



ACIP

Jemison High School

Chilton County Board of Education

Mrs. Diane Calloway, Principal
25195 US Highway 31
Jemison, AL 35085-4409

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Executive Summary

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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.

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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?

The Vision of Jemison High School is to "Follow the PATH to Success at JHS". PATH is an acronym for Pride, Achievement, Teamwork and Heart. These are the characteristics that exemplify our core beliefs. We, as a staff and faculty, desire that each student is successful in their future endeavors. We believe that students must develop pride in their work and efforts. We want each student to strive to reach greater achievements, and we celebrate each achievement as a step toward greater success in the future. We believe that teamwork is an essential element in our success as a school and for our students in the future. In an ever-changing global economy, the successful individual will have to have strong interpersonal skills and be able to work collaboratively with others across a wide range of cultures. The ability to work as a member of a team will become increasingly important in the digital, global age to come. Jemison High School is a rural, 9-12 secondary high school. It is located in Chilton County inside the Jemison City Limits. There are approximately 644 students with an ethnicity breakdown consisting of 67% white, 26% Hispanic, 6% Black, .5% Asian, and .3% American Indian. 60% of students qualify for free/reduced lunches, while the remaining pay for lunches. Jemison High School has seen a rapid increase in student population due to the city of Jemison population growth. In 2009, Jemison Middle School consisting of grade 5-7 was moved to a new facility leaving 8th grade students on the Jemison High School campus until 2016. 9th grade 171 students, 10th grade 156 students, 11th grade 166 students, and 12th grade 151 students. Jemison High School consists of 58 teaching units with 6 new members to our faculty. 6 out of 58 have less than 3 years of teaching experience. Many faculty members have a master's degree. Faculty members work collaboratively to ensure Jemison students are receiving instruction to prepare them for college courses or the workforce. Jemison High School was built in 1963. The campus consists of 3 classroom buildings, gymnasium, field house, stadium, and a new athletic facility completed in 2013. 9 classrooms, ag shop, and a space for a computer lab are being utilized due to renovations.

Jemison is the 173rd largest city in Alabama, with a population of 2,585 according to the 2010 census. The city, which was incorporated in 1907, is located at the geographical end of the Appalachian Mountain Range near the very center of the state. As of the census of 2010, there were 2,585 people, 997 households, and 733 families residing in the town. The population density was 229.5 people per square mile (88.6/km²). There were 1,096 housing units, and with a land area of 11.19 square miles, this translates to 97.3 housing units per square mile (37.57/km²). The racial makeup of the town was 77.76% White, 17.72% Black or African American, 7.04% Hispanic, 3.13% Other (single race), 1.01% Other (biracial or multiracial), 0.19% Native Hawaiian or Pacific Islander, 0.12% Native American or Alaskan Native, and 0.08% Asian only. There were 997 households in Jemison, with 23.27% of households inhabited by individuals. The remaining 76.73% were homes of two or more people, both family and otherwise. 52.96% of households were married couples and/or families, while 26.48% of the remainder were non-family households. The average household size was 2.59, and the average family size was 3.04. 27.67% of the population was 19 years of age or younger, with 5.57% from 20-24 years old, 11.64% from 25-34, 14.12% from 35-44, 14.20% from 45-54, 12.73% from 55-64, and 14.08% 65 years and older. The median age was 38.7, with 48.7% being male and 51.3% being female. The median income for a household in the town was \$40,735, and the median family income was \$49,091. Males had a median income of \$39,330 compared to females, whose median income was \$20,500. The per capita income for Jemison was \$17,300. The median household income for under the age of 25 was \$28,500. The median for age 25-44 was \$55,272, and for age 45-64, it was \$40,417. Median income for those over the age of 65 was \$26,200. 15.80% of the population was identified as "in poverty", while 12.76% identified as "family in poverty".

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.

School's Purpose

The Mission of Jemison High School is "to provide a secure, positive and encouraging environment, enabling students to develop essential academic and independent living skills." In developing our mission statement, the staff and faculty of Jemison High School wants to emphasize those action steps that would ensure the ultimate realization of our vision. Our mission is designed to guide every action, activity and decision with respect to our student body. We work to ensure that we are providing students and faculty with a safe and secure academic environment. Teachers are encouraged to develop lessons and conduct classes that are positive and encouraging. Extracurricular activities are considered an extension of the classroom where positive life skills can be modeled, taught, and encouraged. We believe that students should be given a broad, well-rounded curriculum designed to help them develop both academically and independently. As a faculty and staff, we recognize that our students come to us with varying backgrounds, experiences, and home situations. We realize that all students do not have the same resources and experiences. With these factors in mind, we strive to create a climate of acceptance and equality where every student has an equal opportunity for success.

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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.

Jemison High School has taken numerous steps to increase student motivation and the pursuit of higher education through several avenues. The S.T.E.P. program (The Student Teacher Empowerment Program) connects each student with a teacher as a mentor of a group of 15-20 students for their four years of high school. Through this program, each student is encouraged to strive for high standards and to choose and complete a program of study suited to the student's interests and abilities.

The formation of the 4th period or acceleration period enables students to obtain remediation for core classes and affords them the ability to be involved in a class that explores their interests. During this period classes are offered for ACT prep, reading and math remediation, social studies, and science remediation. The BETA club provides peer tutoring in all core subjects and after school tutoring is available in math. Evidence clearly indicates that students are prepared for the next level. The results of the midterm and end of course exams show mastery in all core subjects.

There are areas in which improvements can be made. Each area of academics has been analyzed and evaluated to ensure the best methods are being implemented. According to the self-assessment and survey results, we need improvement in using data from multiple student assessments to monitor and adjust curriculum, instruction, and assessments to ensure vertical and horizontal alignments with the school's goals for achievement, instruction, and statement of purpose.

Additional Information

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

N/A

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Improvement Plan Stakeholder Involvement

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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.

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Improvement Planning Process

Improvement Planning Process

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

The data will be analyzed by Administrators and ACIP Chairperson in September, 2017. Meeting with administration on committee selection 08-04-2017. Teachers will meet to review assessment data from the 17-18 school year comparing student performance on standardized tests (Benchmark (9-wk) Assessment in Global Scholars; ACT (College), ACCESS; PARKA Post-Secondary Data, Student Climate Survey, Student, Parent, and Staff Surveys, Transform 2020 Surveys, and the Alabama Alternate Assessment). Student Assessment Data collected by teachers during the previous school year will be distributed and analyzed to determine areas of strength and areas of focus for the 2017-2018 school term. Teachers will work within departmental teams (through data meetings) to conduct needs assessment based upon the current data and set achievement goals for the school. The departmental teams will meet throughout the school year continuing to gather and analyze new data, discuss and implement interventions for at-risk students, and contribute ideas for improvement through the RTI (Response to Instruction) Program. All stakeholders, including parents will be afforded opportunities to share and have input. Upon completion of the ACIP Draft, instructional teams will review the plan and make adjustments as needed. The ACIP will be published and shared with all stakeholders. Any suggested changes will be reviewed by ACIP Departmental Teams and the finished ACIP with principal approval will be sent to the Chilton County Board of Education for approval.

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

17-18 Leadership Team for Compliance Monitoring

1. Diane Calloway
2. Brooke Elliott
3. Suzanne Lenoir
4. Amanda Hope
5. Karen Cox
6. Marsha Lake
7. Karen Hayes (Technology Plan) and Sharon Smith (ACIP)
8. Hannah Bright (Technology Plan) and Hannah Grace Childress (ACIP)
9. Christy Mims
10. Robin Gray

In 2016, Teachers, parents, and community members served on each of the committees that developed the Improvement Plan Goals. Their responsibilities included and will include performing the needs assessment, setting goals and monitoring of these goals. These committees clearly defined student needs for the current school year, and Progress Notes will be added each year to the baseline.

1. Regular Education Math Goal (Gray & Winslett)
2. Regular Education Reading Goal (Hope & Buffalo)
3. Special Education Math Goal (S. Lenoir & Holsombeck)
4. Special Education Reading Goal (Buffalo & Hope)

5. Cultural Goal (from stakeholder surveys) (Ji. Easterling, Cox, & Calloway)
6. ELL Goal (Bearden)

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

Committee meetings

1. 9/19/16

Faculty meetings (one per month)

A link to the final plan will be placed on the state website. Once the plan is completed it will be presented to the board of education for approval. Upon final approval all stakeholders will be notified. The plan will be monitored monthly and stakeholders will be notified on its progress.

2. 9/27/17

ACIP Committee Meeting (To go over survey results, write goals, and discuss purchases).

3. October 2017 (Final signatures due)

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Student Performance Diagnostic

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Introduction

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

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		JHS_Student_Performance_2017

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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?

Our 12th grade Workkeys showed a high amount of benchmarking silver-platinum (63%). Our 11th grade Global Scholars (Performance Series) testing showed 59% proficiency in English Language Arts. JHS also holds an 84% graduation rate.

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

Although Jemison High School ACT Plus Writing percentages are below the state average of 13%, they show a positive trend 1% increase from 2014 (7%), 2015 (9%), and 2016 (10%).

Which area(s) indicate the overall highest performance?

According to the Global Scholars (Performance Series) 30-60-90 test, each grade 9th and 11th shows highest benchmarking in English Language Arts 9th (54%) and 11th (50%).

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

From the AAA test, our special education students subgroup show a Level 2 - 3 score in Reading and Mathematics. The majority scoring a level 3.

Between which subgroups is the achievement gap closing?

The achievement gap of special education to regular education students in reading is showing a closing gap of 2% compared to last year's gap of 4% in the Global Scholars Test.

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

Global Scholars and AAA findings are consistent with each other.

Areas in Need of Improvement

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

The mathematics gap in special education to regular education students is closing at a 39% percentage in the Global Scholars Test compared to last year's 45%. However, this gap needs to be decreased by 5% more (34%). In the 2017-18 ACT ASPIRE, this year's 10th graders showed only 7% proficiency in Grade Level Progress in Integrating Essential Skills and Modeling.

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

Global Scholars shows a 7% proficiency in Grade Level Progress for 10th grade students.

Which area(s) indicate the overall lowest performance?

Global Scholars show a 11% proficiency rate for math in 9th graders.

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

The 11th graders showed a lower percentage of proficiency in reading (31%) than the 9th graders (57%), however, the 11th graders show a higher percentage of proficiency in math (27%) than the 9th graders (11%) on the Global Scholars Test.

Between which subgroups is the achievement gap becoming greater?

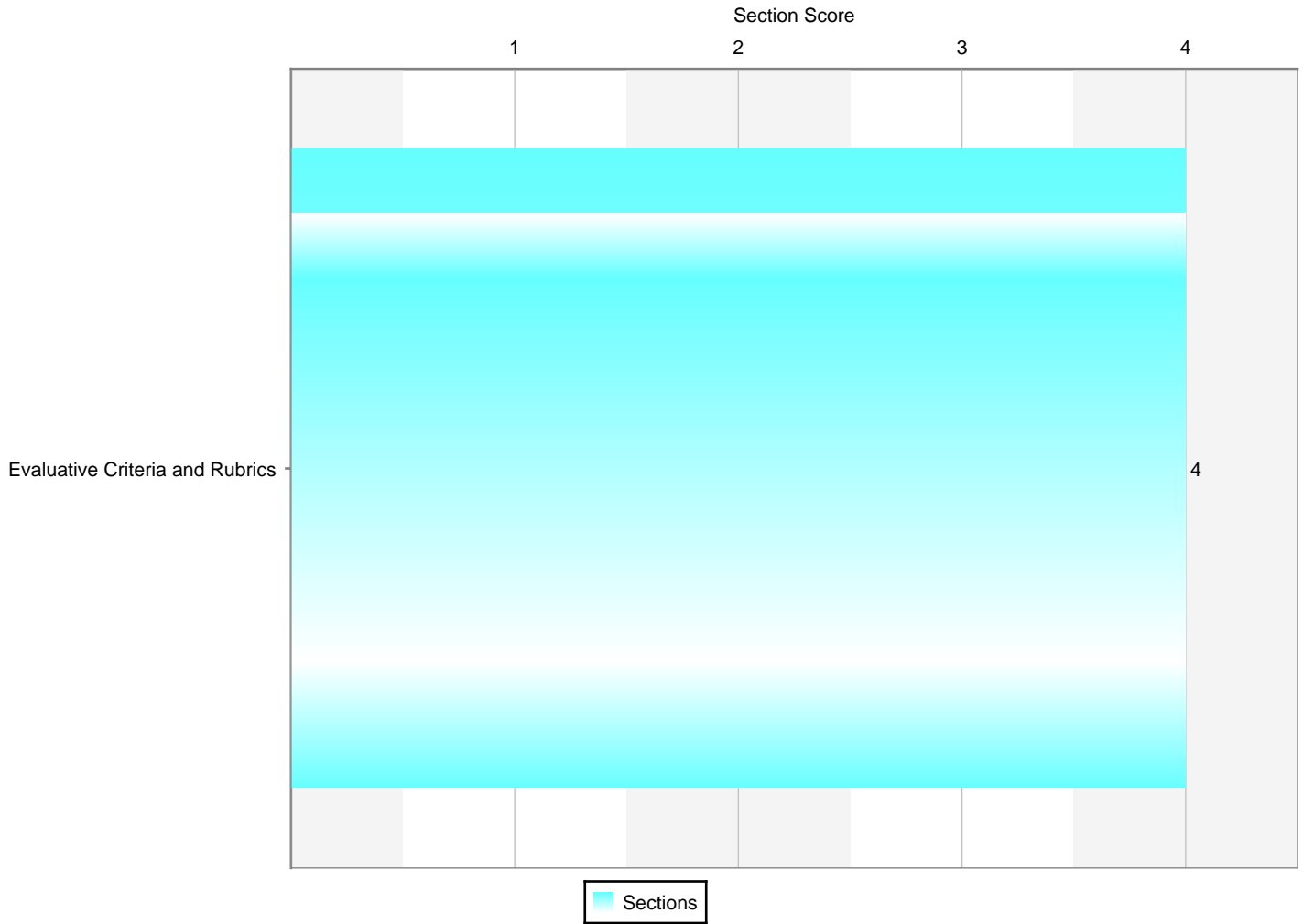
The achievement gap between our 12th grade and 9th grade in reading is becoming greater (57% to 22%) on the Global Scholars Test.

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

AAA and ACT Plus Writing compared with Global Scholars.

Report Summary

Scores By Section



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ACIP Assurances

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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.

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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		JHS_ACIP_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		JHS_OCR_Certification_2017

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	Diane Calloway (Principal) 25195 US Hwy 31 Jemison, AL 35085 205-280-4861	Principal's Attestation_2017-18 JHS_ParentandFamilyEngagementPlan_2017-18

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		LEA_Consolidation_Plan2017-18

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Jemison High School

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		JHS_Parent_Student_Compact_Page1 JHS_Parent_Student_Compact_Page2

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2017-18 ACIP Plan

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Overview

Plan Name

2017-18 ACIP Plan

Plan Description

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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	G-ACIP Goal 7: Increase graduation rate from 84% to 86%	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	A-ACIP Goal 1: Increase Regular Education Students' Math Scores by 4%.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$104545
3	B-ACIP Goal 2: Increase Regular Education Reading Scores by 4%.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$152029
4	C-ACIP Goal 3: Increase Special Education Math Scores by 4%.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$9279
5	D-ACIP Goal 4: Increase Special Education Students' Reading Scores by 4%.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$154029
6	E-ACIP Goal 5: Improve the School Culture	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$50000
7	F-ACIP Goal 6: All EL students will improve speaking and writing scores.	Objectives: 2 Strategies: 2 Activities: 3	Academic	\$0
8	H-ACIP Goal 8: Increase Parent Involvement and School Safety	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$15680
9	I-ACIP Goal 9: Increase Proficiency in Mathematics	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$0
10	J-ACIP Goal: 10: Increase Proficiency in Science	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0

Goal 1: G-ACIP Goal 7: Increase graduation rate from 84% to 86%

Status	Progress Notes	Created On	Created By
N/A	We did not meet our 2016-17 goal of increasing graduation rate from 85% to 88% (84%).	September 19, 2017	Ms. Brooke Elliott
N/A	In the 15-16 school year, the graduation rate increased from 81% to 85% (an increase of 4%).	October 04, 2016	Ms. Brooke Elliott

Measurable Objective 1:

A 2% increase of Twelfth grade students will demonstrate a behavior graduation rate in Practical Living by 05/25/2018 as measured by the graduation rate state reporting.

Strategy 1:

Monitoring At-Risk Facotrs - INOW

InFocus

Attendance monitoring

Grade monitoring

Compass Learning

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

Research Cited: CCRS, ACT Standards, ALSDE Core Standards

Activity - Workkeys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Chromebooks and Interventionists - Attendance, behavior, and grade monitoring and the students will be using ACT Prep and Work Keys Enrichment Program during acceleration period. ACT Prep during Acceleration Period	Academic Support Program	09/01/2017	05/25/2018	\$0	No Funding Required	School Officials, Conference with Parents (with notification)

Status	Progress Notes	Created On	Created By
Completed	Spring 2017 testing results 63% receiving silver - platinum status	September 19, 2017	Ms. Brooke Elliott

In Progress	All seniors are offered Workkeys online training during a protected scheduled acceleration period on the purchased Chromebook Carts.	February 27, 2017	Ms. Brooke Elliott
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Goal 2: A-ACIP Goal 1: Increase Regular Education Students' Math Scores by 4%.

Status	Progress Notes	Created On	Created By
N/A	The Regular Education Math scores from the GLOBAL SCHOLARS Test have increased by 1% (.95).	September 14, 2015	Ms. Brooke Elliott

Measurable Objective 1:

A 4% increase of Ninth, Tenth and Eleventh grade students will demonstrate a proficiency in Algebra, Geometry, Integrating Essential Skills, Justification and Explanation, and Modeling who benchmark on the Exploring Quadratic Equations and Functions in Mathematics by 05/25/2018 as measured by Global Scholars Test.

Strategy 1:

Google Classroom - Description of Strategy: All Algebra teachers will deliver systematic, explicit instruction to improve mastery of the mathematical concept Exploring Quadratic Equations and Functions, Statistics and Probability, Integrating Essential Skills, and Justification/Explanation, and Modeling.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Global Scholars Scantron Performance Series, and ACT College Readiness Standards, and 2017-18 ACT ASPIRE Test Results.

Status	Progress Notes	Created On	Created By
N/A	Google Classroom Training offered during faculty meetings...Google Camp plans for summer 2017.	February 27, 2017	Ms. Brooke Elliott
N/A	Google Classroom Training offered during faculty meetings...Google Camp plans for summer 2017.	February 27, 2017	Ms. Brooke Elliott

Activity - Google Camp Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Description of Action Step: Algebra teachers will emphasize the connection between real life models of quadratic equations and functions during instruction of this standard (word problem examples). Compass Learning Flex Period - Technology Equipment Purchases	Professional Learning, Academic Support Program	09/30/2016	05/25/2018	\$4545	Title I Part A	JHS Staff (Math Department), RTI Tier II & III Team, and S.T.E.P. Teacher

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Status	Progress Notes	Created On	Created By
Completed	Google Camp Training was completed for Algebra teachers in Spring 2017.	September 19, 2017	Ms. Brooke Elliott
In Progress	Summer 2017 plans...	February 27, 2017	Ms. Brooke Elliott
In Progress	Google Camp training for all math teachers was held in Summer 2016, Follow up meetings will take place throughout the year.	September 14, 2016	Ms. Brooke Elliott

Activity - Chromebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Description of Action Step: Algebra teachers will emphasize the connections between algebraic and graphic models of quadratic equations and functions using technology such as graphing calculators. Compass Learning Flex Period - Technology Equipment Purchases	Technology	09/01/2017	05/25/2018	\$100000	Title I Part A	JHS Staff (Math Department), JHS Interventionist Paraprofessional Salary, and S.T.E.P. Teacher

Status	Progress Notes	Created On	Created By
Completed	JHS is now 1:1 Chromebook Initiative	September 19, 2017	Ms. Brooke Elliott
In Progress	Ordered 360 more Chromebooks for a 1:1 ratio of Student:Chromebook...The goal next year is 1:1 ratio Classroom:Chromebook	February 27, 2017	Ms. Brooke Elliott
In Progress	6 Math Teachers have received a Chromebook Cart and 21st Century Classroom Equipment Upgrades.	September 14, 2016	Ms. Brooke Elliott

Activity - Data Meetings 30-60-90	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regular Data Meetings on the various test scores (Global Scholar, ACT College, and AAA) Compass Learning Flex Period - Technology Equipment Purchases	Professional Learning	09/01/2017	05/25/2018	\$0	No Funding Required	SDE and Central Office, JHS Staff (Math Department), RTI Team, and S.T.E.P. Teacher

Status	Progress Notes	Created On	Created By
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ACIP

Jemison High School

In Progress	Added Chromebook carts for Reading Initiative for Regular Education and Special Education Students. They are pulled for remediation 3 times/week.	February 27, 2017	Ms. Brooke Elliott
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Strategy 2:

Teaching for Mastery - All Algebra teachers will implement differentiated instructional strategies to improve mastery of mathematical concept Exploring Other Nonlinear Equations and Functions.

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

Research Cited: Global Scholar Scantron Performance Series Test and ACT College Readiness Standards

Status	Progress Notes	Created On	Created By
N/A	8th Grade Students during the 2016-17 School year are able to take Alg. I for credit	September 14, 2016	Ms. Brooke Elliott

Activity - Student Portfolios in Google Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algebra teachers will implement warm-up/bell ringers, "Problem of the Day," to target specific non-mastered standard(s), a minimum of two days per week. Teacher observations of students' work Compass Learning Flex Period - Technology Equipment Purchases	Academic Support Program	09/01/2017	05/25/2018	\$0	No Funding Required	JHS Staff (Math Department), RTI Team, and S.T.E.P. Teacher

Status	Progress Notes	Created On	Created By
In Progress	All math classes are using Google Classroom with student portfolios.	February 27, 2017	Ms. Brooke Elliott

Activity - Flip Classroom Model in Google Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Algebra teachers will implement "Exit Slips" at the end of a lesson to check for understanding/mastery of target standard. Compass Learning Flex Period - Technology Equipment Purchases	Academic Support Program	09/01/2017	05/25/2018	\$0	No Funding Required	JHS Staff (Math Department), RTI Team, and S.T.E.P. Teacher

Status	Progress Notes	Created On	Created By
In Progress	All math classes are using Flip Classroom Model in Google Classroom.	February 27, 2017	Ms. Brooke Elliott

Goal 3: B-ACIP Goal 2: Increase Regular Education Reading Scores by 4%.

Status	Progress Notes	Created On	Created By
N/A	Students fell below the benchmark in ACT College Exam for Reading. There is a 0.8% gap from the state average and JHS' average score. 7% of JHS Graduates needed Remedial English courses.	September 24, 2015	Ms. Brooke Elliott

Measurable Objective 1:

A 4% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency we will increase the percentage of students scoring proficient in English/Language Arts in Reading by 05/25/2018 as measured by ACT College and Global Scholars Exam.

Strategy 1:

Lesson Plans using ELEOT - Teachers will develop lesson plans that directly address English/Language Arts instruction that are expected based on the College and Career Ready Standards

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS and ACT College Readiness Standards

Activity - Reading Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA and Reading teachers will work collaboratively and meet periodically to discuss successes/failures of classroom efforts to implement instruction that aligns with CCRS standards. Students who are not making adequate progress will receive additional opportunities to work with reading teachers during Acceleration period intervention classes. If content is still not mastered, a teacher may consider an RTI referral for failing students.	Professional Learning, Academic Support Program	09/01/2017	05/25/2018	\$0	No Funding Required	JHS Staff, Reading Coach, RTI Team

Status	Progress Notes	Created On	Created By
In Progress	Purchased Chromebook Carts for all Reading Teachers (ELA) for remediation.	February 27, 2017	Ms. Brooke Elliott

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Jemison High School

Activity - Data Meetings 30-60-90	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regular Data Meetings on the various test scores (Global Scholar, ACT College)	Professional Learning	09/01/2017	05/25/2018	\$0	No Funding Required	JHS Faculty and Staff, Counselors, RTI Team, Reading Coaches

Status	Progress Notes	Created On	Created By
In Progress	Each faculty meeting a presentation is given for reading/math scores using Global Scholar on Chromebooks.	February 27, 2017	Ms. Brooke Elliott

Strategy 2:

Compass Learning - ELA and Reading teachers will work collaboratively and meet periodically to discuss successes/failures of classroom efforts to implement instruction that aligns with CCRS standards. Students who are not making adequate progress will receive additional opportunities to work with reading teachers during Acceleration Period intervention classes on Compass Learning. If content is still not mastered, a teacher may consider an RTI referral for failing students.

Category: Develop/Implement Learning Supports

Research Cited: CCRS, RTI Team, Reading Coaches, Faculty/Staff

Activity - Devices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Meetings with English and Other Subjects regarding reading scores, and Compass Learning modules completed on Chromebooks	Professional Learning, Technology	09/01/2017	05/25/2018	\$152029	Title I Part A	Reading Coach/JHS Staff/SDE Personnel, and RTI Team

Status	Progress Notes	Created On	Created By
Completed	JHS is now 1:1 Chromebook Initiative met.	September 19, 2017	Ms. Brooke Elliott
In Progress	Chromebooks are used by all students during acceleration for Compass Learning. Currently we have a 1:1 initiative.	February 27, 2017	Ms. Brooke Elliott

Goal 4: C-ACIP Goal 3: Increase Special Education Math Scores by 4%.

Status	Progress Notes	Created On	Created By
N/A	The gap for math between the Special Education and Regular Education students closed 3% from last year's Global Scholars Exam...however, our 8th grade students are only at 12% proficiency in Math.	September 24, 2015	Ms. Brooke Elliott

Measurable Objective 1:

A 4% increase of Ninth, Tenth and Eleventh grade students will demonstrate a proficiency exploring other nonlinear equations and functions in Mathematics by 05/25/2018 as measured by AAA and Global Scholars Exam.

Strategy 1:

Student Engagement - All math teachers will provide students with hands on math instruction and practice with exploring other nonlinear equations and functions 4 and exploring quadratic equations and functions 5.

A special education teacher will provide remediation 30 minutes a day in math on the above standards.

Category: Develop/Implement Learning Supports

Research Cited: CCRS and ACT College Readiness Standards

Activity - Math For Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will utilize hands on projects in math provided by AMSTI training or other math specific technology. Special education teachers will schedule special education students in a math remediation class for 30 mins. a day. Addition of SMARTBoards for Math Department.	Academic Support Program	09/01/2017	05/25/2018	\$0	No Funding Required	JHS Staff (Math Department)

Status	Progress Notes	Created On	Created By
In Progress	Students are evaluated at the beginning of the course with pre-tests for mastery using purchased Chromebooks. Each math teacher has a Chromebook cart.	February 27, 2017	Ms. Brooke Elliott

ACIP

Jemison High School

Activity - Data Meetings 30-60-90	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regular Data Meetings on the various test scores (Global Scholar, ACT ASPIRE, ACT College)	Professional Learning	09/01/2017	05/25/2018	\$0	No Funding Required	SDE, Central Office Staff

Status	Progress Notes	Created On	Created By
In Progress	Students complete Global Scholar testing each quarter using purchased Chromebooks. Faculty conducts data meetings each month.	February 27, 2017	Ms. Brooke Elliott
In Progress	Data Meeting for Faculty October 2016	October 04, 2016	Ms. Brooke Elliott

Activity - Chromebooks and 2 Carts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase of Chromebook carts with 30 laptops each for supplemental use with Compass Learning software.	Academic Support Program	01/27/2016	05/25/2018	\$9279	Title I Part A	Special Education Teachers Interventionists

Status	Progress Notes	Created On	Created By
Completed	All math teacher has a Chromebook Cart.	September 19, 2017	Ms. Brooke Elliott
In Progress	Each math teacher has a Chromebook cart	February 27, 2017	Ms. Brooke Elliott
In Progress	Google Camp Follow ups plan for October 2016	October 04, 2016	Ms. Brooke Elliott

Goal 5: D-ACIP Goal 4: Increase Special Education Students' Reading Scores by 4%.

Status	Progress Notes	Created On	Created By
N/A	The Global Scholars Exam shows (8th Grade) a 27% (6% increase from last year) gap in Special Education and Regular Education for Reading.	September 24, 2015	Ms. Brooke Elliott

Measurable Objective 1:

A 4% increase of Gifted and Talented and Students with Disabilities students will demonstrate a proficiency increase the percentage of students scoring proficient in College and Career Ready Standards in English/Language Arts in Reading by 05/25/2018 as measured by AAA, ACT College, and Global Scholars Exam.

Strategy 1:

Writing/Reading Courses - Developing Writing: 9th-11th grade teachers will use writing strategies to focus on organizational skills when writing for tests.

Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences.

Data Results on Which Goal is Based: ACT College, Global Scholars

Category: Develop/Implement Learning Supports

Research Cited: CCRS and ELA Standards

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of graphic organizers to aid with writing. Description of Action Step: 9th-11th grade teachers will implement various writing strategies to scaffold organizational skills when writing for tests. Benchmarks: Formative assessments Evidence – Documentation Box Evidence – Walk Through Interventions: Students are enrolled in Remediation/Study Hall. Resources: CCRS training materials, CCRS standards Professional Development: CCRS turnaround training from Instructional Coach to whole faculty.	Academic Support Program	09/01/2017	05/25/2018	\$2000	Title I Schoolwide	JHS Staff

Status	Progress Notes	Created On	Created By
In Progress	Professional development of writing strategies was given to faculty.	February 27, 2017	Ms. Brooke Elliott

Activity - Writing Portfolios - Google Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Jemison High School

Revising Writing Description of Action Step: 9th-11th grade teachers will practice revision of writing with precise and specific terms. Benchmarks: Formative Assessments Evidence – Documentation Box Evidence – Walk Through Interventions: Students are enrolled in Remediation/Study Hall. Resources: CCRS training materials, CCRS standards Professional Development: CCRS turnaround training from Instructional Coach to whole faculty.	Academic Support Program	09/01/2017	05/25/2018	\$0	No Funding Required	JHS Staff
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Status	Progress Notes	Created On	Created By
In Progress	Plans for Google Camp in summer 2017 to train ELA teachers in Google Classroom for all classes to use for 2017-18 school year.	February 27, 2017	Ms. Brooke Elliott

Activity - Data Meetings 30-60-90	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regular Data Meetings on the various test scores (Global Scholar, ACT College)	Professional Learning	09/01/2017	05/25/2018	\$0	No Funding Required	SDE, Central Office Staff, Faculty and Staff

Status	Progress Notes	Created On	Created By
In Progress	Global Scholar Test results given to faculty.	February 27, 2017	Ms. Brooke Elliott

Activity - Chromebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Chromebooks are used to increase vocabulary in reading strategies.	Technology, Academic Support Program	09/01/2017	05/25/2018	\$152029	Title I Part A	Teachers with Chromebook Carts

ACIP

Jemison High School

Status	Progress Notes	Created On	Created By
Completed	JHS is now met the 1:1 Chromebook Initiative in Spring 2017.	September 19, 2017	Ms. Brooke Elliott
In Progress	Purchased 360 Chromebooks for a 1:1 student ratio.	February 27, 2017	Ms. Brooke Elliott
In Progress	Google Classroom, Carts, Chromebooks Will be purchased for Reading Teachers	October 04, 2016	Ms. Brooke Elliott

Goal 6: E-ACIP Goal 5: Improve the School Culture

Status	Progress Notes	Created On	Created By
N/A	JHS is eligible to receive Title I funding this year.	September 24, 2015	Ms. Brooke Elliott

Measurable Objective 1:

A 5% increase of All Students will increase student growth using new technology, awareness of student advocacy, parent communication, and testing data for instruction provided with Title I funding. in Practical Living by 05/25/2018 as measured by stakeholder feedback from surveys.

Strategy 1:

Increase ACT Prep - Provide ACT Prep materials by purchasing software and workbooks for all 11th graders to work on ACT during a protected acceleration period during the day.

Category: Develop/Implement Student and School Culture Program

Research Cited: JHS Faculty and Staff/ACT College and Career Ready Standards

Status	Progress Notes	Created On	Created By
N/A	Administration has reworked student parking passes and increase parking security.	September 24, 2015	Ms. Brooke Elliott

Activity - ACT Prep for 11th Graders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACT Prep during Acceleration Period each day	Behavioral Support Program	09/01/2017	05/25/2018	\$0	No Funding Required	JHS Staff and CCS

ACIP

Jemison High School

Status	Progress Notes	Created On	Created By
Completed	100 ACT Prep booklets were purchased for all juniors to complete. Also, juniors are using acceleration scheduled time to do ACT Prep online using purchased Chromebooks.	February 27, 2017	Ms. Brooke Elliott

Strategy 2:

Parent Communication - a) Present a program on social media to faculty and students by local police.

b) Build a better relationship with our students through STEP to ensure teachers treat all students with respect.

c) Create a caring environment (through a program designed by JHS counselors) in which teachers value the importance of mutual respect with students. Revive the Bionic Program (New name JETS - Jemison Empathy from Teachers and Students)

d) Streamline Registration process

e) Add more parental volunteer opportunities and Parent/Teacher Meetings.

f) Provide monitors placed throughout the school and digital sign out in front of the school that scrolls announcements for students and parents. (Met goal)

Category: Develop/Implement Student and School Culture Program

Research Cited: Stakeholder Feedback

Activity - Digital Sign, Cameras, and Monitors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
a) Present a program on social media to faculty and students by local police. b) Build a better relationship with our students through STEP to ensure teachers treat all students with respect. c) Create a caring environment (through a program designed by JHS counselors) in which teachers value the importance of mutual respect with students. d) Increase Parental Involvement	Behavioral Support Program	09/01/2017	05/25/2018	\$0	No Funding Required	JHS Staff

Status	Progress Notes	Created On	Created By
In Progress	Monitors have been placed throughout the school for updating information and announcements. A digital sign has been purchased (through fundraising) for the front of the school.	February 27, 2017	Ms. Brooke Elliott

Strategy 3:

Student Advocacy - a) Increase student participation and awareness of S.T.E.P. Program

b) Increase technology and equipment for student common areas

c) Increase campus cleanliness

d) Maintenance of student organizations and clubs for extra-curricular activities

Category: Develop/Implement Student and School Culture Program

Research Cited: Stakeholder Feedback

Activity - P.R.I.D.E.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
a) Ensure that all locks are fixed on all bathroom doors b) Ask teachers to frequent bathrooms during breaks and also during their prep time c) Ask janitors to weekly clean remarks on bathroom walls d) Campus Cleanup Plan called the JHS Pride Club sponsored by faculty and staff	Behavioral Support Program	09/01/2017	05/25/2018	\$0	No Funding Required	JHS Staff/Students

Status	Progress Notes	Created On	Created By
In Progress	A club of students (P.R.I.D.E.) has been established for clean-up efforts.	February 27, 2017	Ms. Brooke Elliott

Activity - Improve Student Common Areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Improve technology and appearance in student common areas	Technology	09/19/2017	05/25/2018	\$50000	Title I Part A	JHS Staff

Goal 7: F-ACIP Goal 6: All EL students will improve speaking and writing scores.

Status	Progress Notes	Created On	Created By
N/A	The ACCESS AMOA Exam for ELL students shows 36% students not proficiency of Level 4 (Expanding Ideas - Knows and uses social English and some technical academic language. This is an increase of non-proficiency of 13%. NOTE: JHS' Hispanic population has increase from 18% to this year's 22%.	September 24, 2015	Ms. Brooke Elliott

Measurable Objective 1:

A 4% increase of Hispanic or Latino and English Learners students will demonstrate a proficiency in Level 3 Speaking in English Language Arts by 05/25/2018 as measured by ACCESS for ELLs.

Strategy 1:

ESL Learning Supports - 1. For language proficiency levels 1-5 the arrangement of MPIs help students and teachers envision how language may progress from one level of language proficiency to the next. 2. The standards framework address the four language domains: listening, speaking, reading and writing which will help educators plan balanced opportunities for language learning and take advantage of the strong English language skills in one domain to support the other domains. 3. English language development occurs over multiple years, is variable and depends on many factors including age, maturation, classroom experiences, programming, motivation and attitude, making it difficult to establish fixed language expectations for any grade level or age.

Category: Develop/Implement Learning Supports

Research Cited: WIDA Framework

Activity - Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELLs Data individual instruction and Rosetta Stone Software will be used to improve speaking.	Academic Support Program	09/01/2017	05/25/2018	\$0	No Funding Required	ELLs, academic teachers, and administrators

Status	Progress Notes	Created On	Created By
In Progress	Rosetta Stone software has been offered for all qualifying ELL students.	February 27, 2017	Ms. Brooke Elliott

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be training on the WIDA standards to improve Speaking.	Academic Support Program	09/01/2017	05/25/2018	\$0	No Funding Required	ELL teachers and Administrators

Measurable Objective 2:

4% of English Learners students will demonstrate a proficiency in Level 4 in Writing by 05/25/2018 as measured by ACCESS for ELLs.

Strategy 1:

Professional Development - Academic teachers will discuss and learn strategies to increase writing competencies.

Category: Develop/Implement Professional Learning and Support

Research Cited: WIDA Standards

Activity - WIDA Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training in the implementation of WIDA strategies	Professional Learning	09/01/2017	05/25/2018	\$0	No Funding Required	ELL teachers, academic teachers, and administrators

Status	Progress Notes	Created On	Created By
In Progress	WIDA training has been given by ELL Director in February 2017 for all faculty.	February 27, 2017	Ms. Brooke Elliott

Goal 8: H-ACIP Goal 8: Increase Parent Involvement and School Safety

Measurable Objective 1:

collaborate to Increase parent involvement and schools safety by 05/25/2018 as measured by Parent and Cultural Feedback (surveys).

Strategy 1:

Improve Parental Involvement - School Activities will be planned to include parents, parent education (Internet Safety), Honors Day, Title I Meetings, Banquets, and Field Trips

Category: Develop/Implement Student and School Culture Program

Research Cited: Surveys, Feedback, and Communication

Activity - Software Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SchoolMessenger, Schoollnsites, School Check in, and Information Now	Behavioral Support Program	09/01/2017	05/25/2018	\$5680	Title I Part A, Title I Part A	JHS Faculty and Staff

Measurable Objective 2:

collaborate to Increase School Safety by 05/25/2018 as measured by Parent and Cultural Feedback (surveys).

Strategy 1:

Board, Monitors, and Cameras - JHS will work to improve communication with parents and community with a digital sign and software equipment to be located out front of the school. JHS will also offer monitors and cameras throughout the school for communication and recording capabilities.

Category: Other - Communication

Research Cited: ALSDE School Safety Procedures and Policies

Status	Progress Notes	Created On	Created By
N/A	Digital Sign objective was met Spring 2017.	September 19, 2017	Ms. Brooke Elliott

Activity - Digital Sign, Cameras, and Monitors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Front digital sign, additional security cameras and monitors	Behavioral Support Program	09/01/2017	05/25/2018	\$10000	Other	JHS Faculty and Staff

Goal 9: I-ACIP Goal 9: Increase Proficiency in Mathematics

Measurable Objective 1:

A 4% increase of Ninth, Tenth and Eleventh grade students will demonstrate a proficiency in Algebra and Derivatives in Mathematics by 05/25/2018 as measured by ACT College Plus Writing..

Strategy 1:

Classroom Instruction - All students will receive integrated instruction by highly qualified mathematics teacher using a variety of resources and teaching methods to increase student engagement. Strategies will include AMSTI certified math teachers (4.5 teachers) utilizing AMSTI resources.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI certified teachers and resources

Activity - Direct and Tiered Instruction (AMSTI resources)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teacher will provide direct and tiered instruction based on College and Career Ready standards using a variety of resources including Google Classroom, Google Chromebooks, Compass Learning, and Acceleration Math	Direct Instruction	09/01/2017	05/25/2018	\$0	No Funding Required	Administrators, general education teacher, special education teachers, counselors, and support staff.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work collaboratively with the administrators, specialists, and the counselor to review, interpret, and analyze reports from ACT Aspire, Performance Series, Compass Learning. All stakeholders will work collaboratively to develop strategic plans to increase student achievement and engagement.	Academic Support Program	09/01/2017	05/25/2018	\$0	No Funding Required	Administrators, teacher, counselors, and central office staff.

Activity - Walkthroughs, Lesson Plans, and Data Review and Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the course of the school year, administrators will complete classroom walk-throughs and weekly lesson plan review. The school will go through a midyear review process to evaluate the schools progress toward reaching their achievement measurable objectives. Central office personnel will complete the midyear review and will monitor the benchmark assessment results.	Academic Support Program	09/01/2017	05/25/2018	\$0	No Funding Required	Administrators, counselors, faculty members, and central office team

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be designed and linked to teacher observation, formative assessment results and school-wide goals.	Professional Learning, Academic Support Program	09/01/2017	05/25/2018	\$0	No Funding Required	Administrators, faculty and professional development coordinator

Strategy 2:

Tier III Individualized Instruction - Students identified as those in need of Tier III mathematics intervention will receive explicit and systematic small group remediation at least 2-3 times to improve their math proficiency.

Category: Develop/Implement Learning Supports

Research Cited: Best Practices Math Intervention; Response to Instruction

Activity - Tier III Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize explicit, direct instruction for teaching and reteaching of standards not mastered during Tier II intervention for at least 2-3 times a week as indicated through PST progress monitoring.	Direct Instruction, Academic Support Program	09/01/2017	05/25/2018	\$0	No Funding Required	Administrators, teachers, counselors, interventionists, and support personnel

Goal 10: J-ACIP Goal: 10: Increase Proficiency in Science

Measurable Objective 1:

4% of Ninth, Tenth and Eleventh grade students will demonstrate a proficiency in (Data Analysis/Reading Charts and Graphs) in Science by 05/25/2018 as measured by ACT College Plus Writing..

Strategy 1:

Classroom Instruction - All students will receive integrated instruction by highly qualified science teachers with AMSTI and SIM (Science in Motion) certifications using a variety of resources and teaching methods increase student engagement.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI and SIM resources

Activity - Direct and Tiered Instruction (AMSTI resources)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will provide direct and tiered instruction based on college and career ready standards using a variety of resources including Google Classroom, Google Chromebooks, Compass Learning, AMSTI and SIM resources.	Direct Instruction	09/01/2017	05/25/2018	\$0	No Funding Required	AMSTI and SIM Certified teachers

Activity - Walkthroughs, Lesson Plans, and Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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During the course of the school year, administrators will complete classroom walk-throughs and weekly lesson plan review. The school will go through a midyear review process to evaluate the schools progress toward reaching their achievement measurable objectives. Central office personnel will complete the midyear review and will monitor the benchmark assessment results. Teachers will work collaboratively with the administrators, specialists, and the counselor to review, interpret, and analyze reports from ACT Aspire, Performance Series, Compass Learning. All stakeholders will work collaboratively to develop strategic plans to increase student achievement and engagement.	Academic Support Program	09/01/2017	05/25/2018	\$0	No Funding Required	Certified AMSTI and SIM Teachers, and Central Office Staff.
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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be designed and linked to teacher observation, formative assessment results and school-wide goals. More AMSTI Training....	Professional Learning	09/01/2017	05/25/2018	\$0	No Funding Required	AMSTI Certified Staff

Strategy 2:

Tier III Individualized Instruction - Students identified as those in need of Tier III science intervention will receive explicit and systematic small group remediation at least 2-3 times to improve their science proficiency.

Category: Develop/Implement Learning Supports

Research Cited: Tier III faculty/staff

Activity - Tier III Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize explicit, direct instruction for teaching and reteaching of standards not mastered during Tier II intervention for at least 2-3 times a week as indicated through PST progress monitoring.	Direct Instruction, Academic Support Program	09/01/2017	05/25/2018	\$0	No Funding Required	Tier III faculty/staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Sign, Cameras, and Monitors	Front digital sign, additional security cameras and monitors	Behavioral Support Program	09/01/2017	05/25/2018	\$10000	JHS Faculty and Staff
Total					\$10000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Software Communication	SchoolMessenger, SchoolInsites, School Check in, and Information Now	Behavioral Support Program	09/01/2017	05/25/2018	\$3791	JHS Faculty and Staff
Devices	Data Meetings with English and Other Subjects regarding reading scores, and Compass Learning modules completed on Chromebooks	Professional Learning, Technology	09/01/2017	05/25/2018	\$152029	Reading Coach/JHS Staff/SDE Personnel, and RTI Team
Chromebooks and 2 Carts	Purchase of Chromebook carts with 30 laptops each for supplemental use with Compass Learning software.	Academic Support Program	01/27/2016	05/25/2018	\$9279	Special Education Teachers Interventionists
Chromebooks	Description of Action Step: Algebra teachers will emphasize the connections between algebraic and graphic models of quadratic equations and functions using technology such as graphing calculators. Compass Learning Flex Period - Technology Equipment Purchases	Technology	09/01/2017	05/25/2018	\$100000	JHS Staff (Math Department), JHS Interventionist Paraprofessional Salary, and S.T.E.P. Teacher

ACIP

Jemison High School

Google Camp Training	Description of Action Step: Algebra teachers will emphasize the connection between real life models of quadratic equations and functions during instruction of this standard (word problem examples). Compass Learning Flex Period - Technology Equipment Purchases	Professional Learning, Academic Support Program	09/30/2016	05/25/2018	\$4545	JHS Staff (Math Department), RTI Tier II & III Team, and S.T.E.P. Teacher
Improve Student Common Areas	Improve technology and appearance in student common areas	Technology	09/19/2017	05/25/2018	\$50000	JHS Staff
Chromebooks	Chromebooks are used to increase vocabulary in reading strategies.	Technology, Academic Support Program	09/01/2017	05/25/2018	\$152029	Teachers with Chromebook Carts
Software Communication	SchoolMessenger, SchoolInsites, School Check in, and Information Now	Behavioral Support Program	09/01/2017	05/25/2018	\$1889	JHS Faculty and Staff
Total					\$473562	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Graphic Organizers	The use of graphic organizers to aid with writing. Description of Action Step: 9th-11th grade teachers will implement various writing strategies to scaffold organizational skills when writing for tests. Benchmarks: Formative assessments Evidence – Documentation Box Evidence – Walk Through Interventions: Students are enrolled in Remediation/Study Hall. Resources: CCRS training materials, CCRS standards Professional Development: CCRS turnaround training from Instructional Coach to whole faculty.	Academic Support Program	09/01/2017	05/25/2018	\$2000	JHS Staff
Total					\$2000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Flip Classroom Model in Google Classroom	Algebra teachers will implement “Exit Slips” at the end of a lesson to check for understanding/mastery of target standard. Compass Learning Flex Period - Technology Equipment Purchases	Academic Support Program	09/01/2017	05/25/2018	\$0	JHS Staff (Math Department), RTI Team, and S.T.E.P. Teacher

ACIP

Jemison High School

Tier III Instruction	Teachers will utilize explicit, direct instruction for teaching and reteaching of standards not mastered during Tier II intervention for at least 2-3 times a week as indicated through PST progress monitoring.	Direct Instruction, Academic Support Program	09/01/2017	05/25/2018	\$0	Administrators, teachers, counselors, interventionists, and support personnel
Math For Mastery	All math teachers will utilize hands on projects in math provided by AMSTI training or other math specific technology. Special education teachers will schedule special education students in a math remediation class for 30 mins. a day. Addition of SMARTBoards for Math Department.	Academic Support Program	09/01/2017	05/25/2018	\$0	JHS Staff (Math Department)
Walkthroughs, Lesson Plans, and Data Analysis	During the course of the school year, administrators will complete classroom walk-throughs and weekly lesson plan review. The school will go through a midyear review process to evaluate the schools progress toward reaching their achievement measurable objectives. Central office personnel will complete the midyear review and will monitor the benchmark assessment results. Teachers will work collaboratively with the administrators, specialists, and the counselor to review, interpret, and analyze reports from ACT Aspire, Performance Series, Compass Learning. All stakeholders will work collaboratively to develop strategic plans to increase student achievement and engagement.	Academic Support Program	09/01/2017	05/25/2018	\$0	Certified AMSTI and SIM Teachers, and Central Office Staff.
Writing Portfolios - Google Classroom	Revising Writing Description of Action Step: 9th-11th grade teachers will practice revision of writing with precise and specific terms. Benchmarks: Formative Assessments Evidence – Documentation Box Evidence – Walk Through Interventions: Students are enrolled in Remediation/Study Hall. Resources: CCRS training materials, CCRS standards Professional Development: CCRS turnaround training from Instructional Coach to whole faculty.	Academic Support Program	09/01/2017	05/25/2018	\$0	JHS Staff
WIDA Training	Training in the implementation of WIDA strategies	Professional Learning	09/01/2017	05/25/2018	\$0	ELL teachers, academic teachers, and administrators

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Data Meetings 30-60-90	Regular Data Meetings on the various test scores (Global Scholar, ACT College, and AAA) Compass Learning Flex Period - Technology Equipment Purchases	Professional Learning	09/01/2017	05/25/2018	\$0	SDE and Central Office, JHS Staff (Math Department), RTI Team, and S.T.E.P. Teacher
Student Portfolios in Google Classroom	Algebra teachers will implement warm-up/bell ringers, "Problem of the Day," to target specific non-mastered standard(s), a minimum of two days per week. Teacher observations of students' work Compass Learning Flex Period - Technology Equipment Purchases	Academic Support Program	09/01/2017	05/25/2018	\$0	JHS Staff (Math Department), RTI Team, and S.T.E.P. Teacher
Digital Sign, Cameras, and Monitors	a) Present a program on social media to faculty and students by local police. b) Build a better relationship with our students through STEP to ensure teachers treat all students with respect. c) Create a caring environment (through a program designed by JHS counselors) in which teachers value the importance of mutual respect with students. d) Increase Parental Involvement	Behavioral Support Program	09/01/2017	05/25/2018	\$0	JHS Staff
Reading Remediation	ELA and Reading teachers will work collaboratively and meet periodically to discuss successes/failures of classroom efforts to implement instruction that aligns with CCRS standards. Students who are not making adequate progress will receive additional opportunities to work with reading teachers during Acceleration period intervention classes. If content is still not mastered, a teacher may consider an RTI referral for failing students.	Professional Learning, Academic Support Program	09/01/2017	05/25/2018	\$0	JHS Staff, Reading Coach, RTI Team
Data Meetings 30-60-90	Regular Data Meetings on the various test scores (Global Scholar, ACT ASPIRE, ACT College)	Professional Learning	09/01/2017	05/25/2018	\$0	SDE, Central Office Staff
Professional Development	Professional development will be designed and linked to teacher observation, formative assessment results and school-wide goals. More AMSTI Training....	Professional Learning	09/01/2017	05/25/2018	\$0	AMSTI Certified Staff
Software	ELLs Data individual instruction and Rosetta Stone Software will be used to improve speaking.	Academic Support Program	09/01/2017	05/25/2018	\$0	ELLs, academic teachers, and administrators
Data Analysis	Teachers will work collaboratively with the administrators, specialists, and the counselor to review, interpret, and analyze reports from ACT Aspire, Performance Series, Compass Learning. All stakeholders will work collaboratively to develop strategic plans to increase student achievement and engagement.	Academic Support Program	09/01/2017	05/25/2018	\$0	Administrators, teacher, counselors, and central office staff.

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Walkthroughs, Lesson Plans, and Data Review and Analysis	During the course of the school year, administrators will complete classroom walk-throughs and weekly lesson plan review. The school will go through a midyear review process to evaluate the schools progress toward reaching their achievement measurable objectives. Central office personnel will complete the midyear review and will monitor the benchmark assessment results.	Academic Support Program	09/01/2017	05/25/2018	\$0	Administrators, counselors, faculty members, and central office team
Direct and Tiered Instruction (AMSTI resources)	Classroom teachers will provide direct and tiered instruction based on college and career ready standards using a variety of resources including Google Classroom, Google Chromebooks, Compass Learning, AMSTI and SIM resources.	Direct Instruction	09/01/2017	05/25/2018	\$0	AMSTI and SIM Certified teachers
Workkeys	Chromebooks and Interventionists - Attendance, behavior, and grade monitoring and the students will be using ACT Prep and Work Keys Enrichment Program during acceleration period. ACT Prep during Acceleration Period	Academic Support Program	09/01/2017	05/25/2018	\$0	School Officials, Conference with Parents (with notification)
Data Meetings 30-60-90	Regular Data Meetings on the various test scores (Global Scholar, ACT College)	Professional Learning	09/01/2017	05/25/2018	\$0	JHS Faculty and Staff, Counselors, RTI Team, Reading Coaches
Professional Development	Professional development will be designed and linked to teacher observation, formative assessment results and school-wide goals.	Professional Learning, Academic Support Program	09/01/2017	05/25/2018	\$0	Administrators, faculty and professional development coordinator
Data Meetings 30-60-90	Regular Data Meetings on the various test scores (Global Scholar, ACT College)	Professional Learning	09/01/2017	05/25/2018	\$0	SDE, Central Office Staff, Faculty and Staff
P.R.I.D.E.	a) Ensure that all locks are fixed on all bathroom doors b) Ask teachers to frequent bathrooms during breaks and also during their prep time c) Ask janitors to weekly clean remarks on bathroom walls d) Campus Cleanup Plan called the JHS Pride Club sponsored by faculty and staff	Behavioral Support Program	09/01/2017	05/25/2018	\$0	JHS Staff/Students
Professional Development	Teachers will be training on the WIDA standards to improve Speaking.	Academic Support Program	09/01/2017	05/25/2018	\$0	ELL teachers and Administrators
ACT Prep for 11th Graders	ACT Prep during Acceleration Period each day	Behavioral Support Program	09/01/2017	05/25/2018	\$0	JHS Staff and CCS

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Tier III Instruction	Teachers will utilize explicit, direct instruction for teaching and reteaching of standards not mastered during Tier II intervention for at least 2-3 times a week as indicated through PST progress monitoring.	Direct Instruction, Academic Support Program	09/01/2017	05/25/2018	\$0	Tier III faculty/staff
Direct and Tiered Instruction (AMSTI resources)	Classroom teacher will provide direct and tiered instruction based on College and Career Ready standards using a variety of resources including Google Classroom, Google Chromebooks, Compass Learning, and Acceleration Math	Direct Instruction	09/01/2017	05/25/2018	\$0	Administrators, general education teacher, special education teachers, counselors, and support staff.
Total					\$0	

DRAFT

Stakeholder Feedback Diagnostic

Introduction

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

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Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		2017-18_JHS_Stakeholder_Feedback_Worksheet

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Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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Areas of Notable Achievement

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

Purpose and Direction

Parent Survey: Standard 1 Purpose and Direction scored the highest with a 3.83, Standard 3 3.68

Staff Survey: Standard 1 Purpose and Direction scored the highest with a 3.94, Standard 4 with 3.89

Student Survey: Standard 3 Teaching and Learning for Assessment scored the highest with a 2.83, Standard 1 with 2.78

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

Standard 1: Purpose and Direction showed a trend in all 3 surveys from stakeholders

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

With Standard 1, the school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning. We believe our faculty and staff set high expectations in our classes, and our students understand this with our honor and standard level courses. We also maintain STEM education courses (engineering) and AP science courses.

Areas in Need of Improvement

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

Using Results for Continuous Improvement

Parent Survey: Standard 5 Using Results for Continuous Improvement scored the lowest with a 3.68

Staff Survey: Standard 5 Using Results for Continuous Improvement with a score of 3.84

Student Survey: Standard 4 Resources and Support Systems scored the lowest with a 2.61

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

Using Results for Continuous Improvement

What are the implications for these stakeholder perceptions?

Teacher Training and Professional Development, Student Engagement of Learning with Technology using Google Classroom and Chromebooks, and increase Parental Communication with digital monitors and outside digital sign.

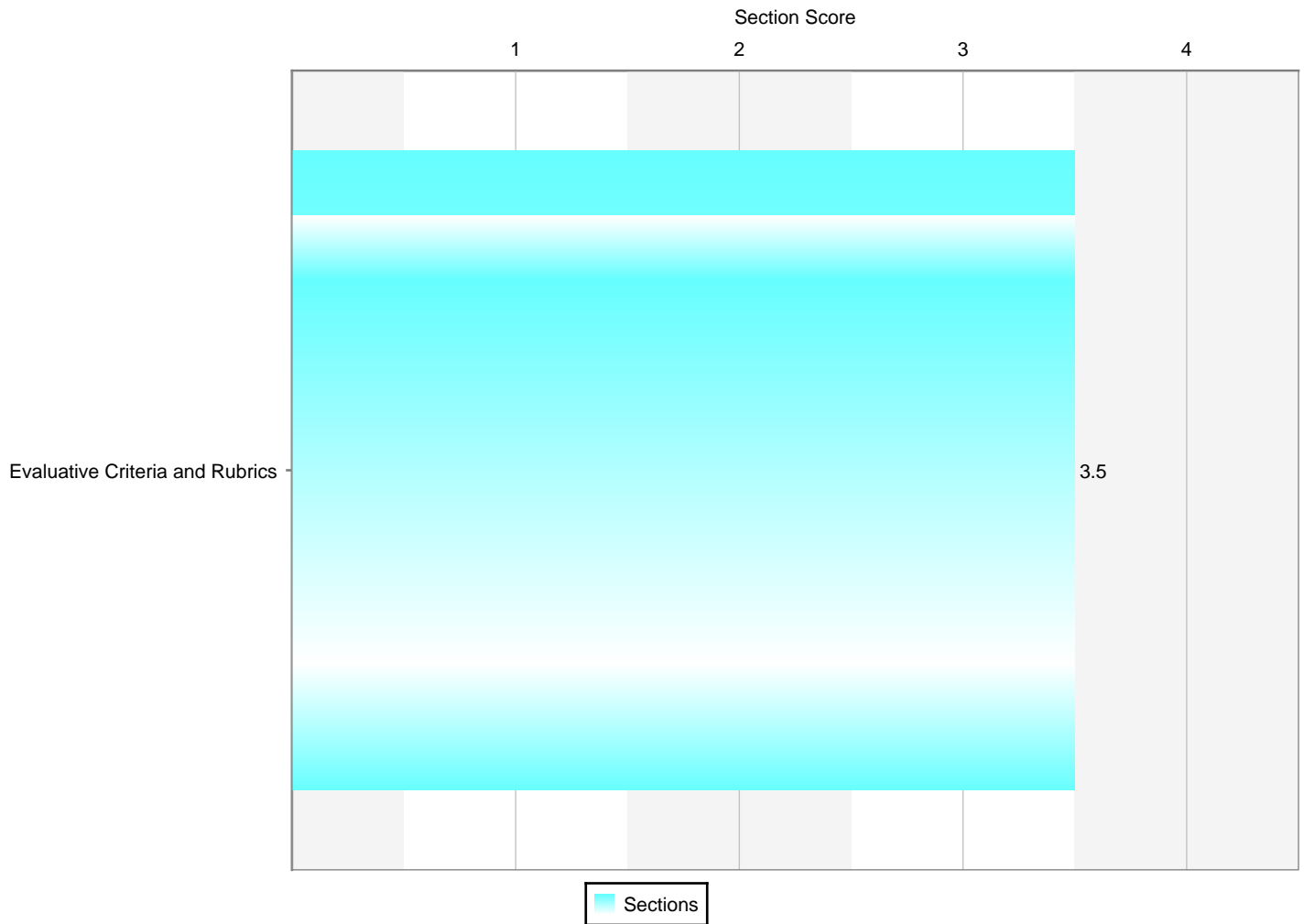
Also, with School Safety more cameras and perimeter fencing will be in place via maintenance department of the Chilton County School District.

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

Student, Staff, and Parent Surveys

Report Summary

Scores By Section



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Title I Schoolwide Diagnostic

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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).

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

How was the comprehensive needs assessment conducted?

Leadership Team meetings including parent and student team members. Also through stakeholder surveys (Title I Parent, Parent, Student, and Staff).

What were the results of the comprehensive needs assessment?

Increase technology equipment and training.
Increase using data sources for instruction
Increase School Safety
Increase Parent Communication

What conclusions were drawn from the results?

ACT Plus Writing (11th) increase of 1% meeting national standards from last year's results

AAA (Math) majority reaching Level 2 or 3

AAA (Reading) majority reaching Level 2 or 3

ACCESS for ELL

ACT Workkeys shows 63% receiving Silver - Platinum

Global Scholars (12th)Sp. Vs RE (RD) 22%

Global Scholars (9th)Sp. Vs RE (MTH) 11%

Global Scholars (9th)Sp. Vs RE (LA) 54%

Global Scholars (10th)Sp. Vs RE(MTH) 28%

Global Scholars (11th)Sp. Vs RE (MTH) 27%

Global Scholars (9th)Sp. Vs RE (RD) 57%

Global Scholars (10th)Sp. Vs RE(RD) 53%

Global Scholars (11th)Sp. Vs RE (LA) 59%

Global Scholars (11th)Sp. Vs RE (RD) 31%

*RE (Regular Ed)

**Sp.Ed. Vs Reg. Ed.

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

Goal 1: ACIP Goal 1: Increase Regular Education Students' Math Scores by 4%

Goal 2: ACIP Goal 2: Increase Regular Education Reading Scores by 4%

Goal 3: ACIP Goal 3: Increase Special Education Math Scores by 4%

Goal 4: ACIP Goal 4: Increase Special Education Students' Reading Scores by 2%

Goal 5: ACIP Goal 5: Improve the School Culture

Goal 6: ACIP Goal 6: All EL students will improve scores in Reading and Writing.

Goal 7: ACIP Goal 7: Increase graduation rate from 84% to 86%

Goal 8: ACIP Goal 8: Increase Parent Involvement and School Safety

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

Each goal has a component from stakeholder feedback diagnostic and student performance diagnostic.

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

Multiple types of data from ACT College, AAA, ACCESS for ELL, ACT Workkeys, and Global Scholar Exams are directly linked to school goals related to increasing reading and math goals for students.

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

The regular education and special education goals are written that offer support throughout the entire school for reading and math. These are found using 30-60-90 plan for evaluating 3 times a year using the Global Scholars benchmarking tool. There are specific goals that address the ELL population to focus on reading and writing skills. There is also a goal to improve school culture by increasing technology, student advocacy, and graduation rate.

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:

ACIP Goal 3: Increase Special Education Math Scores by 4%.

Measurable Objective 1:

A 4% increase of Ninth, Tenth and Eleventh grade students will demonstrate a proficiency exploring other nonlinear equations and functions in Mathematics by 05/25/2018 as measured by AAA and Global Scholars Exam.

Strategy1:

Student Engagement - All math teachers will provide students with hands on math instruction and practice with exploring other nonlinear equations and functions 4 and exploring quadratic equations and functions 5.

A special education teacher will provide remediation 30 minutes a day in math on the above standards.

Category: Develop/Implement Learning Supports

Research Cited: CCRS and ACT College Readiness Standards

Activity - Math For Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will utilize hands on projects in math provided by AMSTI training or other math specific technology. Special education teachers will schedule special education students in a math remediation class for 30 mins. a day. Addition of SMARTBoards for Math Department.	Academic Support Program	09/01/2017	05/25/2018	\$0 - No Funding Required	JHS Staff (Math Department)

Activity - Data Meetings 30-60-90	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular Data Meetings on the various test scores (Global Scholar, ACT ASPIRE, ACT College)	Professional Learning	09/01/2017	05/25/2018	\$0 - No Funding Required	SDE, Central Office Staff

Activity - Chromebooks and 2 Carts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase of Chromebook carts with 30 laptops each for supplemental use with Compass Learning software.	Academic Support Program	01/27/2016	05/25/2018	\$9279 - Title I Part A	Special Education Teachers Interventionists

Goal 2:

ACIP Goal 4: Increase Special Education Students' Reading Scores by 4%.

Measurable Objective 1:

A 4% increase of Gifted and Talented and Students with Disabilities students will demonstrate a proficiency increase the percentage of students scoring proficient in College and Career Ready Standards in English/Language Arts in Reading by 05/25/2018 as measured by AAA, ACT College, and Global Scholars Exam.

Strategy1:

Writing/Reading Courses - Developing Writing: 9th-11th grade teachers will use writing strategies to focus on organizational skills when writing for tests.

Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences.

Data Results on Which Goal is Based: ACT College, Global Scholars

Category: Develop/Implement Learning Supports

Research Cited: CCRS and ELA Standards

Activity - Writing Portfolios - Google Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Revising Writing Description of Action Step: 9th-11th grade teachers will practice revision of writing with precise and specific terms. Benchmarks: Formative Assessments Evidence – Documentation Box Evidence – Walk Through Interventions: Students are enrolled in Remediation/Study Hall. Resources: CCRS training materials, CCRS standards Professional Development: CCRS turnaround training from Instructional Coach to whole faculty.	Academic Support Program	09/01/2017	05/25/2018	\$0 - No Funding Required	JHS Staff

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Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The use of graphic organizers to aid with writing. Description of Action Step: 9th-11th grade teachers will implement various writing strategies to scaffold organizational skills when writing for tests. Benchmarks: Formative assessments</p> <p>Evidence – Documentation Box Evidence – Walk Through</p> <p>Interventions: Students are enrolled in Remediation/Study Hall. Resources: CCRS training materials, CCRS standards Professional Development: CCRS turnaround training from Instructional Coach to whole faculty.</p>	Academic Support Program	09/01/2017	05/25/2018	\$2000 - Title I Schoolwide	JHS Staff

Activity - Data Meetings 30-60-90	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular Data Meetings on the various test scores (Global Scholar, ACT College)	Professional Learning	09/01/2017	05/25/2018	\$0 - No Funding Required	SDE, Central Office Staff, Faculty and Staff

Activity - Chromebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Chromebooks are used to increase vocabulary in reading strategies.	Academic Support Program Technology	09/01/2017	05/25/2018	\$152029 - Title I Part A	Teachers with Chromebook Carts

Goal 3:

ACIP Goal 6: All EL students will improve scores in Reading and Writing.

Measurable Objective 1:

A 4% increase of Hispanic or Latino and English Learners students will demonstrate a proficiency Language Acquisition in English Language Arts by 05/25/2018 as measured by Access ELL (Title III AMAOs).

Strategy1:

ESL Learning Supports - Connections to WIDA standards framework:

- For language proficiency levels 1-5 the arrangement of MPIs help students and teachers envision how language may progress from one level of language proficiency to the next (2012 Guide, p. 4).

- The standards framework addresses the four language domains: listening, speaking, reading and writing which help educators plan balanced opportunities for language learning and take advantage of the stronger English language skills in one domain to support development in the other domains (2012 Guide, p. 6).

- Language supports are listed at the end of each the MPI and illustrate the importance of scaffolding language development (2012 Guide, p. 11).

- English language development occurs over multiple years, is variable and depends on many factors including age, maturation, classroom experiences, programming, motivation and attitude, making it difficult to establish fixed language expectations for any grade level or age (2012 Guide, p. 4).

- ELD standards are organized around grade-level clusters (see 2007 edition) and examples are provided for individual grade levels (K-8) in the 2012 amplification for illustrative purposes.

Category: Develop/Implement Learning Supports

Research Cited: WIDA Framework

Activity - Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL Data individual instruction and Rosetta Stone Software (Need EL component of Compass Learning)	Academic Support Program	09/01/2017	05/25/2018	\$0 - No Funding Required	ELL, academic teachers, and administrators

Measurable Objective 2:

4% of English Learners students will demonstrate a proficiency in Level 4 in Writing by 05/25/2018 as measured by ACCESS for ELL.

Strategy1:

Teacher Training - Activity: Professional Development to increase Writing scores

Academic teachers will discuss and learn strategies to increase writing competencies

Category: Develop/Implement Professional Learning and Support

Research Cited: WIDA Standards

Activity - WIDA Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training in the implementation of WIDA strategies	Professional Learning	09/01/2017	05/25/2018	\$0 - No Funding Required	EL teachers, academic teachers, and administrators

Goal 4:

ACIP Goal 9: Increase Proficiency in Mathematics

Measurable Objective 1:

A 4% increase of Ninth, Tenth and Eleventh grade students will demonstrate a proficiency in the College and Career Reading Standards in Mathematics by 05/25/2018 as measured by ACT College and Global Scholars Exam.

Strategy1:

Classroom Instruction - All students will receive integrated instruction by highly qualified mathematics teacher using a variety of resources and teaching methods to increase student engagement.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Walkthroughs, Lesson Plans, and Data Review and Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the course of the school year, administrators will complete classroom walk-throughs and weekly lesson plan review. The school will go through a midyear review process to evaluate the schools progress toward reaching their achievement measurable objectives. Central office personnel will complete the midyear review and will monitor the benchmark assessment results.	Academic Support Program	09/01/2017	05/25/2018	\$0 - No Funding Required	Administrators, counselors, faculty members, and central office team

Activity - Direct and Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teacher will provide direct and tiered instruction based on College and Career Ready standards using a variety of resources including Google Classroom, Google Chromebooks, Compass Learning, and Acceleration Math	Direct Instruction	09/01/2017	05/25/2018	\$0 - No Funding Required	Administrators, general education teacher, special education teachers, counselors, and support staff.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be designed and linked to teacher observation, formative assessment results and school-wide goals.	Academic Support Program Professional Learning	09/01/2017	05/25/2018	\$0 - No Funding Required	Administrators, faculty and professional development coordinator

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively with the administrators, specialists, and the counselor to review, interpret, and analyze reports from ACT Aspire, Performance Series, Compass Learning. All stakeholders will work collaboratively to develop strategic plans to increase student achievement and engagement.	Academic Support Program	09/01/2017	05/25/2018	\$0 - No Funding Required	Administrators, teacher, counselors, and central office staff.

Strategy2:

Tier III Individualized Instruction - Students identified as those in need of Tier III mathematics intervention will receive explicit and systematic small group remediation at least 2-3 times to improve their math proficiency.

Category: Develop/Implement Learning Supports

Research Cited: Best Practices Math Intervention; Response to Instruction

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Activity - Tier III Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize explicit, direct instruction for teaching and reteaching of standards not mastered during Tier II intervention for at least 2-3 times a week as indicated through PST progress monitoring.	Academic Support Program Direct Instruction	09/01/2017	05/25/2018	\$0 - No Funding Required	Administrators, teachers, counselors, interventionists, and support personnel

Measurable Objective 2:

A 4% increase of Students with Disabilities students will demonstrate a proficiency in the College and Career Reading Standards in Mathematics by 05/25/2018 as measured by Global Scholars Test, ACT Plus Writing, and AAA.

Strategy1:

Closing the Gap - All students with disabilities will receive integrated instruction by a highly qualified teacher working collaboratively with special education personnel in an inclusion setting to provide differentiated instruction as outlined in their Individualized Plans. Student will receive resource and remediation in an effort to close the gap between special education and general education students.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Data Review and Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data review and analysis will be completed at the end of each benchmark assessment. Each special education student scores will be evaluated and intervention methods will be reviewed.	Academic Support Program	09/01/2017	05/25/2018	\$0 - No Funding Required	Administrators, counselors, leadership team, faculty and central office staff

Activity - Remediation through Teacher Developed Material	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 9-12 attend Tier III classroom 2-3 days a week.	Academic Support Program	09/01/2017	05/25/2018	\$0 - No Funding Required	Administrators, general education teachers, collaborative teachers, and staff members.

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:

ACIP Goal 5: Improve the School Culture

Measurable Objective 1:

A 5% increase of All Students will increase student growth using new technology, awareness of student advocacy, parent communication, and testing data for instruction provided with Title I funding. in Practical Living by 05/25/2018 as measured by stakeholder feedback from

surveys.

Strategy1:

Increase ACT Prep - Provide ACT Prep materials by purchasing software and workbooks for all 11th graders to work on ACT during a protected acceleration period during the day.

Category: Develop/Implement Student and School Culture Program

Research Cited: JHS Faculty and Staff/ACT College and Career Ready Standards

Activity - ACT Prep for 11th Graders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Prep during Acceleration Period each day	Behavioral Support Program	09/01/2017	05/25/2018	\$0 - No Funding Required	JHS Staff and CCS

Strategy2:

Student Advocacy - a) Increase student participation and awareness of S.T.E.P. Program

- b) Increase technology and equipment for student common areas
- c) Increase campus cleanliness
- d) Maintenance of student organizations and clubs for extra-curricular activities

Category: Develop/Implement Student and School Culture Program

Research Cited: Stakeholder Feedback

Activity - Improve Student Common Areas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve technology and appearance in student common areas	Technology	09/19/2017	05/25/2018	\$50000 - Title I Part A	JHS Staff

Activity - P.R.I.D.E.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> a) Ensure that all locks are fixed on all bathroom doors b) Ask teachers to frequent bathrooms during breaks and also during their prep time c) Ask janitors to weekly clean remarks on bathroom walls d) Campus Cleanup Plan called the JHS Pride Club sponsored by faculty and staff 	Behavioral Support Program	09/01/2017	05/25/2018	\$0 - No Funding Required	JHS Staff/Students

Strategy3:

Parent Communication - a) Present a program on social media to faculty and students by local police.

b) Build a better relationship with our students through STEP to ensure teachers treat all students with respect.

c) Create a caring environment (through a program designed by JHS counselors) in which teachers value the importance of mutual respect

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with students. Revive the Bionic Program (New name JETS - Jemison Empathy from Teachers and Students)

d) Streamline Registration process

e) Add more parental volunteer opportunities and Parent/Teacher Meetings.

f) Provide monitors placed throughout the school and digital sign out in front of the school that scrolls announcements for students and parents. (Met goal)

Category: Develop/Implement Student and School Culture Program

Research Cited: Stakeholder Feedback

Activity - Digital Sign, Cameras, and Monitors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
a) Present a program on social media to faculty and students by local police. b) Build a better relationship with our students through STEP to ensure teachers treat all students with respect. c) Create a caring environment (through a program designed by JHS counselors) in which teachers value the importance of mutual respect with students. d) Increase Parental Involvement	Behavioral Support Program	09/01/2017	05/25/2018	\$0 - No Funding Required	JHS Staff

Goal 2:

ACIP Goal 8: Increase Parent Involvement and School Safety

Measurable Objective 1:

collaborate to Increase parent involvement and schools safety by 05/25/2018 as measured by Parent and Cultural Feedback (surveys).

Strategy1:

Improve Parental Involvement - School Activities will be planned to include parents, parent education (Internet Safety), Honors Day, Title I Meetings, Banquets, and Field Trips

Category: Develop/Implement Student and School Culture Program

Research Cited: Surveys, Feedback, and Communication

Activity - Software Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SchoolMessenger, SchoolInsites, School Check in, and Information Now	Behavioral Support Program	09/01/2017	05/25/2018	\$3791 - Title I Part A \$1889 - Title I Part A	JHS Faculty and Staff

Measurable Objective 2:

collaborate to Increase Parent Communication by 05/25/2018 as measured by Parent and Cultural Feedback (surveys).

Strategy1:

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Board, Monitors, and Cameras - JHS will work to improve communication with parents and community with a digital sign and software equipment to be located out front of the school. JHS will also offer monitors and cameras throughout the school for communication and recording capabilities.

Category: Other - Communication

Research Cited: ALSDE School Safety Procedures and Policies

Activity - Digital Sign, Cameras, and Monitors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Front digital sign, additional security cameras and monitors	Behavioral Support Program	09/01/2017	05/25/2018	\$10000 - Other	JHS Faculty and Staff

Goal 3:

2017-18 Local Indicator Review: Increase Student Knowledge and Utilization of Adult Advocates through S.T.E.P. Program

Measurable Objective 1:

28% of All Students will demonstrate a behavior to recognize advocates and utilize educational resources here at JHS such as the S.T.E.P. Program, Counseling Department, and Faculty/Staff in Practical Living by 05/25/2018 as measured by Student Survey (Middle/High).

Strategy1:

S.T.E.P Program - Jemison High School has taken numerous steps to increase student motivation and the pursuit of higher education through several avenues. The S.T.E.P. program (The Student Teacher Empowerment Program) connects each student with a teacher as a mentor of a group of 15-20 students for their four years of high school. Through this program, each student is encouraged to strive for high standards and to choose and complete a program of study suited to the student's interests and abilities.

Category: Implement Guidance and Counseling Plan

Research Cited: Crohn, L. TOWARD EXCELLENCE: STUDENT AND TEACHER BEHAVIORS AS PREDICTORS OF SCHOOL SUCCESS.

Research Summary Report. Portland, OR: Northwest Regional Educational Laboratory, 1983. (ED 242 704).

Activity - Faculty/Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Lastly, our faculty and staff undergoes numerous professional development sessions training on how to counsel students in times of need. Our faculty communicates with our students regularly about the resources and tools available to students focusing on their education and future. There are numerous communication tools used throughout the school with daily announcements over the intercom, monitors set up in common areas for students to read, a digital sign outside of the school for the community, as well as our website and social media communication.</p>	<p>Tutoring Direct Instruction Behavioral Support Program Parent Involvement Professional Learning Technology Extra Curricular Community Engagement Field Trip Academic Support Program Career Preparation/ Orientation</p>	09/01/2017	05/25/2018	\$0 - No Funding Required	Faculty/Staff

Activity - Counseling Department	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Students have access to the JHS Counseling Department as well. Our counselors offer credit audits with transcript evaluations on an individualized basis, college and career fairs, guidance with college scholarships and applications, access to college/military recruiters, and they set up tutoring schedules, and teacher/parent conferences. There is a separate website for students to access many of these resources if they are not able to set up an appointment with one of the counselors.</p>	<p>Parent Involvement Class Size Reduction Field Trip Recruitment and Retention Behavioral Support Program Tutoring Academic Support Program Career Preparation/ Orientation</p>	09/01/2017	05/25/2018	\$0 - No Funding Required	1.5 Counseling Units

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:

ACIP Goal 3: Increase Special Education Math Scores by 4%.

Measurable Objective 1:

A 4% increase of Ninth, Tenth and Eleventh grade students will demonstrate a proficiency exploring other nonlinear equations and functions in Mathematics by 05/25/2018 as measured by AAA and Global Scholars Exam.

Strategy1:

Student Engagement - All math teachers will provide students with hands on math instruction and practice with exploring other nonlinear equations and functions 4 and exploring quadratic equations and functions 5.

A special education teacher will provide remediation 30 minutes a day in math on the above standards.

Category: Develop/Implement Learning Supports

Research Cited: CCRS and ACT College Readiness Standards

Activity - Math For Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will utilize hands on projects in math provided by AMSTI training or other math specific technology. Special education teachers will schedule special education students in a math remediation class for 30 mins. a day. Addition of SMARTBoards for Math Department.	Academic Support Program	09/01/2017	05/25/2018	\$0 - No Funding Required	JHS Staff (Math Department)

Activity - Chromebooks and 2 Carts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase of Chromebook carts with 30 laptops each for supplemental use with Compass Learning software.	Academic Support Program	01/27/2016	05/25/2018	\$9279 - Title I Part A	Special Education Teachers Interventionists

Activity - Data Meetings 30-60-90	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular Data Meetings on the various test scores (Global Scholar, ACT ASPIRE, ACT College)	Professional Learning	09/01/2017	05/25/2018	\$0 - No Funding Required	SDE, Central Office Staff

Goal 2:

ACIP Goal 4: Increase Special Education Students' Reading Scores by 4%.

Measurable Objective 1:

A 4% increase of Gifted and Talented and Students with Disabilities students will demonstrate a proficiency increase the percentage of

students scoring proficient in College and Career Ready Standards in English/Language Arts in Reading by 05/25/2018 as measured by AAA, ACT College, and Global Scholars Exam.

Strategy1:

Writing/Reading Courses - Developing Writing: 9th-11th grade teachers will use writing strategies to focus on organizational skills when writing for tests.

Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences.

Data Results on Which Goal is Based: ACT College, Global Scholars

Category: Develop/Implement Learning Supports

Research Cited: CCRS and ELA Standards

Activity - Writing Portfolios - Google Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Revising Writing</p> <p>Description of Action Step: 9th-11th grade teachers will practice revision of writing with precise and specific terms.</p> <p>Benchmarks: Formative Assessments</p> <p>Evidence – Documentation Box Evidence – Walk Through</p> <p>Interventions: Students are enrolled in Remediation/Study Hall.</p> <p>Resources: CCRS training materials, CCRS standards</p> <p>Professional Development: CCRS turnaround training from Instructional Coach to whole faculty.</p>	Academic Support Program	09/01/2017	05/25/2018	\$0 - No Funding Required	JHS Staff

Activity - Chromebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Chromebooks are used to increase vocabulary in reading strategies.	Academic Support Program Technology	09/01/2017	05/25/2018	\$152029 - Title I Part A	Teachers with Chromebook Carts

ACIP

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Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The use of graphic organizers to aid with writing. Description of Action Step: 9th-11th grade teachers will implement various writing strategies to scaffold organizational skills when writing for tests. Benchmarks: Formative assessments</p> <p>Evidence – Documentation Box Evidence – Walk Through</p> <p>Interventions: Students are enrolled in Remediation/Study Hall. Resources: CCRS training materials, CCRS standards Professional Development: CCRS turnaround training from Instructional Coach to whole faculty.</p>	Academic Support Program	09/01/2017	05/25/2018	\$2000 - Title I Schoolwide	JHS Staff

Activity - Data Meetings 30-60-90	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular Data Meetings on the various test scores (Global Scholar, ACT College)	Professional Learning	09/01/2017	05/25/2018	\$0 - No Funding Required	SDE, Central Office Staff, Faculty and Staff

Goal 3:

ACIP Goal 5: Improve the School Culture

Measurable Objective 1:

A 5% increase of All Students will increase student growth using new technology, awareness of student advocacy, parent communication, and testing data for instruction provided with Title I funding. in Practical Living by 05/25/2018 as measured by stakeholder feedback from surveys.

Strategy1:

- Parent Communication - a) Present a program on social media to faculty and students by local police.
- b) Build a better relationship with our students through STEP to ensure teachers treat all students with respect.
- c) Create a caring environment (through a program designed by JHS counselors) in which teachers value the importance of mutual respect with students. Revive the Bionic Program (New name JETS - Jemison Empathy from Teachers and Students)
- d) Streamline Registration process
- e) Add more parental volunteer opportunities and Parent/Teacher Meetings.
- f) Provide monitors placed throughout the school and digital sign out in front of the school that scrolls announcements for students and parents. (Met goal)

Category: Develop/Implement Student and School Culture Program

Research Cited: Stakeholder Feedback

ACIP

Jemison High School

Activity - Digital Sign, Cameras, and Monitors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
a) Present a program on social media to faculty and students by local police. b) Build a better relationship with our students through STEP to ensure teachers treat all students with respect. c) Create a caring environment (through a program designed by JHS counselors) in which teachers value the importance of mutual respect with students. d) Increase Parental Involvement	Behavioral Support Program	09/01/2017	05/25/2018	\$0 - No Funding Required	JHS Staff

Strategy2:

Student Advocacy - a) Increase student participation and awareness of S.T.E.P. Program

b) Increase technology and equipment for student common areas

c) Increase campus cleanliness

d) Maintenance of student organizations and clubs for extra-curricular activities

Category: Develop/Implement Student and School Culture Program

Research Cited: Stakeholder Feedback

Activity - Improve Student Common Areas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve technology and appearance in student common areas	Technology	09/19/2017	05/25/2018	\$50000 - Title I Part A	JHS Staff

Activity - P.R.I.D.E.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
a) Ensure that all locks are fixed on all bathroom doors b) Ask teachers to frequent bathrooms during breaks and also during their prep time c) Ask janitors to weekly clean remarks on bathroom walls d) Campus Cleanup Plan called the JHS Pride Club sponsored by faculty and staff	Behavioral Support Program	09/01/2017	05/25/2018	\$0 - No Funding Required	JHS Staff/Students

Strategy3:

Increase ACT Prep - Provide ACT Prep materials by purchasing software and workbooks for all 11th graders to work on ACT during a protected acceleration period during the day.

Category: Develop/Implement Student and School Culture Program

Research Cited: JHS Faculty and Staff/ACT College and Career Ready Standards

Activity - ACT Prep for 11th Graders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACT Prep during Acceleration Period each day	Behavioral Support Program	09/01/2017	05/25/2018	\$0 - No Funding Required	JHS Staff and CCS

Goal 4:

ACIP Goal 6: All EL students will improve scores in Reading and Writing.

Measurable Objective 1:

A 4% increase of Hispanic or Latino and English Learners students will demonstrate a proficiency Language Acquisition in English Language Arts by 05/25/2018 as measured by Access ELL (Title III AMAOs).

Strategy1:

ESL Learning Supports - Connections to WIDA standards framework:

- For language proficiency levels 1-5 the arrangement of MPIs help students and teachers envision how language may progress from one level of language proficiency to the next (2012 Guide, p. 4).
 - The standards framework addresses the four language domains: listening, speaking, reading and writing which help educators plan balanced opportunities for language learning and take advantage of the stronger English language skills in one domain to support development in the other domains (2012 Guide, p. 6).
 - Language supports are listed at the end of each the MPI and illustrate the importance of scaffolding language development (2012 Guide, p. 11).
 - English language development occurs over multiple years, is variable and depends on many factors including age, maturation, classroom experiences, programming, motivation and attitude, making it difficult to establish fixed language expectations for any grade level or age (2012 Guide, p. 4).
 - ELD standards are organized around grade-level clusters (see 2007 edition) and examples are provided for individual grade levels (K-8) in the 2012 amplification for illustrative purposes.
- Category: Develop/Implement Learning Supports
Research Cited: WIDA Framework

Activity - Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL Data individual instruction and Rosetta Stone Software (Need EL component of Compass Learning)	Academic Support Program	09/01/2017	05/25/2018	\$0 - No Funding Required	ELL, academic teachers, and administrators

Measurable Objective 2:

4% of English Learners students will demonstrate a proficiency in Level 4 in Writing by 05/25/2018 as measured by ACCESS for ELL.

Strategy1:

Teacher Training - Activity: Professional Development to increase Writing scores

Academic teachers will discuss and learn strategies to increase writing competencies

Category: Develop/Implement Professional Learning and Support

Research Cited: WIDA Standards

Activity - WIDA Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training in the implementation of WIDA strategies	Professional Learning	09/01/2017	05/25/2018	\$0 - No Funding Required	EL teachers, academic teachers, and administrators

Goal 5:

ACIP Goal 9: Increase Proficiency in Mathematics

Measurable Objective 1:

A 4% increase of Students with Disabilities students will demonstrate a proficiency in the College and Career Reading Standards in Mathematics by 05/25/2018 as measured by Global Scholars Test, ACT Plus Writing, and AAA.

Strategy1:

Closing the Gap - All students with disabilities will receive integrated instruction by a highly qualified teacher working collaboratively with special education personnel in an inclusion setting to provide differentiated instruction as outlined in their Individualized Plans. Student will receive resource and remediation in an effort to close the gap between special education and general education students.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Remediation through Teacher Developed Material	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 9-12 attend Tier III classroom 2-3 days a week.	Academic Support Program	09/01/2017	05/25/2018	\$0 - No Funding Required	Administrators, general education teachers, collaborative teachers, and staff members.

Activity - Data Review and Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data review and analysis will be completed at the end of each benchmark assessment. Each special education student scores will be evaluated and intervention methods will be reviewed.	Academic Support Program	09/01/2017	05/25/2018	\$0 - No Funding Required	Administrators, counselors, leadership team, faculty and central office staff

Measurable Objective 2:

A 4% increase of Ninth, Tenth and Eleventh grade students will demonstrate a proficiency in the College and Career Reading Standards in Mathematics by 05/25/2018 as measured by ACT College and Global Scholars Exam.

Strategy1:

Tier III Individualized Instruction - Students identified as those in need of Tier III mathematics intervention will receive explicit and systematic small group remediation at least 2-3 times to improve their math proficiency.

Category: Develop/Implement Learning Supports

Research Cited: Best Practices Math Intervention; Response to Instruction

Activity - Tier III Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize explicit, direct instruction for teaching and reteaching of standards not mastered during Tier II intervention for at least 2-3 times a week as indicated through PST progress monitoring.	Direct Instruction Academic Support Program	09/01/2017	05/25/2018	\$0 - No Funding Required	Administrators, teachers, counselors, interventionists, and support personnel

Strategy2:

Classroom Instruction - All students will receive integrated instruction by highly qualified mathematics teacher using a variety of resources and teaching methods to increase student engagement.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively with the administrators, specialists, and the counselor to review, interpret, and analyze reports from ACT Aspire, Performance Series, Compass Learning. All stakeholders will work collaboratively to develop strategic plans to increase student achievement and engagement.	Academic Support Program	09/01/2017	05/25/2018	\$0 - No Funding Required	Administrators, teacher, counselors, and central office staff.

Activity - Walkthroughs, Lesson Plans, and Data Review and Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the course of the school year, administrators will complete classroom walk-throughs and weekly lesson plan review. The school will go through a midyear review process to evaluate the schools progress toward reaching their achievement measurable objectives. Central office personnel will complete the midyear review and will monitor the benchmark assessment results.	Academic Support Program	09/01/2017	05/25/2018	\$0 - No Funding Required	Administrators, counselors, faculty members, and central office team

Activity - Direct and Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teacher will provide direct and tiered instruction based on College and Career Ready standards using a variety of resources including Google Classroom, Google Chromebooks, Compass Learning, and Acceleration Math	Direct Instruction	09/01/2017	05/25/2018	\$0 - No Funding Required	Administrators, general education teacher, special education teachers, counselors, and support staff.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be designed and linked to teacher observation, formative assessment results and school-wide goals.	Academic Support Program Professional Learning	09/01/2017	05/25/2018	\$0 - No Funding Required	Administrators, faculty and professional development coordinator

Goal 6:

2017-18 Local Indicator Review: Increase Student Knowledge and Utilization of Adult Advocates through S.T.E.P. Program

Measurable Objective 1:

28% of All Students will demonstrate a behavior to recognize advocates and utilize educational resources here at JHS such as the S.T.E.P. Program, Counseling Department, and Faculty/Staff in Practical Living by 05/25/2018 as measured by Student Survey (Middle/High).

Strategy1:

S.T.E.P Program - Jemison High School has taken numerous steps to increase student motivation and the pursuit of higher education through several avenues. The S.T.E.P. program (The Student Teacher Empowerment Program) connects each student with a teacher as a mentor of a group of 15-20 students for their four years of high school. Through this program, each student is encouraged to strive for high standards and to choose and complete a program of study suited to the student's interests and abilities.

Category: Implement Guidance and Counseling Plan

Research Cited: Crohn, L. TOWARD EXCELLENCE: STUDENT AND TEACHER BEHAVIORS AS PREDICTORS OF SCHOOL SUCCESS.

Research Summary Report. Portland, OR: Northwest Regional Educational Laboratory, 1983. (ED 242 704).

Activity - Faculty/Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lastly, our faculty and staff undergoes numerous professional development sessions training on how to counsel students in times of need. Our faculty communicates with our students regularly about the resources and tools available to students focusing on their education and future. There are numerous communication tools used throughout the school with daily announcements over the intercom, monitors set up in common areas for students to read, a digital sign outside of the school for the community, as well as our website and social media communication.	Direct Instruction Academic Support Program Field Trip Behavioral Support Program Extra Curricular Community Engagement Technology Professional Learning Career Preparation/Orientation Parent Involvement Tutoring	09/01/2017	05/25/2018	\$0 - No Funding Required	Faculty/Staff

Activity - Counseling Department	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students have access to the JHS Counseling Department as well. Our counselors offer credit audits with transcript evaluations on an individualized basis, college and career fairs, guidance with college scholarships and applications, access to college/military recruiters, and they set up tutoring schedules, and teacher/parent conferences. There is a separate website for students to access many of these resources if they are not able to set up an appointment with one of the counselors.	Field Trip Tutoring Recruitment and Retention Class Size Reduction Academic Support Program Parent Involvement Behavioral Support Program Career Preparation/Orientation	09/01/2017	05/25/2018	\$0 - No Funding Required	1.5 Counseling Units

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

Goal 1:

ACIP Goal 6: All EL students will improve scores in Reading and Writing.

Measurable Objective 1:

4% of English Learners students will demonstrate a proficiency in Level 4 in Writing by 05/25/2018 as measured by ACCESS for ELL.

Strategy1:

Teacher Training - Activity: Professional Development to increase Writing scores

Academic teachers will discuss and learn strategies to increase writing competencies

Category: Develop/Implement Professional Learning and Support

Research Cited: WIDA Standards

Activity - WIDA Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training in the implementation of WIDA strategies	Professional Learning	09/01/2017	05/25/2018	\$0 - No Funding Required	EL teachers, academic teachers, and administrators

Measurable Objective 2:

A 4% increase of Hispanic or Latino and English Learners students will demonstrate a proficiency Language Acquisition in English Language Arts by 05/25/2018 as measured by Access ELL (Title III AMAOs).

Strategy1:

ESL Learning Supports - Connections to WIDA standards framework:

- For language proficiency levels 1-5 the arrangement of MPIs help students and teachers envision how language may progress from one level of language proficiency to the next (2012 Guide, p. 4).

- The standards framework addresses the four language domains: listening, speaking, reading and writing which help educators plan balanced opportunities for language learning and take advantage of the stronger English language skills in one domain to support development in the other domains (2012 Guide, p. 6).

- Language supports are listed at the end of each the MPI and illustrate the importance of scaffolding language development (2012 Guide, p. 11).

- English language development occurs over multiple years, is variable and depends on many factors including age, maturation, classroom experiences, programming, motivation and attitude, making it difficult to establish fixed language expectations for any grade level or age (2012 Guide, p. 4).

- ELD standards are organized around grade-level clusters (see 2007 edition) and examples are provided for individual grade levels (K-8) in the 2012 amplification for illustrative purposes.

Category: Develop/Implement Learning Supports

Research Cited: WIDA Framework

Activity - Software	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL Data individual instruction and Rosetta Stone Software (Need EL component of Compass Learning)	Academic Support Program	09/01/2017	05/25/2018	\$0 - No Funding Required	ELL, academic teachers, and administrators

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.

Training in the implementation of WIDA strategies will be provided to teachers and administrators. Also, results will be printed and/or verbally explained to parents using interpreters at the local school.

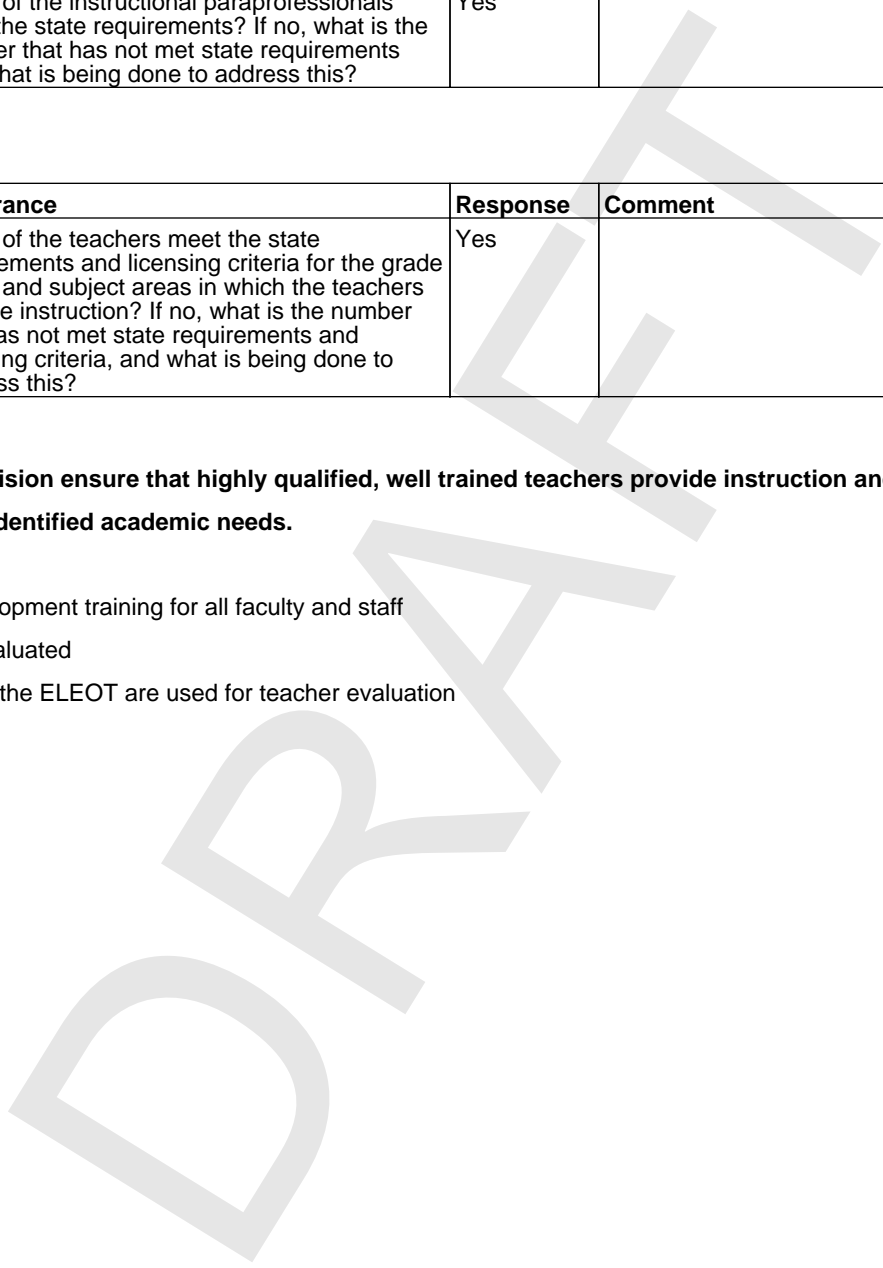
Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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

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

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

- Required professional development training for all faculty and staff
- Weekly lesson plans are evaluated
- Educator Effectiveness and the ELEOT are used for teacher evaluation



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?

25%

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

Over 70% of our faculty and staff have 3 or more years of teaching 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).

N/A

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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.

School Safety including CIPA Internet Safety, Certified Law Enforcement for At-Risk Plan, US Department of Health mandatory health training including CPR training and medical disbursement.

State Initiative curriculum professional development training including AMSTI, STEM, A+ College Board, CCRS, Google Classroom, and Apple Training.

Support Services for Dyslexia, RTI Tier 1 and 2, Special Education, and ESL training.

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

School Safety including CIPA Internet Safety, Certified Law Enforcement for At-Risk Plan, US Department of Health mandatory health training including CPR training, Erin's Law, and medical disbursement.

State Initiative curriculum professional development training including AMSTI, STEM, A+ College Board, CCRS, Google Classroom, and Apple Training.

Support Services for Dyslexia, RTI Tier 1 and 2, Special Education, and ESL training.

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

Each teacher with 3 or less years teaching experience or new to Jemison High School is assigned a mentor veteran teacher

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

All attendance and follow-up training (some turn-around faculty training) is logged into STI PD online and managed by an LEA SDE Staff member. The training total hours are kept and turned in for professional teaching certificate renewal.

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:

2017-18 Local Indicator Review: Increase Student Knowledge and Utilization of Adult Advocates through S.T.E.P. Program

Measurable Objective 1:

28% of All Students will demonstrate a behavior to recognize advocates and utilize educational resources here at JHS such as the S.T.E.P. Program, Counseling Department, and Faculty/Staff in Practical Living by 05/25/2018 as measured by Student Survey (Middle/High).

Strategy1:

S.T.E.P Program - Jemison High School has taken numerous steps to increase student motivation and the pursuit of higher education through several avenues. The S.T.E.P. program (The Student Teacher Empowerment Program) connects each student with a teacher as a mentor of a group of 15-20 students for their four years of high school. Through this program, each student is encouraged to strive for high standards and to choose and complete a program of study suited to the student's interests and abilities.

Category: Implement Guidance and Counseling Plan

Research Cited: Crohn, L. TOWARD EXCELLENCE: STUDENT AND TEACHER BEHAVIORS AS PREDICTORS OF SCHOOL SUCCESS.

Research Summary Report. Portland, OR: Northwest Regional Educational Laboratory, 1983. (ED 242 704).

Activity - Faculty/Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Lastly, our faculty and staff undergoes numerous professional development sessions training on how to counsel students in times of need. Our faculty communicates with our students regularly about the resources and tools available to students focusing on their education and future. There are numerous communication tools used throughout the school with daily announcements over the intercom, monitors set up in common areas for students to read, a digital sign outside of the school for the community, as well as our website and social media communication.</p>	<p>Behavioral Support Program Career Preparation/Orientation Extra Curricular Tutoring Professional Learning Direct Instruction Community Engagement Field Trip Academic Support Program Technology Parent Involvement</p>	<p>09/01/2017</p>	<p>05/25/2018</p>	<p>\$0 - No Funding Required</p>	<p>Faculty/Staff</p>

Activity - Counseling Department	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Students have access to the JHS Counseling Department as well. Our counselors offer credit audits with transcript evaluations on an individualized basis, college and career fairs, guidance with college scholarships and applications, access to college/military recruiters, and they set up tutoring schedules, and teacher/parent conferences. There is a separate website for students to access many of these resources if they are not able to set up an appointment with one of the counselors.</p>	<p>Field Trip Class Size Reduction Career Preparation/ Orientation Behavioral Support Program Recruitment and Retention Academic Support Program Tutoring Parent Involvement</p>	<p>09/01/2017</p>	<p>05/25/2018</p>	<p>\$0 - No Funding Required</p>	<p>1.5 Counseling Units</p>

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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?

A School Improvement plan committee evaluates the results of each assessment in order to form school-wide goals, activities, and strategies. The counselors present the findings of each test to the faculty in order for the departments to compose objectives to be reflected in the weekly lesson plans. Teachers will then administer the Global Scholars Performance Series Exam 3 times per year to measure student understanding and projected goals of proficiency.

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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?

Teachers evaluate the student's performance, based on poor performance, he/she may be referred to the Tier 1 or 2 RTI team. The RTI team meets with these students on a weekly basis concentrating on the school-wide goals of increasing the reading and math proficiency at least 4%. The Global Scholars Performance Series Exam given 3 times throughout the year projects what the student is supposed to be performing based the skill level. If other cultural issues are the cause of the difficulty academically, there are support systems in place for counseling or academic alternative referral.

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?

If the RTI Tier 1 and 2, Parental Communication, Peer Tutoring, and/or Alternative Course Programs (Compass Learning) do not work, he/she may be referred for special education testing.

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.

Flipped Google Classroom Model (recorded instructional videos and given more time on quizzes and exams)
Early Day Peer Tutoring (one on one instruction with honor students)
Alternative Education with PASS Academy
Compass Learning Credit Recovery
ESL Director meeting one on one with students.

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

Students for these subgroups receive additional instruction in small groups to address challenges.

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 have 4 CTE instructors that receive \$1500 each from Perkin's Funding.

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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.

All applicable Title programs, RTI, programs to address special education, CCRS, and district Scope and Sequence guides are consolidated/coordinated in the school-wide program. All programs and resources are coordinated and integrated toward the achievement of the school-wide goals by addressing student needs through faculty and grade level meetings.

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)?

JHS coordinates and integrates Child Nutrition Program requirement based upon state and federal standards. Counselors and faculty provide programs such as bully prevention, Internet safety (CIPA), and other school-wide initiatives.

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

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

The implementation of the schoolwide program is evaluated through stakeholder's survey and testing results.

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?

The school evaluates the results achieved by the schoolwide program using data from the SDE annual assessment and other indicators of academic achievement through faculty, grade level, and data meetings. Results are analyzed and students received additional interventions based upon their needs.

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

The school evaluates the results achieved by the schoolwide program using data from the SDE annual assessments and other indicators of academic achievement through faculty, department, and data meetings. Results are analyzed and students receive additional interventions based upon their needs.

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?

The Leadership Team is an ongoing document that can be revised according to data from testing results and interventions in place. The school evaluates the results achieved by the school wide program using data from the SDE's annual assessments. If there is a need to revise the plan the team will meet to make revisions and inform stakeholders of changes made.

Coordination of Resources - Comprehensive Budget

DRAFT

Introduction

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

DRAFT

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	40.35

Provide the number of classroom teachers.

40.35

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2497831.0

Total

2,497,831.00

DRAFT

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.	79500.0

Total

79,500.00

DRAFT

Assistant Principal

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

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	58538.0

Total

58,538.00

DRAFT

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.5

Provide the number of Counselors.

1.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	87025.0

Total

87,025.00

DRAFT

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	54114.0

Total

54,114.00

DRAFT

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 Administrators.

0

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

Total

0.00

DRAFT

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

Total

0.00

DRAFT

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	211.51

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

40.86

Label	Question	Value
3.	Provide the total of all funding for Technology.	8650.0

Total

8,650.00

DRAFT

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	77.55

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

40.86

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3172.0

Total

3,172.00

DRAFT

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

DRAFT

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	421.93

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

40.86

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	17240.06

Total

17,240.06

DRAFT

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	30.44

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

40.86

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1245.0

Total

1,245.00

DRAFT

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	146684.33

Provide a brief explanation and breakdown of expenses.

Materials/Supplies/Technology - \$74970.03

.416 Teaching Units, Contract Teacher, and Subs
\$51917.73

Parental Involvement \$1345.61

Carryover -- \$18,450.96

DRAFT

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

DRAFT

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

DRAFT

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

DRAFT

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

DRAFT

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	6000.0

Provide a brief explanation and breakdown of expenses.

4 CTE Teacher Units @ \$1,500.00 each

DRAFT

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.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

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.

N/A

DRAFT

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

DRAFT

Parent and Family Engagement

DRAFT

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.

DRAFT

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))

1) Jemison High School received Title I classification as of October 1, 2015. JHS held an annual parent meeting to officially inform the parents of Jemison High students of the participation in Title I, as well as all the requirements during the month of July 24th and 25th, 2017 for registration. At that time we welcomed parents to a new school year and inform them of receiving Title I status. Parents have been excited that their children's education will benefit from the additional funding to increase technology initiatives at our school. We have reached our original 3 year goal in 2 years of a 1-1 initiative with Chromebooks. We will host a Parental Involvement Open House on Monday, October 23rd from 4:30 p.m. to 6:30 p.m.

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) Parents will always be offered the opportunity to attend meetings during the day, as well as the evening to accommodate various work schedules. If parents need the content to be translated in Spanish, Mr. Rodriguez will be available 1 day a week.
- 2) Parents will be invited to attend the Title I budget planning meetings. Parents attending will be representatives of the parent population and the information that was agreed upon by those parents will be shared at the annual Title I parent meeting. This will be Jemison High School's third year to receive Title I funds making the review and improvement process of the programs and services provided by Title I funding to be conducted throughout the year through the ACIP committee. The school will also conduct a second survey during Spring 2018 (the first parent survey was conducted in July 2017) which parents will be able to comment on all school programs and procedures, as well as the use of Title I funds.
- 3) Title funds have been allotted to allow an interventionist position to assist with communicating with students/parents at JHS during the 2017-2018 school year. This person is familiar with faculty/students/parents and is an asset in contacting parents to pass along positive comments as well as to inquire about any assistance that may be needed for those with high absenteeism, excessive tardiness, and failing grades.

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))

Parents of JHS students will be kept informed of the programs/services provided through Title I at the annual Title I parent meeting. The Chilton County School District has published online a Student Academic Guide that will be shared with parents at the meeting to discuss graduation requirements and changes that have been made with the switch to a period day vs. past block scheduling. This year a modified SY 2017-2018

block schedule was implemented. Students have been extremely pleased with this new schedule.

Parents are notified of assessments and achievement expectations through school/parent meetings, as well as student results that are sent home. As stated earlier, regular meetings will be held throughout the year that will provide parents the opportunity to ask questions and be informed of programs/activities on JHS campus. Parents are also available to call the school to speak with administration, counselor, or teachers regarding any questions they may have in students educational four year plan.

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))

Parents, students, teachers and staff were represented in planning meetings to develop the Home -School Compact for the 2017-2018 school year. The compact will be reviewed during individual parent/teacher/student meetings in order to increase the success, both behaviorally and academically, of the students. The Home-School Compact will be updated and reviewed for editing on an annual basis. Parents are able to access the home portal through iNOW. Parents and students are given access to this online system which enables them to view student's academic performance in each course as well as student attendance. For those parents that do not have internet access at home, they are encouraged to come to the school to check students progress and ask for a comprehensive progress report. At each parent meeting, parents are reminded that they are partners with the school staff and students to ensure academic success for students. Research shows that students are more successful when parents are involved in the education of their child. Jemison High School anticipates to increase parental involvement and interest in student's education with new programs funded with Title I.

SchoolMessenger, Email, Social Media, School Website, LCD Monitors in common areas, and Digital Signage in the front of the school are ways for communication with parents and students.

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

Parents will be notified both in person via parent meetings, as well as on the school's website of the procedures to submit comments regarding JHS ACIP plan. Parents can either email or hand write comments and submit them to the principal, Diane Calloway, so that she can discuss with the ACIP committee.

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)

Each time the faculty and staff meet with parents they are encouraged to partner with the school to ensure the academic success for the

child.

Each student has been assigned to a STEP (Student, Teacher Empowerment Program) group which is a small group of his/her peers (groups divided between males and females in the same grade level) that are assigned to one adult that meets with the group daily during ACT prep/Compass Learning course. The Teacher is assigned to the group as Freshmen and stays with them until they are Seniors. Teachers are encouraged to reach out to parents and students discuss academic and emotional growth. Parents are invited to attend the annual Open House that will be hosted October 10th after school.

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)

JHS will hold meetings with parents to identify topics of interest. Once the needs of the parents have been identified, topics will be selected based on those needs. Funding has been identified through Title I to purchase materials for parents in order to provide them as much information as possible in order to foster meaningful parental involvement.

Parents are encouraged to contact the office for questions at any time. Counseling department will have a table set up at each meeting to provide new information for scholarships and college and career information. If parents need further help in literacy, technology or other topics that affect the family, JHS will help meet that need.

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)

Staff will participate throughout the year in professional development regarding the value of parent involvement in the child's education and how to implement and coordinate parent programs, and build ties between parents and the school.

Staff met with local community organization to learn of their outreach and services to the community. Understanding the point of view of parents and students is crucial to effective communication and to the development of an equal partnership with 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 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)

As this is JHS third year to receive Title I funding, and JHS developed a resource area that is reserved just for parents. We have computers and resource materials that will contain helpful information for the parents of JHS students. JHS has actively worked with central office personnel identified to represent these programs so that the needs can be met of the students and parents eligible for services through those funding sources.

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)

Information to school and parent programs, meetings and other activities is sent to the parents of our students through a variety of methods such as the school's website. Automated phone messaging service, school marquis and through paper notices. Jemison High School may have students that qualify for services under Title III, and the parents of several of those students have English as their first language. For the few remaining parents that have English as their second language, notification of meeting and communication of information will be done on an individual basis by Mr. Rodriguez or Dr. Bearden.

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))

If parents have a disability, this school is accessible to the handicapped. Parking spaces, entrances, and restroom are accessible. As of now, there are no migrant students enrolled at JHS but the needs of the parents of migrant students will be met to the best of our ability should migrant students enroll.