

ACIP

Rosalie Elementary School
Jackson County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Rosalie is a K-8 school set in a small, rural community on the northern side of Sand Mountain between the Pisgah and Flat Rock communities. Rosalie School has an average attendance of 180 students. The vast majority of the student population at Rosalie School identify as Caucasian, making up the largest segment of the student body. Males outnumber females at Rosalie School 107 to 73. The majority of students are considered at or below poverty level. As a result, Rosalie has qualified for a program that provides free breakfast and lunch to all students. The effects of poverty is one of the greatest challenges facing Rosalie School and the Rosalie community. As new people have moved into the Rosalie community, it has become more diverse.

The school is the hub of a small community. Rosalie receives support from the Rosalie Community Club, local churches, and parents. Although Rosalie has experienced devastation more than once from tornadoes, the community has remained resilient in the midst of tragedy. On campus tornado shelters are opened to the community during the threat of significant weather.

Rosalie's most important goal is to maintain academic excellence. Classroom teachers participate in professional development each year to continually improve teaching methods. Our part-time reading specialist serves Rosalie and Dutton schools. She trains and assists teachers to meet the diverse needs of all students. Every teacher at Rosalie is considered highly qualified.

School's Purpose

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

Rosalie Elementary School Purpose:

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

Rosalie Elementary School Mission:

"Taking pride in all we do"

Rosalie Elementary School Beliefs:

We believe all students can learn and achieve.

We believe mastery of basic skills is a priority.

We believe a challenging curriculum is important.

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

We believe our students should come first.

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

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

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

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

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

We believe student assessment is directly linked to school assessment.

Notable Achievements and Areas of Improvement

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

Notable Achievements

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

We have implemented the Eureka Math program, close reading and writing strategies, STEAM/STEM, and grades 5-8 have started a Robotics program. We have also implemented an Advocacy Program designed to provide our students with academic, social, and emotional support.

Our computer lab has increased the number of computers, desktop and laptop, available for student use. In addition, a new laptop cart has been purchased to store and charge laptops.

Improvements to the physical appearance of the school include the completion of the new foyer entrance to the old gym. Both gyms have improved floors. The old gym was completely redone and sealant was added to the new gym floor.

Improvements to ensure safety include our new drop-off and pick-up policy. Buses load and unload at the main entrance of the building. Parents now remain in their vehicles and drive on a designated road for student drop-off or pick-up. Student drop-off and pick-up are supervised by school faculty and staff. In addition, a fence has been installed around the perimeter of the playground increasing the safety of our students.

In Need of Improvement

According to 2017-2018 Scantron results, the area of science showed a drop in student performance compared to 2016-2017 Aspire results. Science scores went from 34% in 2017 to 33% in 2018. Math scores remained the same with 42% in 2017 and 2018. We will continue to make improved test scores in all areas a top priority by following the goals and objectives outlined in the Continuous Improvement Plan.

Another area in need of improvement continues to be our stakeholder involvement. This area has consistently been a weakness according to stakeholder surveys and we are continuously looking for ways to improve stakeholder communication. The school website has been updated to a new, dynamic interface and will utilize the district mass notification. Teachers are also encouraged to utilize social media and classroom notification systems to keep parents informed and involved in their child's education. Several events are planned throughout the school year to encourage parent participation in school events.

Additional Information

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

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

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

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

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

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

The committee members:

- *Doug Haynes- Principal
- *Amy Shankles - Chairperson of Committee/Media Specialist
- *Stephani Wagener - Counselor
- *Debbie McRae - District School Improvement Specialist
- *Lindsay Reeves - Technology Representative/Mathematics Teacher
- *Kristie Myers - Instructional Coach
- *Chante Starkey - Special Education/Resource Teacher
- *Becky Hammonds - Gr. K-2 Teacher Representative
- *Shannon Moore - Gr. 3-5 Teacher Representative
- *Tissia Griffith- Gr. 6-8 Teacher Representative
- *Steve Griffith - Community Representative
- *Owen Wilborn- Student Representative
- *Madelyn Griffith- Student Representative
- *Denise Dixon - Parent Representative

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

Copies of the plan are available in the office and can be accessed through the Jackson County Schools District website at www.jacksonk12.org as well as the school website at www.jacksonk12.org/rosalie.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	2018-2019 data document, principal's report uploaded 2018-2019 Student Performance Data document uploaded	Student Performance Data Document 2018-2019 Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

According to the 2017-2018 Scantron test, students in grades 3-8 scored 48% in reading. This is a 14% increase from the previous year.

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

According to ACT Aspire results, English was the area of highest performance for 2013-2017 school years. This past school year Scantron was used to assess student achievement and English was not assessed.

The area of reading showed significant gains this past school year. Reading was up 14% from last year. This was an overall increase in reading of 6% over the last 5 years.

Grade by grade analysis shows a significant increase in 3rd grade reading and math scores. Students scored 71% in reading on the Scantron assessment. This was a 44% increase over the 2016-2017 ACT Aspire results and a 54% increase over the past 3 years. Students scored 75% in math on the Scantron assessment. This was a 34% increase over 2016-2017 ACT Aspire results and a 32% increase over the past 3 years.

Fifth grade reading and math also showed a significant increase in reading and math scores. Students scored 52% in reading on the Scantron assessment. This was a 42% increase over 2016-2017 ACT Aspire results and 22% increase over the past 3 years. Students scored 53% in math on the Scantron assessment. This was a 33% increase over the 2016-2017 ACT Aspire results and an 11% increase over the past 3 years.

Which area(s) indicate the overall highest performance?

According to the 2017-2018 Scantron test results, reading was the overall highest area of performance. In reading, 48% of students scored at or above benchmark.

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

Current testing data could not provide subgroup information due to consistently low numbers in each subgroup per class (9 or fewer).

There was no significant difference between the male and female population in reading and math.

Between which subgroups is the achievement gap closing?

Current testing data could not provide subgroup information due to consistently low numbers in each subgroup per class (9 or fewer).

According to past ACT Aspire test results, females have outscored males by 18%. However, 2017 Scantron results show the female population outscoring the male population by 8% in reading. The male population outscored females by 3% in math. Neither represent an achievement gap.

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

Scantron is the only achievement test administered during the 2017-2018 school year.

Areas in Need of Improvement

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

The science portion of Scantron was administered to 5th and 7th grades only. This was also the lowest scoring subject with 33% of students showing proficiency. Math was also an area that was scored below expected levels of performance with 43% of students scoring above benchmark.

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

Science continues to show a negative trend in test results. The science portion of Scantron was administered to 5th and 7th grades and 2017-2018 Scantron results show a decrease of 1% from last year. This is an overall decrease of 4% over the last 3 years.

Math results for 2016-2017 and 2017-2018 were the same with 42% of students scoring above benchmark. This is a loss of 1% over the last 5 years.

Grade by grade analysis shows a significant decrease in performance in 6th grade math. Scantron results indicate that only 4% of students in 6th grade scored above benchmark. This is a 57% decrease from 2016-2017 ACT Aspire results and a 49% decrease over the past 3 years. Scantron results also indicated a decrease of 25% in math over the last 3 years.

Scantron results also indicate a decrease in performance in 7th grade reading and math. Reading decreased by 2% over the past 3 years and math decreased by 8% over the past 3 years.

Which area(s) indicate the overall lowest performance?

Science is the overall lowest performance in grades 5 and 7 with 33% of students scoring above benchmark.

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

Current testing data could not provide subgroup information due to consistently low numbers in each subgroup per class (9 or fewer).

Between which subgroups is the achievement gap becoming greater?

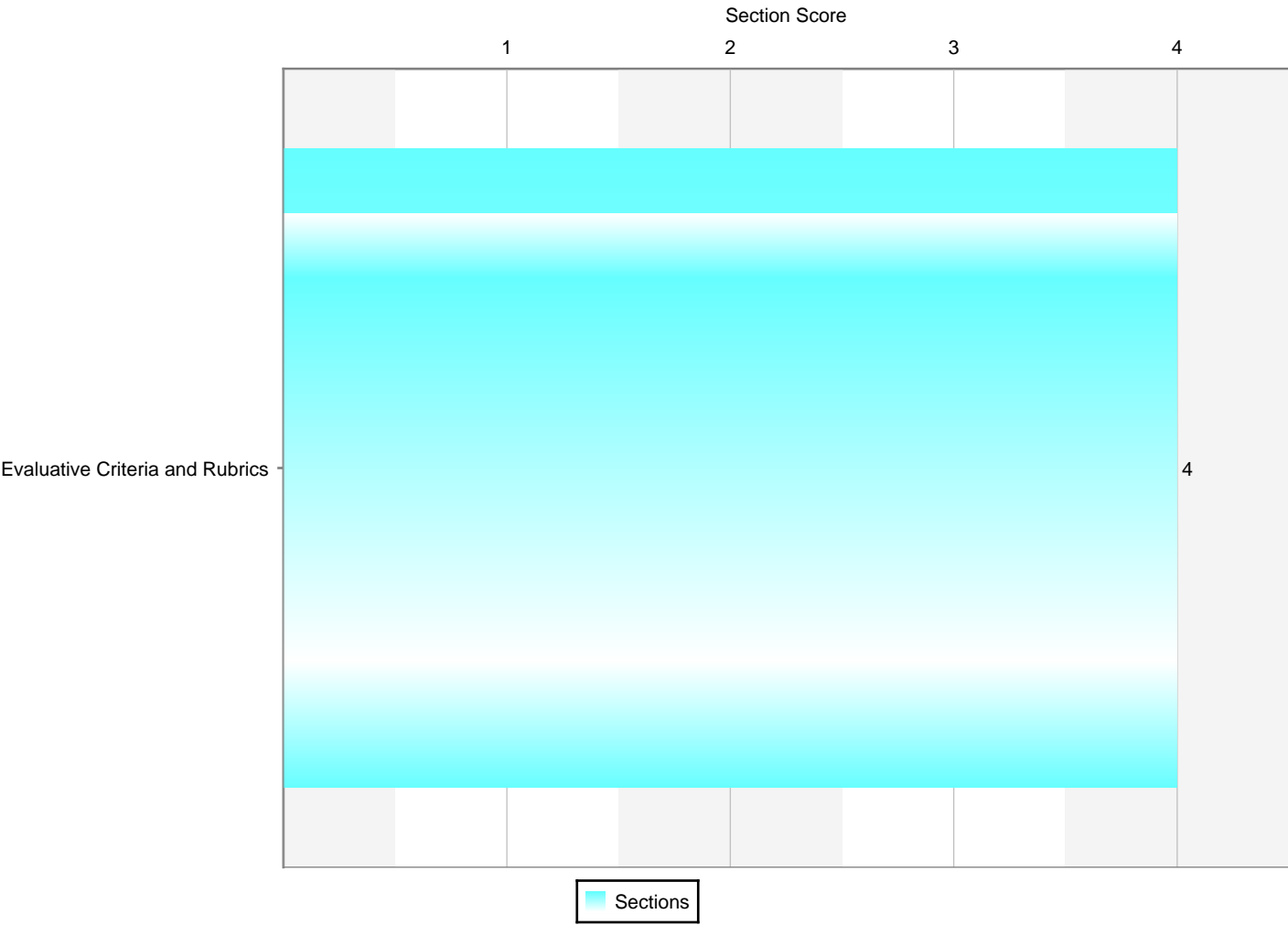
Current testing data could not provide subgroup information due to consistently low numbers in each subgroup per class (9 or fewer).

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

Scantron is the only achievement test administered during the 2017-2018 school year.

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	2018-2019 Leadership Team Signatures uploaded.	2018-2019 Leadership Team Signatures

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Civil Rights Document Uploaded	Civil Rights Document

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, Mr. Chris Davis, Special Education Supervisor, at 16003 Alabama Highway 35, Scottsboro, AL 35768.	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent 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	Parents Right-to-Know and 2018-2019 LEA Consolidated Plan uploaded.	Parents Right-to-Know 2018-2019 LEA Consolidated Plan

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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	School Parent Compacts 2018-2019, 2018-2019 Student Handbooks (English and Spanish versions) uploaded.	School Parent Compacts 2018-2019 2018-2019 Student Handbook English Version 2018-2019 Student Handbook Spanish Version

2018-2019 Rosalie Elementary Continuous Improvement Plan

Overview

Plan Name

2018-2019 Rosalie Elementary Continuous Improvement Plan

Plan Description

Continuous Improvement Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Provide a rigorous and effective instructional program to ensure the academic growth of all students.	Objectives: 5 Strategies: 10 Activities: 17	Academic	\$0
2	Graduate College and Career Ready Students	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0
3	Engage Parents and Community in the Educational Process	Objectives: 3 Strategies: 4 Activities: 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: 8	Organizational	\$0

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

Measurable Objective 1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

Activity - Teacher Use of Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	No Funding Required	Principal, Instructional Coach, ELA Teachers, Curriculum Coordinator

Activity - Professional 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.	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.	Professional Learning	08/20/2017	06/01/2020	\$0	No Funding Required	Curriculum Coordinator Principal ARI Specialists Instructional Coach Teachers

Activity - Professional Learning Support Plan for ARI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings. Turn around training will be provided.	Professional Learning	08/01/2017	06/01/2020	\$0	No Funding Required	Curriculum Coordinator Principal Instructional Coach 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.	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
Principal and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	No Funding Required	Superintendent, Appropriate Supervisors, Principal

(shared) Strategy 3:

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

Rosalie Elementary School

Teachers in grades K-8 will participate in professional development which is designed to help teacher interpret data.	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).	Academic Support Program	10/03/2016	11/01/2020	\$0	No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

(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.	Technology, Professional Learning	08/01/2018	05/29/2020	\$0	No Funding Required	Curriculum Coordinator, Principals, Teachers

Strategy 5:

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.	Professional Learning	02/05/2018	08/10/2018	\$0	No Funding Required	Curriculum Supervisor

Measurable Objective 2:

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

(shared) Strategy 1:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective, 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.	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
Principal and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	No Funding Required	Superintendent, Appropriate Supervisors, Principal

Strategy 2:

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

Category: Develop/Implement Professional Learning and Support

Activity - Professional Development on Eureka Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers in grades K-8 will participate in face-to-face professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	05/01/2017	06/30/2019	\$0	No Funding Required	Curriculum Coordinator, Principal, Instructional Coaches

(shared) Strategy 3:

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-8 will participate in professional development which is designed to help teacher interpret data.	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).	Academic Support Program	10/03/2016	11/01/2020	\$0	No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

(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.	Technology, Professional Learning	08/01/2018	05/29/2020	\$0	No Funding Required	Curriculum Coordinator, Principals, Teachers

Strategy 5:

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.	Professional Learning	08/01/2018	08/08/2018	\$0	No Funding Required	Curriculum Supervisor, Principals, K-8 Math Teachers

Measurable Objective 3:

62% of English Learners students will demonstrate a proficiency in comprehension in Reading by 05/29/2020 as measured by the 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: Develop/Implement Professional Learning and Support

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

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

Measurable Objective 4:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by the 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: Develop/Implement Professional Learning and Support

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

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

Measurable Objective 5:

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

Strategy 1:

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

Category: Develop/Implement Professional Learning and Support

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

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

Strategy 2:

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

Category: Develop/Implement College and Career Ready Standards

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STEM teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle, and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2019	\$0	No Funding Required	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 the standards set by the state of Alabama for receipt of high school diploma.

Strategy 1:

Transition Processes - Rosalie School, a feeder school to Pisgah High School, 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, Rosalie School will examine and enhance the transition program from grade-to-grade in the school. The school committee will meet and collaborate with Pisgah High School to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	01/02/2015	05/31/2020	\$0	No Funding Required	Curriculum Coordinator, Principal, Counselor

Measurable Objective 2:

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

Strategy 1:

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

Support will be provided for school counselors and the students as they work through the process of developing 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
The school district will employ two career coaches who will assist the local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$0	No Funding Required	Superintendent

Goal 3: Engage Parents and Community in the Educational Process

Measurable Objective 1:

collaborate to inform parents and the community of the academic achievement and other accomplishments of Rosalie School 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 school will periodically update its website to maintain a dynamic presentation of information to the public through the

incorporation of social media.

Category: Other - Continuous Communicaiton

Activity - Digital Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rosalie School 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.

(shared) Strategy 2:

Parent Notification System - The district will maintain a parent mass notification system and 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.	Parent Involvement	08/01/2017	05/29/2020	\$0	No Funding Required	Technology Coordinator, Supervisors, 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.	Parent Involvement	08/01/2018	05/29/2020	\$0	District Funding	Technology Coordinator, Superintendent, Supervisors, Principal

Measurable Objective 2:

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

Strategy 1:

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

Category: Implement Community Based Support and Intervention System

Activity - College and Career Ready Resources for Families Brochure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will develop a brochure describing resources available to parents and students as they develop and execute College and Career Plans. The information will also be posted on the district's website.	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 Counselor

Activity - Earnest Pruet Center of Technology Tours for Parents and Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Community Engagement, Parent Involvement, Career Preparation/Orientation	08/01/2017	05/29/2020	\$0	No Funding Required	Principal, Counselor, Teachers, Career Technical Director, Career Technical Teachers

Measurable Objective 3:

collaborate to improve parent engagement in school activities by 12/22/2020 as measured by the number of parents in a school participating in at least one school event.

(shared) Strategy 1:

Dynamic Digital Communications - The school 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
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ACIP

Rosalie Elementary School

Rosalie School 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.
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(shared) Strategy 2:

Parent Notification System - The district will maintain a parent mass notification system and 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.	Parent Involvement	08/01/2017	05/29/2020	\$0	No Funding Required	Technology Coordinator, Supervisors, 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.	Parent Involvement	08/01/2018	05/29/2020	\$0	District Funding	Technology Coordinator, Superintendent, Supervisors, Principal

Strategy 3:

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

Category: Other - Parental Involvement

Activity - Parent and Family Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rosalie 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	08/01/2018	06/01/2019	\$0	No Funding Required	Principal, Counselor, Teachers

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 a school advocacy program.

Category: Develop/Implement Student and School Culture Program

Activity - Program Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Academic Support Program, Behavioral Support Program	08/01/2018	05/29/2020	\$0	No Funding Required	School Improvement Specialist, LEA School Advocacy chairs and principal

Activity - Program Implementation Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rosalie School advocacy leader will meet with district leaders to establish a timeline for training school personnel and the implementation of grades K-4 program and the grades 5-8 Character Strong research based program.	Academic Support Program, Behavioral Support Program	08/01/2018	06/03/2019	\$0	No Funding Required	School advocacy leader, School Improvement Specialist, Principal

Strategy 2:

Implementation of Advocacy Program - Rosalie School advocacy teams will implement planned activities.

Category: Develop/Implement Student and School Culture Program

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

Rosalie Elementary School

Rosalie School Advocacy chairs and district personnel will meet quarterly to determine the effectiveness of the program. Student surveys will be reviewed at the end of each year. The guidelines, calendar, and activities for next year's program will be planned based on this review.	Academic Support Program, Behavioral Support Program	08/01/2018	06/14/2019	\$0	No Funding Required	School Improvement Specialist, School Advocacy Chair, Principal
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Activity - Program Turn Around Training and Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rosalie 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 Rosalie personnel will implement the programs.	Academic Support Program, Behavioral Support Program	08/01/2018	05/29/2020	\$0	No Funding Required	School Improvement Specialist, School Advocacy Chair, Principal, School Personnel

Strategy 3:

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

Category: Other - Parental Involvement

Activity - Update Current Platform	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue to update to a new mass notification system.	Technology	09/05/2017	11/01/2019	\$0	No Funding Required	Technology Coordinator

Activity - Mass Notification Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rosalie School administrator will be trained to use the mass notification system app.	Parent Involvement	09/05/2017	06/30/2019	\$0	No Funding Required	Technology Coordinator, Superintendent, Central Office Staff, Principal

Activity - Inform Parent Using Mass Notification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	09/30/2019	\$0	No Funding Required	Superintendent, Central Office Staff, Principal

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. The program will be implemented utilizing this training.	Academic Support Program, Professional Learning, Behavioral Support Program	09/27/2018	04/30/2019	\$0	No Funding Required	Superintende nt, Student Services Supervisor, Central Office personnel, School personnel

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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, Principal
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review	Rosalie School Advocacy chairs and district personnel will meet quarterly to determine the effectiveness of the program. Student surveys will be reviewed at the end of each year. The guidelines, calendar, and activities for next year's program will be planned based on this review.	Academic Support Program, Behavioral Support Program	08/01/2018	06/14/2019	\$0	School Improvement Specialist, School Advocacy Chair, Principal
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 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. Turn around training will be provided.	Professional Learning	08/01/2017	06/01/2020	\$0	Curriculum Coordinator, Principal, Instructional Coach, Teachers
Transition Planning	Using the established committee chaired by the school counselor, Rosalie School will examine and enhance the transition program from grade-to-grade in the school. The school committee will meet and collaborate with Pisgah High School to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	01/02/2015	05/31/2020	\$0	Curriculum Coordinator, Principal, Counselor

Mass Notification Training	Rosalie School administrator will be trained to use the mass notification system app.	Parent Involvement	09/05/2017	06/30/2019	\$0	Technology Coordinator, Superintendent, Central Office Staff, Principal
Classroom Observations	Principal and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	Superintendent, Appropriate Supervisors, Principal
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
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 Principal ARI Specialists Instructional Coach 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
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	06/30/2019	\$0	Curriculum Coordinator, Principal, Instructional Coaches
Parent and Family Events	Rosalie 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	08/01/2018	06/01/2019	\$0	Principal, Counselor, 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	08/01/2019	\$0	Curriculum Coordinator, Principals, Robotics 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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Rosalie Elementary School

Update Current Platform	The district will continue to update to a new mass notification system.	Technology	09/05/2017	11/01/2019	\$0	Technology Coordinator
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	\$0	Curriculum Supervisor
Program Implementation Planning	Rosalie School advocacy leader will meet with district leaders to establish a timeline for training school personnel and the implementation of grades K-4 program and the grades 5-8 Character Strong research based program.	Academic Support Program, Behavioral Support Program	08/01/2018	06/03/2019	\$0	School advocacy leader, School Improvement Specialist, Principal
Inform Parent Using Mass Notification	Inform parents of student absences and school events using the mass notification system.	Parent Involvement	10/02/2017	09/30/2019	\$0	Superintendent, Central Office Staff, Principal
Career Counseling	The school district will employ two career coaches who will assist the local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/30/2020	\$0	Superintendent
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
Teacher Use of Effective Questions and Higher Order Thinking Skills	Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0	Principal, Instructional Coach, ELA Teachers, Curriculum Coordinator
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.	Academic Support Program, Behavioral Support Program	08/01/2018	05/29/2020	\$0	School Improvement Specialist, LEA School Advocacy chairs and principal
Program Turn Around Training and Implementation	Rosalie 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 Rosalie personnel will implement the programs.	Academic Support Program, Behavioral Support Program	08/01/2018	05/29/2020	\$0	School Improvement Specialist, School Advocacy Chair, Principal, School Personnel

ACIP

Rosalie Elementary School

WIDA ACCESS Assessment and IELPs	The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELPs.	Academic Support Program	10/13/2015	05/29/2020	\$0	EL Coordinator
Professional Development on Data Analysis	Teachers in grades K-8 will participate in professional development which is designed to help teacher interpret data.	Professional Learning	09/23/2015	11/30/2020	\$0	Principals, Curriculum Coordinator, 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
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 Counselor
Digital Engagement	Rosalie School 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.
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

ACIP

Rosalie Elementary School

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. The program will be implemented utilizing this training.	Academic Support Program, Professional Learning, Behavioral Support Program	09/27/2018	04/30/2019	\$0	Superintendent, Student Services Supervisor, Central Office personnel, School personnel
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
Face-to-Face Professional Development	Professional Development for teachers will be provided as needed.	Academic Support Program, Professional Learning	10/20/2015	05/29/2020	\$0	EL Coordinator
Earnest Pruet Center of Technology Tours for Parents and Community	In conjunction with Eighth Grade Transition Meetings at district high schools, a Parent/Community Night will be planned in order for stakeholders to see and understand the career technical opportunities available to Jackson County students as they enter high school.	Community Engagement, Parent Involvement, Career Preparation/Orientation	08/01/2017	05/29/2020	\$0	Principal, Counselor, Teachers, Career Technical Director, Career Technical Teachers
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	2017-2018 Stakeholder Survey results uploaded.	2018-2019 Stakeholder Feedback Analysis

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	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?

The areas which indicate the overall highest level of satisfaction or approval for Elementary, Middle/High School, Staff, and Parents are stated below:

ELEMENTARY STUDENTS:

Score: 100%

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

Score: 99%

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

Score: 99%

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

Score: 99%

F6 My school has an advocacy program.

MIDDLE/HIGH SCHOOL STUDENTS:

Score: 84%

E13 All of my teachers fairly grade and evaluate my work.

Score: 82%

C1 In my school, programs and services are available to help me succeed.

Score: 81%

E11 All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.

Score: 81%

F4 In my school, computers are up-to-date and used by teachers to help me learn.

STAFF:

Score: 97%

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

Score: 97%

F11 Our school maintains facilities that contribute to a safe environment.

Score: 96%

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

Score: 96%

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

Score: 93%

F10 Our school maintains facilities that support student learning.

Score: 92%

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

PARENTS:

Score: 88%

F3 Our school provides a safe learning environment.

Score: 88%

F7 Our school ensures that the facilities support student learning.

Score: 85%

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

Score: 85%

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

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

Comparison to 2014-2017 Stakeholder Surveys:

ELEMENTARY:

Trends were noted in the following indicators over the 2014-2015, 2015-2016 and 2016-2017 school years:

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

G3 (5.4) The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

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

These indicators are compatible with indicators scored highly in the 2017-2018 school year and represent an on-going trend of elementary stakeholder satisfaction:

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

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

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

F6 My school has an advocacy program.

MIDDLE/HIGH SCHOOL:

Trends were noted in the following indicators over the 2014-2015, 2015-2016 and 2016-2017 school years:

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

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

These indicators are compatible with indicators scored highly in the 2017-2018 school year. However, the indicators are slightly different so it is difficult to correlate an on-going trend with 2017-2018 results:

E13 All of my teachers fairly grade and evaluate my work.

C1 In my school, programs and services are available to help me succeed.

E11 All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.

F4 In my school, computers are up-to-date and used by teachers to help me learn.

STAFF:

Trends were noted in the following indicators over the 2014-2015, 2015-2016 and 2016-2017 school years:

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

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

Both of these indicators are compatible with indicators scored highly in the 2017-2018 school year and represent an on-going trend of staff stakeholder satisfaction:

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

F11 Our school maintains facilities that contribute to a safe environment.

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

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

F10 Our school maintains facilities that support student learning.

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

PARENTS:

Trends were noted in the following indicators over the 2014-2015, 2015-2016 and 2016-2017 school years:

E11 (3.9) My child has at least on adult advocate in the school.

F1 (4.1) Our school provides qualified staff members to support student learning.

One of these indicators (F1) is compatible with indicators scored highly in the 2017-2018 school year. Additionally, indicator F3 was scored highly in the 2016-2017 school year. These indicators are compatible with indicators scored low in the 2017-2018 school year and represent an emerging trend of parent stakeholder satisfaction:

F3 Our school provides a safe learning environment.

F7 Our school ensures that the facilities support student learning.

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

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

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

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

Areas in Need of Improvement

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

The areas which indicate the overall lowest level of satisfaction for Elementary, Middle/High School, Staff, and Parents are stated below:

ELEMENTARY STUDENTS:

Score: 30%

G1 My principal and teachers ask me what I think about school.

Score: 12%

E5 My teachers ask my family to come to school activities.

Score: 4%

D2 In my school students treat adults with respect.

Score: 4%

B5 I have friends, socialize and enjoy coming to school.

MIDDLE/HIGH SCHOOL STUDENTS:

Score: 31%

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

Score: 28%

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

Score: 26%

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

Score: 22%

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

STAFF:

Score: 12%

E15 In our school, staff members provide peer coaching to teachers.

Score: 12%

F9 Our school provides opportunities for students to participate in activities that interest them.

Score: 12%

G9 Feedback is provided by my principal after each formal and informal (walkthroughs) evaluation.

PARENTS:

Score: 20%

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

Score: 20%

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

Score: 19%

E1 All of my child's teachers provide an equitable curriculum that meets his/her learning needs.

Score: 19%

E2 All of my child's teachers give work that challenges my child.

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

Comparison to 2014-2017 Stakeholder Surveys:

ELEMENTARY:

Trends in decreasing stakeholder satisfaction were noted in the following indicators over the 2014-2015, 2015-2016 and 2016-2017 school years:

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

E5 (3.8) The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning process.

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

Only one of these indicators (3.8) is compatible with indicators scored low in the 2017-2018 school year. Additionally, indicators G1 and D2 were scored low in the 2016-2017 school year. These indicators are compatible with indicators scored low in the 2017-2018 school year and represent an emerging trend of elementary stakeholder dissatisfaction:

G1 My principal and teachers ask me what I think about school.

E5 My teachers ask my family to come to school activities.

D2 In my school students treat adults with respect.

B5 I have friends, socialize and enjoy coming to school.

MIDDLE/HIGH SCHOOL:

Trends in decreasing stakeholder satisfaction were noted in the following indicators over the 2014-2015, 2015-2016 and 2016-2017 school years:

- 2.1 The governing body establishes policies and supports practices that ensure effective administration of the school.
- 3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.
- 5.5 Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

Only one of these indicators (5.5) is compatible with indicators scored low in the 2017-2018 school year. Additionally, indicators F2 and F5 were scored low in the 2016-2017 school year. These indicators are compatible with indicators scored low in the 2017-2018 school year and represent an emerging trend of middle/high school stakeholder dissatisfaction:

- F2 In my school, students respect the property of others.
- G2 My school considers students' opinions when planning ways to improve the school.
- F5 In my school, students help each other even if they are not friends.
- C4 In my school, all students are treated with respect.

STAFF:

Trends in decreasing stakeholder satisfaction were noted in the following indicators over the 2014-2015, 2015-2016 and 2016-2017 school years:

- E16 (3.7) Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.
- E2 (3.2) All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.
- E7 (3.2) All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.

Only one of the above indicators (E16 and E15 both correlate to 3.7) is compatible with indicators scored low in the 2017-2018 school year. Additionally, indicator F9 was scored low in the 2016-2017 and 2017-2018 school years and represents an emerging trend of staff stakeholder dissatisfaction:

- E15 In our school, staff members provide peer coaching to teachers.
- F9 Our school provides opportunities for students to participate in activities that interest them.
- G9 Feedback is provided by my principal after each formal and informal (walkthroughs) evaluation.

PARENTS:

Trends in decreasing stakeholder satisfaction were noted in the following indicators over the 2014-2015, 2015-2016 and 2016-2017 school years:

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

This indicator is not compatible with indicators scored low in the 2016-2017 or 2017-2018 school years and no longer represents a trend of parent stakeholder dissatisfaction. However, indicators E4 and E7 were scored low in the 2016-2017 and 2017-2018 school years and represent an emerging trend of parent stakeholder dissatisfaction:

- E4 All of my child's teachers meet he/her learning needs by individualizing instruction.
- E7 All of my child's teachers keep me informed regularly of how my child is being graded.
- E1 All of my child's teachers provide an equitable curriculum that meets his/her learning needs.
- E2 All of my child's teachers give work that challenges my child.

What are the implications for these stakeholder perceptions?

Based on the data results of the Stakeholder Feedback, several implications can be noted. Elementary students indicated a need for more parental involvement in their educational process. Rosalie School strives to make improvements in this area and will continue to make every effort to ensure that parents are provided every opportunity to participate in school events and activities planned throughout the year. Staff members at Rosalie School will participate in professional development on Google Classroom. Google Classroom will make grades and classroom assignments more accessible for parents. Staff will also continue to ensure that parents are kept up-to-date on their child's progress through the use of weekly communications, progress reports, and report cards.

Middle/high school students indicate a lack of respect of personal property by other students and the need for more peer interactions besides their friends. Both of these needs will be addressed through the Advocacy Program.

The staff indicated the need for a mentoring program for new teachers. The district is currently working on a plan to address this need. The staff also indicated a need for more opportunities for students to participate in activities that interest them. The staff will investigate new ways to design learning activities and programs connected to students' interests.

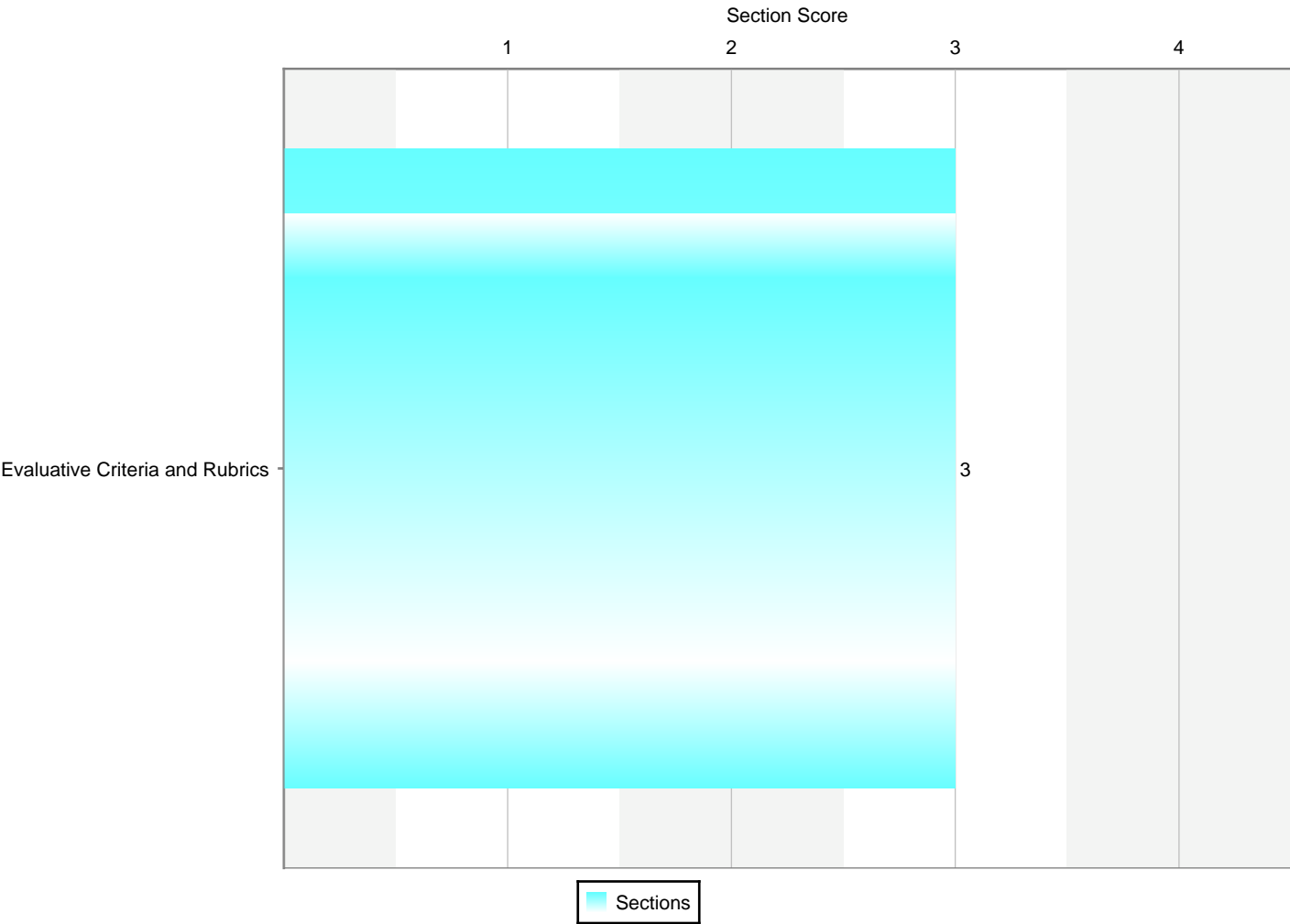
Parents indicated the need for more individualized instruction in the classroom. On-going professional development at the district and school level will address this area of need. Parents also indicated the need for regular information on how their child is being graded. Progress reports are sent home every mid-term and report cards are sent at the end of each nine weeks. If a student is struggling in the classroom, parents are contacted and a teacher/parent conference is set. Additionally, other forms of positive communication are utilized to keep parents informed about their child's progress. These include telephone calls, emails, class Reminds, and handwritten notes. Staff participation in professional development on Google Classroom will also improve individualized instruction in the classroom and make grades more accessible for parents.

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

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

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

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

What were the results of the comprehensive needs assessment?

2017-2018 Scantron results indicate an area of weakness in the area of science. Science was the lowest with a score of 33% proficiency. The area of math was also considered an area of weakness with no gains over the past year. Only 42% of students scored above benchmark in math. Reading scored 48% proficiency for an increase of 14% over last year.

2017-2018 Stakeholder feedback surveys indicate that stakeholders are satisfied with how our school has high expectations for students in all classes. Parents and staff were also satisfied with the safe learning environment and facilities that support student learning. Elementary and middle school students expressed a desire for more family involvement and to be able to voice their opinions about ways to improve the school. Parents expressed concern about individualized instruction in the classroom and being regularly informed about how their child is graded. Staff members would like to have a peer coaching program for new teachers and more activities designed to meet student interests.

Attendance records indicate that student attendance was 95% for the 2017-2018 school year. Staff attendance is unavailable at this time.

Discipline records indicate few serious discipline issues at Rosalie School. Most were minor incidences such as classroom disruptions and disobedience. There were fewer than 5 alternative referrals.

What conclusions were drawn from the results?

Based on the Comprehensive Needs Assessment, it is concluded that continued focus needs to be placed on improving reading and math scores. Mathematics teachers in grades K-8 have attended professional development on the standards-based Eureka Math program. Additionally, K-8 teachers will participate in professional development on state math standards and best practices conducted by AMSTI personnel. Reading teachers have participated in professional development focusing on instructional strategies that teach foundational skill and vocabulary development and effective questioning techniques that develop critical thinking skills. Professional development is also planned for ACT Prep Training through an ACT Prep expert to incorporate ACT type questions, ACT test-taking skills, timed-teaching activities and tips into classroom instruction. Teachers participate in round table discussions to discuss best practices, instructional strategies and technology use with their peers. Teachers are also trained to interpret data to help students meet classroom objectives.

Survey results also show the need for more parental involvement in school activities and events. Parents also expressed a desire to be better informed of their students academic progress. Several school events are held throughout the school year and parents are invited to attend. Open House is held at the beginning of the school year and a Fall Festival is held in October. Other events include Donuts for Dads, Muffins for Mom, Veteran's Day Program, Thanksgiving Lunch, Christmas Program, Book Fair just to name a few. The school also uses social media to reach out to parents and keep them informed of upcoming events and notable student achievements. A mass communication system is also planned to keep parents informed of important district and school news.

Attendance records indicate that attendance was up from 86.2% for the 2016-2017 school year to 95% for the 2017-2018 school year. However, efforts will continue to ensure that student and faculty attendance remains high.

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

Feedback from stakeholder surveys indicate a positive perception regarding our school. The areas where we scored the highest by stakeholder groups were a safe learning environment, facilities that support student learning and qualified staff.

Areas in need of attention include the need to improve how we communicate the grading process and grades to parents, need for better individualized instruction and making sure that parents and students have a voice in school improvement plans. Scantron results indicated needs within our curriculum that are currently being addressed through the adoption of the Eureka Math Program and professional development.

The school programs/processes are constantly being evaluated throughout the school year and changes are made accordingly. Our special needs population has doubled in the past three years. The free and reduced lunch demographic has also increased in the past three years. For the past two years, all students at Rosalie Elementary have received free lunch.

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

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

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

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

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

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

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

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

Goal 1:

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

Measurable Objective 1:

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

Strategy1:

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

Research Cited:

Activity - Round Table Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	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.	Professional Learning Technology	08/01/2018	05/29/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Strategy2:

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

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

Research Cited:

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

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

Strategy3:

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

Research Cited:

Activity - Professional Development on Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 will participate in professional development which is designed to help teacher interpret data.	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	Funding Amount & Source	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).	Academic Support Program	10/03/2016	11/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Strategy4:

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

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

Activity - Professional Learning Support Plan for ARI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings. Turn around training will be provided.	Professional Learning	08/01/2017	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator Principal Instructional Coach Teachers

Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator Principal ARI Specialists Instructional Coach Teachers

Activity - Teacher Use of Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0 - No Funding Required	Principal, Instructional Coach, ELA Teachers, Curriculum Coordinator

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 - No Funding Required	Curriculum Coordinator

Strategy5:

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

Research Cited:

Activity - ACT Prep Training	Activity Type	Begin Date	End Date	Funding Amount & Source	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.	Professional Learning	02/05/2018	08/10/2018	\$0 - No Funding Required	Curriculum Supervisor

Measurable Objective 2:

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

Alabama state assessment.

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

Measurable Objective 3:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

Measurable Objective 4:

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

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle, and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2019	\$0 - No Funding Required	Curriculum Coordinator, Principals, Robotics Teachers

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

Measurable Objective 5:

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

Strategy1:

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

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

Research Cited:

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

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

Strategy2:

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

Research Cited:

Activity - Round Table Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	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.	Professional Learning Technology	08/01/2018	05/29/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Strategy3:

Professional Development for K-8 Teachers on Teaching Computational and Reasoning Strategies - Math teachers in grades K-8 will have an opportunity to participate in 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

Research Cited:

Activity - Professional Development on Eureka Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades K-8 will participate in face-to-face professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	05/01/2017	06/30/2019	\$0 - No Funding Required	Curriculum Coordinator, Principal, Instructional Coaches

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

Strategy4:

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

Research Cited:

Activity - Professional Development on Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 will participate in professional development which is designed to help teacher interpret data.	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	Funding Amount & Source	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).	Academic Support Program	10/03/2016	11/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Strategy5:

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

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

Research Cited:

Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	09/01/2016	08/01/2018	\$0 - No Funding Required	Curriculum Coordinator Principal Teachers

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

Strategy6:

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

Research Cited:

Activity - AMSTI Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 - No Funding Required	Curriculum Supervisor, Principals, K-8 Math Teachers

Goal 2:

Graduate College and Career Ready Students

Measurable Objective 1:

collaborate to utilize the academic and career technical programs that ensure that 100% of the students in the class of 2019 will graduate with college and career ready credentials by 08/01/2019 as measured by Alabama State Department of Education Accountability Program.

Strategy1:

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

Category:

Research Cited:

Activity - Career Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize the career coach employed by the county to assist the school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/ Orientation	08/05/2014	06/30/2015	\$40000 - State Funds	Superintendent

Goal 3:

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

Measurable Objective 1:

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

Strategy1:

Implementation of Advocacy Program - Rosalie School advocacy teams will implement planned activities.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rosalie School Advocacy chairs and district personnel will meet quarterly to determine the effectiveness of the program. Student surveys will be reviewed at the end of each year. The guidelines, calendar, and activities for next year's program will be planned based on this review.	Academic Support Program Behavioral Support Program	08/01/2018	06/14/2019	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Chair, Principal

Activity - Program Turn Around Training and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rosalie 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 Rosalie personnel will implement the programs.	Behavioral Support Program Academic Support Program	08/01/2018	05/29/2020	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Chair, Principal, School Personnel

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

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

Goal 1:

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

Measurable Objective 1:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

Measurable Objective 2:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

Measurable Objective 3:

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

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle, and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2019	\$0 - No Funding Required	Curriculum Coordinator, Principals, Robotics Teachers

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

Measurable Objective 4:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited: Marazno

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 - No Funding Required	Curriculum Coordinator

Activity - Professional Development on Teaching Foundational Reading Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on teaching foundational reading skills will be provided through a trainer-of-trainers model. ARI Specialists will train reading specialists who will turn the training around for classroom teachers in grades K-3 with emphasis given to grade 3. Reading specialists will model lessons and support teachers as they implement the strategies.	Professional Learning	08/20/2017	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator Principal ARI Specialists Instructional Coach Teachers

Activity - Professional Learning Support Plan for ARI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and instructional coaches will develop a 3 year professional learning support plan for ARI with the support of the state ARI specialist through attendance of required meetings. Turn around training will be provided.	Professional Learning	08/01/2017	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator Principal Instructional Coach Teachers

Activity - Teacher Use of Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design and demonstrate classroom questioning based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	06/01/2020	\$0 - No Funding Required	Principal, Instructional Coach, ELA Teachers, Curriculum Coordinator

Strategy2:

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

Research Cited:

Activity - Round Table Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	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.	Technology Professional Learning	08/01/2018	05/29/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Strategy3:

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

Research Cited:

Activity - Implement monthly data meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	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).	Academic Support Program	10/03/2016	11/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Professional Development on Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 will participate in professional development which is designed to help teacher interpret data.	Professional Learning	09/23/2015	11/30/2020	\$0 - No Funding Required	Principals, Curriculum Coordinator, Teachers

Strategy4:

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

Research Cited:

Activity - ACT Prep Training	Activity Type	Begin Date	End Date	Funding Amount & Source	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.	Professional Learning	02/05/2018	08/10/2018	\$0 - No Funding Required	Curriculum Supervisor

Strategy5:

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

Research Cited:

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

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

Measurable Objective 5:

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.

Strategy1:

Professional Development for K-8 Teachers on Teaching Computational and Reasoning Strategies - Math teachers in grades K-8 will have an opportunity to participate in 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

Research Cited:

Activity - Professional Development on Eureka Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades K-8 will participate in face-to-face professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	05/01/2017	06/30/2019	\$0 - No Funding Required	Curriculum Coordinator, Principal, Instructional Coaches

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

Strategy2:

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

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

Research Cited:

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

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

Strategy3:

Professional Development on 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

Research Cited:

Activity - AMSTI Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 - No Funding Required	Curriculum Supervisor, Principals, K-8 Math Teachers

Strategy4:

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

Research Cited:

Activity - Round Table Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	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.	Technology Professional Learning	08/01/2018	05/29/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Strategy5:

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

Research Cited:

Activity - Implement monthly data meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	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).	Academic Support Program	10/03/2016	11/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Professional Development on Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 will participate in professional development which is designed to help teacher interpret data.	Professional Learning	09/23/2015	11/30/2020	\$0 - No Funding Required	Principals, Curriculum Coordinator, Teachers

Strategy6:

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

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

Research Cited:

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

Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	09/01/2016	08/01/2018	\$0 - No Funding Required	Curriculum Coordinator Principal Teachers

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

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

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

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

Goal 1:

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

Measurable Objective 1:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

Measurable Objective 2:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

Goal 2:

Graduate College and Career Ready Students

Measurable Objective 1:

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

Strategy1:

Support the Development of Viable Education and Career Plans for Students - All students will develop a career plan by grade eight that is appropriate, attainable, and adaptable. These career plans will be implemented and adapted as the students progress through high school as

needed to meet the needs of the students.

Support will be provided for school counselors and the students as they work through the process of developing and reviewing periodically the career plans.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Career Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school district will employ two career coaches who will assist the local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/ Orientation	08/05/2014	06/30/2020	\$0 - No Funding Required	Superintendent

Goal 3:

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

Measurable Objective 1:

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

Strategy1:

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

Research Cited:

Activity - Program Planning and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	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. The program will be implemented utilizing this training.	Academic Support Program Behavioral Support Program Professional Learning	09/27/2018	04/30/2019	\$0 - No Funding Required	Superintendent, Student Services Supervisor, Central Office personnel, School personnel

Measurable Objective 2:

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

Strategy1:

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

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Program Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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	\$0 - No Funding Required	School Improvement Specialist, LEA School Advocacy chairs and principal

Activity - Program Implementation Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rosalie School advocacy leader will meet with district leaders to establish a timeline for training school personnel and the implementation of grades K-4 program and the grades 5-8 Character Strong research based program.	Behavioral Support Program Academic Support Program	08/01/2018	06/03/2019	\$0 - No Funding Required	School advocacy leader, School Improvement Specialist, Principal

Strategy2:

Implementation of Advocacy Program - Rosalie School advocacy teams will implement planned activities.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Program Turn Around Training and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rosalie 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 Rosalie personnel will implement the programs.	Academic Support Program Behavioral Support Program	08/01/2018	05/29/2020	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Chair, Principal, School Personnel

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rosalie 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 - No Funding Required	School Improvement Specialist, School Advocacy Chair, Principal

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

Goal 1:

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

Measurable Objective 1:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

Measurable Objective 2:

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

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited:

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

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

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

Rosalie School does not have any students with parents that do not speak English. If a need arises, the district will provide an interpreter to provide these services to the parents.

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

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

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

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

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

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

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

The teacher turnover rate for this year is 9.375 percent.

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

Eleven out of fifteen certified personnel have a Master's degree. Three have a Bachelor of Science degree and one has an Education Specialists degree. The staff overall has a high level of experience. Eight out of fifteen certified personnel have twenty plus years experience in education. Five have ten plus years experience and one teacher has five plus years experience. The principal has twenty plus years experience and the counselor has ten plus years experience.

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

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

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

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

Rosalie School staff, along with district representatives, evaluate multiple academic assessments throughout the school year. Strengths and weaknesses are identified to determine professional development opportunities needed to ensure academic success for all students.

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

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

- a) 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 solve real-world problems.
- b) K-8 teachers will participate in PD that is designed to help teachers interpret data.
- c) New K-8 ELA teachers and content area teachers will participate in close reading strategies and text-based questioning techniques that foster critical thinking skills.
- d) Classroom teachers will receive PD from the instructional coach on teaching foundational reading skills.
- e) Teachers and staff will participate in subject and grade specific round table discussions to allow time for collaboration in best practices, instructional strategies, and technology use.
- f) Math teachers in grades K-8 will participate in face-to-face PD on strategies used in standards-based Eureka Math.
- g) Content area teachers will participate in ACT Prep Training provided by an ACT Prep expert focusing on how to incorporate ACT type questions, ACT test taking skills, timed teaching activities and tips into classroom instruction.
- h) K-8 teachers will participate in PD on state math standards and best practices conducted by AMSTI personnel.

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

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

Mentoring activities:

- a) New K-8 ELA teachers and content area teachers will participate in close reading strategies and text-based questioning techniques that foster critical thinking skills.
- b) Teachers in grades K-8 who are unfamiliar with required state assessments will participate in PD designed to help teachers interpret summative assessment data based on required state assessments.

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

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

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

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

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

Goal 1:

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 the standards set by the state of Alabama for receipt of high school diploma.

Strategy1:

Transition Processes - Rosalie School, a feeder school to Pisgah High School, will develop, evaluate, and/or enhance the transition processes which support students as they transition from school to school.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - Transition Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the established committee chaired by the school counselor, Rosalie School will examine and enhance the transition program from grade-to-grade in the school. The school committee will meet and collaborate with Pisgah High School to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	01/02/2015	05/31/2020	\$0 - No Funding Required	Curriculum Coordinator, Principal, Counselor

Measurable Objective 2:

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

Strategy1:

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

Support will be provided for school counselors and the students as they work through the process of developing and reviewing periodically the career plans.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Career Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school district will employ two career coaches who will assist the local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/ Orientation	08/05/2014	06/30/2020	\$0 - No Funding Required	Superintendent

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

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

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

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

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

Scantron is given three times a year to students in grades 3-8 to measure student skills in reading and math and science in grades 5 and 7. Test results are analyzed to determine which students have not successfully mastered academic achievement standards. Classroom teachers progress monitor every 2-4 weeks based on student needs. Instruction is differentiated based on these assessments and students receive Tiered Instruction based on needs. Teachers monitor student performance each week to adjust instruction and seek additional support as needed. Students consistently not meeting goals and/or who have a D or F are referred to the PST for additional support. Scantron offers successfully attained learning objectives and suggested learning objectives for each student tested. Additionally, Scantron offers extra practice for students to attain what is measured through the Scantron test.

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

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

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

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

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

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

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

Migrant and English Language Learners :

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

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

- Free and reduced meals (All students at Rosalie School are offered free meals during the 2018-2019 school year.)
- Counseling
- Clothes closet
- Provided school materials

Special Education:

Resource Teacher

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

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

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

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

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

Title funds will provide academic programs to assist students to meet the state standards and coordinate with other educational services to ensure that the needs of students are met. Special education students are eligible for Title services on the same basis as other students. Title funds are also used to ensure that immigrant, migratory and/or homeless children will receive proper services in the event of their enrollment in the system.

Professional development activities will help teachers encourage students to further advance in the upper levels. Effective professional development will be funded by utilizing monies from Title I, Title II, state and local funds. The county-wide School Improvement Specialist will also provide professional development to teachers on strategic teaching. Student performance on state assessments will serve all the overall evaluation of the effectiveness of professional development. Teacher surveys and voiced opinions will also be used to evaluate the effectiveness of the activities.

The 2019 fiscal year allocations are:.

Title I, Part A-

74% - Instruction and Instructional Support

Title I Set Asides

14% - Administration*

6% - School Improvement Specialist

6% - Parent Involvement/Consulting Teacher

6% English Language Specialist

*Private school participation funds are included.

Per pupil Allotment (PPA) is \$375.17

Title I set-asides include related administrative costs such as: A program administrator (.75 FTE), a secretary (.50 FTE), a Parental Involvement Consulting Teacher (1.0 FTE), and related administrative costs (including a 1.0 FTE Title III program specialist, and 1.0 School Improvement Specialist) will be paid from the Title I funds.

Title II, Part A- Teacher and Principal Training

The fiscal year allocation is as follows:

99% Class Size Reduction-Instruction

1% Professional Development

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

The fiscal year allocation is as follows:

57% Materials and supplies

43% Staff Professional Development

Title IV Pre-K and 21st Century Grants

Title V-Rural and Low Income,

100% Professional Development

Title VI Indian Education

100% Instruction and Instructional Support

2018-2019 expenditures

Title I

Certified Instructors .58 Salary and fringes 37708.0

Materials and supplies 4,686.21

Total 42,394.21

Per pupil Allotment (PPA) is \$375.17

Local schools relinquish their 1% set-aside for parental involvement to the Jackson County Parent Center. These monies are used to purchase materials and supplies to support education at home. Parents are encouraged to take advantage of the materials purchased for the Parent Center.

2018-2019 Parental Involvement money total \$ 518.33 .

Title II

County allocation for Professional Development 14190.99

Professional Development funds are utilized county wide to best meet the professional development needs of all staff.

Title III

EL funding totaling 13228.00 is used countywide and relinquished to the Jackson County School System.

Title IV

Pre-K

100% salaries

Title V Rural and Low Income

County Allocation for Professional Development 104,752.00

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

improvement activities or targeted support and improvement activities under section 1111(d)?

All Jackson County Schools are served by Title I.

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

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

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

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

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

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

Scantron assessments are administered three times during the school year to determine effectiveness of instruction and determine areas in which additional instruction is needed (Tier II and Tier III). Rosalie School administration and staff analyze assessment data in order to accurately assess school-wide and individual student strengths and weaknesses. The total school program is evaluated and plans are made to target areas of greatest need.

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

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

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

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

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	10.91

Provide the number of classroom teachers.

10.91

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	545941.55

Total 545,941.55

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	73333.92

Total 73,333.92

Assistant Principal

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

Provide the number of Assistant Principals.

0

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

Total0.00

Counselor

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

Provide the number of Counselors.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	26292.36

Total 26,292.36

Librarian

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

Provide the number of Librarians.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	56759.17

Total 56,759.17

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0

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

Total 0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	3873.0

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

3873.0

Label	Question	Value
3.	Provide the total of all funding for Technology.	3873.0

Total 3,873.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	1162.0

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

1162.0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1162.0

Total1,162.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total 0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	6921.0

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

6921.0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	6921.0

Total 6,921.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	1241.0

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

1241.0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1241.0

Total1,241.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	38050.49

Provide a brief explanation and breakdown of expenses.

Certified Instructors 0.58 Salary and fringes 37635.0
Materials and supplies 415.49
Total 38050.49
Per pupil Allotment (PPA) is \$336.73

Local schools relinquish their 1% set-aside for parental involvement to the Jackson County Parent Center. These monies are used to purchase materials and supplies to support education at home. Parents are encouraged to take advantage of the materials purchased for the Parent Center.
2018-2019 Parental Involvement money total \$ 577.43 .

Title II

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

Provide a brief explanation and a breakdown of expenses.

County allocation for Professional Development 14190.99

Professional Development funds are utilized county wide to best meet the professional development needs of all staff.

Title III

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

Provide a brief explanation and a breakdown of expenses.

EL funding totaling 13228.00 is used countywide and relinquished to the Jackson County School System.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

21st Century budgets have not been released by the ALSDE at this time

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	1.0

Provide a brief explanation and a breakdown of expenses.

County Allocation for Professional Development 104,752.00

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

Rosalie does not receive these funds

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

Rosalie does not receive these funds

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

Provide a brief explanation and breakdown of expenses.

Rosalie does not receive these funds

Other

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

Provide a brief explanation and a breakdown of expenses.

21st Century budgets have not been released by the ALSDE at this time

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

1 non certified support staff

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

During the start of each school year, the Principals at all Jackson County Schools, when scheduling allows, are assisted by the Parental Involvement Consulting Teacher, during Back to School Nights, Open House, etc. in which the Annual Title I Meeting is held. During this time, information explaining participation and requirements of Title I, 1% set asides, and Parents Rights to be involved are discussed in detail. A meeting was held at Back to School Night on 8/7/18. A second meeting will be scheduled for Spring 2019.

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

1) The Parental Involvement Consulting Teacher conducts a minimum of two meetings a year at each Jackson County School. One meeting is scheduled during the day and the other is scheduled at night to provide flexible hours to meet the needs of working parents. Also, where there are high numbers of Spanish speaking families, an interpreter will also be provided. Transportation, child care, and home visits will be provided if needed.

2) The Federal Programs Advisory Committee is comprised of parents, teachers, administrators, and community members. The purpose of this committee is to utilize federal funds to provide the maximum benefits to all students of Jackson County. The committee discusses strategies, various federal programs available, and budgets allotted to fund them. All committee members are given the opportunity to offer opinions and suggestions. Parents may view the Title I Plan on the district website and a hard copy is available upon request.

3) All principals in Jackson County agree to combine their allocated Parental Involvement Funds to allow the Federal Programs Consulting Teacher to be responsible for all Parental Involvement activities. These funds include not only her salary, but also maintaining materials and supplies for both the Parent Center and fulfilling parent requests for additional resources.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

All documents related to Federal Programs are made available in both English and Spanish. Interpreters are available at schools with high Spanish speaking populations to further assist in any other explanations necessary. Information regarding curriculum, classroom standards, SY 2018-2019

homework policies and assessments are provided in the Jackson County Schools Student Handbook. All students receive a handbook on the first day of school and must return the Parental Acknowledgement form which is filed in their cumulative records. Parents are provided with additional information throughout the school year, i.e., progress reports, report cards, assessment reports. Progress reports are sent home every 4.5 weeks and report cards are sent home every 9 weeks. Teachers make at least one parent contact per semester/year. Parents may request a conference to voice any concerns or suggestions related to the education of their child.

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

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

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

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

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

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

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

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

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

The Federal Programs Parental Involvement Consulting Teacher will conduct parent meetings and offer training sessions covering many topics designed to aid parents in becoming more involved in their child's education. If a principal has a specific need at his/her school the

Consulting Teacher will ensure that the topic is discussed. The Consulting Teacher conducts one parent meeting per semester at times convenient for all parents to attend. Flyers of upcoming meetings and training sessions will be distributed on a timely basis to ensure parents are afforded the opportunities for participation. Newsletters for parents of elementary, middle, and high school students containing valuable and age appropriate strategies for better parenting are distributed monthly. Parents can also access the school website to stay informed and involved with the school. Also, where there are high numbers of Spanish speaking families, an interpreter will also be provided to assist parents.

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

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

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

The Federal Programs Parental Involvement Consulting Teacher operates the Jackson County Schools Parent Center which contains videos, games, books, and other educational resource tools for both parents and teachers to check-out. When parents are unable to come to the center, the Consulting Teacher will deliver requested materials to the school for the parent to pick up.

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

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

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

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

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

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

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

Rosalie Elementary School will accomplish much of this through its annual Parent's Meeting held at the beginning of the school year. At that time, parents will be given an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I and how parents have the right to be involved in their children's education. Teachers conduct individual parent meetings throughout the year to discuss individual class assessments and what the parents' role will be in helping their children succeed. The Parental Involvement Consulting Teacher assists the principal in providing information to the parents about programs and resources available to encourage and support parents in participating in the education of their child.

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

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

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

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

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

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

home with the child or parents are invited to come to the Parent Center to look at all materials available.