ACIP

Ben C. Rain High School

Mobile County Board of Education

Mr. Marlon Firle, Principal
3125 Dauphin Island Parkway
Mobile, AL 36605-3899

TABLE OF CONTENTS

Executive Summary

Improvement Plan Stakeholder Involvement

Student Performance Diagnostic

ACIP Assurances

ACIP Plan for 2016-2017

Stakeholder Feedback Diagnostic

Title I Schoolwide Diagnostic

Coordination of Resources - Comprehensive Budget

Strategies to Increase Parental Involvement

Executive Summary

Introduction

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

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

Description of the School

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

Ben C. Rain High School, home of the Red Raiders, is one of 88 schools in the Mobile County Public School System. Located at 3125 Dauphin Island PKWY Mobile, AL 36605, our school is positioned on the southern end of the city, less than two miles from the beautiful waters of Dog River. Rain High School is surrounded by several prestigious banks, restaurants, and the flagship aerospace company, Airbus. The school was reconstituted 5 years ago to include a Signature Academy. Ben C. Rain High School academy is Aerospace Engineering and Aviation. RHS has approximately 900 of Mobile County Public School System's 56,398 students and is currently growing because of its strong focus on teaching and learning. Rain High School's student population is 96% African-American, 1% Caucasian and 3 % Hispanic. Our school is rich with diversity in its faculty and staff consisting of: 1 Principal, 2 Assistant Principals, 47 Classroom Teachers, 1 Engineer Instructor, 1 Academy Specialist, 1 Art Teacher, 2 Counselors, 1 Media Specialist, 1 instructional Coach, 2 Physical Educational Teachers, 2 Spanish Teachers, 3 ROTC Teachers, 3 Office Personnel, 2 Dropout Prevention Specialists, 4 Paraprofessionals, 6 CNPs, 6 Custodians, and 1 Building Engineer.

Ben C. Rain High School is one of the 12 high schools in Mobile County Public School System. Rain has a total of 4 career academies. They are: Information Technology, Communication and Art Technology, Leadership Academy and the Signature Academy of Aviation and Aerospace.

Ben C. Rain High School's Information Technology Academy prepares students for entering a two-year or four-year institution with a focus in multimedia design and marketing. The Multimedia Pathway provides students with the experience of using Microsoft Office Software to plan, design, and present marketing plans for school organizations, community events, and local businesses. This academy is tailored to students interested in marketing, journalism, product branding, and public relations.

Through the Ben C. Rain High School Communication and Arts Technology Academy students will be better prepared for entering a two-year or four-year institution with a focus in advertising, animation, and video production. The Advertising Pathway engages students through the use of advertising and animation software. Students will have opportunities to participate in "real word" projects. These projects will require students to be innovative in the creation of advertisements for school organizations, community events, and local businesses. This academy is tailored to students with an interest in graphic design, animation, video production, art, or music production.

Ben C. Rain High School's Aviation Pathway prepares students for entering an aviation certification program and/or entering the workplace with basic aviation knowledge. The Aviation Pathway affords students the experience of building and maintaining aircrafts. This academy is tailored to students that are interested in potential careers such as aircraft maintenance, welding, automotive repair, and construction. Through the Aerospace Pathway, students will be better prepared to enter a university level Aerospace Engineering curriculum based on exposure to Microsoft Office, Computer Aided Design, and Engineering Design problem solving process. Students within this pathway will be challenged with upper level sciences and math courses. Student will not only learn how to design aircraft but robotics as well. This academy is tailored to meet the needs of students interested potential careers such as aerospace engineering, biomedical engineering, civil engineering, and electrical engineering.

Though the school is rich with diversity, it does have its challenges. Student tardiness and absenteeism have been ongoing problems that

affect student achievement. We are implementing several strategies to decrease absentees and tardiness.

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.

Ben C. Rain High School students will receive rigorous and relevant hands-on instruction utilizing real-world connections that foster life-long learning achieved within a supportive, student-focused learning environment through the collaborative efforts of teachers, parents, and the community.

This mission of teaching and learning is reinforced by the Principal's vision to promote an environment where we collectively create a culture in which teaching and learning is the top priority. Our vision is that all students will graduate on time and with college and career readiness. All students will have a positive learning experience through constant monitoring and nurturing. All faculty, staff, and students will take full ownership and responsibility for the success of our school. We will push students to function at their highest level and improve as a whole daily. All Raiders will be Respectful, Responsible, and Resourceful.

Our vision of graduating students that are college and career ready is apparent with the Aerospace and Aviation Signature Academy. Students go through an intense and rigorous program that provides hands on projects to reinforce aviation and engineering principals. This program provides the students with softs skills needed maintain a job. It also provides internship opportunities. The Aerospace and Aviation Signature academy is housed in a state of the art facility. A jet is housed outside the school to symbolize our commitment to aviation excellence to the students, faculty, and community.

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.

In the last three years, Ben C. Rain High School has increased its graduation rate to 91% for the 2015- 2016 school year. The school has high expectations that promote student learning and prepare students for career and college readiness.

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As evidence of Ben C. Rain High School's commitment to academic success, there were 4 students successful on the AP exam. In addition, there are 15 students who are currently enrolled in Bishop State Community College Dual Enrollment Program.

Additional Information

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

Ben C. Rain High School is committed to academic excellence. We will continue to strive to provide our students with a quality education that will prepare them for college and career readiness. Our faculty and staff are highly qualified and are equipped with the tools necessary to teach with discipline, proficiency, and a high degree of skills. We welcome all opportunities to partner with families and friends as our students go forth to meet the demands of a global society.

The focus for this school year is to increase academic standards that result in improved ASPIRE, ACT, and college entrance assessments. Our internal goals are to achieve an average composite score on the ACT of 20 in the next 3 - 5 years and an ASPIRE percent proficiency of 70% in the next 3 - 5 years.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Ben C. Rain Leadership Team met to review our school's data and outline next steps. Using the previous years' data to gather information that would help in the development of goals and objectives for this year's ACIP, determinations were made to see if previous stated goals, objectives, and strategies were met or successful. Representatives were selected from all grade levels and support areas, and two actively involved parents served as community stakeholders on our school's ACIP Committee.

After reviewing data, the team recognized areas of strengths and weaknesses to formulate the 2016-2017 ACIP plan. The Committee met to consider all suggestions and make recommendations. Professional development activities, instructional strategies, and budgetary funds were reviewed in order to make sure these actions could be successfully executed and are outlined in the aCIP plan. Approval of all budgets was determined by following state and federal guidelines. The aCIP plan was presented to the entire faculty, staff, and stakeholders for approval. Faculty and staff members will continuously review and use the aCIP to guide instructional practices and to help meet the needs of students in order to meet the goals outlined.

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

Marlon Firle, Principal; Freda Harris, Assistant Principal; James Scott, Facilitator; Nikki Dailey, Counselor; Salley O'Gwynn, Media Specialist; Deacquelyn Rogers, English and Language Arts Department Chair; Catherine Mahoney, Math Department Chair; Jessie Wells, History Department Chair, Tanzanika Nelson, Elective Department Chair; Derrick Dickerson, Student; Stephen Cahoon, Student; Tamika Carter, Parent.

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

The plan was communicated to the faculty, staff, and members in a variety of ways. First, the plan was communicated to the staff in department meetings. Each champion reviewed the significance and the essential components with their department. Together, each stakeholder had an opportunity to make changes and offer suggestions. Next, a line by line review of the plan was conducted in September 2016 with the faculty and staff. Also, in the month of September 2015, the plan was reviewed with the faculty and parents in the school's annual Title I meeting.

Upon final completion of the plan, it will be posted on the website along with quarterly updates and reviews.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	See Attachments	Admin Tech Survey Teacher Tech Survey Teacher Survey Needs Assessment 2016-2017 School Action Plan 2016-2017 Student Performance Data 2015-2016 Student ACT and ASSIST 2016

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	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 achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

Algebra 1 - 21 of 27 students proficient (78%)

Connections - 35 of 43 students proficient (81%)

Discrete Mathematics - 24 of 28 students proficient (81%)

AP Calculus - 12 of 13 students proficient (92%)

English 11 - 53 of 76 students proficient (70%)

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

ELA scores show a positive trend on the ASSIST.

ELA Students Proficiency(53% Goal) - 65%

Which area(s) indicate the overall highest performance?

AP Calculus - 12 of 13 students proficient (92%)

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

seniors

Between which subgroups is the achievement gap closing?

Freshman

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

All of the above

Areas in Need of Improvement

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

Math and Science

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

Math and Science

Which area(s) indicate the overall lowest performance?

Math and Language

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

Math and Science

Between which subgroups is the achievement gap becoming greater?

12th Graders

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

All of the above

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.25
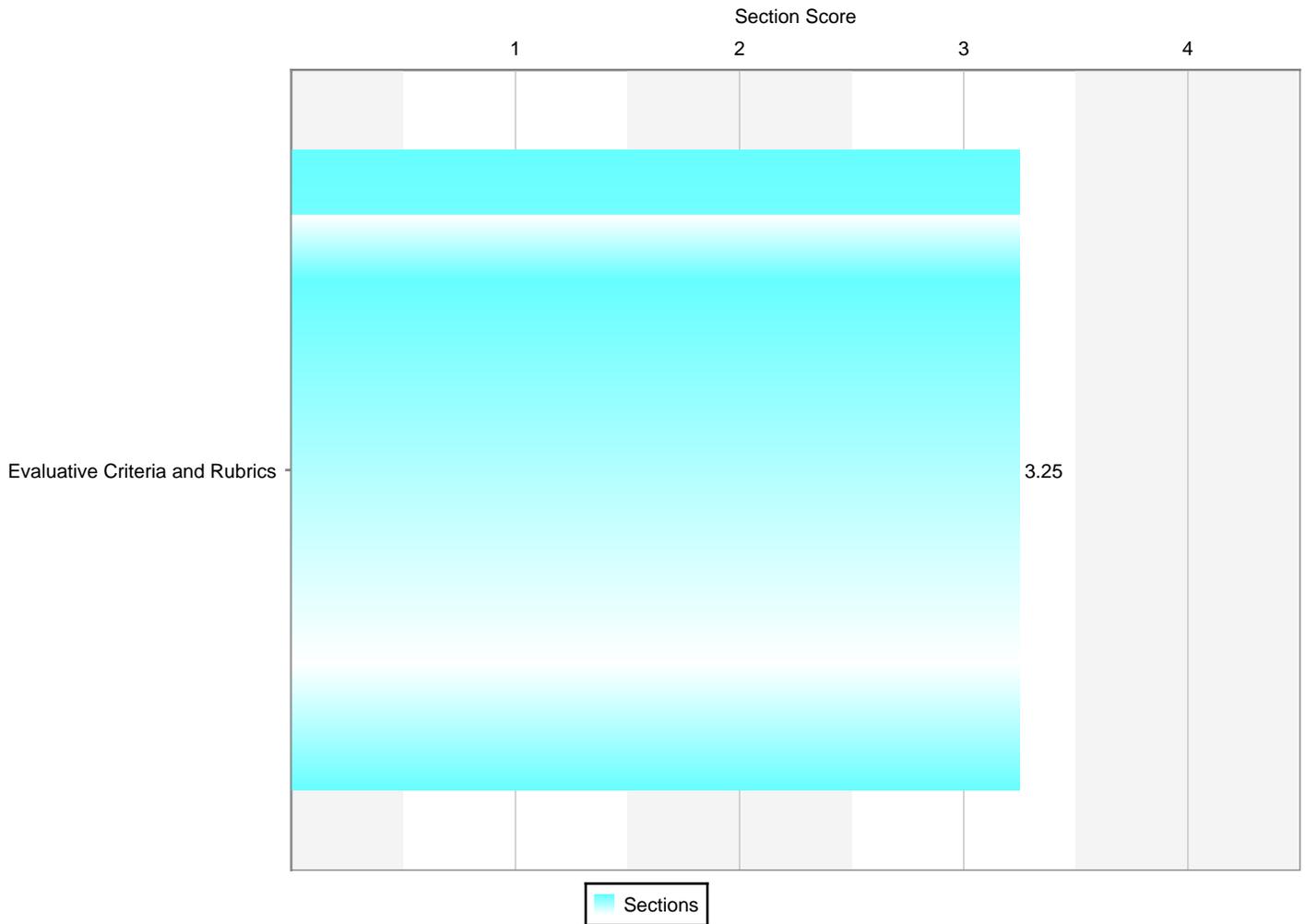
Sections

ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	See Attached assurance signature	ACIP Assurances Committee 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	see attachment	Non-Discrimination Statement

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	No	Though Ben C. Rain High School follows all Federal and State laws, implementation and compliance are monitored on the District's level and not the local school.	Discrimination

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

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

ACIP Plan for 2016-2017

Overview

Plan Name

ACIP Plan for 2016-2017

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Prepare and support students through student support services	Objectives: 1 Strategies: 1 Activities: 1	Academic	$65000
2	By the end of the school year (May 31, 2017), Rain High School will reduce the number of C suspensions by 3.23% for all grade levels (from 31 in 2016 to 30 in 2017) as measured by SIR reports provided by MCPSS Safety and Security Department.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
3	Prepare and Support Teachers to graduate College and Career Ready Students	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
4	Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas	Objectives: 3 Strategies: 5 Activities: 8	Academic	$3334406
5	Provide digital tools and resources to all educators and students	Objectives: 1 Strategies: 1 Activities: 1	Academic	$171000

Goal 1: Prepare and support students through student support services

Measurable Objective 1:

A 10% decrease of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to decrease student absences in English Language Arts by 05/31/2017 as measured by Daily Student Attendance Records.

Strategy 1:

Identify Students who are Absent - Identify students who are not attending school and implement strategies to increase their attendance

Category: Implement Guidance and Counseling Plan

Research Cited: N/A

Activity - Notify Parents of Identified Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The drop out prevention specialist and attendance clerk will analyze attendance data and generate a list of students with 4 or more tardies and/or 3 or more unexcused absences to school. Parents of student with 4 or more tardies and/or 3 or more absences will be called by the drop out intervention specialist or attendance designee.	Behavioral Support Program	08/10/2016	05/31/2017	$65000	Title I Part A	Attendance Clerk and Behavioral Specialist

Goal 2: By the end of the school year (May 31, 2017), Rain High School will reduce the number of C suspensions by 3.23% for all grade levels (from 31 in 2016 to 30 in 2017) as measured by SIR reports provided by MCPSS Safety and Security Department.

Measurable Objective 1:

 collaborate to decrease the number of C Suspensions for all students by 05/31/2017 as measured by quarterly by MCPSS Safety and Security Department.

Strategy 1:

 Behavior Monitoring - All students who have C offenses which resulted in suspensions will be monitored through PST for behavior.

Category: Other - Behavior Support

Research Cited: Https://www.nassp.org/content/158/mar10.pdf

Response to Intervention in Secondary Schools by Nancy Protheroe

Activity - Behavior Support Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All students who have been identified as having a C offense will meet with the resource officer and / or Dropout Prevention Specialist once a month during intervention / remediation.	Behavioral Support Program	08/31/2016	05/31/2017	$0	No Funding Required	Administrators, Resource Officer, Dropout Prevention Specialist.

Goal 3: Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will achieve college and career readiness 70% proficiency in ELA in English Language Arts by 05/31/2017 as measured by EQT Quarterly or semester results.

Strategy 1:

Digital Resources - Teachers will be prepared to use and help students use digital resources and technology tools in order to Utilize quality, engaging learning

experiences that be prepare high school students with the skills, knowledge, and dispositions necessary to be successful in school, careers, and adulthood

Category: Develop/Implement College and Career Ready Standards

Research Cited: RTI

Activity - Digital Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use technology and digital resources through project-based learning to Utilize standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation in all learning environments	Academic Support Program	08/10/2016	05/31/2017	$0	District Funding	All Teachers

Goal 4: Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas

Measurable Objective 1:

A 10% increase of All Students will demonstrate student proficiency (pass rate) on summative and formative assessments in Mathematics by 05/31/2017 as measured by EQTs, teacher made tests, and District tests (i.e. Aspire and ACT).

Strategy 1:

Vocabulary - Review content specific vocabulary to aid students in understanding language on the ACT and utilize research based strategies to increase student

engagement.

Category: Develop/Implement College and Career Ready Standards

Research Cited: RTI and Math Fluency

Activity - ACT/ASPIRE Intervention/Bellringers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100% of Math teachers will use ACT and ASPIRE specific questions during intervention to expose students to ACT and ASPIRE language	Academic Support Program	08/10/2016	05/31/2017	$1255	Title I Part A	All Math teachers

Strategy 2:

ReTeach/Retest - 100% of all teachers will follow the District's Reteach/Retest policy. Students scoring less than 70% on tests will be given the opportunity to re-test

after the objectives are retaught.

Category: Develop/Implement College and Career Ready Standards

Research Cited: RTI and Fluency

Activity - Extended Day / Twilight	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of additional academic support will be allowed to attend extended day and twilight tutoring. Additionally, those students that test in the bottom 25% will be encouraged to attend extended day tutoring on Tuesdays and Thursdays. Utilize State, District, Title II and Title I Funding.	Academic Support Program	08/10/2016	05/31/2017	$3333151	Title I Part A, Title I Part A, District Funding, Title I Part A, State Funds, Title II Part A	100% of all Teachers

Strategy 3:

ASPIRE Grouping - 10th graders grouped according to Aspire scores tested with STAR Math and Reading assessments

Category: Develop/Implement College and Career Ready Standards

Research Cited: RTI

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be tested with STAR Math assessments every 30 days to monitor progress.	Academic Support Program	08/10/2016	05/31/2017	$0	No Funding Required	Reading Pullout teacher, Star Testing Teachers

Activity - Text-dependent Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English Language Arts teachers will utilize text-dependent questions, including literal-level, structural-level, and inferential-level questions, during instruction and when creating formative and summative assessments.	Academic Support Program	08/10/2016	05/31/2017	$0	Title I Part A	English Language Arts teachers

Measurable Objective 2:

15% of Ninth, Tenth and Eleventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to demonstrate proficiency in Mathematics by 05/31/2017 as measured by the ACT Aspire Mathematics.

Strategy 1:

Collaborative Strategies - Mathematics Design Collaborative strategies will be used to teach all students mathematics concepts during daily instruction,

Category: Develop/Implement College and Career Ready Standards

Research Cited: Mathematics Design Collaborative strategies will be used to teach all students mathematics concepts during daily instruction.

Activity - Mathematics Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in all mathematics classes will use Mathematics Design Collaborative strategies to complete tasks daily during classroom activities	Academic Support Program	08/10/2016	05/31/2017	$0	Title I Part A	All Mathematics Teachers

Activity - Monitoring Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instructional strategies through walk-throughs, department/grade level data meetings, and programmed fidelity checks.	Academic Support Program	08/10/2016	05/31/2017	$0	Title I Part A	Department Heads, Coaches and Administrators

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in all math classes will read for a general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and solve the problem.	Academic Support Program	08/10/2016	05/31/2017	$0	Title I Part A	All Math Teachers

Measurable Objective 3:

A 15% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to increase proficiency in Reading by 05/31/2017 as measured by ACT Aspire.

Strategy 1:

Writing - Multiple standards require students to determine meaning, analyze structures, and comprehend complex texts. Close readings coupled with the use of text-dependent questions facilitate the comprehension of text on a variety of levels. Close reading and text-dependent questions can be tailored to meet our specific educational standards while maintaining a connection to the text. The use of these strategies will guide students to examine specific portions of complex texts and then provide evidence for their answers. It is imperative that educators explicitly teach how to approach a text to uncover its multiple layers of meaning and come to class prepared to ask questions that foster a deep understanding.

Writing as a critical literacy skill should be a daily activity in the classroom. Writing practice is thinking practice. According to research reported by Steve Graham and Michael Hebert in Writing to Read, from the 2010 report by the Carnegie Foundation, "increasing how much students write does in fact improve how well they read"

(20).

Category: Develop/Implement College and Career Ready Standards

Research Cited: Steven Graham and Michael Hebert in Writing to Read

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in all ELA classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards.	Academic Support Program	08/10/2016	05/31/2017	$0	No Funding Required	English Language Arts teachers

Goal 5: Provide digital tools and resources to all educators and students

Measurable Objective 1:

A 10% decrease of Ninth, Tenth and Eleventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to decrease student absences in English Language Arts by 05/31/2017 as measured by Daily Student Attendance Records.

Strategy 1:

Attendance - Identify students who are not attending school and implement strategies to increase their attendance

Category: Develop/Implement Student and School Culture Program

Research Cited: N/A

Activity - Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Notify parents of identified students, attendance plan of action	Behavioral Support Program, Academic Support Program	08/10/2016	05/31/2017	$171000	Title I Part A, Title I Part A	Attendance Clerk, Dropout Prevention Specialist

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day / Twilight	Students in need of additional academic support will be allowed to attend extended day and twilight tutoring. Additionally, those students that test in the bottom 25% will be encouraged to attend extended day tutoring on Tuesdays and Thursdays. Utilize State, District, Title II and Title I Funding.	Academic Support Program	08/10/2016	05/31/2017	$83407	100% of all Teachers
				Total	$83407	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day / Twilight	Students in need of additional academic support will be allowed to attend extended day and twilight tutoring. Additionally, those students that test in the bottom 25% will be encouraged to attend extended day tutoring on Tuesdays and Thursdays. Utilize State, District, Title II and Title I Funding.	Academic Support Program	08/10/2016	05/31/2017	$2619133	100% of all Teachers
				Total	$2619133	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Close Reading	Students in all ELA classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards.	Academic Support Program	08/10/2016	05/31/2017	$0	English Language Arts teachers
Behavior Support Program	All students who have been identified as having a C offense will meet with the resource officer and / or Dropout Prevention Specialist once a month during intervention / remediation.	Behavioral Support Program	08/31/2016	05/31/2017	$0	Administrators, Resource Officer, Dropout Prevention Specialist.

Monitoring	Students will be tested with STAR Math assessments every 30 days to monitor progress.	Academic Support Program	08/10/2016	05/31/2017	$0	Reading Pullout teacher, Star Testing Teachers
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day / Twilight	Students in need of additional academic support will be allowed to attend extended day and twilight tutoring. Additionally, those students that test in the bottom 25% will be encouraged to attend extended day tutoring on Tuesdays and Thursdays. Utilize State, District, Title II and Title I Funding.	Academic Support Program	08/10/2016	05/31/2017	$604231	100% of all Teachers
Digital Resources	Teachers will use technology and digital resources through project-based learning to Utilize standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation in all learning environments	Academic Support Program	08/10/2016	05/31/2017	$0	All Teachers
				Total	$604231	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring Strategies	Monitor the implementation of the instructional strategies through walk-throughs, department/grade level data meetings, and programmed fidelity checks.	Academic Support Program	08/10/2016	05/31/2017	$0	Department Heads, Coaches and Administrators
Close Reading	Students in all math classes will read for a general understanding of a word problem, identify knowns and unknowns, identify a plan and make a list to solve the word problem and solve the problem.	Academic Support Program	08/10/2016	05/31/2017	$0	All Math Teachers
Mathematics Design Collaborative	Students in all mathematics classes will use Mathematics Design Collaborative strategies to complete tasks daily during classroom activities	Academic Support Program	08/10/2016	05/31/2017	$0	All Mathematics Teachers
ACT/ASPIRE Intervention/Bellringers	100% of Math teachers will use ACT and ASPIRE specific questions during intervention to expose students to ACT and ASPIRE language	Academic Support Program	08/10/2016	05/31/2017	$1255	All Math teachers

Notify Parents of Identified Students	The drop out prevention specialist and attendance clerk will analyze attendance data and generate a list of students with 4 or more tardies and/or 3 or more unexcused absences to school. Parents of student with 4 or more tardies and/or 3 or more absences will be called by the drop out intervention specialist or attendance designee.	Behavioral Support Program	08/10/2016	05/31/2017	$65000	Attendance Clerk and Behavioral Specialist
Extended Day / Twilight	Students in need of additional academic support will be allowed to attend extended day and twilight tutoring. Additionally, those students that test in the bottom 25% will be encouraged to attend extended day tutoring on Tuesdays and Thursdays. Utilize State, District, Title II and Title I Funding.	Academic Support Program	08/10/2016	05/31/2017	$10000	100% of all Teachers
Extended Day / Twilight	Students in need of additional academic support will be allowed to attend extended day and twilight tutoring. Additionally, those students that test in the bottom 25% will be encouraged to attend extended day tutoring on Tuesdays and Thursdays. Utilize State, District, Title II and Title I Funding.	Academic Support Program	08/10/2016	05/31/2017	$8780	100% of all Teachers
Text-dependent Questions	All English Language Arts teachers will utilize text-dependent questions, including literal-level, structural-level, and inferential-level questions, during instruction and when creating formative and summative assessments.	Academic Support Program	08/10/2016	05/31/2017	$0	English Language Arts teachers
Attendance	Notify parents of identified students, attendance plan of action	Behavioral Support Program, Academic Support Program	08/10/2016	05/31/2017	$110000	Attendance Clerk, Dropout Prevention Specialist
Attendance	Notify parents of identified students, attendance plan of action	Behavioral Support Program, Academic Support Program	08/10/2016	05/31/2017	$61000	Attendance Clerk, Dropout Prevention Specialist
Extended Day / Twilight	Students in need of additional academic support will be allowed to attend extended day and twilight tutoring. Additionally, those students that test in the bottom 25% will be encouraged to attend extended day tutoring on Tuesdays and Thursdays. Utilize State, District, Title II and Title I Funding.	Academic Support Program	08/10/2016	05/31/2017	$7600	100% of all Teachers
				Total	$263635	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	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 provide	Parent Survey Admin tech survey Teacher Tech Survey Teacher Survey

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

Student and teacher surveys indicated that Ben C. Rain School has a caring staff that provides above average instruction, has high expectations, prepares students for future endeavors, and provides an environment conducive to learning.

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

The area that shows a trend towards increasing approval was listed under the section, "Teaching and Assessing Learning" as it relates to families having access to student achievement data. Student Survey - "My teachers tell my family how I am doing in school."
Teacher Survey - "In our school all stakeholders are informed of policies, processes, and procedures related to grading and reporting."

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

The teacher and student surveys both indicated consistency under "Purpose and Direction" as it relates to student success.
Student Survey - " In my school my principal and teachers want every student to learn."
Teacher Survey - "Our school's purpose statement is clearly focused on student success."

Areas in Need of Improvement

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

The area indicated as an area of weakness did not indicate a significant level of dissatisfaction, but it was the overall lowest level of satisfaction

Student Survey - "My principal and teachers ask me what I think about school."

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

The student response to "My school is safe and clean" still has a small level of dissatisfaction, but there was not a high level of dissatisfaction indicated.

What are the implications for these stakeholder perceptions?

Multiple strategies have been employed to ensure that Ben C. Rain High School has a safer school campus. The school's front doors have been secured with locks that require a code to enter, and security monitors have been installed throughout the school. The 2015-2016 PTA spearheaded a fundraiser to install a fence around the school, and three-fourths of the fence installation has been completed.

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

In the past, student and teacher surveys have indicated a concern for safety at our school; however, the most recent data conveys that teachers feel that those concerns have been and are consistently being addressed.

Report Summary

Scores By Section

Section Score

Evaluative Criteria and Rubrics — 2.5
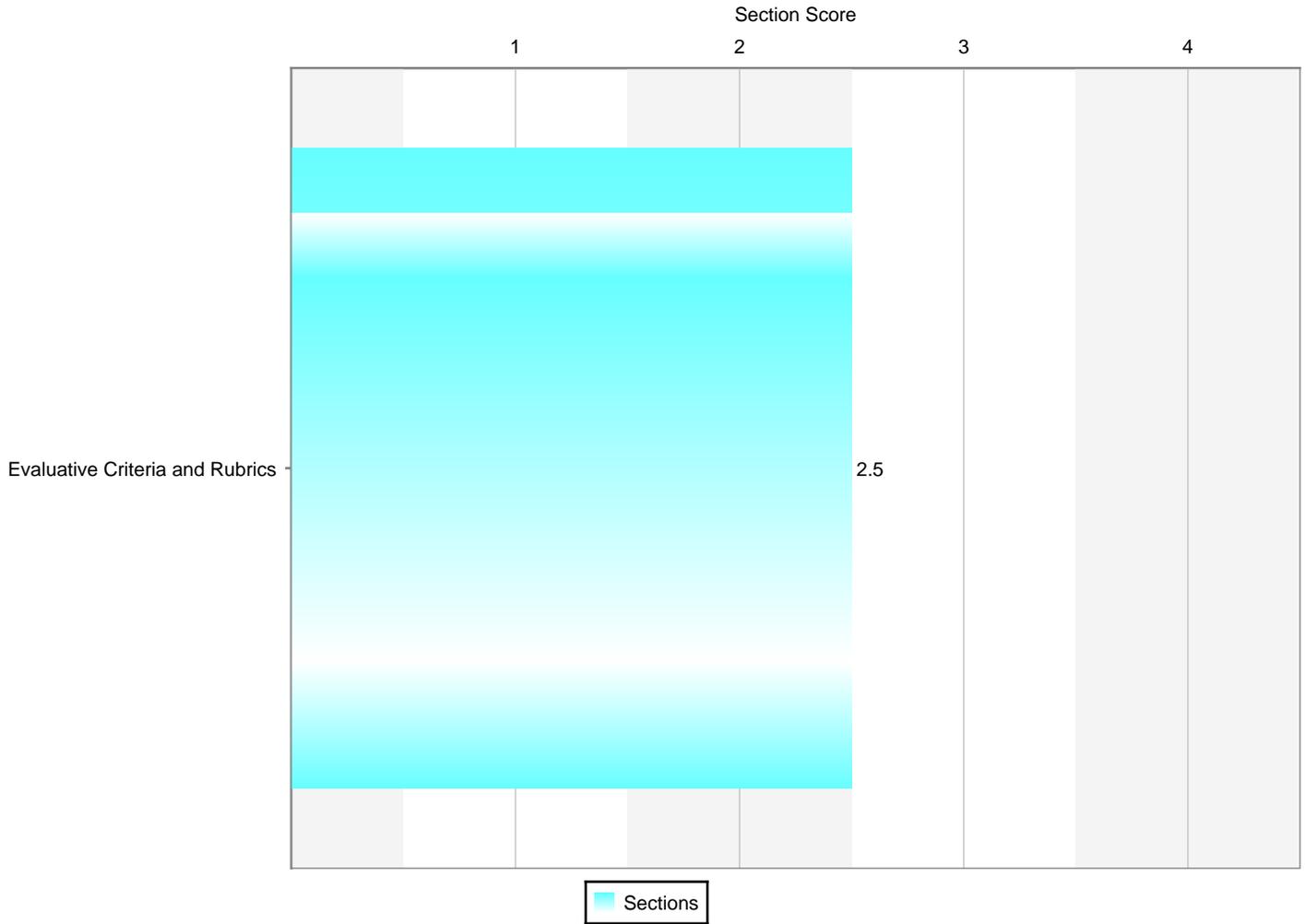
Sections

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

Ben C. Rain Leadership Team met to review our school's data and outline next steps. Using the previous years' data to gather information that would help in the development of goals and objectives for this year's ACIP, determinations were made to see if previous stated goals, objectives, and strategies were met or successful. Representatives were selected from all grade levels and support areas, and two actively involved parents served as community stakeholders on our school's ACIP Committee.
After reviewing data, the team recognized areas of strengths and weaknesses to formulate the 2016-2017 ACIP plan. The Committee met to consider all suggestions and make recommendations. Professional development activities, instructional strategies, and budgetary funds were reviewed in order to make sure these actions could be successfully executed and are outlined in the aCIP plan. Approval of all budgets was determined by following state and federal guidelines. The aCIP plan was presented to the entire faculty, staff, and stakeholders for approval. Faculty and staff members will continuously review and use the aCIP to guide instructional practices and to help meet the needs of the students.

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

2015-2016 Data (ASSIST)
1. ELA 48.1% In Need of Support, 27.4% Close, 17% ready, 7.5% Exceeding
2. Science 83.5% In Need of Support, 12.3% Close, 3.3% Ready, and 0.9% Exceeding
3. Math 89.2% in Need of Support, 9% Close, 0.9% Ready, and 0.9% Exceeding
4. Reading 69.8% In Need of Support, 18.4% Close, 11.3% Ready, and 0.5% Exceeding

ACT
English 14.2 State 18.7, Math 15.8 State 18.3, Reading 15.4 State 19.7, Science 15.9 State 19.1 and Composit 15.4 State 19.1

3. What conclusions were drawn from the results?

Additional intervention was needed for ELA and mathematics.

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

Additional ACT intervention was also needed to better prepare students for college readiness. The ACT composite score of 15.4% was below the state's average of 19.1. The team realized that there was an issue in translating knowledge from the classroom to the ACT

assessment.

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

The entire school is focused on increasing student achievement in the areas of math and ELA.

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

Intervention material is sent to teachers so that same standards are reviewed by each subject area expert. Students are presented with the intervention material in 15 minute increments at the beginning of each class.

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

Disadvantaged children are pulled out and given additional intervention as required. The entire school is focused on increasing student achievement in the areas of math and ELA.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency on summative and formative assessments in Mathematics by 05/31/2016 as measured by the quarterly EQTs and teacher made tests.

Strategy1:

Strategic Teaching Components - Plan and implement strategic teaching components in all math classes

Category:

Research Cited: RTI and reading fluency across disciplines

Activity - Cumulative Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and administer cumulative teacher made tests	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	100% of mathematic teachers

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The inclusion teacher, in collaboration with the core teacher, will align the Essential Pathway Course of Study with the general education course of study to fulfill the requirements of the students exit options.	Academic Support Program	08/10/2015	05/31/2016	$0 - No Funding Required	100% of inclusion teachers

Activity - Create and Utilize Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and utilize daily bell ringers to review non-mastered standards as identified in state, system and teacher made assessments	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	100% of mathematics teachers

Activity - Chunking Information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will break information into manageable units to assist learners having difficulty acquiring new material. Teachers will ensure that instruction is broken into a few, comprehensible parts that are understood and learned before adding more information	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	100% of mathematic teachers

Strategy2:

Differentiated Instruction - All math teachers, regular and inclusion, will use differentiated instruction to improve mastery of mathematics

concepts.

Category: Develop/Implement College and Career Ready Standards

Research Cited: RTI and Math Fluency

Activity - Incorporate Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of Math teachers, regular and inclusion, will implement smart board/smart notebook instructional strategies in daily lessons	Direct Instruction	08/10/2015	05/31/2016	$5000 - Title I Part A	100% of math teachers

Measurable Objective 2:

70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 70% in English Language Arts by 05/31/2016 as measured by EQT's .

Strategy1:

Close Read - Students will engage in reading to uncover layers of meaning that lead to deep comprehension.

Category:

Research Cited: PARCC)

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. After reading passages, teachers will engage students will a series of talk moves and effective questioning that will lead to a deeper comprehension. We coach students to ask themselves four basic questions as they reflect on a specific portion of any text, even the shortest: What is the author telling me here? Are there any hard or important words? What does the author want me to understand? How does the author play with language to add to meaning?	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	All ELA, Social Studies, and Elective teachers

Measurable Objective 3:

53% of English Learners students will demonstrate a proficiency   EQTs in English Language Arts by 05/31/2016 as measured by Access for ELL state mandated assessment.

Strategy1:

Implementation of the Core Program - English Learners will meet or exceed the state APLA of 53% on the ACCESS for ELL through the effective implementation of Tier I instruction and utilizing Specially Designed Academic Instruction in English

Category:

Research Cited: WIDA World Class Instructional Design and Assessment

Activity - Second Delivery and Pullouts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will receive second delivery as needed from a District provided teacher	Direct Instruction	08/10/2015	05/31/2016	$2400000 - District Funding	Content teachers, administrators, EL Coordinator

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 70% in English Language Arts by 05/31/2017 as

measured by EQT quarterly or semester results.

Strategy1:

Technology and Digital Resources - Teachers will be prepared to use and help students use digital resources and technology tools in order

to Utilize quality, engaging learning experiences that be prepare high school students with the skills, knowledge, and dispositions necessary

to be successful in school, careers, and adulthood

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

Research Cited: Nets - Teachers

Activity - Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology and digital resources through project-based learning to Utilize standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation in all learning environments	Technology	08/10/2016	05/31/2017	$5000 - Title I Part A	Teachers/Faculty Members and Administrator Staff

Measurable Objective 2:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically

Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian

or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on EQT and ACT in English

Language Arts by 05/31/2017 as measured by EQT, and ACT.

Strategy1:

Cultural Awareness Training - Cultural Awareness Training - Each school will ensure at least one representative will attend district provided

training to take back to the school and train the remaining faculty

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

Research Cited: USDOE, American Psychological Association,

Activity - Cultural Awareness Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will send one representative to attend district level training on multicultural classrooms, parental involvement for ESL families, and the psychology of the immigrant.	Professional Learning	08/10/2016	05/31/2017	$2400000 - Title I Part A	Administrators, Faculty and Staff

Strategy2:

Professional Learning - Principal and Instructional leaders provide professional development to ensure that the integration and application of

the Rigor/Relevance Framework is supported and implemented in the local schools. In addition, the principal will provide awareness training

for the entire staff on the CIR process and tool

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

Research Cited: Daggett/CLE

Activity - Rigor/Relevance Framework Professional Development Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Leaders provide professional to ensure that the integration and application of the Rigor/Relevance Framework is supported and implemented in the local schools.	Professional Learning	08/10/2016	05/31/2017	$20000 - Title I Part A	Principal and Leadership team

Goal 3:

Provide digital tools and resources to all educators and students. (ALL educators and students will have digital toos to access a comprehensive vaiable infrastructure when and where they need it.

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency EQT in English Language Arts by 05/31/2016 as measured by Documented interviews with teachers, students, and administrators - Inventory Report.

Strategy1:

Technology Resources - Students will have access to a variety of digital media through scheduled time to library, afterschool computer labs, etc.

Category:

Research Cited: NETs-Teachers

Activity - Equitable Access to Digital Devices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that every student, teacher, and administrator has access to an Internet Connected Device with viable access points and appropriate software and Web based resources for research, communication, multimedia content creation and consumption	Academic Support Program	08/10/2015	05/31/2016	$5000 - Title I Part A	Teachers/Faculty

Goal 4:

Prepare and support students through student support services

Measurable Objective 1:

A 10% decrease of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to decrease student absences in English Language Arts by 05/31/2016 as measured by Daily Student Attendance Records.

Strategy1:

Identify Students who are Absent - Identify students who are not attending school and implement strategies to increase their attendance

Category: Implement Guidance and Counseling Plan

Research Cited: N/A

Activity - Notify Parents of Identified Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The drop out prevention specialist and attendance clerk will analyze attendance data and generate a list of students with 4 or more tardies and/or 3 or more unexcused absences to school. Parents of student with 4 or more tardies and/or 3 or more absences will be called by the behavioral specialist or attendance designee.	Behavioral Support Program	08/10/2016	05/31/2017	$65000 - Title I Part A	Attendance Clerk and Behavioral Specialist

Activity - Attendance Plan of Action	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance clerk and/or Behavior Specialist will develop an attendance plan of action to be implemented by all faculty and staff. Teachers will keep a parent contact log to highlight names of identified students. All teachers will contact parents and document.	Behavioral Support Program	08/10/2015	05/31/2016	$2400000 - Title I Part A	Faculty, Staff

Goal 5:

By the end of the school year (May 31, 2017), Rain High School will reduce the number of C suspensions by 3.23% for all grade levels (from 31 in 2016 to 30 in 2017) as measured by SIR reports provided by MCPSS Safety and Security Department.

Measurable Objective 1:

collaborate to decrease the number of C Suspensions for all students by 05/31/2017 as measured by quarterly by MCPSS Safety and Security Department.

Strategy1:

 Behavior Monitoring - All students who have C offenses which resulted in suspensions will be monitored through PST for behavior.

Category: Other - Behavior Support

Research Cited: Https://www.nassp.org/content/158/mar10.pdf

Response to Intervention in Secondary Schools by Nancy Protheroe

Activity - Behavior Support Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students who have been identified as having a C offense will meet with the resource officer and / or Dropout Prevention Specialist once a month during intervention / remediation.	Behavioral Support Program	08/31/2016	05/31/2017	$0 - No Funding Required	Administrators, Resource Officer, Dropout Prevention Specialist.

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

Goal 1:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency on summative and formative assessments in Mathematics by 05/31/2016 as measured by the quarterly EQTs and teacher made tests.

Strategy1:

Differentiated Instruction - All math teachers, regular and inclusion, will use differentiated instruction to improve mastery of mathematics concepts.

Category: Develop/Implement College and Career Ready Standards

Research Cited: RTI and Math Fluency

Activity - Incorporate Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of Math teachers, regular and inclusion, will implement smart board/smart notebook instructional strategies in daily lessons	Direct Instruction	08/10/2015	05/31/2016	$5000 - Title I Part A	100% of math teachers

Strategy2:

Strategic Teaching Components - Plan and implement strategic teaching components in all math classes

Category:

Research Cited: RTI and reading fluency across disciplines

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The inclusion teacher, in collaboration with the core teacher, will align the Essential Pathway Course of Study with the general education course of study to fulfill the requirements of the students exit options.	Academic Support Program	08/10/2015	05/31/2016	$0 - No Funding Required	100% of inclusion teachers

Activity - Chunking Information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will break information into manageable units to assist learners having difficulty acquiring new material. Teachers will ensure that instruction is broken into a few, comprehensible parts that are understood and learned before adding more information	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	100% of mathematic teachers

Activity - Create and Utilize Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and utilize daily bell ringers to review non-mastered standards as identified in state, system and teacher made assessments	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	100% of mathematics teachers

Activity - Cumulative Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and administer cumulative teacher made tests	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	100% of mathematic teachers

Measurable Objective 2:

70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 70% in English Language Arts by 05/31/2016 as measured by EQT's .

Strategy1:

Close Read - Students will engage in reading to uncover layers of meaning that lead to deep comprehension.

Category:

Research Cited: PARCC)

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. After reading passages, teachers will engage students will a series of talk moves and effective questioning that will lead to a deeper comprehension. We coach students to ask themselves four basic questions as they reflect on a specific portion of any text, even the shortest: What is the author telling me here? Are there any hard or important words? What does the author want me to understand? How does the author play with language to add to meaning?	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	All ELA, Social Studies, and Elective teachers

Measurable Objective 3:

53% of English Learners students will demonstrate a proficiency   EQTs in English Language Arts by 05/31/2016 as measured by Access for ELL state mandated assessment.

Strategy1:

Implementation of the Core Program - English Learners will meet or exceed the state APLA of 53% on the ACCESS for ELL through the effective implementation of Tier I instruction and utilizing Specially Designed Academic Instruction in English

Category:

Research Cited: WIDA World Class Instructional Design and Assessment

Activity - Second Delivery and Pullouts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will receive second delivery as needed from a District provided teacher	Direct Instruction	08/10/2015	05/31/2016	$2400000 - District Funding	Content teachers, administrators, EL Coordinator

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on EQT and ACT in English Language Arts by 05/31/2017 as measured by EQT, and ACT.

Strategy1:

Cultural Awareness Training - Cultural Awareness Training - Each school will ensure at least one representative will attend district provided training to take back to the school and train the remaining faculty

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

Research Cited: USDOE, American Psychological Association,

Activity - Cultural Awareness Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will send one representative to attend district level training on multicultural classrooms, parental involvement for ESL families, and the psychology of the immigrant.	Professional Learning	08/10/2016	05/31/2017	$2400000 - Title I Part A	Administrators, Faculty and Staff

Strategy2:

Professional Learning - Principal and Instructional leaders provide professional development to ensure that the integration and application of the Rigor/Relevance Framework is supported and implemented in the local schools. In addition, the principal will provide awareness training for the entire staff on the CIR process and tool

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

Research Cited: Daggett/CLE

Activity - Rigor/Relevance Framework Professional Development Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Leaders provide professional to ensure that the integration and application of the Rigor/Relevance Framework is supported and implemented in the local schools.	Professional Learning	08/10/2016	05/31/2017	$20000 - Title I Part A	Principal and Leadership team

Measurable Objective 2:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 70% in English Language Arts by 05/31/2017 as measured by EQT quarterly or semester results.

Strategy1:

Technology and Digital Resources - Teachers will be prepared to use and help students use digital resources and technology tools in order to Utilize quality, engaging learning experiences that be prepare high school students with the skills, knowledge, and dispositions necessary to be successful in school, careers, and adulthood

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

Research Cited: Nets - Teachers

Activity - Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology and digital resources through project-based learning to Utilize standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation in all learning environments	Technology	08/10/2016	05/31/2017	$5000 - Title I Part A	Teachers/Faculty Members and Administrator Staff

Goal 3:

Provide digital tools and resources to all educators and students. (ALL educators and students will have digital toos to access a comprehensive vaiable infrastructure when and where they need it.

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency EQT in English Language Arts by 05/31/2016 as measured by Documented interviews with teachers, students, and administrators - Inventory Report.

Strategy1:

Technology Resources - Students will have access to a variety of digital media through scheduled time to library, afterschool computer labs,

etc.

Category:

Research Cited: NETs-Teachers

Activity - Equitable Access to Digital Devices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that every student, teacher, and administrator has access to an Internet Connected Device with viable access points and appropriate software and Web based resources for research, communication, multimedia content creation and consumption	Academic Support Program	08/10/2015	05/31/2016	$5000 - Title I Part A	Teachers/Faculty

Goal 4:

Prepare and support students through student support services

Measurable Objective 1:

A 10% decrease of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically

Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian

or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to decrease student absences in English Language

Arts by 05/31/2016 as measured by Daily Student Attendance Records.

Strategy1:

Identify Students who are Absent - Identify students who are not attending school and implement strategies to increase their attendance

Category: Implement Guidance and Counseling Plan

Research Cited: N/A

Activity - Attendance Plan of Action	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance clerk and/or Behavior Specialist will develop an attendance plan of action to be implemented by all faculty and staff. Teachers will keep a parent contact log to highlight names of identified students. All teachers will contact parents and document.	Behavioral Support Program	08/10/2015	05/31/2016	$2400000 - Title I Part A	Faculty, Staff

Activity - Notify Parents of Identified Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The drop out prevention specialist and attendance clerk will analyze attendance data and generate a list of students with 4 or more tardies and/or 3 or more unexcused absences to school. Parents of student with 4 or more tardies and/or 3 or more absences will be called by the behavioral specialist or attendance designee.	Behavioral Support Program	08/10/2016	05/31/2017	$65000 - Title I Part A	Attendance Clerk and Behavioral Specialist

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

Goal 1:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas

Measurable Objective 1:

70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 70% in English Language Arts by 05/31/2016 as measured by EQT's .

Strategy1:

Close Read - Students will engage in reading to uncover layers of meaning that lead to deep comprehension.

Category:

Research Cited: PARCC)

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole.

After reading passages, teachers will engage students will a series of talk moves and effective questioning that will lead to a deeper comprehension. We coach students to ask themselves four basic questions as they reflect on a specific portion of any text, even the shortest:

What is the author telling me here?
Are there any hard or important words?
What does the author want me to understand?
How does the author play with language to add to meaning? | Direct Instruction | 08/10/2015 | 05/31/2016 | $0 - No Funding Required | All ELA, Social Studies, and Elective teachers |

Measurable Objective 2:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency on summative and formative

assessments in Mathematics by 05/31/2016 as measured by the quarterly EQTs and teacher made tests.

Strategy1:

Differentiated Instruction - All math teachers, regular and inclusion, will use differentiated instruction to improve mastery of mathematics concepts.

Category: Develop/Implement College and Career Ready Standards

Research Cited: RTI and Math Fluency

Activity - Incorporate Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of Math teachers, regular and inclusion, will implement smart board/smart notebook instructional strategies in daily lessons	Direct Instruction	08/10/2015	05/31/2016	$5000 - Title I Part A	100% of math teachers

Strategy2:

Strategic Teaching Components - Plan and implement strategic teaching components in all math classes

Category:

Research Cited: RTI and reading fluency across disciplines

Activity - Chunking Information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will break information into manageable units to assist learners having difficulty acquiring new material. Teachers will ensure that instruction is broken into a few, comprehensible parts that are understood and learned before adding more information	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	100% of mathematic teachers

Activity - Cumulative Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and administer cumulative teacher made tests	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	100% of mathematic teachers

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The inclusion teacher, in collaboration with the core teacher, will align the Essential Pathway Course of Study with the general education course of study to fulfill the requirements of the students exit options.	Academic Support Program	08/10/2015	05/31/2016	$0 - No Funding Required	100% of inclusion teachers

Activity - Create and Utilize Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and utilize daily bell ringers to review non-mastered standards as identified in state, system and teacher made assessments	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	100% of mathematics teachers

Measurable Objective 3:

53% of English Learners students will demonstrate a proficiency   EQTs in English Language Arts by 05/31/2016 as measured by Access for ELL state mandated assessment.

Strategy1:

Implementation of the Core Program - English Learners will meet or exceed the state APLA of 53% on the ACCESS for ELL through the effective implementation of Tier I instruction and utilizing Specially Designed Academic Instruction in English

Category:

Research Cited: WIDA World Class Instructional Design and Assessment

Activity - Second Delivery and Pullouts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will receive second delivery as needed from a District provided teacher	Direct Instruction	08/10/2015	05/31/2016	$2400000 - District Funding	Content teachers, administrators, EL Coordinator

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 70% in English Language Arts by 05/31/2017 as measured by EQT quarterly or semester results.

Strategy1:

Technology and Digital Resources - Teachers will be prepared to use and help students use digital resources and technology tools in order to Utilize quality, engaging learning experiences that be prepare high school students with the skills, knowledge, and dispositions necessary to be successful in school, careers, and adulthood

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

Research Cited: Nets - Teachers

Activity - Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology and digital resources through project-based learning to Utilize standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation in all learning environments	Technology	08/10/2016	05/31/2017	$5000 - Title I Part A	Teachers/Faculty Members and Administrator Staff

Measurable Objective 2:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on EQT and ACT in English Language Arts by 05/31/2017 as measured by EQT, and ACT.

Strategy1:

Professional Learning - Principal and Instructional leaders provide professional development to ensure that the integration and application of the Rigor/Relevance Framework is supported and implemented in the local schools. In addition, the principal will provide awareness training for the entire staff on the CIR process and tool

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

Research Cited: Daggett/CLE

Activity - Rigor/Relevance Framework Professional Development Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Leaders provide professional to ensure that the integration and application of the Rigor/Relevance Framework is supported and implemented in the local schools.	Professional Learning	08/10/2016	05/31/2017	$20000 - Title I Part A	Principal and Leadership team

Strategy2:

Cultural Awareness Training - Cultural Awareness Training - Each school will ensure at least one representative will attend district provided training to take back to the school and train the remaining faculty

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

Research Cited: USDOE, American Psychological Association,

Activity - Cultural Awareness Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will send one representative to attend district level training on multicultural classrooms, parental involvement for ESL families, and the psychology of the immigrant.	Professional Learning	08/10/2016	05/31/2017	$2400000 - Title I Part A	Administrators, Faculty and Staff

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

Goal 1:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency on summative and formative assessments in Mathematics by 05/31/2016 as measured by the quarterly EQTs and teacher made tests.

Strategy1:

Differentiated Instruction - All math teachers, regular and inclusion, will use differentiated instruction to improve mastery of mathematics concepts.

Category: Develop/Implement College and Career Ready Standards

Research Cited: RTI and Math Fluency

Activity - Incorporate Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of Math teachers, regular and inclusion, will implement smart board/smart notebook instructional strategies in daily lessons	Direct Instruction	08/10/2015	05/31/2016	$5000 - Title I Part A	100% of math teachers

Strategy2:

Strategic Teaching Components - Plan and implement strategic teaching components in all math classes

Category:

Research Cited: RTI and reading fluency across disciplines

Activity - Create and Utilize Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and utilize daily bell ringers to review non-mastered standards as identified in state, system and teacher made assessments	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	100% of mathematics teachers

Activity - Cumulative Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and administer cumulative teacher made tests	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	100% of mathematic teachers

Activity - Chunking Information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will break information into manageable units to assist learners having difficulty acquiring new material. Teachers will ensure that instruction is broken into a few, comprehensible parts that are understood and learned before adding more information	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	100% of mathematic teachers

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The inclusion teacher, in collaboration with the core teacher, will align the Essential Pathway Course of Study with the general education course of study to fulfill the requirements of the students exit options.	Academic Support Program	08/10/2015	05/31/2016	$0 - No Funding Required	100% of inclusion teachers

Measurable Objective 2:

53% of English Learners students will demonstrate a proficiency   EQTs in English Language Arts by 05/31/2016 as measured by Access for ELL state mandated assessment.

Strategy1:

Implementation of the Core Program - English Learners will meet or exceed the state APLA of 53% on the ACCESS for ELL through the effective implementation of Tier I instruction and utilizing Specially Designed Academic Instruction in English

Category:

Research Cited: WIDA World Class Instructional Design and Assessment

Activity - Second Delivery and Pullouts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will receive second delivery as needed from a District provided teacher	Direct Instruction	08/10/2015	05/31/2016	$2400000 - District Funding	Content teachers, administrators, EL Coordinator

Measurable Objective 3:

70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 70% in English Language Arts by 05/31/2016 as measured by EQT's .

Strategy1:

Close Read - Students will engage in reading to uncover layers of meaning that lead to deep comprehension.

Category:

Research Cited: PARCC)

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. After reading passages, teachers will engage students will a series of talk moves and effective questioning that will lead to a deeper comprehension. We coach students to ask themselves four basic questions as they reflect on a specific portion of any text, even the shortest: What is the author telling me here? Are there any hard or important words? What does the author want me to understand? How does the author play with language to add to meaning?	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	All ELA, Social Studies, and Elective teachers

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 70% in English Language Arts by 05/31/2017 as measured by EQT quarterly or semester results.

Strategy1:

Technology and Digital Resources - Teachers will be prepared to use and help students use digital resources and technology tools in order to Utilize quality, engaging learning experiences that be prepare high school students with the skills, knowledge, and dispositions necessary to be successful in school, careers, and adulthood

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

Research Cited: Nets - Teachers

Activity - Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology and digital resources through project-based learning to Utilize standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation in all learning environments	Technology	08/10/2016	05/31/2017	$5000 - Title I Part A	Teachers/Faculty Members and Administrator Staff

Measurable Objective 2:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on EQT and ACT in English Language Arts by 05/31/2017 as measured by EQT, and ACT.

Strategy1:

Cultural Awareness Training - Cultural Awareness Training - Each school will ensure at least one representative will attend district provided training to take back to the school and train the remaining faculty

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

Research Cited: USDOE, American Psychological Association,

Activity - Cultural Awareness Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will send one representative to attend district level training on multicultural classrooms, parental involvement for ESL families, and the psychology of the immigrant.	Professional Learning	08/10/2016	05/31/2017	$2400000 - Title I Part A	Administrators, Faculty and Staff

Strategy2:

Professional Learning - Principal and Instructional leaders provide professional development to ensure that the integration and application of the Rigor/Relevance Framework is supported and implemented in the local schools. In addition, the principal will provide awareness training for the entire staff on the CIR process and tool

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

Research Cited: Daggett/CLE

Activity - Rigor/Relevance Framework Professional Development Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Leaders provide professional to ensure that the integration and application of the Rigor/Relevance Framework is supported and implemented in the local schools.	Professional Learning	08/10/2016	05/31/2017	$20000 - Title I Part A	Principal and Leadership team

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

Goal 1:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas

Measurable Objective 1:

53% of English Learners students will demonstrate a proficiency   EQTs in English Language Arts by 05/31/2016 as measured by Access for ELL state mandated assessment.

Strategy1:

Implementation of the Core Program - English Learners will meet or exceed the state APLA of 53% on the ACCESS for ELL through the effective implementation of Tier I instruction and utilizing Specially Designed Academic Instruction in English

Category:

Research Cited: WIDA World Class Instructional Design and Assessment

Activity - Second Delivery and Pullouts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will receive second delivery as needed from a District provided teacher	Direct Instruction	08/10/2015	05/31/2016	$2400000 - District Funding	Content teachers, administrators, EL Coordinator

Measurable Objective 2:

70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 70% in English Language Arts by 05/31/2016 as measured by EQT's .

Strategy1:

Close Read - Students will engage in reading to uncover layers of meaning that lead to deep comprehension.

Category:

Research Cited: PARCC)

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. After reading passages, teachers will engage students will a series of talk moves and effective questioning that will lead to a deeper comprehension. We coach students to ask themselves four basic questions as they reflect on a specific portion of any text, even the shortest: What is the author telling me here? Are there any hard or important words? What does the author want me to understand? How does the author play with language to add to meaning?	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	All ELA, Social Studies, and Elective teachers

Measurable Objective 3:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency on summative and formative

assessments in Mathematics by 05/31/2016 as measured by the quarterly EQTs and teacher made tests.

Strategy1:

Strategic Teaching Components - Plan and implement strategic teaching components in all math classes

Category:

Research Cited: RTI and reading fluency across disciplines

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The inclusion teacher, in collaboration with the core teacher, will align the Essential Pathway Course of Study with the general education course of study to fulfill the requirements of the students exit options.	Academic Support Program	08/10/2015	05/31/2016	$0 - No Funding Required	100% of inclusion teachers

Activity - Cumulative Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and administer cumulative teacher made tests	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	100% of mathematic teachers

Activity - Create and Utilize Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and utilize daily bell ringers to review non-mastered standards as identified in state, system and teacher made assessments	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	100% of mathematics teachers

Activity - Chunking Information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will break information into manageable units to assist learners having difficulty acquiring new material. Teachers will ensure that instruction is broken into a few, comprehensible parts that are understood and learned before adding more information	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	100% of mathematic teachers

Strategy2:

Differentiated Instruction - All math teachers, regular and inclusion, will use differentiated instruction to improve mastery of mathematics concepts.

Category:

Research Cited: RTI and Math Fluency

Activity - Incorporate Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of Math teachers, regular and inclusion, will implement smart board/smart notebook instructional strategies in daily lessons	Direct Instruction	08/10/2015	05/31/2016	$5000 - Title I Part A	100% of math teachers

Goal 2:

Prepare and Support Teachers to graduate College and Career Ready Students

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on EQT and ACT in English Language Arts by 05/31/2016 as measured by EQT, and ACT.

Strategy1:

Cultural Awareness Training - Cultural Awareness Training - Each school will ensure at least one representative will attend district provided training to take back to the school and train the remaining faculty

Category:

Research Cited: USDOE, American Psychological Association,

Activity - Cultural Awareness Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will send on representative to attend district level training on multicultural classrooms, parental involvement for ESL families, and the psychology of the immigrant.	Professional Learning	08/10/2015	05/31/2016	$2400000 - Title I Part A	Administrators, Faculty and Staff

Strategy2:

Professional Learning - Principal and Instructional leaders provide professional development to ensure that the integration and application of the Rigor/Relevance Framework is supported and implemented in the local schools. In addition, the principal will provide awareness training for the entire staff on the CIR process and tool

Category:

Research Cited: Daggett/CLE

Activity - Rigor/Relevance Framework Professional Development Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Leaders provide professional to ensure that the integration and application of the Rigor/Relevance Framework is supported and implemented in the local schools.	Professional Learning	08/07/2014	06/02/2015	$20000 - Title I Part A	Principal and Leadership team

Measurable Objective 2:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 70% in English Language Arts by 05/31/2016 as measured by EQT quarterly or semester results.

Strategy1:

Technology and Digital Resources - Teachers will be prepared to use and help students use digital resources and technology tools in order to Utilize quality, engaging learning experiences that be prepare high school students with the skills, knowledge, and dispositions necessary to be successful in school, careers, and adulthood

Category:

Research Cited: Nets - Teachers

Activity - Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology and digital resources through project-based learning to Utilize standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation in all learning environments	Technology	08/10/2015	05/31/2016	$5000 - Title I Part A	Teachers/Faculty Members and Administrator Staff

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

Goal 1:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency on summative and formative assessments in Mathematics by 05/31/2016 as measured by the quarterly EQTs and teacher made tests.

Strategy1:

Strategic Teaching Components - Plan and implement strategic teaching components in all math classes

Category:

Research Cited: RTI and reading fluency across disciplines

Activity - Cumulative Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and administer cumulative teacher made tests	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	100% of mathematic teachers

Activity - Chunking Information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will break information into manageable units to assist learners having difficulty acquiring new material. Teachers will ensure that instruction is broken into a few, comprehensible parts that are understood and learned before adding more information	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	100% of mathematic teachers

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The inclusion teacher, in collaboration with the core teacher, will align the Essential Pathway Course of Study with the general education course of study to fulfill the requirements of the students exit options.	Academic Support Program	08/10/2015	05/31/2016	$0 - No Funding Required	100% of inclusion teachers

Activity - Create and Utilize Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and utilize daily bell ringers to review non-mastered standards as identified in state, system and teacher made assessments	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	100% of mathematics teachers

Strategy2:

Differentiated Instruction - All math teachers, regular and inclusion, will use differentiated instruction to improve mastery of mathematics concepts.

Category:

Research Cited: RTI and Math Fluency

Activity - Incorporate Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of Math teachers, regular and inclusion, will implement smart board/smart notebook instructional strategies in daily lessons	Direct Instruction	08/10/2015	05/31/2016	$5000 - Title I Part A	100% of math teachers

Measurable Objective 2:

70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 70% in English Language Arts by 05/31/2016 as measured by EQT's .

Strategy1:

Close Read - Students will engage in reading to uncover layers of meaning that lead to deep comprehension.

Category:

Research Cited: PARCC)

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. After reading passages, teachers will engage students will a series of talk moves and effective questioning that will lead to a deeper comprehension. We coach students to ask themselves four basic questions as they reflect on a specific portion of any text, even the shortest: What is the author telling me here? Are there any hard or important words? What does the author want me to understand? How does the author play with language to add to meaning?	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	All ELA, Social Studies, and Elective teachers

Measurable Objective 3:

53% of English Learners students will demonstrate a proficiency EQTs in English Language Arts by 05/31/2016 as measured by Access for ELL state mandated assessment.

Strategy1:

Implementation of the Core Program - English Learners will meet or exceed the state APLA of 53% on the ACCESS for ELL through the

effective implementation of Tier I instruction and utilizing Specially Designed Academic Instruction in English

Category:

Research Cited: WIDA World Class Instructional Design and Assessment

Activity - Second Delivery and Pullouts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will receive second delivery as needed from a District provided teacher	Direct Instruction	08/10/2015	05/31/2016	$2400000 - District Funding	Content teachers, administrators, EL Coordinator

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

Goal 1:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas

Measurable Objective 1:

53% of English Learners students will demonstrate a proficiency   EQTs in English Language Arts by 05/31/2016 as measured by Access for ELL state mandated assessment.

Strategy1:

Implementation of the Core Program - English Learners will meet or exceed the state APLA of 53% on the ACCESS for ELL through the

effective implementation of Tier I instruction and utilizing Specially Designed Academic Instruction in English

Category:

Research Cited: WIDA World Class Instructional Design and Assessment

Activity - Second Delivery and Pullouts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will receive second delivery as needed from a District provided teacher	Direct Instruction	08/10/2015	05/31/2016	$2400000 - District Funding	Content teachers, administrators, EL Coordinator

Measurable Objective 2:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency on summative and formative assessments in Mathematics by 05/31/2016 as measured by the quarterly EQTs and teacher made tests.

Strategy1:

Strategic Teaching Components - Plan and implement strategic teaching components in all math classes

Category:

Research Cited: RTI and reading fluency across disciplines

Activity - Create and Utilize Bell Ringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and utilize daily bell ringers to review non-mastered standards as identified in state, system and teacher made assessments	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	100% of mathematics teachers

Activity - Cumulative Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create and administer cumulative teacher made tests	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	100% of mathematic teachers

Activity - Chunking Information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will break information into manageable units to assist learners having difficulty acquiring new material. Teachers will ensure that instruction is broken into a few, comprehensible parts that are understood and learned before adding more information	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	100% of mathematic teachers

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The inclusion teacher, in collaboration with the core teacher, will align the Essential Pathway Course of Study with the general education course of study to fulfill the requirements of the students exit options.	Academic Support Program	08/10/2015	05/31/2016	$0 - No Funding Required	100% of inclusion teachers

Strategy2:

Differentiated Instruction - All math teachers, regular and inclusion, will use differentiated instruction to improve mastery of mathematics

concepts.

Category:

Research Cited: RTI and Math Fluency

Activity - Incorporate Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of Math teachers, regular and inclusion, will implement smart board/smart notebook instructional strategies in daily lessons	Direct Instruction	08/10/2015	05/31/2016	$5000 - Title I Part A	100% of math teachers

Measurable Objective 3:

70% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted

and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 70% in English Language Arts by 05/31/2016 as measured by EQT's .

Strategy1:

Close Read - Students will engage in reading to uncover layers of meaning that lead to deep comprehension.

Category:

Research Cited: PARCC)

| Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. After reading passages, teachers will engage students will a series of talk moves and effective questioning that will lead to a deeper comprehension. We coach students to ask themselves four basic questions as they reflect on a specific portion of any text, even the shortest: What is the author telling me here? Are there any hard or important words? What does the author want me to understand? How does the author play with language to add to meaning?	Direct Instruction	08/10/2015	05/31/2016	$0 - No Funding Required	All ELA, Social Studies, and Elective teachers

Component 3: Instruction by Qualified Staff

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

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

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

It is the goal of Ben C Rain to employ the most proficient instructors who are excited about teaching and learning. Our Principal actively seeks out competent individuals. Teachers are assigned with their area of expertise and monitored closely to assure the academic needs of the students are met.
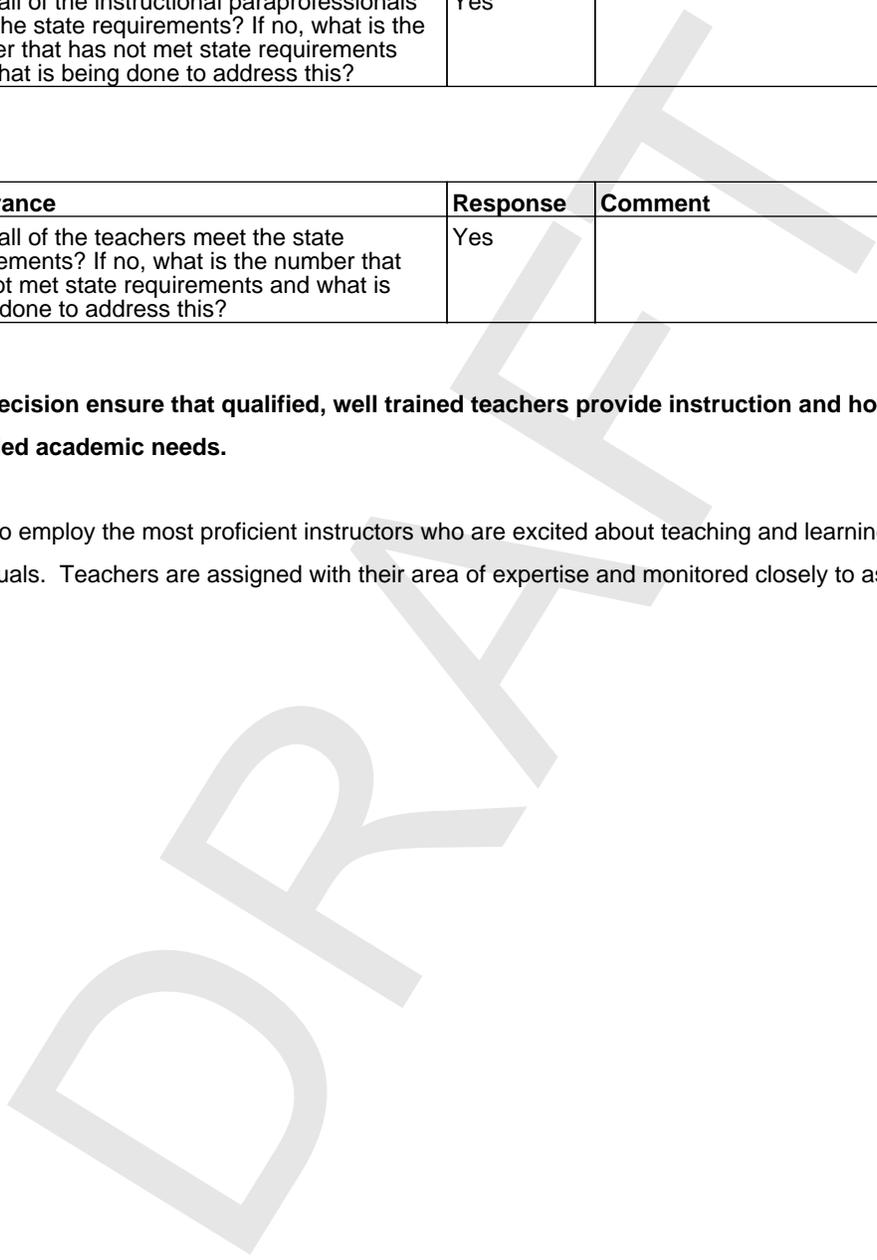
Component 4: Strategies to Attract Qualified Teachers

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

Though the overall turnover rate is minimum, it is above 50% in the mathematic department.

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

Most teachers in the core areas are experience and have been teaching at a minimum of 3 years.

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

The school does not have a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

Teachers have been focusing on common formative assessments (CFA).

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

Teachers receive ongoing professional development twice a month during the faculty meetings. Professional development is identified through teacher walk-throughs and designed to meet the needs of the teachers as they impact student achievement.

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

New teachers to school are mentored by more experience teahers. Teachers meet twice a month to share best practices.

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

Professional Development is maintained twice a month for the entire year.

Component 6: Transition Strategies

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

Bridges programs are offered each summer to introduce students in the transition.

Component 7: Teacher Participation in Making Assessment Decisions

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

The entire school is focused on increasing student achievement in the areas of math and ELA. Students are assessed quarterly and the data is reviewed in the grade level meetings which occur twice a month with teachers.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

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

During the grade level meeting struggling students are identified and encouraged to attend extended day tutoring.

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

Student performance is monitored weekly through the student monitoring process.

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

Struggling students are allowed to make-up and re-test on specific standards after re-teaching the objectives.

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

Extended day and twilight provide additional opportunities for students to get extra help.

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

These groups are supported by School and District personnel that are specially trained to meet their needs.

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

These groups are supported by School and District personnel that are specially trained to meet their needs

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

The entire school is focused on student achievement.

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

ACT training - local and federal
Extended Day - federal
Twilight - federal

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

The school has hired two Drop-Out Prevention specialist to support achievement of the schoolwide goals. Additionally, a resource officer and guards are available to prevent violence.

Component 10: Evaluation

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

The school evaluates the program by monitoring growth in summative and formative assessments. We also review the student discipline reports.

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

The school evaluates the program by monitoring growth in summative and formative assessments.

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

The school evaluates the program by monitoring growth in summative and formative assessments.

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

The school evaluates the program by monitoring growth in summative and formative assessments. When growth is not evident, the program is reviewed and revised.

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

Yes

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

The goals are the same. The strategies and interventions have changed.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	48.48	46.15	2,211,291.00
Administrator Units	1.00	1	107,220.00
Assistant Principal	1.50	1.0	70,879.00
Counselor	2.00	2	139,777.00
Librarian	1.00	1.00	52,232.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	9,690.00
Professional Development	0.00	0	3,648.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	23,142.00
Library Enhancement	0.00	0	1,254.00
Totals			2,619,133.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	263635.0

Provide a brief explanation and breakdown of expenses.

Extended tutoring, Twilight Extension, and pull outs of the those students in the bottom 25% for Math and Reading.

Aide- 18,132.00

Drop out Pre- 60,766.00

Substitutes 18,573.00

Stipends ED- 30,818.00

ACT/ASP Training- 7,500.00

Copier-12,000.00

Travel-7,805.00

Mileage-8,000.00

Instructional Supplies and Parenting-28,648.00

Equipment- 15,795.00

Registration- 2,500.00

Materials & Supplies - 1255.00

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

Provide a brief explanation and a breakdown of expenses.

NA

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	83407.0

Provide a brief explanation and a breakdown of expenses.

Salaries- $52,232.00

Substitutes-$1,973.00

Benefits-$20,370.00

ACT/Aspire-$3,000.00

Supplies-$4,162.00

Faculty and staff will have opportunities to gain insight that will be beneficial to the students from the following conference: ISTE Conference, ASCD conference, Models Schools Conference, 2016 Minority Leadership Conference, and the INOW Conference.

Title III

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

Provide a brief explanation and a breakdown of expenses.

ELL students are provided for in the extended day money. The budget for extended day is $10,000.00

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

None received

Title VI

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

Provide a brief explanation and a breakdown of expenses.

None received

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.

None received

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

Provide a brief explanation and breakdown of expenses.

None received

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.

None received

Local Funds

Label	Question	Value
1.	Provide the total	604231.0

Provide a brief explanation and breakdown of expenses

Teacher $140863

Asst Principal $74,133

Aide $37377

Operative/Bus Driver $31329

Service/Custodian $38282

Suppl/OT/Other (sports) $96,112

Employee Benegits $178,350

Property Services(waste) $ 2,785.00

Utilities $220,248.26

Instruction Supplies (recondition) $5000

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

All parents are encouraged to attend an annual Title I meeting that is convenient for them. The school will provide information and explain the requirements of Title I and the rights of the parents. The principal, assistant principals, and the Title I facilitator will hold the annual meeting in September. An agenda will be set to explain the school's participation in Title I and explain Title I requirements including the 1% set-aside funds. The rights of parents to be involved in B.C. Rain will also be discussed. The aCIP will be available for parents to review. All parents will sign in as documentation of the meeting. Parents will be notified of the meeting via a flyer announcing the meeting, school messenger and the school marquis.

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

Parents will be offered a flexible number of meetings from August 31, 2016 until May, 2017. In order to increase parental involvement and to provide parents with information, Title I information will be incorporated on the agendas of other school activities to increase parental involvement and to provide parents with pertinent information. Parents will be involved in the aCIP committee meetings to plan and review aCIP. Parents will be participants in the twice quarterly aCIP reviews.

Parenting funds are utilized for parent meetings and parent training.

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

There will be an annual Title I meeting in September. The meeting will discuss timely information about the program, descriptions and explanations of the curriculum at the school, the forms of academics assessments used to measure students progress, and the proficiency levels students are expected to meet. Opportunities for regular meetings will be to schedule and parents will be allowed to participate, in the decisions relating to the education of their children. In addition quarterly meetings will also be scheduled for parental input. Parents will be notified of these meetings with flyers, School messenger reminders, and the school marquis.

All teachers will provide a course syllabus to students and parents. This syllabus will describe the curriculum, assessments, and achievement expectations. The annual Title I meeting coincides with Ben C Rain High School Open House which provides parents with the opportunity to meet teachers and discuss expectations.

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

The school compact is presented and explained at the annual Title I meeting. The school compact is distributed to all students. The compact is explained to students. Students sign signifying their commitment to academic achievement. The compact is sent home to parents for their signature, signifying their commitment to work in a partnership with Ben C Rain to ensure their child's academic success. Teachers will sign each of their students' compacts and secure them in his/her classroom to use during parent-teacher and or student/ teacher conferences.

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

Parents will be invited to review the plan at each Planning Meeting. If any parent is not satisfied with the plan, the school will submit parent comments with the plan when the school submits the plan to the district. Parents may submit their comments concerning the aCIP in writing to the principal, assistant principals, Title I facilitator, and/or aCIP chairperson and a copy will be forwarded to central office.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Ben C Rain will plan parent involvement activities that will provide training in Alabama's academic content standards, Alabama student academic achievement standards, and assessments. At the Title I annual meetings parents will be provided with information concerning the Title I requirements. An Open House will be held immediately after the annual Title I meeting to provide parents the opportunities to meet individual teachers, to learn about individual class requirements, and to learn how they can assist their child.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

Ben C High School is open to parents during normal business hours and after school until 5 pm.   Tutoring is offered daily and parents are encouraged to sit in on those sessions to be better equipped to help their children. Rain will conduct a parent university and parenting

workshops to address parent deficiencies and to assist parents with strategies to assist their children. The Title I parenting allocation is utilized to fund the parenting activities.

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

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

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

The annual system-wide parenting day is held in September. Parents will be invited to attend the conference via flyers, the school marquis and School Messenger. Parent suggestions and requests will be collected at the conference and utilized in planning future parenting activities. Best practices will be presented at the parent meeting to effectively involve parents in increasing student achievement.

All teachers will provide a course syllabus to students and parents. This syllabus will describe the curriculum, assessments, and achievement expectations. The annual Title I meeting coincides with the B.C. Rain High School Open House which provides parents with the opportunity to meet teachers and discuss expectations

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

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

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

Ben C Rain High School is open to parents during normal business hours and from 3 to 5 pm on Tuesday - Thursday. Tutorial services are offered daily and parents are encouraged to sit in on those sessions. Ben C Rain will conduct a parent university and parenting workshops to address parent deficiencies and to assist parents learn strategies to assist their children. The Title I parenting allocation is utilized to fund the parenting activities. A parent resource room will be available for parent meetings.

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

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

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of

participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

Parents of all participating students are informed of school and parent activities through diverse communications. Ben C Rain principal, assistant principals, teachers, and parent organizer utilizes flyers, labels, and the school marquis to announce each parenting event and its purpose. The flyers use both Spanish and English to announce up coming events. The school messenger is also utilized to notify parents of events.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Ben C Rain through the principal, assistant principals, Instructional Specialists, teachers, and parent organizer, when hired, work diligently to fulfill parent requests as related to their involvement and their child's education. A parent survey will be given to parents in Spring 2017 to assess parent needs and activities.. The results of the survey will be utilized in planning the next parent involvement plan.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

Ben C Rain High School, to the extent practical, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. All parent notifications are sent to parents of EL students in their home language when practical. In addition an EL teacher is available to assist with verbal communications with EL parents. Every effort is made to accommodate parents and students with disabilities.