriculum Supervisor EPCOT Director Principals
<b>Total</b>					\$0	

**Title II Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers

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Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/20/2020	\$25000	Curriculum Coordinator AMSTI Science Teachers
Defining and Organizing Robotics Concepts and Applications	STEM Teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle, and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$1000	Curriculum Coordinator Principals Robotics Teachers
<b>Total</b>					<b>\$43800</b>	

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Engagement	The district will periodically update its website to insure to keep it dynamic and engaging through the use of high-quality graphics and the incorporation of social media.	Community Engagement	08/01/2018	05/29/2020	\$0	Instructional Technology Specialist, Federal Programs Parental Involvement Consulting Teacher, Supervisors, Superintendent, School Webmasters, Principals and designees.
Face-to-Face Professional Development for Science Teachers for STEM Projects	Science teachers will participate in the development and execution of STEM projects.	Professional Learning	10/07/2015	06/01/2017	\$5000	Curriculum Coordinator Science 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	Parent Involvement, Career Preparation/Orientation	08/01/2018	06/01/2020	\$0	Federal Programs Coordinator Parent Involvement Personnel Career Tech Administrator Career Coaches School Counselors
Parent and Family Events	Each school will plan and execute an event that is unique to the school for the purpose of providing a welcoming event for parents and families during which relationships can be built.	Parent Involvement	08/01/2017	06/01/2020	\$0	Principals Counselors Teachers

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Earnest Pruet Center of Technology Tours for Parents and Community	In conjunction with Eighth Grade Transition Meetings at district high schools, a Parent/Community Night will be planned in order for stakeholders to see and understand the career technical opportunities available to Jackson County students as they enter high school.	Parent Involvement, Community Engagement, Career Preparation/Orientation	08/01/2017	05/29/2020	\$0	Principals, Counselors, Teachers, Career Technical Director, Career Technical Teachers
Face-to-Face Professional Development	Professional Development for teachers will be provided as needed.	Professional Learning, Academic Support Program	10/20/2015	05/29/2020	\$5000	EL Coordinator
WIDA ACCESS Assessment and IELPs	The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs.	Academic Support Program	10/13/2015	05/29/2020	\$0	EL Coordinator
Grade Level Workshops	Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0	Curriculum Coordinator Principals Teachers
Moodle Site for Teacher Collaboration	Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0	Curriculum Coordinator Principals Teachers
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	\$1000	Curriculum Coordinator Principals Robotics Teachers
Administrator Walk Throughs	Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	Superintendent Selected Supervisors School Improvement Specialists
Classroom Observations	Principals / Assistant Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	Superintendent, Appropriate Supervisors, Principals, Assistant Principals



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Program Training	Advocacy leaders from all schools and the district will be trained on implementing a planned, sequential advocacy program. Grades K-4 will be district developed and grades 5-12 will be the research based Character Strong program.	Behavioral Support Program, Academic Support Program	08/01/2018	05/29/2020	\$2500	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals
Program Implementation Planning	Advocacy leaders from all schools and the district will meet to establish a timeline for training school personnel and the implementation the district created grades K-4 program and of the grades 5-12 Character Strong research based program.	Behavioral Support Program, Academic Support Program	08/01/2018	06/03/2019	\$0	School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals

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<p>Program Turn Around Training and Implementation</p>	<p>School advocacy leaders will train school personnel on how to implement the district created grades K-4 program and the grades 5-12 Character Strong research based program. Following training schools will implement the programs.</p>	<p>Behavioral Support Program, Academic Support Program</p>	<p>08/01/2018</p>	<p>05/29/2020</p>	<p>\$0</p>	<p>School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals</p>
<p>Program Review</p>	<p>School Advocacy chairs and district personnel will meet quarterly to determine the effectiveness of the program. Student surveys will be reviewed at the end of each year. The guidelines, calendar, and activities for next year's program will be planned based on this review.</p>	<p>Behavioral Support Program, Academic Support Program</p>	<p>08/01/2018</p>	<p>06/14/2019</p>	<p>\$0</p>	<p>School Improvement Specialist, Curriculum Supervisor, Federal Programs Parental Involvement Consulting Teacher, Student Services Coordinator, Data and Accountability Coordinator, and LEA School Advocacy chairs and principals</p>
<p>Mass Notification Training</p>	<p>Administrators will be trained as needed to use the mass notification system apps.</p>	<p>Parent Involvement</p>	<p>08/01/2017</p>	<p>05/29/2020</p>	<p>\$0</p>	<p>Technology Coordinator, Supervisors, Principals, Assistant Principals</p>

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Inform Parents Using Mass Notification	Inform parents of student absences and school events using the mass notification system.	Parent Involvement	08/01/2018	05/29/2020	\$0	Technology Coordinator, Superintendent, Supervisors, Principals, Assistant Principals
Mass Notification Training	Administrators will be trained to use the mass notification system app.	Parent Involvement	09/05/2017	06/30/2018	\$0	Technology Coordinator, Superintendent, Central Office Staff, Principals, Assistant Principals
Inform Parent Using Mass Notification	Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	06/01/2020	\$0	Superintendent, Central Office Staff, Principals, Assistant Principals
Transition Planning	Using the established committee chaired by the school counselor, each school will examine and enhance the transition program from grade-to-grade in the school. The schools in the feeder school pattern will collaborate to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	01/02/2015	05/31/2020	\$0	Curriculum Coordinator, Principals, Assistant Principals, Counselors
ACT Prep Training	The district will provide ACT Prep training through an ACT Prep expert for content area teachers focusing on how to incorporate ACT type questions, ACT test taking skills, timed teaching activities and tips into classroom instruction.	Professional Learning	02/05/2018	08/10/2018	\$2700	Curriculum Supervisor
Program Planning and Implementation	Based on the grant proposal and award, the district will hire additional personnel to implement the grant program. Additional personnel will include mental health professionals and a program secretary. The new personnel along with select district and school personnel will participate in collaborative training facilitated by UAB and the state department. The training will focus on the Ci3T behavioral program. Utilizing this training the program will be implemented.	Professional Learning, Behavioral Support Program, Academic Support Program	09/27/2018	04/30/2019	\$360392	Superintendent, Student Services Supervisor, Central Office Personnel, School Personnel.
<b>Total</b>					<b>\$376592</b>	

**Woodville School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/20/2020	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	06/01/2020	\$0	Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Professional Learning Support Plan for ARI	Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings by the district lead instructional coach. The lead instructional coach will provide turn around training for all district instructional coaches.	Professional Learning	08/01/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, Reading Coaches, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintende nt

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Scheduling	The school district will change from a block format to a period format to allow an additional session to be offered at the career tech center and to create sessions that focus on first year and experienced students.	Recruitment and Retention	08/08/2018	06/30/2020	\$0	Curriculum Supervisor EPCOT Director Principals
Round Table Workshops	The district will schedule subject and grade specific round table discussions among teachers to allow time for collaboration in best practices, instructional strategies, and technology use.	Technology, Professional Learning	08/01/2018	05/29/2020	\$0	Curriculum Coordinator, Principals, Teachers
Prepare for Transition to Eight Period Schedule	District and school personnel will collaborate to plan the transition to the eight period schedule through meetings and feedback.	Policy and Process	01/08/2018	08/03/2018	\$0	Superintendent, Supervisors, Principals, Counselors, Central Office Personnel
Transition to Eight Period Schedule	All high schools will transition to an eight period schedule.	Policy and Process	01/08/2018	05/24/2019	\$0	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
Evaluate and Improve Eight Period Hybrid Schedule	District and school personnel will evaluate the transition to the new eight period schedule and make adjustments as needed.	Policy and Process	08/01/2018	05/29/2020	\$0	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
Program Expansion	The A+ College Ready Program and AP Courses implementation will be expanded to other schools. Personnel at expansion schools will participate in professional learning for implementing the program.	Professional Learning, Direct Instruction	01/07/2019	05/29/2020	\$20000	Superintendent, Curriculum Supervisor, Central Office Staff, Principals, Counselors, Teachers
AMSTI Professional Development	K-8 teachers will participate in professional development on state math standards and best practices conducted by AMSTI personnel.	Professional Learning	08/01/2018	08/08/2018	\$0	Curriculum Supervisor, Principals, K-8 Math Teachers

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Program Expansion	The A+ College Ready Program and AP Courses implementation will be expanded to other schools. Personnel at expansion schools will participate in professional learning for implementing the program.	Professional Learning, Direct Instruction	01/07/2019	05/29/2020	\$0	Superintendent, Curriculum Supervisor, Central Office Staff, Principals, Counselors, Teachers
<b>Total</b>					<b>\$139482</b>	

**Stevenson Middle School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/20/2020	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	06/01/2020	\$0	Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Professional Learning Support Plan for ARI	Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings by the district lead instructional coach. The lead instructional coach will provide turn around training for all district instructional coaches.	Professional Learning	08/01/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, Reading Coaches, Teachers
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintendent

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Round Table Workshops	The district will schedule subject and grade specific round table discussions among teachers to allow time for collaboration in best practices, instructional strategies, and technology use.	Technology, Professional Learning	08/01/2018	05/29/2020	\$0	Curriculum Coordinator, Principals, Teachers
Prepare for Transition to Eight Period Schedule	District and school personnel will collaborate to plan the transition to the eight period schedule through meetings and feedback.	Policy and Process	01/08/2018	08/03/2018	\$0	Superintendent, Supervisors, Principals, Counselors, Central Office Personnel
Evaluate and Improve Eight Period Hybrid Schedule	District and school personnel will evaluate the transition to the new eight period schedule and make adjustments as needed.	Policy and Process	08/01/2018	05/29/2020	\$0	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
Pilot Program	The A+ College Ready Program and AP classes will be piloted at North Jackson High School and its feeder schools. District and school personnel will participate in professional learning for implementing the program	Professional Learning, Direct Instruction	01/08/2018	05/29/2020	\$31800	Superintendent, Curriculum Supervisor, Principals, Counselors, Teachers
AMSTI Professional Development	K-8 teachers will participate in professional development on state math standards and best practices conducted by AMSTI personnel.	Professional Learning	08/01/2018	08/08/2018	\$0	Curriculum Supervisor, Principals, K-8 Math Teachers
Pilot Program	The A+ College Ready Program and AP classes will be piloted at North Jackson High School and its feeder schools. District and school personnel will participate in professional learning for implementing the program	Professional Learning, Direct Instruction	01/08/2018	05/29/2020	\$0	Superintendent, Curriculum Supervisor, Principals, Counselors, Teachers
<b>Total</b>					<b>\$151282</b>	

**Stevenson Elementary School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/20/2020	\$25000	Curriculum Coordinator AMSTI Science Teachers

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Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	06/01/2020	\$0	Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Professional Learning Support Plan for ARI	Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings by the district lead instructional coach. The lead instructional coach will provide turn around training for all district instructional coaches.	Professional Learning	08/01/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, Reading Coaches, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Round Table Workshops	The district will schedule subject and grade specific round table discussions among teachers to allow time for collaboration in best practices, instructional strategies, and technology use.	Technology, Professional Learning	08/01/2018	05/29/2020	\$0	Curriculum Coordinator, Principals, Teachers



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Prepare for Transition to Eight Period Schedule	District and school personnel will collaborate to plan the transition to the eight period schedule through meetings and feedback.	Policy and Process	01/08/2018	08/03/2018	\$0	Superintendent, Supervisors, Principals, Counselors, Central Office Personnel
Evaluate and Improve Eight Period Hybrid Schedule	District and school personnel will evaluate the transition to the new eight period schedule and make adjustments as needed.	Policy and Process	08/01/2018	05/29/2020	\$0	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
Pilot Program	The A+ College Ready Program and AP classes will be piloted at North Jackson High School and its feeder schools. District and school personnel will participate in professional learning for implementing the program	Professional Learning, Direct Instruction	01/08/2018	05/29/2020	\$31800	Superintendent, Curriculum Supervisor, Principals, Counselors, Teachers
AMSTI Professional Development	K-8 teachers will participate in professional development on state math standards and best practices conducted by AMSTI personnel.	Professional Learning	08/01/2018	08/08/2018	\$0	Curriculum Supervisor, Principals, K-8 Math Teachers
Pilot Program	The A+ College Ready Program and AP classes will be piloted at North Jackson High School and its feeder schools. District and school personnel will participate in professional learning for implementing the program	Professional Learning, Direct Instruction	01/08/2018	05/29/2020	\$0	Superintendent, Curriculum Supervisor, Principals, Counselors, Teachers
<b>Total</b>					<b>\$74600</b>	

**Skyline High School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/20/2020	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator

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Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	06/01/2020	\$0	Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Professional Learning Support Plan for ARI	Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings by the district lead instructional coach. The lead instructional coach will provide turn around training for all district instructional coaches.	Professional Learning	08/01/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, Reading Coaches, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintendent
Scheduling	The school district will change from a block format to a period format to allow an additional session to be offered at the career tech center and to create sessions that focus on first year and experienced students.	Recruitment and Retention	08/08/2018	06/30/2020	\$0	Curriculum Supervisor EPCOT Director Principals
Round Table Workshops	The district will schedule subject and grade specific round table discussions among teachers to allow time for collaboration in best practices, instructional strategies, and technology use.	Technology, Professional Learning	08/01/2018	05/29/2020	\$0	Curriculum Coordinator, Principals, Teachers

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Prepare for Transition to Eight Period Schedule	District and school personnel will collaborate to plan the transition to the eight period schedule through meetings and feedback.	Policy and Process	01/08/2018	08/03/2018	\$0	Superintendent, Supervisors, Principals, Counselors, Central Office Personnel
Transition to Eight Period Schedule	All high schools will transition to an eight period schedule.	Policy and Process	01/08/2018	05/24/2019	\$0	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
Evaluate and Improve Eight Period Hybrid Schedule	District and school personnel will evaluate the transition to the new eight period schedule and make adjustments as needed.	Policy and Process	08/01/2018	05/29/2020	\$0	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
Program Expansion	The A+ College Ready Program and AP Courses implementation will be expanded to other schools. Personnel at expansion schools will participate in professional learning for implementing the program.	Professional Learning, Direct Instruction	01/07/2019	05/29/2020	\$20000	Superintendent, Curriculum Supervisor, Central Office Staff, Principals, Counselors, Teachers
AMSTI Professional Development	K-8 teachers will participate in professional development on state math standards and best practices conducted by AMSTI personnel.	Professional Learning	08/01/2018	08/08/2018	\$0	Curriculum Supervisor, Principals, K-8 Math Teachers
Program Expansion	The A+ College Ready Program and AP Courses implementation will be expanded to other schools. Personnel at expansion schools will participate in professional learning for implementing the program.	Professional Learning, Direct Instruction	01/07/2019	05/29/2020	\$0	Superintendent, Curriculum Supervisor, Central Office Staff, Principals, Counselors, Teachers
<b>Total</b>					<b>\$139482</b>	

**Section High School**

**ACIP**

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/20/2020	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	06/01/2020	\$0	Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Professional Learning Support Plan for ARI	Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings by the district lead instructional coach. The lead instructional coach will provide turn around training for all district instructional coaches.	Professional Learning	08/01/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, Reading Coaches, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers

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Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintendent
Scheduling	The school district will change from a block format to a period format to allow an additional session to be offered at the career tech center and to create sessions that focus on first year and experienced students.	Recruitment and Retention	08/08/2018	06/30/2020	\$0	Curriculum Supervisor EPCOT Director Principals
Round Table Workshops	The district will schedule subject and grade specific round table discussions among teachers to allow time for collaboration in best practices, instructional strategies, and technology use.	Technology, Professional Learning	08/01/2018	05/29/2020	\$0	Curriculum Coordinator, Principals, Teachers
Prepare for Transition to Eight Period Schedule	District and school personnel will collaborate to plan the transition to the eight period schedule through meetings and feedback.	Policy and Process	01/08/2018	08/03/2018	\$0	Superintendent, Supervisors, Principals, Counselors, Central Office Personnel
Transition to Eight Period Schedule	All high schools will transition to an eight period schedule.	Policy and Process	01/08/2018	05/24/2019	\$0	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
Evaluate and Improve Eight Period Hybrid Schedule	District and school personnel will evaluate the transition to the new eight period schedule and make adjustments as needed.	Policy and Process	08/01/2018	05/29/2020	\$0	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
AMSTI Professional Development	K-8 teachers will participate in professional development on state math standards and best practices conducted by AMSTI personnel.	Professional Learning	08/01/2018	08/08/2018	\$0	Curriculum Supervisor, Principals, K-8 Math Teachers
<b>Total</b>					\$119482	

**Rosalie Elementary School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**ACIP**

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Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/20/2020	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	06/01/2020	\$0	Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Professional Learning Support Plan for ARI	Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings by the district lead instructional coach. The lead instructional coach will provide turn around training for all district instructional coaches.	Professional Learning	08/01/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, Reading Coaches, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintende nt

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Round Table Workshops	The district will schedule subject and grade specific round table discussions among teachers to allow time for collaboration in best practices, instructional strategies, and technology use.	Technology, Professional Learning	08/01/2018	05/29/2020	\$0	Curriculum Coordinator, Principals, Teachers
Prepare for Transition to Eight Period Schedule	District and school personnel will collaborate to plan the transition to the eight period schedule through meetings and feedback.	Policy and Process	01/08/2018	08/03/2018	\$0	Superintendent, Supervisors, Principals, Counselors, Central Office Personnel
Evaluate and Improve Eight Period Hybrid Schedule	District and school personnel will evaluate the transition to the new eight period schedule and make adjustments as needed.	Policy and Process	08/01/2018	05/29/2020	\$0	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
AMSTI Professional Development	K-8 teachers will participate in professional development on state math standards and best practices conducted by AMSTI personnel.	Professional Learning	08/01/2018	08/08/2018	\$0	Curriculum Supervisor, Principals, K-8 Math Teachers
					<b>Total</b>	\$119482

**Pisgah High School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/20/2020	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	06/01/2020	\$0	Curriculum Coordinator

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Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Professional Learning Support Plan for ARI	Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings by the district lead instructional coach. The lead instructional coach will provide turn around training for all district instructional coaches.	Professional Learning	08/01/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, Reading Coaches, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintendent
Scheduling	The school district will change from a block format to a period format to allow an additional session to be offered at the career tech center and to create sessions that focus on first year and experienced students.	Recruitment and Retention	08/08/2018	06/30/2020	\$0	Curriculum Supervisor EPCOT Director Principals
Round Table Workshops	The district will schedule subject and grade specific round table discussions among teachers to allow time for collaboration in best practices, instructional strategies, and technology use.	Technology, Professional Learning	08/01/2018	05/29/2020	\$0	Curriculum Coordinator, Principals, Teachers
Prepare for Transition to Eight Period Schedule	District and school personnel will collaborate to plan the transition to the eight period schedule through meetings and feedback.	Policy and Process	01/08/2018	08/03/2018	\$0	Superintendent, Supervisors, Principals, Counselors, Central Office Personnel



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Transition to Eight Period Schedule	All high schools will transition to an eight period schedule.	Policy and Process	01/08/2018	05/24/2019	\$0	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
Evaluate and Improve Eight Period Hybrid Schedule	District and school personnel will evaluate the transition to the new eight period schedule and make adjustments as needed.	Policy and Process	08/01/2018	05/29/2020	\$0	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
AMSTI Professional Development	K-8 teachers will participate in professional development on state math standards and best practices conducted by AMSTI personnel.	Professional Learning	08/01/2018	08/08/2018	\$0	Curriculum Supervisor, Principals, K-8 Math Teachers
<b>Total</b>					<b>\$119482</b>	

**Paint Rock Valley High School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintendent
<b>Total</b>					<b>\$94482</b>	

**North Sand Mountain High School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/20/2020	\$25000	Curriculum Coordinator AMSTI Science Teachers

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Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	06/01/2020	\$0	Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Professional Learning Support Plan for ARI	Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings by the district lead instructional coach. The lead instructional coach will provide turn around training for all district instructional coaches.	Professional Learning	08/01/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, Reading Coaches, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintendent
Scheduling	The school district will change from a block format to a period format to allow an additional session to be offered at the career tech center and to create sessions that focus on first year and experienced students.	Recruitment and Retention	08/08/2018	06/30/2020	\$0	Curriculum Supervisor EPCOT Director Principals

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Round Table Workshops	The district will schedule subject and grade specific round table discussions among teachers to allow time for collaboration in best practices, instructional strategies, and technology use.	Technology, Professional Learning	08/01/2018	05/29/2020	\$0	Curriculum Coordinator, Principals, Teachers
Prepare for Transition to Eight Period Schedule	District and school personnel will collaborate to plan the transition to the eight period schedule through meetings and feedback.	Policy and Process	01/08/2018	08/03/2018	\$0	Superintendent, Supervisors, Principals, Counselors, Central Office Personnel
Transition to Eight Period Schedule	All high schools will transition to an eight period schedule.	Policy and Process	01/08/2018	05/24/2019	\$0	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
Evaluate and Improve Eight Period Hybrid Schedule	District and school personnel will evaluate the transition to the new eight period schedule and make adjustments as needed.	Policy and Process	08/01/2018	05/29/2020	\$0	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
AMSTI Professional Development	K-8 teachers will participate in professional development on state math standards and best practices conducted by AMSTI personnel.	Professional Learning	08/01/2018	08/08/2018	\$0	Curriculum Supervisor, Principals, K-8 Math Teachers
<b>Total</b>					<b>\$119482</b>	

**North Jackson High School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/20/2020	\$25000	Curriculum Coordinator AMSTI Science Teachers
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintendent

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Scheduling	The school district will change from a block format to a period format to allow an additional session to be offered at the career tech center and to create sessions that focus on first year and experienced students.	Recruitment and Retention	08/08/2018	06/30/2020	\$0	Curriculum Supervisor EPCOT Director Principals
Round Table Workshops	The district will schedule subject and grade specific round table discussions among teachers to allow time for collaboration in best practices, instructional strategies, and technology use.	Technology, Professional Learning	08/01/2018	05/29/2020	\$0	Curriculum Coordinator, Principals, Teachers
Prepare for Transition to Eight Period Schedule	District and school personnel will collaborate to plan the transition to the eight period schedule through meetings and feedback.	Policy and Process	01/08/2018	08/03/2018	\$0	Superintendent, Supervisors, Principals, Counselors, Central Office Personnel
Transition to Eight Period Schedule	All high schools will transition to an eight period schedule.	Policy and Process	01/08/2018	05/24/2019	\$0	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
Evaluate and Improve Eight Period Hybrid Schedule	District and school personnel will evaluate the transition to the new eight period schedule and make adjustments as needed.	Policy and Process	08/01/2018	05/29/2020	\$0	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
Pilot Program	The A+ College Ready Program and AP classes will be piloted at North Jackson High School and its feeder schools. District and school personnel will participate in professional learning for implementing the program	Professional Learning, Direct Instruction	01/08/2018	05/29/2020	\$31800	Superintendent, Curriculum Supervisor, Principals, Counselors, Teachers
Pilot Program	The A+ College Ready Program and AP classes will be piloted at North Jackson High School and its feeder schools. District and school personnel will participate in professional learning for implementing the program	Professional Learning, Direct Instruction	01/08/2018	05/29/2020	\$0	Superintendent, Curriculum Supervisor, Principals, Counselors, Teachers
<b>Total</b>					<b>\$133482</b>	

**Macedonia Elementary School**

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/20/2020	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	06/01/2020	\$0	Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Professional Learning Support Plan for ARI	Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings by the district lead instructional coach. The lead instructional coach will provide turn around training for all district instructional coaches.	Professional Learning	08/01/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, Reading Coaches, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers

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Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintendent
Round Table Workshops	The district will schedule subject and grade specific round table discussions among teachers to allow time for collaboration in best practices, instructional strategies, and technology use.	Technology, Professional Learning	08/01/2018	05/29/2020	\$0	Curriculum Coordinator, Principals, Teachers
Prepare for Transition to Eight Period Schedule	District and school personnel will collaborate to plan the transition to the eight period schedule through meetings and feedback.	Policy and Process	01/08/2018	08/03/2018	\$0	Superintendent, Supervisors, Principals, Counselors, Central Office Personnel
Evaluate and Improve Eight Period Hybrid Schedule	District and school personnel will evaluate the transition to the new eight period schedule and make adjustments as needed.	Policy and Process	08/01/2018	05/29/2020	\$0	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
AMSTI Professional Development	K-8 teachers will participate in professional development on state math standards and best practices conducted by AMSTI personnel.	Professional Learning	08/01/2018	08/08/2018	\$0	Curriculum Supervisor, Principals, K-8 Math Teachers
<b>Total</b>					<b>\$119482</b>	

**Hollywood Elementary School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/20/2020	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator

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Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	06/01/2020	\$0	Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Professional Learning Support Plan for ARI	Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings by the district lead instructional coach. The lead instructional coach will provide turn around training for all district instructional coaches.	Professional Learning	08/01/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, Reading Coaches, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintendent
Round Table Workshops	The district will schedule subject and grade specific round table discussions among teachers to allow time for collaboration in best practices, instructional strategies, and technology use.	Technology, Professional Learning	08/01/2018	05/29/2020	\$0	Curriculum Coordinator, Principals, Teachers
Prepare for Transition to Eight Period Schedule	District and school personnel will collaborate to plan the transition to the eight period schedule through meetings and feedback.	Policy and Process	01/08/2018	08/03/2018	\$0	Superintendent, Supervisors, Principals, Counselors, Central Office Personnel

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Evaluate and Improve Eight Period Hybrid Schedule	District and school personnel will evaluate the transition to the new eight period schedule and make adjustments as needed.	Policy and Process	08/01/2018	05/29/2020	\$0	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
Pilot Program	The A+ College Ready Program and AP classes will be piloted at North Jackson High School and its feeder schools. District and school personnel will participate in professional learning for implementing the program	Professional Learning, Direct Instruction	01/08/2018	05/29/2020	\$31800	Superintendent, Curriculum Supervisor, Principals, Counselors, Teachers
AMSTI Professional Development	K-8 teachers will participate in professional development on state math standards and best practices conducted by AMSTI personnel.	Professional Learning	08/01/2018	08/08/2018	\$0	Curriculum Supervisor, Principals, K-8 Math Teachers
Pilot Program	The A+ College Ready Program and AP classes will be piloted at North Jackson High School and its feeder schools. District and school personnel will participate in professional learning for implementing the program	Professional Learning, Direct Instruction	01/08/2018	05/29/2020	\$0	Superintendent, Curriculum Supervisor, Principals, Counselors, Teachers
<b>Total</b>					<b>\$151282</b>	

**Flat Rock School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/20/2020	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	06/01/2020	\$0	Curriculum Coordinator



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Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Professional Learning Support Plan for ARI	Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings by the district lead instructional coach. The lead instructional coach will provide turn around training for all district instructional coaches.	Professional Learning	08/01/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, Reading Coaches, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintendent
Round Table Workshops	The district will schedule subject and grade specific round table discussions among teachers to allow time for collaboration in best practices, instructional strategies, and technology use.	Technology, Professional Learning	08/01/2018	05/29/2020	\$0	Curriculum Coordinator, Principals, Teachers
Prepare for Transition to Eight Period Schedule	District and school personnel will collaborate to plan the transition to the eight period schedule through meetings and feedback.	Policy and Process	01/08/2018	08/03/2018	\$0	Superintendent, Supervisors, Principals, Counselors, Central Office Personnel

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Evaluate and Improve Eight Period Hybrid Schedule	District and school personnel will evaluate the transition to the new eight period schedule and make adjustments as needed.	Policy and Process	08/01/2018	05/29/2020	\$0	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
AMSTI Professional Development	K-8 teachers will participate in professional development on state math standards and best practices conducted by AMSTI personnel.	Professional Learning	08/01/2018	08/08/2018	\$0	Curriculum Supervisor, Principals, K-8 Math Teachers
<b>Total</b>					<b>\$119482</b>	

**Dutton Elementary School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/20/2020	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	06/01/2020	\$0	Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches

**ACIP**

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Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Professional Learning Support Plan for ARI	Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings by the district lead instructional coach. The lead instructional coach will provide turn around training for all district instructional coaches.	Professional Learning	08/01/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, Reading Coaches, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintendent
Round Table Workshops	The district will schedule subject and grade specific round table discussions among teachers to allow time for collaboration in best practices, instructional strategies, and technology use.	Technology, Professional Learning	08/01/2018	05/29/2020	\$0	Curriculum Coordinator, Principals, Teachers
Prepare for Transition to Eight Period Schedule	District and school personnel will collaborate to plan the transition to the eight period schedule through meetings and feedback.	Policy and Process	01/08/2018	08/03/2018	\$0	Superintendent, Supervisors, Principals, Counselors, Central Office Personnel
Evaluate and Improve Eight Period Hybrid Schedule	District and school personnel will evaluate the transition to the new eight period schedule and make adjustments as needed.	Policy and Process	08/01/2018	05/29/2020	\$0	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
AMSTI Professional Development	K-8 teachers will participate in professional development on state math standards and best practices conducted by AMSTI personnel.	Professional Learning	08/01/2018	08/08/2018	\$0	Curriculum Supervisor, Principals, K-8 Math Teachers
<b>Total</b>					<b>\$119482</b>	

**Bryant Elementary School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/20/2020	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	06/01/2020	\$0	Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Professional Learning Support Plan for ARI	Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings by the district lead instructional coach. The lead instructional coach will provide turn around training for all district instructional coaches.	Professional Learning	08/01/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, Reading Coaches, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers

**ACIP**

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Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintendent
Round Table Workshops	The district will schedule subject and grade specific round table discussions among teachers to allow time for collaboration in best practices, instructional strategies, and technology use.	Technology, Professional Learning	08/01/2018	05/29/2020	\$0	Curriculum Coordinator, Principals, Teachers
Prepare for Transition to Eight Period Schedule	District and school personnel will collaborate to plan the transition to the eight period schedule through meetings and feedback.	Policy and Process	01/08/2018	08/03/2018	\$0	Superintendent, Supervisors, Principals, Counselors, Central Office Personnel
Evaluate and Improve Eight Period Hybrid Schedule	District and school personnel will evaluate the transition to the new eight period schedule and make adjustments as needed.	Policy and Process	08/01/2018	05/29/2020	\$0	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
AMSTI Professional Development	K-8 teachers will participate in professional development on state math standards and best practices conducted by AMSTI personnel.	Professional Learning	08/01/2018	08/08/2018	\$0	Curriculum Supervisor, Principals, K-8 Math Teachers
<b>Total</b>					<b>\$119482</b>	

**Bridgeport Middle School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/20/2020	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator

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Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	06/01/2020	\$0	Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches
Professional Learning Support Plan for ARI	Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings by the district lead instructional coach. The lead instructional coach will provide turn around training for all district instructional coaches.	Professional Learning	08/01/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, Reading Coaches, Teachers
Career Counseling	The school district will employ two career coaches who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$76682	Superintendent
Round Table Workshops	The district will schedule subject and grade specific round table discussions among teachers to allow time for collaboration in best practices, instructional strategies, and technology use.	Technology, Professional Learning	08/01/2018	05/29/2020	\$0	Curriculum Coordinator, Principals, Teachers
Prepare for Transition to Eight Period Schedule	District and school personnel will collaborate to plan the transition to the eight period schedule through meetings and feedback.	Policy and Process	01/08/2018	08/03/2018	\$0	Superintendent, Supervisors, Principals, Counselors, Central Office Personnel
Evaluate and Improve Eight Period Hybrid Schedule	District and school personnel will evaluate the transition to the new eight period schedule and make adjustments as needed.	Policy and Process	08/01/2018	05/29/2020	\$0	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
Pilot Program	The A+ College Ready Program and AP classes will be piloted at North Jackson High School and its feeder schools. District and school personnel will participate in professional learning for implementing the program	Professional Learning, Direct Instruction	01/08/2018	05/29/2020	\$31800	Superintendent, Curriculum Supervisor, Principals, Counselors, Teachers

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AMSTI Professional Development	K-8 teachers will participate in professional development on state math standards and best practices conducted by AMSTI personnel.	Professional Learning	08/01/2018	08/08/2018	\$0	Curriculum Supervisor, Principals, K-8 Math Teachers
Pilot Program	The A+ College Ready Program and AP classes will be piloted at North Jackson High School and its feeder schools. District and school personnel will participate in professional learning for implementing the program	Professional Learning, Direct Instruction	01/08/2018	05/29/2020	\$0	Superintendent, Curriculum Supervisor, Principals, Counselors, Teachers
<b>Total</b>					<b>\$151282</b>	

**Bridgeport Elementary School**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-face professional development	4-12 Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	08/20/2020	\$25000	Curriculum Coordinator AMSTI Science Teachers
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	New K-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	06/01/2020	\$0	Curriculum Coordinator
Professional Development on Data Analysis	Teachers in grades K-12 will participate in professional development which is designed to help teachers interpret data	Professional Learning	09/23/2015	11/30/2020	\$0	Principals Curriculum Coordinator Teachers
Professional Development on Eureka Math	Math teachers in grades K-8 will participate in face to face professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	05/01/2017	06/30/2018	\$17800	Curriculum Coordinator Principals Instructional coaches

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Professional Development on Teaching Foundational Reading Skills	Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, ARI Specialists, Reading Specialists, Teachers
Professional Learning Support Plan for ARI	Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings by the district lead instructional coach. The lead instructional coach will provide turn around training for all district instructional coaches.	Professional Learning	08/01/2017	06/01/2020	\$0	Curriculum Coordinator, Principals, Reading Coaches, Teachers
Implement monthly data meetings	All teachers will participate in monthly data meetings which include multiple sources of data (classroom assessments, formative assessments, state mandated assessments, discipline, attendance)	Academic Support Program	10/03/2016	11/01/2020	\$0	Curriculum Coordinator Principals Reading Specialists Teachers
Round Table Workshops	The district will schedule subject and grade specific round table discussions among teachers to allow time for collaboration in best practices, instructional strategies, and technology use.	Technology, Professional Learning	08/01/2018	05/29/2020	\$0	Curriculum Coordinator, Principals, Teachers
Prepare for Transition to Eight Period Schedule	District and school personnel will collaborate to plan the transition to the eight period schedule through meetings and feedback.	Policy and Process	01/08/2018	08/03/2018	\$0	Superintendent, Supervisors, Principals, Counselors, Central Office Personnel
Evaluate and Improve Eight Period Hybrid Schedule	District and school personnel will evaluate the transition to the new eight period schedule and make adjustments as needed.	Policy and Process	08/01/2018	05/29/2020	\$0	Superintendent, Supervisors, Central Office Personnel, Principals, Counselors, Teachers
Pilot Program	The A+ College Ready Program and AP classes will be piloted at North Jackson High School and its feeder schools. District and school personnel will participate in professional learning for implementing the program	Professional Learning, Direct Instruction	01/08/2018	05/29/2020	\$31800	Superintendent, Curriculum Supervisor, Principals, Counselors, Teachers
AMSTI Professional Development	K-8 teachers will participate in professional development on state math standards and best practices conducted by AMSTI personnel.	Professional Learning	08/01/2018	08/08/2018	\$0	Curriculum Supervisor, Principals, K-8 Math Teachers



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Pilot Program	The A+ College Ready Program and AP classes will be piloted at North Jackson High School and its feeder schools. District and school personnel will participate in professional learning for implementing the program	Professional Learning, Direct Instruction	01/08/2018	05/29/2020	\$0	Superintendent, Curriculum Supervisor, Principals, Counselors, Teachers
<b>Total</b>					\$74600	