ACIP

Kinston High School

Coffee County Board of Education

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Kinston, AL 36453

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Executive Summary

Introduction

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

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

Description of the School

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

Kinston Community Characteristics

Kinston is a small town located three miles west of the Geneva County line and seven miles east of the Covington County line. 21.3% of theresidents in Kinston are living below the poverty level. 66.8% of the town's population has at least a high school diploma or higher, 9.2% haveat least a bachelor's degree, and 3% have a Graduate or Professional degree.

The demographics of our community are as follows:

Population of Kinston - 547

Population of Coffee County - 50,526

Estimated median household income for Kinston - $25,275

Estimated median household income for Coffee County - $39,930

Estimated median household income for Alabama - $40,489

Kinston median resident age is 44 years

Alabama median resident age is 40.9 years

Percent of population living in poverty in Kinston is 21.3%

Percent of population living in poverty in Coffee County is 14.7%

Percent of population White Non-Hispanic Alone in Kinston is 94.6%

Percent of population White Non-Hispanic Alone in Coffee County is 74.3%

Percent of population Black Non-Hispanic Alone in Kinston is 0.2%

Percent of population Black Non-Hispanic Alone in Coffee County is 18%

Percent of population Hispanic or Latino in Kinston is 0.9%

Percent of population Hispanic or Latino in Coffee County is 4.1%

Percent of Asian in Kinston is 0.6% Percent of Asian in Coffee County is 1.0%

Percent of American Indian alone is Kinston if 2.0%

Percent of American Indian alone in Coffee County is 0.7%

Percent of population listed as two or more races in Kinston is 1.7%

Percent of population listed as two or more races in Coffee County is 1.8%

According to 2010 Census, the most common industries for the area are transportation and warehousing (25%) and educational service (13%). However, one unique feature for Kinston is that there are limited work opportunities, since no industries are located within the city limits.

School Characteristics:

Kinston School is a K-12 public school serving southwestern Coffee County. It is one of four schools in the Coffee County School System. Kinston School was founded in 1901 and was a one-room building that was expanded to a five-room building in a matter of a few years. In 1925, the construction of the present High School was begun. Kinston School had its first graduate in 1927 and became fully accredited with the Southern Association of Colleges and Schools in 1981. From 1935 to 1966, as the Kinston community grew, additions such as a additional building, office, new classrooms, a library, auditorium, workrooms, and a gym were made. Then in 1983 construction began on a

separate elementary facility. It was completed for the 1984-1985 school year. In 1991, two other elementary classrooms, principal's office and a counselor's office were added. In 2008 Kinston High School was completely renovated and updated including the removal of the paint on the brick facade, new period style window, new HVAC systems, renovated library, renovated classrooms and auditorium. Other upgrades have included new wireless access points throughout the school making the school completely wireless and updating technology to include new screens, projectors, and laptops in the 21st Century classroom. Also, the camera monitoring system of the school campus has been updated. Our buses also have cameras installed to monitor activity during the transition of students. Recent projects include upgrading technology by purchasing additional LCD projectors, IPADS, laptops, increased memory for computers, and upgrading internet connections. New windows have been installed throughout the elementary building, and benches have been added to the elementary car rider pick-up area. The gymnasium lobby and locker rooms have been remodeled. Also construction will begin very soon on the entry way of the school to increase the security of the building and safety for the students, faculty, and staff. In an effort to provide more continuity in teacher/student relationships, teachers are arranged in teams (jr. high/high) to enable them to teach students over multiple years. This also allows for grade level communication to take place. Also, Kinston is in its second year of the pre-K program here on campus. The program currently has fifteen students enrolled.

Kinston School is currently comprised of four main buildings with a lunchroom, gymnasium, weight-room, elementary computer lab/Gifted classroom, a cheer room, field-house, and a football stadium. Currently, there are no baseball/softball facilities onsite.

The Faculty and Administration at Kinston includes:
One principal
One assistant principal
Two counselors (one high school and one elementary)
One media specialist
31 classroom teachers.
1 instructional aide
1 reading specialist
1 pre-k teacher
1 pre-k aide

This provides a total of 40 certified personnel with 100% highly qualified. Also, there are 5 bus drivers, 5 lunchroom personnel, 1 clerical/bookkeeper, 1 receptionist and 2 custodians.

Student Characteristics:
Kinston School serves the needs of approximately 531 students pre-K through 12. The population of the students at Kinston School is 91.9% white with the remaining percentage being American Indian(app. 2.07%), Asian(app. 0.94%), Black(app. 0.94%), Hispanic(app. 4.14%).

52.82% of the students are on free or reduced lunch.

Special Education
The number of students enrolled in our special education programs vary, based upon transient students, individual needs, and targeted services

Case Load   2016/2017
Specific Learning Disability   22
Intellectual Disabilities   1

Hearing Impaired   0

Other Health Impaired   3

Orthopedic Impaired   1

Multiple Disability   0

Speech/Language Impaired   5

Developmentally Delayed   2

Visual Impairment   0

Autistic   3

Gifted   92

Emotional Disability   1

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.

Our Mission:

Kinston School is committed to providing students with a safe environment and a challenging yet developmentally appropriate curriculum. Students are expected to be technologically literate, active members of the learning process, and are encouraged to become self-directed, confident, life-long learners.

Our School's Beliefs:

*Student learning is the chief priority for the school with students' learning needs the primary focus of all decisions impacting the work of the school.
*Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
*The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.
*A safe and physically comfortable environment promotes student learning.
*Students learn in different ways and should be provided with a variety of instructional approaches to support their learning. *Students learn best when they are actively engaged in the learning process.
*Students need to not only demonstrate their understanding of essential knowledge and skill, but also need to be actively involved in solving problems and producing quality work.

Our goals of increasing math and reading achievement are currently based on the ASPIRE and DIBELS scores from previous years. As a staff we look at the variety of data to determine where instruction can be modified. We also use classroom assessments to modify instruction. The student support services provide include special education services, counseling, tutoring to include an after-school program for Tier II, Tier III and other recommended students. The project requirement of the honors curriculum allows the students the opportunity to collaboratively create and present multi-media projects to the teachers and other peers.

Program Offerings
In an attempt to fulfill our purpose, we assess our efforts using local and state assessments. Test results from the following assessments are analyzed regularly to identify areas of strengths and areas of focus for our students.
*DIBELS Grades K-3
* ACT ASPIRE Grades 3-8,10
*ACT - Grade 11
* ACT WorkKeys -Grade 12

As Determined by the Teacher and Administration:
*ACT Periodic Assessments - Grades 3-10
*Academy of Reading Assessments

*Academy of Math Assessments
* STRIDE - Grades K-8
*Global Scholar
*A+ Assessments - Grades 7-12

Kinston School presents students and their parents with options that allow them to pursue educational goals based on their interests, aptitudes, motivations, and learning styles. Students may choose a standard, advanced, or honors academic track. These paths are fluid and flexible enough to ensure that students are sufficiently challenged. While the number of electives on campus is limited, students have a vast selection of courses in which to enroll thanks to our state-of-the art ACCESS lab. Students may take web-based courses that are not offered as traditional classes on our campus. Additionally, we currently have an active VCI course, we have provided students the opportunity to take Spanish I and Spanish II via Interactive Video Conferencing. Students also have the opportunity to enroll in both career technical and academic dual enrollment courses. Students may take on-site courses or online college courses. Kinston School has a Cooperative Education program that allows students to work and receive high school credit. Finally, we have incorporated an Activity Period into our master schedule. Students are given the opportunity to participate in a non-credit class of their choosing. Examples of these activities include Conspiracy Theory, ACT Prep, Yearbook, Devoted in Faith, Exploratory, Bulldog Academy, Leadership Academy, Girls Basketball, Career Prep-Interview Skills, Disc Golf, Critics Corner, Dual Enrollment, Cooking 4-H.

Our Expectations

Kinston School has high expectations for our students. We expect students to read and comprehend a variety of genres and informational texts, as well as communicate ideas through writing. We expect students to use critical thinking skills to solve problems. We expect students to develop the knowledge and skills to become a productive and successful member of the community by continuing their education at the post-secondary level or becoming a wage earner. We expect students to become dynamic citizens who adhere to the ideals of justice, equality and human dignity.

To ensure parent/community involvement in our school we hold open house, title I meetings, parent teacher conferences,and extra-curricular activities. Also, we have a very active PTO program. Parents are kept informed about progress through the use of INow that allows them to access student attendance, grades, and discipline reports. The school website and other social media outlets also allow parents to keep up with the happenings of the school. Parents are also kept informed through the use of School Cast that provides them with telephone calls, texts, and emails to update or inform them of related events and schedule changes. Teachers also use Remind 101 with students and parents.

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.

Our student groups continue to reach out to others and extend a helping hand to the needy. Our student groups lead these activities and others join in to provide support not only for our community, but to other communities as well. Some examples of this include: *SGA worked at the beginning of school to provide Open House Hospitality for the teachers and served as guides for parents/students.
*Elementary and High School SGA worked together to take food donations for different food banks.
*SGA also holds 2 Blood Drives.
*Several different school organizations are working with the school's Relay for Life team.
*Adoption of Christmas Angels by different clubs
*FFA beautification projects
*AIM teen leaders and mentoring
*FCA
*State competitions of SGA, FFA, FBLA, and AJAS
*Bulldog Buddies- Mentoring program between seniors and kindergarten students

We also have a wide range of technology available to enhance learning. Many classrooms have interactive projectors. The goal is to have one in every classroom and to increase IPads and laptops in each classroom. We use data to direct educational decisions, to enhance our interventions, and continue to use research based programs and methods to increase student achievement. K-3 grades meet at least weekly and 4-12 meets at least monthly to review data and individual needs.

We have moved toward the use of more strategic type teaching activities in the classrooms while focusing on the Common Core vertical alignment. The major challenges our school has faced are post-secondary preparedness, attendance issues, drop out rate, and lower enrollment (due to area closings of industries and factories). We have addressed these challenges by increasing rigor in the classrooms and using different techniques to reach more students. Kinston School's Involvement in the Alabama Reading Initiative has positively affected students' academic achievement. As far as attendance is concerned, we have adopted an attendance policy and exemption policy. We continually monitor the drop out rate and counsel individual students as to alternative options. We are addressing student apathy, vandalism, and drugs/tobacco use by encouraging students to be more involved in school and community activities. We are continually developing student leadership to promote a more positive environment.

Kinston School has a dual enrollment program in conjunction with local two year colleges that allows students access to college credit courses while still being enrolled in high school. This program allows students to graduate high school while getting ahead in higher education within the last year.

We also have the Co-Op program. In an effort to keep students in school and decrease the drop out rate, students are allowed to come to school and then depending on their credits students are supervised in the work force. Students choose opportunities based on career paths of interest.

Students are offered a wide variety of class selections through the use of the ACCESS classes. Due to the small size of Kinston School, class selection could easily be limited. However, the ACCESS program allows students the opportunity to take AP courses and other courses

that interest them while furthering their education. Kinston School is devoted to education. Our low teacher turnover indicates a strong commitment to our students and community. This commitment is also seen in the 15 of our total faculty and administrative personnel are Kinston alumni with many other alumni that have entered the field of education.

One area in which Kinston School hopes to become more successful is ACT Aspire preparation. Even though many of our students currently perform at or above the state average on all ACT Aspire reading and math there is still much room for growth. Currently, we are implementing additional intervention strategies for 7th through 12th grade students in both areas of reading and math during electives and after school. The 7th-8th grade students have a reading elective course. We are also utililizing ACT Aspire Periodic testing to track student learning and identify areas of focus for our students. Additionally, a Bulldog Academy activity period serves to aid students identified through summative ACT Aspire data as struggling through the use of Stride program and other resources.

Additional Information

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

N/A

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.

Improvement Planning Process

*Process of engaging a variety of stakeholders in the improvement plan:

Open House

Building Leadership Team Meetings

Faculty Meetings

Common Planning Meetings

Disciplinary Meetings

Grade Level Meetings

Automated School Messenger

Student Newsletters

School Website

Teacher Email

School Sign

Athletic & Extracurricular Activities/Events

Student Advisory Committee

Parent Advisory Committee

Surveys (Title I, ASSIST)

Local school administrators meet periodically with the faculty/staff to discuss and review relevant data, surveys, and observations to improve collaboration between all stakeholders . We arrange meetings throughout the school year to meet and discuss school goals, beliefs, and procedures. The school uses student and teacher surveys results as part of its decision making process. Parents and community leaders are encouraged and invited to participate on many committees and provide valuable insight.

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

Kinston School actively solicits the input of stakeholders to strengthen expectations that help guide in the establishment of the school mission statement and core beliefs. School administrators with the help of the building leadership team and advisory committees communicate with stakeholders annually to review each of the goals and beliefs. Also, they look at trends and patterns in data that will fairly and equitably allocate resources to implement programs that will enable all students to achieve high expectations of their learning. One main avenue Kinston uses in the solicitation of stakeholder input comes from the use of surveys.

Policies and procedures for the effective operation of our school are established through the Coffee County Board of Education. Suggestions for changing procedures may be submitted by any concerned stakeholder to the superintendent who then decides whether these suggestions should be brought before the board for approval. Parents and teachers are encouraged to contact board members with any concerns. However, the board members recommend the proper use of the chain of command. This chain of command begins with the classroom teacher, the school administration, the superintendent, and ends with the school board. Policies and procedures that are approved by the board of education are communicated to the administration, faculty, and staff of each school and then to the students and their parents. Communication may take the form of letters given to students at end of the school day to take home to parents, letters formally mailed directly to the parents, articles in the newspaper, student handbook, faculty handbook, faculty meetings, School Messenger, the board's website, and/or the school's web pages.

Stakeholders play a vital role in providing leadership and contributing to the decision making process. Proposed policies will be communicated to the students and parents through the Parent Advisory Committee and Student Advisory Committee. Formal inclusion of all stakeholders is evident in the construction of each school's CIP. Some settings for participation in leadership includes input in various committee groups, in particular, calendar committees, CIP, and IEPs.

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

The improvement plan is available for review at the school and the Central Office. A copy is also available in the principal's and counselor's offices and on the school website. Information is disseminated continuously on the school website, Title I meetings, Building Leadership Team meetings, and faculty meetings.

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	Attached is the ASPIRE Longitudinal data for students at Kinston School. It is a review of three years of ACT ASPIRE data when relevant. Also attached are 3 years of DIBELS summary reports that were reviewed by teachers and administrators.	Summary_2013-14 Grade K Summary_2014-15 Grade K Summary_2015-16 Grade K. Summary_2013-14 Grade1 Summary_2014-15 Grade1. Summary_2015-16 Grade1 Summary_2013-14 Grade2 Summary_2014-15 Grade2 Summary_2015-16 Grade2 Summary_2013-14 Grade3. Summary_2014-15 Grade3 Summary_2015-16 Grade3 KinstonAspireLongi tudinalData

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

Areas of Notable Achievement

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

ACT Aspire
3rd grade Math 85%
4th grade Math 80%

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

ACT Aspire 2013-2016
4th grade Reading
6th grade Reading
3rd grade Math
7th grade Math

Which area(s) indicate the overall highest performance?

ACT Aspire
6th grade Reading 61% (County 47%, State 41%)
3rd grade Math 85%
4th grade Math 80%

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

ACT Aspire 2013-2016 Review all data shows a trend of increasing performance
3rd grade Math
4th grade Math
6th grade Reading

6th grade Reading Males (2013-2014)22.33% proficient to (2014-(2015) 62.50%
6th grade Math Males (2013-2014) 28.57% proficient to (2014-2015) 81.25%
3rd grade Math Males (2013-2014) 52.17% proficient to (2014-2015) 86.96%

Between which subgroups is the achievement gap closing?

ACT Aspire

3rd grade Females (2013-2014) 70.83% proficient (2014-2015) 76.92%

8th grade Females (2013-2014) 50.00% proficient ((2014-2015) 53.84%

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

2014 ACT Aspire scores, 2015 ACT Aspire scores, 2016 ACT Aspire Scores

Areas in Need of Improvement

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

DIBELS 2nd grade Oral Reading Fluency

ACT Aspire 10th grade Math

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

19/20 graduates taking the ACT Aspire

Which area(s) indicate the overall lowest performance?

DIBELS ORF 2nd grade 43%

ACT Aspire

10th grade Math 13%

7th grade Math 33%

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

ACT Aspire

(2015) 6th grade to (2016) 7th grade Reading 16% decrease

(2015) 6th grade to (2016) 7th grade Math 36% decrease

(2014) 8th grade to (2016) 10 grade Math 21% decrease

4th grade Math Females (2013-2014) 43.48% proficient (2014-2015) 22.73%

8th grade Math Males (2013-2014) 32% proficient (2014-2015) 8.34%

5th grade Reading Males (2013-2014) 61.11% proficient (2014-2015) 27.78%

8th grade Reading Males (2013-2014) 37.50% proficient (2014-2015) 12.5%

Between which subgroups is the achievement gap becoming greater?

20/21 graduates taking the ACT Aspire

Males and Females Grade 7 Reading (2013-2014) (2014-2015)

Males Grade 5 Reading (2013-2014) (2014-2015)

Males and Females Grade 8 Math (2013-2014) (2014-2015)

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

2014 ACT Aspire scores, 2015 ACT Aspire scores, 2016 ACT Aspire Scores

ACIP
Kinston High School

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.25
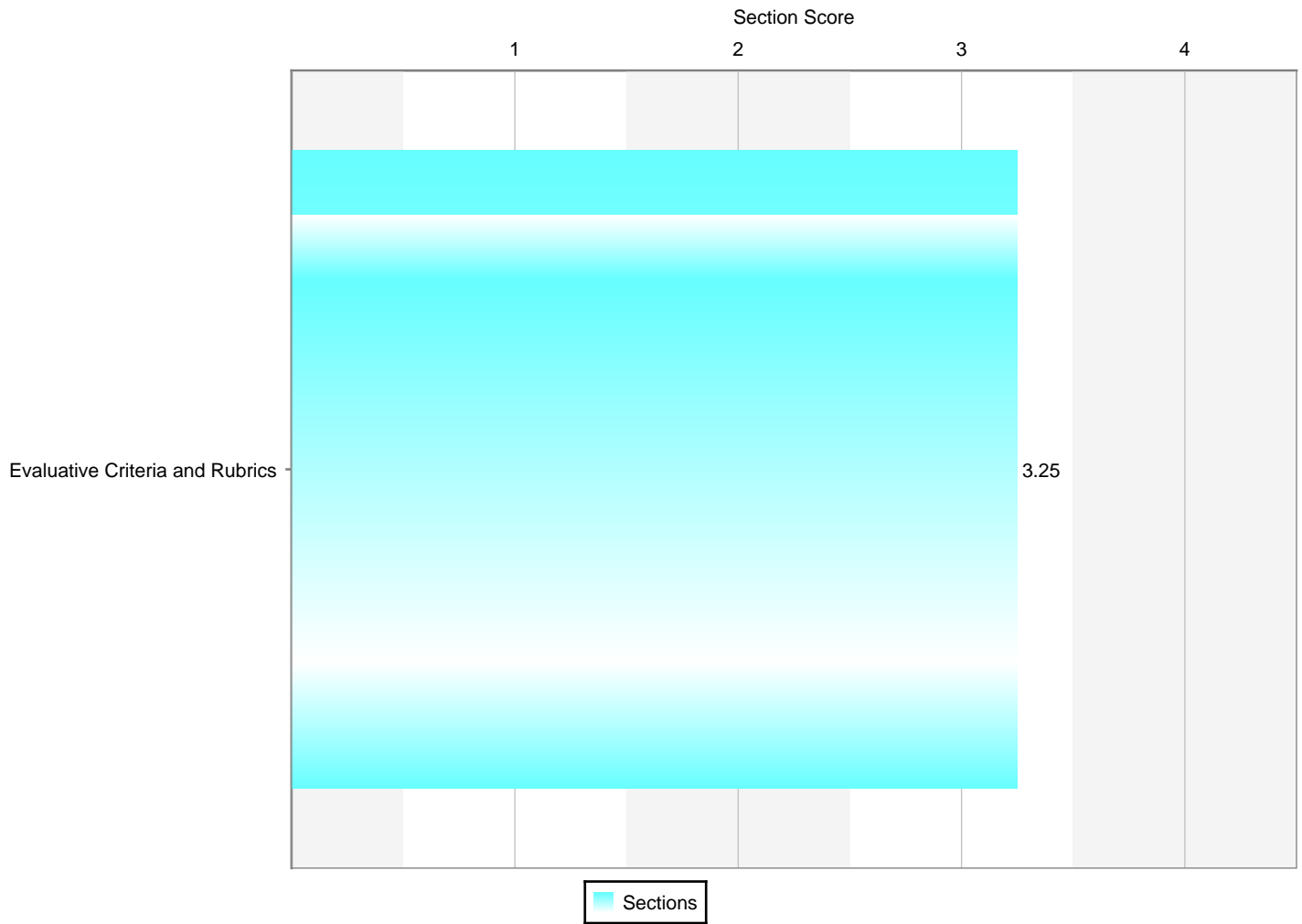
Sections

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	Attached is the sign in sheet and notes from the most recent Building Leadership Team (BLT meeting). Other BLT documentation is available in the administrators office. Additional sign in sheets, agendas, and minutes are on file at our central office.	Building Leadership Team Minutes and 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	Kinston School adheres to the Coffee County School's Non-Discriminatory Policy. Please see page 5 from the 2016/2017 Student Handbook that is attached. Mrs. Jennifer Lee, principal, has signed acknowledging this policy.	Coffee County Non-Discriminatory Statement with Principal Signature

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mrs. Jennifer Lee Kinston School 201 College Street East KInston, AL 36453 (Signature on Non-Discriminatory Policy from student handbook uploaded and attached to question 2)	

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	Coffee County Schools Parent Involvement Plan is attached. Kinston School's Parent Involvement Plan is attached.	Parent Involvement Policies

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	2016/2017 Kinston Home/School Compact Attached. This is housed in the students' homeroom teacher's classroom and then filed in the guidance counselor's office at the end of the year.	Kinston Home School Compacts

Kinston School ACIP 2016-2017

Overview

Plan Name

Kinston School ACIP 2016-2017

Plan Description

Kinston School ACIP 2016-2017

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	2016-2017 Strengthen Kinston School's ability to attract , recruit, and retain highly effective educators	Objectives: 1 Strategies: 3 Activities: 9	Organizational	$0
2	(2016-2017) Kinston School wil be engaged in high-quality instruction and assessments which are aligned to the College and Career Ready Standards and supported through instructional best practices.	Objectives: 3 Strategies: 3 Activities: 6	Academic	$0
3	(2016-2017) Provide opportunities for all stakeholders to have input into decision making, volunteer opportunities (Title 1 and PTO) and to obtain information on curriculum/instruction.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	$0
4	(2016-2017) Kinston School will have a climate conducive to learning with a culture of high expectations.	Objectives: 3 Strategies: 7 Activities: 8	Organizational	$29400

Goal 1: 2016-2017 Strengthen Kinston School's ability to attract , recruit, and retain highly effective educators

Measurable Objective 1:

demonstrate a behavior that indicates the positive impact of the Alabama Teacher Mentoring Program and the Coffee County Schools Mentoring Program by 05/31/2017 as measured by the increase in effective educator retention from 93% in 2015-2016 to 95% in 2016-2017..

Strategy 1:

Teaching and Learning - Teaching and Learning- Professional Learning will cover the following topics: implementing technology, tiers of student learning, data analysis, developing pacing guides.

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

Research Cited: http://www.nea.org/tools/16977.htm

Activity - Implementing Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning	Professional Learning	08/02/2016	05/26/2017	$0	No Funding Required	Educators

Activity - Tiers of Student Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning	Professional Learning	08/02/2016	05/26/2017	$0	No Funding Required	Educators

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Analysis of Aspire test scores, Periodic test scores, and DIBELS.	Professional Learning	08/02/2016	05/26/2017	$0	No Funding Required	Educators

Activity - Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration among schools to develop system-wide pacing guides aligned with standards.	Professional Learning	08/02/2016	05/26/2017	$0	No Funding Required	Educators

Activity - New Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers attend training.	Professional Learning	08/02/2016	08/11/2016	$0	No Funding Required	Educators, Administration,

Strategy 2:

Implementation of the Alabama Teacher Mentoring Program and Coffee County Schools Mentoring Program - Mentoring activities will take place between mentors and new teachers

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: http://www.nea.org/tools/16977.htm

Activity - Principal Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Orient new teachers, provide instructional support, create professional culture, assign mentors to new teachers.	Recruitment and Retention	08/02/2016	05/26/2017	$0	No Funding Required	Principal

Activity - Evidence of Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Participate in surveys and mentor logs	Recruitment and Retention	08/02/2016	05/26/2017	$0	No Funding Required	Educators

Strategy 3:

Professionalism - Educators will participate in professional learning on the following topics: DHR Mandatory Reporter and School Policies/Procedures.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.nea.org/tools/16977.htm

Activity - DHR Mandatory Reporter Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PowerPoint Information presented at faculty meeting followed by a tutorial and quiz.	Professional Learning	08/02/2016	08/11/2016	$0	No Funding Required	Guidance Counselors and Educators

Activity - School Policy and Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Overview of faculty guidelines and expectation	Professional Learning	08/02/2016	08/11/2016	$0	No Funding Required	Principal and Assistant Principal

Goal 2: (2016-2017) Kinston School wil be engaged in high-quality instruction and assessments which are aligned to the College and Career Ready Standards and supported through instructional best practices.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate a proficiency in College and Career Ready Standards in Reading by 05/26/2017 as measured by ACT ASPIRE scores.

(shared) Strategy 1:

Strategic Teaching - Teachers will implement strategic teaching strategies on s daily basis. Teachers will utilize formative assessment data to guide classroom

instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI for Strategic Teaching and Common Core Standards

Principals of Instruction: Ten Research-Based Strategies that all Teachers Should Know,

http://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf

Activity - Chalkable Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will attend professional development sessions provided by Chalkable which covers ASPIRE data scores and creating pacing guides to support data driven instruction.	Professional Learning	08/02/2016	05/31/2017	$0	No Funding Required	Administrators, Educators,

Activity - Periodic Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-10 will participate in ACT Periodic testing throughout the school year in order to provide teachers with ongoing assessment data throughout the year.	Academic Support Program	09/19/2016	05/26/2017	$0	No Funding Required	Educators

(shared) Strategy 2:

STRIDE - An on-line research based intervention and assessment program will be implemented with students for remediation and enrichment. Students begin by

taking a pre-assessment and then PMA quarterly. Paths are built according to the student's individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Visit http://strideacademy.com/ to obtain information on the STRIDE program.

Activity - STRIDE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PMAs take place quarterly. Learning Paths are built for students based on their academic needs as shown through their STRIDE PMA assessments.	Academic Support Program	08/11/2016	05/26/2017	$0	No Funding Required	Administrator, Educators

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate a proficiency in Common Core Standards in Mathematics by 05/26/2017 as measured by ACT ASPIRE scores..

(shared) Strategy 1:

Strategic Teaching - Teachers will implement strategic teaching strategies on s daily basis. Teachers will utilize formative assessment data to guide classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI for Strategic Teaching and Common Core Standards

Principals of Instruction: Ten Research-Based Strategies that all Teachers Should Know,

http://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf

Activity - Chalkable Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will attend professional development sessions provided by Chalkable which covers ASPIRE data scores and creating pacing guides to support data driven instruction.	Professional Learning	08/02/2016	05/31/2017	$0	No Funding Required	Administrators, Educators,

Activity - Periodic Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-10 will participate in ACT Periodic testing throughout the school year in order to provide teachers with ongoing assessment data throughout the year.	Academic Support Program	09/19/2016	05/26/2017	$0	No Funding Required	Educators

(shared) Strategy 2:

STRIDE - An on-line research based intervention and assessment program will be implemented with students for remediation and enrichment. Students begin by taking a pre-assessment and then PMA quarterly. Paths are built according to the student's individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Visit http://strideacademy.com/ to obtain information on the STRIDE program.

Activity - STRIDE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PMAs take place quarterly. Learning Paths are built for students based on their academic needs as shown through their STRIDE PMA assessments.	Academic Support Program	08/11/2016	05/26/2017	$0	No Funding Required	Administrator, Educators

Measurable Objective 3:

A total of 1 English Learners students will increase student growth on WIDA literacy standards in Reading by 05/26/2017 as measured by ACCESS Assessment.

Strategy 1:

Targeted Instruction - Teachers will receive EL training and apply this knowledge in the accommodation of lessons and assessments for the school's EL student.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://people.ucsc.edu/~ktellez/sdaie-easy.pdf

Activity - EL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected school representative and teachers will attend School Assistance Meeting Understanding English Learners and provide turnaround training at the school level.	Professional Learning	08/11/2016	05/26/2017	$0	No Funding Required	Guidance Counselors, and EL Team Representatives, Educators

Activity - ACCESS/WIDA Standards Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidance counselor and EL team will ensure that the EL student's teachers receive a copy of the student's EL Plan and understand how to utilize the WIDA "Can Do" descriptors in order to accommodate lessons and assessments.	Professional Learning	08/11/2016	05/26/2017	$0	No Funding Required	Guidance Counselors, EL Team, Educators

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students will receive direct instruction based on results from ACCESS and WIDA standards in a small group or one-on-one setting. The instruction will be explicit while focusing on targeted skills from the WIDA Standards & CCRS. The Interventionist will provide this support weekly in addition to the support from the classroom teacher.	Academic Support Program	08/11/2016	05/26/2017	$0	No Funding Required	Guidance Counselor, Educators

Goal 3: (2016-2017) Provide opportunities for all stakeholders to have input into decision making, volunteer opportunities (Title 1 and PTO) and to obtain information on curriculum/instruction.

Measurable Objective 1:
collaborate to enhance Kinston School rapport among, students, staff, parents, and community stakeholders by 05/26/2017 as measured by visitor sign in sheets and events throughout the school year..

Strategy 1:
Parental Involvement - A variety of methods will be used to increase the amount of parent involvement and the amount of parent input in our school. Please see the activities attached to this strategy.
Category: Other - Parental Involvement
Research Cited: According to the conclusion of A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002), "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." (http://www.nea.org/tools/17360.htm) The results of meta-analysis on parent involvement and student achievement completed by William H. Jeynes with the Harvard Family Research Project indicate that parental involvement is associated with higher student achievement outcomes. For the overall population of students, on

average, the achievement scores of children with highly involved parents was higher than children with less involved parents.(http://www.hfrp.org/publications-resources/browse-our-publications/parental-involvement-and-student-achievement-a-meta-analysis)

Activity - Kindergarten Jump Start	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The first of August, all Kindergarten parents are invited to a general assembly where they meet all faculty and staff members that will work with their child during the school day. General information is also provided regarding school policies and procedures. The parents then go to their child's classroom where their child's teacher explains the Kindergarten curriculum and classroom expectations, policies, and procedures.	Parent Involvement	08/08/2016	08/10/2016	$0	No Funding Required	Educators

Activity - Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I/ACIP Meeting with informational brochure sent home; school/community meet and greet; student and family meet teacher and visit classroom; HOPE Survey distributed inquiring about parent volunteer interests; Youth Sports Association holds registration for fall sports; KCLC holds registration for after school program; variety of parent informational materials provided to include the School-Parent-Student Partnerships for Academic Success Compact .	Parent Involvement	08/09/2016	08/09/2016	$0	No Funding Required	Administrators, Educators

Activity - GRITS Grandparents Reading in the School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grandparents are invited to visit the student's classroom and read or share important things they remember about their education. It is held in conjunction with the school Book Fair.	Parent Involvement	10/07/2016	11/25/2016	$0	No Funding Required	Librarian, Educators

Activity - Lights On After School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

An event held in October when parents are encouraged to come into our school and talk with their child's teacher, and pick up their report card.	Parent Involvement	10/20/2016	10/20/2016	$0	No Funding Required	Administrators, Guidance Counselors, Educators

Activity - Title I/ Community Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Title I survey is administered in order to aide in making better decision for the well-being of our students.	Parent Involvement, Community Engagement	03/20/2017	05/31/2017	$0	No Funding Required	Administrators, Educators

Activity - Middle School/High School Parent Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School (7th grade parents) invited to school to discuss orientation for students to include schedules, locker rental, and policy and procedures. Sophomore parents invited to discuss diploma options for students as they begin their junior year. Senior parents are invited to school in the event that they need help completing the FAFSA application for their senior.	Parent Involvement, Academic Support Program, Career Preparation/Orientation	08/04/2016	05/26/2017	$0	No Funding Required	Guidance Counselor, Administration

Activity - PTO	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PTO will hold regular meetings throughout the year and provide opportunities for parents to participate during the school day and outside of the school day.	Parent Involvement	08/11/2016	05/26/2017	$0	No Funding Required	Administration, Faculty,

Goal 4: (2016-2017) Kinston School will have a climate conducive to learning with a culture of high expectations.

Measurable Objective 1:

demonstrate a behavior by which Kinston School will document an average monthly attendance of 95% by 05/31/2017 as measured by Monthly Attendance Reports for the 2016-17school year..

Strategy 1:

Coffee County School Board Policy - The Coffee County School Board has adopted an attendance policy that encourages students to be present each day of school.

This policy allows students to exempt nine weeks ' exams if they meet the criteria set aside in the Coffee County Exemption Policy stated below:

EXEMPTION POLICY

Administrators support the incorporation of an exemption policy for the nine weeks exam. It is believed that an exemption policy will promote better student attendance.

To qualify for exemption of nine weeks tests, a student must:

1. Have an A average and no more than two absences, or

2. Have a B average and no more than one absence, and

3. Meet the attendance and grade requirements each nine weeks, and

4. Have no tardy referral during the nine weeks.

Category: Other - Attendance

Research Cited: Coffee County School administrators surveyed surrounding school districts with existing exemption policies in place to determine the effectiveness of these policies in improving student attendance.

Activity - Implementation of Exemption Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kinston School has implemented the Coffee County Exemption Policy for Nine Weeks Exam. Classroom teachers identify students that meets the requirements for exemption.	Policy and Process	08/11/2016	05/26/2017	$0	No Funding Required	Administrators, Faculty

Strategy 2:

Activity Period - We will use weekly Activity Period to provide opportunities for students to participate in non-credit courses related their personal interests.

Category: Develop/Implement Student and School Culture Program

Research Cited: http://www.ascd.org/publications/educational-leadership/nov95/vol53/num03/The-Power-of-Innovative-Scheduling.aspx

Activity - Activity Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be assigned to an activity period of their choice. Activity periods will be held each week for 50 minutes. Students will be able to participate in courses such as Disc Golf, Career Prep. Interview Skills, Bulldog Academy, Critics Corner, Conspiracy Theory, Devoted in Faith, Exploratory Reading, and Cooking/4-H.	Behavioral Support Program	09/07/2016	05/26/2017	$0	No Funding Required	Administration , Guidance Counselor, Faculty

Strategy 3:

Implementation of Attendance Reward - Kinston School students will be recognized on the morning announcements each nine weeks for having perfect attendance.

Category: Other - Attendance

Research Cited: http://www.cehd.umn.edu/CEED/publications/tipsheets/preschoolbehavior/posrein.pdf

Activity - Semester Attendance Reward	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classes with the highest attendance percentage will be recognized. The two homerooms with the highest percentages will compete in an activity such as volleyball, basketball, or softball/baseball.	Behavioral Support Program	08/11/2016	05/26/2017	$0	No Funding Required	Administration , Faculty

Measurable Objective 2:

demonstrate a behavior of positive reinforcement throughout Kinston School by 05/26/2017 as measured by School Incident Report.

Strategy 1:

Positive Reinforcement - Students will be rewarded for positive behavior based on lack of discipline referral.

Category: Other - Positive Behavior

Research Cited: http://www.cehd.umn.edu/CEED/publications/tipsheets/preschoolbehavior/posrein.pdf

Activity - Field Trip	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not receiving any discipline referrals will attend a school wide field trip (Grades 7-12). Elementary students are rewarded with a Fun Day.	Field Trip	04/03/2017	05/26/2017	$400	General Fund	Administration, Faculty

Measurable Objective 3:

demonstrate a behavior of students feeling that they are safe at school by 05/26/2017 as measured by spring student surveys..

Strategy 1:

Supervision - Students will be supervised during school hours.

Category: Other - Safety/Security

Research Cited: http://iseesam.com/content/teachall/text/behavior/LRBIpdfs/Supervision.pdf

Activity - Supervision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will supervise students during transitional times and accompany from one location to another when moving about campus(i.e. classroom to music, classroom to cafeteria)	Behavioral Support Program	08/11/2016	05/26/2017	$0	No Funding Required	Faculty, Administrators

Strategy 2:

Safety Plan - Kinston will update the school safety plan and ensure that all classrooms have emergency procedure charts posted.

Category: Other - Safety/Security

Research Cited: http://www.ncpc.org/topics/school-safety

Activity - Safety Plan Review/Drills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Safety Plan will indicate steps for student and staff safety during various situations (i.e. fire, severe weather, lock-down). Teachers will have access to the Safety Plan. The Plan will be reviewed at a faculty meeting. Safety Drills will also take place at school.	Behavioral Support Program	08/11/2016	05/26/2017	$0	No Funding Required	Administration, Faculty

Strategy 3:

Camera/Intercom System - Cameras throughout campus will monitor activities during and after school hours. Intercom system allows communication for teachers to the office.

Category: Other - Safety/Security

Research Cited: http://www.ncpc.org/topics/school-safety

Activity - Cameras	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cameras are placed in all buildings, hallways, and outside the buildings to provide the most coverage possible.	Technology	08/11/2016	05/26/2017	$14000	District Funding	Secretary, Adminstration

Activity - Intercom System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intercom system allows teachers to communicate to the office and vice versa.	Behavioral Support Program	08/11/2016	05/26/2017	$15000	District Funding	Administration, Secretary, Faculty

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intercom System	Intercom system allows teachers to communicate to the office and vice versa.	Behavioral Support Program	08/11/2016	05/26/2017	$15000	Administration, Secretary, Faculty
Cameras	Cameras are placed in all buildings, hallways, and outside the buildings to provide the most coverage possible.	Technology	08/11/2016	05/26/2017	$14000	Secretary, Adminstration
				Total	$29000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Field Trip	Students not receiving any discipline referrals will attend a school wide field trip (Grades 7-12). Elementary students are rewarded with a Fun Day.	Field Trip	04/03/2017	05/26/2017	$400	Administration, Faculty
				Total	$400	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Middle School/High School Parent Awareness	Middle School (7th grade parents) invited to school to discuss orientation for students to include schedules, locker rental, and policy and procedures. Sophomore parents invited to discuss diploma options for students as they begin their junior year. Senior parents are invited to school in the event that they need help completing the FAFSA application for their senior.	Parent Involvement, Academic Support Program, Career Preparation/Orientation	08/04/2016	05/26/2017	$0	Guidance Counselor, Administration
Title I/ Community Survey	A Title I survey is administered in order to aide in making better decision for the well-being of our students.	Parent Involvement, Community Engagement	03/20/2017	05/31/2017	$0	Administrators, Educators

EL Training	Selected school representative and teachers will attend School Assistance Meeting Understanding English Learners and provide turnaround training at the school level.	Professional Learning	08/11/2016	05/26/2017	$0	Guidance Counselors, and EL Team Representatives, Educators
Tiers of Student Learning	Professional Learning	Professional Learning	08/02/2016	05/26/2017	$0	Educators
Semester Attendance Reward	Classes with the highest attendance percentage will be recognized. The two homerooms with the highest percentages will compete in an activity such as volleyball, basketball, or softball/baseball.	Behavioral Support Program	08/11/2016	05/26/2017	$0	Administration, Faculty
Explicit Instruction	ELL students will receive direct instruction based on results from ACCESS and WIDA standards in a small group or one-on-one setting. The instruction will be explicit while focusing on targeted skills from the WIDA Standards & CCRS. The Interventionist will provide this support weekly in addition to the support from the classroom teacher.	Academic Support Program	08/11/2016	05/26/2017	$0	Guidance Counselor, Educators
Principal Activities	Orient new teachers, provide instructional support, create professional culture, assign mentors to new teachers.	Recruitment and Retention	08/02/2016	05/26/2017	$0	Principal
Safety Plan Review/Drills	The Safety Plan will indicate steps for student and staff safety during various situations (i.e. fire, severe weather, lock-down). Teachers will have access to the Safety Plan. The Plan will be reviewed at a faculty meeting. Safety Drills will also take place at school.	Behavioral Support Program	08/11/2016	05/26/2017	$0	Administration, Faculty
School Policy and Procedures	Overview of faculty guidelines and expectation	Professional Learning	08/02/2016	08/11/2016	$0	Principal and Assistant Principal
ACCESS/WIDA Standards Awareness	Guidance counselor and EL team will ensure that the EL student's teachers receive a copy of the student's EL Plan and understand how to utilize the WIDA "Can Do" descriptors in order to accommodate lessons and assessments.	Professional Learning	08/11/2016	05/26/2017	$0	Guidance Counselors, EL Team, Educators
Implementation of Exemption Policy	Kinston School has implemented the Coffee County Exemption Policy for Nine Weeks Exam. Classroom teachers identify students that meets the requirements for exemption.	Policy and Process	08/11/2016	05/26/2017	$0	Administrators, Faculty
Implementing Technology	Professional Learning	Professional Learning	08/02/2016	05/26/2017	$0	Educators
Chalkable Professional Development	Faculty will attend professional development sessions provided by Chalkable which covers ASPIRE data scores and creating pacing guides to support data driven instruction.	Professional Learning	08/02/2016	05/31/2017	$0	Administrators, Educators,
Data Analysis	Analysis of Aspire test scores, Periodic test scores, and DIBELS.	Professional Learning	08/02/2016	05/26/2017	$0	Educators

Open House	Title I/ACIP Meeting with informational brochure sent home; school/community meet and greet; student and family meet teacher and visit classroom; HOPE Survey distributed inquiring about parent volunteer interests; Youth Sports Association holds registration for fall sports; KCLC holds registration for after school program; variety of parent informational materials provided to include the School-Parent-Student Partnerships for Academic Success Compact .	Parent Involvement	08/09/2016	08/09/2016	$0	Administrators, Educators
Activity Period	All students will be assigned to an activity period of their choice. Activity periods will be held each week for 50 minutes. Students will be able to participate in courses such as Disc Golf, Career Prep. Interview Skills, Bulldog Academy, Critics Corner, Conspiracy Theory, Devoted in Faith, Exploratory Reading, and Cooking/4-H.	Behavioral Support Program	09/07/2016	05/26/2017	$0	Administration, Guidance Counselor, Faculty
New Teacher Training	New teachers attend training.	Professional Learning	08/02/2016	08/11/2016	$0	Educators, Administration,
Pacing Guides	Collaboration among schools to develop system-wide pacing guides aligned with standards.	Professional Learning	08/02/2016	05/26/2017	$0	Educators
DHR Mandatory Reporter Training	PowerPoint Information presented at faculty meeting followed by a tutorial and quiz.	Professional Learning	08/02/2016	08/11/2016	$0	Guidance Counselors and Educators
Kindergarten Jump Start	The first of August, all Kindergarten parents are invited to a general assembly where they meet all faculty and staff members that will work with their child during the school day. General information is also provided regarding school policies and procedures. The parents then go to their child's classroom where their child's teacher explains the Kindergarten curriculum and classroom expectations, policies, and procedures.	Parent Involvement	08/08/2016	08/10/2016	$0	Educators
Evidence of Implementation	Participate in surveys and mentor logs	Recruitment and Retention	08/02/2016	05/26/2017	$0	Educators
PTO	PTO will hold regular meetings throughout the year and provide opportunities for parents to participate during the school day and outside of the school day.	Parent Involvement	08/11/2016	05/26/2017	$0	Administration, Faculty,
Supervision	Teachers will supervise students during transitional times and accompany from one location to another when moving about campus(i.e. classroom to music, classroom to cafeteria)	Behavioral Support Program	08/11/2016	05/26/2017	$0	Faculty, Administrators
Periodic Assessments	Students in grades 3-10 will participate in ACT Periodic testing throughout the school year in order to provide teachers with ongoing assessment data throughout the year.	Academic Support Program	09/19/2016	05/26/2017	$0	Educators
STRIDE	PMAs take place quarterly. Learning Paths are built for students based on their academic needs as shown through their STRIDE PMA assessments.	Academic Support Program	08/11/2016	05/26/2017	$0	Administrator, Educators

GRITS Grandparents Reading in the School	Grandparents are invited to visit the student's classroom and read or share important things they remember about their education. It is held in conjunction with the school Book Fair.	Parent Involvement	10/07/2016	11/25/2016	$0	Librarian, Educators
Lights On After School	An event held in October when parents are encouraged to come into our school and talk with their child's teacher, and pick up their report card.	Parent Involvement	10/20/2016	10/20/2016	$0	Administrators, Guidance Counselors, Educators
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Stakeholder Feedback Diagnostic Students and staff participated in the perception surveys generated by AdvancedED. To ensure fidelity to the administration of the surveys, all survey guidelines were followed and given in a proctored environment. Also, in an effort to get the truest results 85% of faculty and student participation was attained. Surveys were administered at school, so that all participants had access to the online form. Title I (HOPE) surveys were also distributed to attain feedback from parents/guardians. See attached.	2016 Elem Student Survey Summary 2016 Middle & High Student Survey Summary. 2016 Staff Survey Summary 2016 Title I Survey Results Summary

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

Based on surveys completed by students, teachers, and parents, Kinston School provides a safe and clean environment in which teachers and administration are focused on student success and achievement both in school and later in life. Student success is recognized by teachers and administration. Additionally, students are provided with the necessary resources and materials for learning. It is also evident that decisions are reached through a shared decision making process.

According to those surveyed, the highest levels of positive responses include:

Staff Survey

Our school's purpose statement is clearly focused on student success 97.87%

Our school's purpose statement is based on shared values and beliefs 90%

Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body 93.6%

Middle and High School Survey

In my school the principal and teachers have high expectations of me. 81.82%

In my school, programs and services are available to help me succeed. 81%

In my school, the building and grounds are safe, clean, and provide a healthy place for learning. 76%

My school prepares me for success in the next school year and provides activities that interest me. 78%

Elementary Survey

In my school my teachers want me to do my best work. 98%

My school has many places to learn such and the library and has computers to help me learn. 97%

My principal and teachers help me to be ready for the next grade 96%

My school is safe and clean. 93%

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

Among all stakeholders, there was a positive correlation among the school's expectations and learning environment. Staff, students, and parents all noted that the school provides an environment that is conducive to learning, with academic work and assessments that are sufficiently challenging;ensuring student success for the next grade level and as life long learners.

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

Previous stakeholder feedback is consistent with the current survey completed in the areas of providing a clean and safe environment and ensuring student success. Decision making continues to be a shared process among all stakeholders.

Areas in Need of Improvement

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

Data from the 2016 staff/student student surveys, and Title I Parent Involvement Survey indicate the following concerns:

Staff:

All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice. 17.78% disagree

Our school provides protected instructional time. 20% disagree

Middle and High School Student:

In my school, student's respect the property of others 27% disagree

In my school students help each other even if they are not friends. 26% disagree

Elementary Students:

My teachers ask my family to come to school activities 13% disagree

My principal and teaches ask me what I think about school. 19% disagree

Parents:

Do you know how to be involved in the school planning/review committees? 51% answered no

Do you know about the school's referral program to community services outside the school? 34% answered no

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

Specific parent involvement activities was a concern consistent among elementary students and parents. Respect for the property of others was a concern of middle school students. Staff was most concerned about all teachers monitoring and adjusting curriculum , instruction, and assessment based on data from student assessments and examination of professional practice.

What are the implications for these stakeholder perceptions?

The staff surveys reflect a concern in the area of using data to inform instruction. To combat this issue, teachers participate in professional development provided by Chalkable that emphasized data analysis and creating pacing guides based on the data. Additional school led professional development will be held to assist with this concern.

The Building Leadership Team will meet to discuss opportunities to create more specific parental involvement and programs designed to ensure respect of property and others among students.

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

Assessment data and utilizing it to direct instruction has consistently been a concern among faculty and staff. Specific parent involvement has also been an area in need of improvement.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5
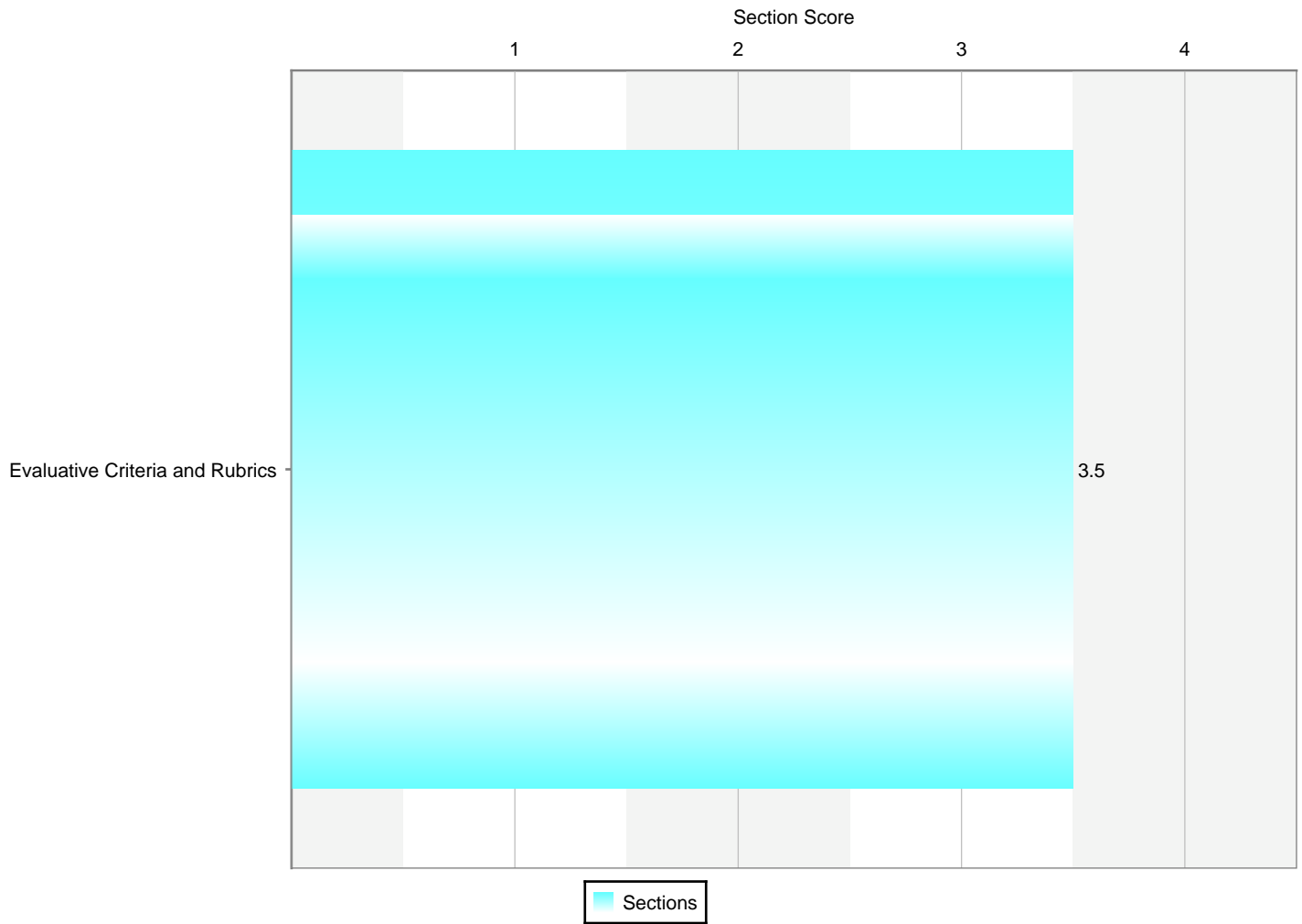
Sections

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?

ACT Aspire were analyzed from the 2016 spring assessment administration. Spring Oral Reading Fluency from DIBELS were analyzed. Students who scored in the bottom 25% (students who were significantly below the benchmark score of "readiness") category in math and reading were identified on a priority watch list. We also conducted online stakeholder surveys, which included input from teachers, students, parents, and community members on areas they thought were in need of improving. Throughout this process, we created goals and began to implement those goals within the first month of the school year.

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

Reading and math were identified as areas in need of improvement.   Students showing the greatest need for reading remediation were placed in reading intervention activity periods (Bulldog Academy- Reading/Math) in the high school once a week. On the elementary school level an interventionist comes 4 days a week to work with Tier II and Tier III students. She also uses the SPIRE program.

Among all stakeholders, there was a positive correlation among the school's expectations and learning environment. Staff, students, an parents all noted that the school provides an environment that is conducive to learning, with academic work and assessments that are sufficiently challenging;ensuring student success for the next grade level and as life long learners.

Specific parent involvement activities was a concern consistent among elementary students and parents. Respect for the property of others was a concern of middle school students. Staff was most concerned about all teachers monitoring and adjusting curriculum , instruction, and assessment based on data from student assessments and examination of professional practice.

3. What conclusions were drawn from the results?

Kinston stakeholders' perception continues to be positive and our parents and students continue to have confidence in the teachers. Our school continues to pursue what is best for our students as evidenced by the results of our student surveys. Results from the Aspire/Periodic/DIBELS are being used to make data based decisions affecting instructional purposes. We do need to continue to focus on formative assessment. There is a need to increase parental involvement within the school

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

As a result of Aspire data analysis it was determined that students needed additional instructional supports. Accordingly, teachers are attending professional development aimed at increasing the types of questions and texts students interact with in their assignments which has a direct correlation with the types of questions and texts presented on the Aspire. Furthermore, additional resources for progress

monitoring and remediation have been identified.

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

Our school goals are directly related to the results of our needs assessment. At least one of the school goals for the year is designed to maximize student academic student academic achievement based upon identified priority needs from the comprehensive needs assessment. Our ELL goal was designed because we would like to see growth in the area of reading with our ELL students. Our goals directly relate to the needs mentioned in our stakeholder survey because they were all designed to help to improve academics at Kinston School.

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

Our academic goals are all data driven. We use longitudinal data from the ASPIRE, ACT, as well as DIBELS. We also used our WIDA-ACCESS data in order to establish a target area for our ELL students. By incorporating data from various assessments we can evaluate our needs more precisely, which helps us in creating our goals. Trends from these pieces of information were identified and analyzed to create a clear vision of specific domains in areas of reading comprehension and math competency that displayed the least amount of proficiency.

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

The reading math focused school wide goal was identified as an area for the entire population; consequently, Aspire enrichment classes which include an intensive focus on reading comprehension are offered for all 7th and 8th graders. The strategic teaching/instructional framework goal addresses the needs of the whole school population because all teachers, grades K-12, are being trained in these areas and are expected to implement them in their lessons every day. Spire Intervention program has been established for the second and third grades for those students needing Tier II and Tier III. Students who are particularly disadvantaged are referred to the Problem Solving Team. The ELL goal addresses the needs of children who are disadvantaged by allowing our teachers to become better equipped to serve our ELL population. Each student's greatest academic and/or behavioral need are then addressed on individual basis.

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:

(2016-2017) Kinston School wil be engaged in high-quality instruction and assessments which are aligned to the College and Career Ready Standards and supported through instructional best practices.

Measurable Objective 1:

A total of 1 English Learners students will increase student growth on WIDA literacy standards in Reading by 05/26/2017 as measured by ACCESS Assessment.

Strategy1:

Targeted Instruction - Teachers will receive EL training and apply this knowledge in the accommodation of lessons and assessments for the school's EL student.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://people.ucsc.edu/~ktellez/sdaie-easy.pdf

Activity - ACCESS/WIDA Standards Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance counselor and EL team will ensure that the EL student's teachers receive a copy of the student's EL Plan and understand how to utilize the WIDA "Can Do" descriptors in order to accommodate lessons and assessments.	Professional Learning	08/11/2016	05/26/2017	$0 - No Funding Required	Guidance Counselors, EL Team, Educators

Activity - EL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected school representative and teachers will attend School Assistance Meeting Understanding English Learners and provide turnaround training at the school level.	Professional Learning	08/11/2016	05/26/2017	$0 - No Funding Required	Guidance Counselors, and EL Team Representatives, Educators

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will receive direct instruction based on results from ACCESS and WIDA standards in a small group or one-on-one setting. The instruction will be explicit while focusing on targeted skills from the WIDA Standards & CCRS. The Interventionist will provide this support weekly in addition to the support from the classroom teacher.	Academic Support Program	08/11/2016	05/26/2017	$0 - No Funding Required	Guidance Counselor, Educators

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate a proficiency in College and Career Ready Standards in Reading by 05/26/2017 as measured by ACT ASPIRE scores.

Strategy1:

Strategic Teaching - Teachers will implement strategic teaching strategies on s daily basis. Teachers will utilize formative assessment data to guide classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI for Strategic Teaching and Common Core Standards

Principals of Instruction: Ten Research-Based Strategies that all Teachers Should Know,

http://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf

Activity - Chalkable Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will attend professional development sessions provided by Chalkable which covers ASPIRE data scores and creating pacing guides to support data driven instruction.	Professional Learning	08/02/2016	05/31/2017	$0 - No Funding Required	Administrators, Educators,

Activity - Periodic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-10 will participate in ACT Periodic testing throughout the school year in order to provide teachers with ongoing assessment data throughout the year.	Academic Support Program	09/19/2016	05/26/2017	$0 - No Funding Required	Educators

Strategy2:

STRIDE - An on-line research based intervention and assessment program will be implemented with students for remediation and enrichment. Students begin by taking a pre-assessment and then PMA quarterly. Paths are built according to the student's individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Visit http://strideacademy.com/ to obtain information on the STRIDE program.

Activity - STRIDE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PMAs take place quarterly. Learning Paths are built for students based on their academic needs as shown through their STRIDE PMA assessments.	Academic Support Program	08/11/2016	05/26/2017	$0 - No Funding Required	Administrator, Educators

Measurable Objective 3:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate a proficiency in Common Core Standards in Mathematics by 05/26/2017 as measured by ACT ASPIRE scores..

Strategy1:

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PMAs take place quarterly. Learning Paths are built for students based on their academic needs as shown through their STRIDE PMA assessments.	Academic Support Program	08/11/2016	05/26/2017	$0 - No Funding Required	Administrator, Educators

Strategy2:

Strategic Teaching - Teachers will implement strategic teaching strategies on s daily basis. Teachers will utilize formative assessment data

to guide classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI for Strategic Teaching and Common Core Standards

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Activity - Periodic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

2016-2017 Strengthen Kinston School's ability to attract , recruit, and retain highly effective educators

Measurable Objective 1:

demonstrate a behavior that indicates the positive impact of the Alabama Teacher Mentoring Program and the Coffee County Schools

Mentoring Program by 05/31/2017 as measured by the increase in effective educator retention from 87% in 2015-2016 to 89% in 2016-2017..

ACIP

Kinston High School

Strategy1:

Teaching and Learning - Teaching and Learning- Professional Learning will cover the following topics: implementing technology, tiers of student learning, data analysis, developing pacing guides.

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

Research Cited: http://www.nea.org/tools/16977.htm

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analysis of Aspire test scores, Periodic test scores, and DIBELS.	Professional Learning	08/02/2016	05/26/2017	$0 - No Funding Required	Educators

Activity - Tiers of Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning	Professional Learning	08/02/2016	05/26/2017	$0 - No Funding Required	Educators

Activity - Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration among schools to develop system-wide pacing guides aligned with standards.	Professional Learning	08/02/2016	05/26/2017	$0 - No Funding Required	Educators

Activity - Implementing Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning	Professional Learning	08/02/2016	05/26/2017	$0 - No Funding Required	Educators

Activity - New Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers attend training.	Professional Learning	08/02/2016	08/11/2016	$0 - No Funding Required	Educators, Administration,

Strategy2:

Implementation of the Alabama Teacher Mentoring Program and Coffee County Schools Mentoring Program - Mentoring activities will take place between mentors and new teachers

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: http://www.nea.org/tools/16977.htm

Activity - Evidence of Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in surveys and mentor logs	Recruitment and Retention	08/02/2016	05/26/2017	$0 - No Funding Required	Educators

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Activity - Principal Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Orient new teachers, provide instructional support, create professional culture, assign mentors to new teachers.	Recruitment and Retention	08/02/2016	05/26/2017	$0 - No Funding Required	Principal

Strategy3:

Professionalism - Educators will participate in professional learning on the following topics: DHR Mandatory Reporter and School

Policies/Procedures.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://www.nea.org/tools/16977.htm

Activity - School Policy and Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Overview of faculty guidelines and expectation	Professional Learning	08/02/2016	08/11/2016	$0 - No Funding Required	Principal and Assistant Principal

Activity - DHR Mandatory Reporter Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PowerPoint Information presented at faculty meeting followed by a tutorial and quiz.	Professional Learning	08/02/2016	08/11/2016	$0 - No Funding Required	Guidance Counselors and Educators

Goal 2:

(2016-2017) Kinston School wil be engaged in high-quality instruction and assessments which are aligned to the College and Career Ready

Standards and supported through instructional best practices.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate a proficiency in Common Core

Standards in Mathematics by 05/26/2017 as measured by ACT ASPIRE scores..

Strategy1:

Strategic Teaching - Teachers will implement strategic teaching strategies on s daily basis. Teachers will utilize formative assessment data

to guide classroom instruction.

Category: Develop/Implement College and Career Ready Standards

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Activity - Chalkable Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy2:

STRIDE - An on-line research based intervention and assessment program will be implemented with students for remediation and

enrichment. Students begin by taking a pre-assessment and then PMA quarterly. Paths are built according to the student's individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Visit http://strideacademy.com/ to obtain information on the STRIDE program.

Activity - STRIDE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Measurable Objective 2:

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Ready Standards in Reading by 05/26/2017 as measured by ACT ASPIRE scores.

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Activity - ACCESS/WIDA Standards Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

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Measurable Objective 3:

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Strategy2:

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Activity - STRIDE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PMAs take place quarterly. Learning Paths are built for students based on their academic needs as shown through their STRIDE PMA assessments.	Academic Support Program	08/11/2016	05/26/2017	$0 - No Funding Required	Administrator, Educators

Goal 2:

(2016-2017) Provide opportunities for all stakeholders to have input into decision making, volunteer opportunities (Title 1 and PTO) and to

obtain information on curriculum/instruction.

Measurable Objective 1:

collaborate to enhance Kinston School rapport among, students, staff, parents, and community stakeholders by 05/26/2017 as measured by

visitor sign in sheets and events throughout the school year..

Strategy1:

Parental Involvement - A variety of methods will be used to increase the amount of parent involvement and the amount of parent input in our

school. Please see the activities attached to this strategy.

Category: Other - Parental Involvement

Research Cited: According to the conclusion of A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002), "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." (http://www.nea.org/tools/17360.htm) The results of meta-analysis on parent involvement and student achievement completed by William H. Jeynes with the Harvard Family Research Project indicate that parental involvement is associated with higher student achievement outcomes. For the overall population of students, on average, the achievement scores of children with highly involved parents was higher than children with less involved parents.(http://www.hfrp.org/publications-resources/browse-our-publications/parental-involvement-and-student-achievement-a-meta-analysis)

Activity - Lights On After School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An event held in October when parents are encouraged to come into our school and talk with their child's teacher, and pick up their report card.	Parent Involvement	10/20/2016	10/20/2016	$0 - No Funding Required	Administrators, Guidance Counselors, Educators

Activity - Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I/ACIP Meeting with informational brochure sent home; school/community meet and greet; student and family meet teacher and visit classroom; HOPE Survey distributed inquiring about parent volunteer interests; Youth Sports Association holds registration for fall sports; KCLC holds registration for after school program; variety of parent informational materials provided to include the School-Parent-Student Partnerships for Academic Success Compact .	Parent Involvement	08/09/2016	08/09/2016	$0 - No Funding Required	Administrators, Educators

Activity - Title I/ Community Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Title I survey is administered in order to aide in making better decision for the well-being of our students.	Parent Involvement Community Engagement	03/20/2017	05/31/2017	$0 - No Funding Required	Administrators, Educators

Activity - Middle School/High School Parent Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School (7th grade parents) invited to school to discuss orientation for students to include schedules, locker rental, and policy and procedures. Sophomore parents invited to discuss diploma options for students as they begin their junior year. Senior parents are invited to school in the event that they need help completing the FAFSA application for their senior.	Parent Involvement Academic Support Program Career Preparation/ Orientation	08/04/2016	05/26/2017	$0 - No Funding Required	Guidance Counselor, Administration

Activity - PTO	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PTO will hold regular meetings throughout the year and provide opportunities for parents to participate during the school day and outside of the school day.	Parent Involvement	08/11/2016	05/26/2017	$0 - No Funding Required	Administration, Faculty,

Activity - GRITS Grandparents Reading in the School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grandparents are invited to visit the student's classroom and read or share important things they remember about their education. It is held in conjunction with the school Book Fair.	Parent Involvement	10/07/2016	11/25/2016	$0 - No Funding Required	Librarian, Educators

Activity - Kindergarten Jump Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The first of August, all Kindergarten parents are invited to a general assembly where they meet all faculty and staff members that will work with their child during the school day. General information is also provided regarding school policies and procedures. The parents then go to their child's classroom where their child's teacher explains the Kindergarten curriculum and classroom expectations, policies, and procedures.	Parent Involvement	08/08/2016	08/10/2016	$0 - No Funding Required	Educators

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

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http://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf

Activity - Periodic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-10 will participate in ACT Periodic testing throughout the school year in order to provide teachers with ongoing assessment data throughout the year.	Academic Support Program	09/19/2016	05/26/2017	$0 - No Funding Required	Educators

Activity - Chalkable Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will attend professional development sessions provided by Chalkable which covers ASPIRE data scores and creating pacing guides to support data driven instruction.	Professional Learning	08/02/2016	05/31/2017	$0 - No Funding Required	Administrators, Educators,

Strategy2:

STRIDE - An on-line research based intervention and assessment program will be implemented with students for remediation and

enrichment. Students begin by taking a pre-assessment and then PMA quarterly. Paths are built according to the student's individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Visit http://strideacademy.com/ to obtain information on the STRIDE program.

Activity - STRIDE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PMAs take place quarterly. Learning Paths are built for students based on their academic needs as shown through their STRIDE PMA assessments.	Academic Support Program	08/11/2016	05/26/2017	$0 - No Funding Required	Administrator, Educators

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate a proficiency in College and Career

Ready Standards in Reading by 05/26/2017 as measured by ACT ASPIRE scores.

Strategy1:

STRIDE - An on-line research based intervention and assessment program will be implemented with students for remediation and

enrichment. Students begin by taking a pre-assessment and then PMA quarterly. Paths are built according to the student's individual needs.

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Activity - STRIDE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PMAs take place quarterly. Learning Paths are built for students based on their academic needs as shown through their STRIDE PMA assessments.	Academic Support Program	08/11/2016	05/26/2017	$0 - No Funding Required	Administrator, Educators

Strategy2:

Strategic Teaching - Teachers will implement strategic teaching strategies on s daily basis. Teachers will utilize formative assessment data

to guide classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI for Strategic Teaching and Common Core Standards

Principals of Instruction: Ten Research-Based Strategies that all Teachers Should Know,

http://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf

Activity - Chalkable Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will attend professional development sessions provided by Chalkable which covers ASPIRE data scores and creating pacing guides to support data driven instruction.	Professional Learning	08/02/2016	05/31/2017	$0 - No Funding Required	Administrators, Educators,

Activity - Periodic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-10 will participate in ACT Periodic testing throughout the school year in order to provide teachers with ongoing assessment data throughout the year.	Academic Support Program	09/19/2016	05/26/2017	$0 - No Funding Required	Educators

Measurable Objective 3:

A total of 1 English Learners students will increase student growth on WIDA literacy standards in Reading by 05/26/2017 as measured by ACCESS Assessment.

Strategy1:

Targeted Instruction - Teachers will receive EL training and apply this knowledge in the accommodation of lessons and assessments for the school's EL student.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://people.ucsc.edu/~ktellez/sdaie-easy.pdf

Activity - ACCESS/WIDA Standards Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance counselor and EL team will ensure that the EL student's teachers receive a copy of the student's EL Plan and understand how to utilize the WIDA "Can Do" descriptors in order to accommodate lessons and assessments.	Professional Learning	08/11/2016	05/26/2017	$0 - No Funding Required	Guidance Counselors, EL Team, Educators

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will receive direct instruction based on results from ACCESS and WIDA standards in a small group or one-on-one setting. The instruction will be explicit while focusing on targeted skills from the WIDA Standards & CCRS. The Interventionist will provide this support weekly in addition to the support from the classroom teacher.	Academic Support Program	08/11/2016	05/26/2017	$0 - No Funding Required	Guidance Counselor, Educators

Activity - EL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected school representative and teachers will attend School Assistance Meeting Understanding English Learners and provide turnaround training at the school level.	Professional Learning	08/11/2016	05/26/2017	$0 - No Funding Required	Guidance Counselors, and EL Team Representatives, Educators

Goal 2:

(2016-2017) Provide opportunities for all stakeholders to have input into decision making, volunteer opportunities (Title 1 and PTO) and to obtain information on curriculum/instruction.

Measurable Objective 1:

collaborate to enhance Kinston School rapport among, students, staff, parents, and community stakeholders by 05/26/2017 as measured by visitor sign in sheets and events throughout the school year..

Strategy1:

Parental Involvement - A variety of methods will be used to increase the amount of parent involvement and the amount of parent input in our school. Please see the activities attached to this strategy.

Category: Other - Parental Involvement

Research Cited: According to the conclusion of A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002), "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." (http://www.nea.org/tools/17360.htm) The results of meta-analysis on parent involvement and student achievement completed by William H. Jeynes with the Harvard Family Research Project indicate that parental involvement is associated with higher student achievement outcomes. For the overall population of students, on average, the achievement scores of children with highly involved parents was higher than children with less involved parents.(http://www.hfrp.org/publications-resources/browse-our-publications/parental-involvement-and-student-achievement-a-meta-analysis)

Activity - Lights On After School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An event held in October when parents are encouraged to come into our school and talk with their child's teacher, and pick up their report card.	Parent Involvement	10/20/2016	10/20/2016	$0 - No Funding Required	Administrators, Guidance Counselors, Educators

Activity - PTO	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PTO will hold regular meetings throughout the year and provide opportunities for parents to participate during the school day and outside of the school day.	Parent Involvement	08/11/2016	05/26/2017	$0 - No Funding Required	Administration, Faculty,

Activity - Kindergarten Jump Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The first of August, all Kindergarten parents are invited to a general assembly where they meet all faculty and staff members that will work with their child during the school day. General information is also provided regarding school policies and procedures. The parents then go to their child's classroom where their child's teacher explains the Kindergarten curriculum and classroom expectations, policies, and procedures.	Parent Involvement	08/08/2016	08/10/2016	$0 - No Funding Required	Educators

Activity - Middle School/High School Parent Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School (7th grade parents) invited to school to discuss orientation for students to include schedules, locker rental, and policy and procedures. Sophomore parents invited to discuss diploma options for students as they begin their junior year. Senior parents are invited to school in the event that they need help completing the FAFSA application for their senior.	Academic Support Program Career Preparation/ Orientation Parent Involvement	08/04/2016	05/26/2017	$0 - No Funding Required	Guidance Counselor, Administration

Activity - GRITS Grandparents Reading in the School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grandparents are invited to visit the student's classroom and read or share important things they remember about their education. It is held in conjunction with the school Book Fair.	Parent Involvement	10/07/2016	11/25/2016	$0 - No Funding Required	Librarian, Educators

Activity - Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I/ACIP Meeting with informational brochure sent home; school/community meet and greet; student and family meet teacher and visit classroom; HOPE Survey distributed inquiring about parent volunteer interests; Youth Sports Association holds registration for fall sports; KCLC holds registration for after school program; variety of parent informational materials provided to include the School-Parent-Student Partnerships for Academic Success Compact .	Parent Involvement	08/09/2016	08/09/2016	$0 - No Funding Required	Administrators, Educators

Activity - Title I/ Community Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Title I survey is administered in order to aide in making better decision for the well-being of our students.	Community Engagement Parent Involvement	03/20/2017	05/31/2017	$0 - No Funding Required	Administrators, Educators

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

Goal 1:

(2016-2017) Kinston School wil be engaged in high-quality instruction and assessments which are aligned to the College and Career Ready Standards and supported through instructional best practices.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate a proficiency in College and Career Ready Standards in Reading by 05/26/2017 as measured by ACT ASPIRE scores.

Strategy1:

Strategic Teaching - Teachers will implement strategic teaching strategies on s daily basis. Teachers will utilize formative assessment data

to guide classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI for Strategic Teaching and Common Core Standards

Principals of Instruction: Ten Research-Based Strategies that all Teachers Should Know,

http://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf

Activity - Chalkable Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will attend professional development sessions provided by Chalkable which covers ASPIRE data scores and creating pacing guides to support data driven instruction.	Professional Learning	08/02/2016	05/31/2017	$0 - No Funding Required	Administrators, Educators,

Activity - Periodic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-10 will participate in ACT Periodic testing throughout the school year in order to provide teachers with ongoing assessment data throughout the year.	Academic Support Program	09/19/2016	05/26/2017	$0 - No Funding Required	Educators

Strategy2:

STRIDE - An on-line research based intervention and assessment program will be implemented with students for remediation and

enrichment. Students begin by taking a pre-assessment and then PMA quarterly. Paths are built according to the student's individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Visit http://strideacademy.com/ to obtain information on the STRIDE program.

Activity - STRIDE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PMAs take place quarterly. Learning Paths are built for students based on their academic needs as shown through their STRIDE PMA assessments.	Academic Support Program	08/11/2016	05/26/2017	$0 - No Funding Required	Administrator, Educators

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate a proficiency in Common Core

Standards in Mathematics by 05/26/2017 as measured by ACT ASPIRE scores..

Strategy1:

Strategic Teaching - Teachers will implement strategic teaching strategies on s daily basis. Teachers will utilize formative assessment data

to guide classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI for Strategic Teaching and Common Core Standards

Principals of Instruction: Ten Research-Based Strategies that all Teachers Should Know,

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Faculty will attend professional development sessions provided by Chalkable which covers ASPIRE data scores and creating pacing guides to support data driven instruction.	Professional Learning	08/02/2016	05/31/2017	$0 - No Funding Required	Administrators, Educators,

Activity - Periodic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-10 will participate in ACT Periodic testing throughout the school year in order to provide teachers with ongoing assessment data throughout the year.	Academic Support Program	09/19/2016	05/26/2017	$0 - No Funding Required	Educators

Strategy2:

STRIDE - An on-line research based intervention and assessment program will be implemented with students for remediation and

enrichment. Students begin by taking a pre-assessment and then PMA quarterly. Paths are built according to the student's individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Visit http://strideacademy.com/ to obtain information on the STRIDE program.

Activity - STRIDE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PMAs take place quarterly. Learning Paths are built for students based on their academic needs as shown through their STRIDE PMA assessments.	Academic Support Program	08/11/2016	05/26/2017	$0 - No Funding Required	Administrator, Educators

Measurable Objective 3:

A total of 1 English Learners students will increase student growth on WIDA literacy standards in Reading by 05/26/2017 as measured by

ACCESS Assessment.

Strategy1:

Targeted Instruction - Teachers will receive EL training and apply this knowledge in the accommodation of lessons and assessments for the

school's EL student.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://people.ucsc.edu/~ktellez/sdaie-easy.pdf

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will receive direct instruction based on results from ACCESS and WIDA standards in a small group or one-on-one setting. The instruction will be explicit while focusing on targeted skills from the WIDA Standards & CCRS. The Interventionist will provide this support weekly in addition to the support from the classroom teacher.	Academic Support Program	08/11/2016	05/26/2017	$0 - No Funding Required	Guidance Counselor, Educators

Activity - ACCESS/WIDA Standards Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance counselor and EL team will ensure that the EL student's teachers receive a copy of the student's EL Plan and understand how to utilize the WIDA "Can Do" descriptors in order to accommodate lessons and assessments.	Professional Learning	08/11/2016	05/26/2017	$0 - No Funding Required	Guidance Counselors, EL Team, Educators

Activity - EL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected school representative and teachers will attend School Assistance Meeting Understanding English Learners and provide turnaround training at the school level.	Professional Learning	08/11/2016	05/26/2017	$0 - No Funding Required	Guidance Counselors, and EL Team Representatives, Educators

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

Goal 1:

(2016-2017) Kinston School wil be engaged in high-quality instruction and assessments which are aligned to the College and Career Ready Standards and supported through instructional best practices.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate a proficiency in Common Core Standards in Mathematics by 05/26/2017 as measured by ACT ASPIRE scores..

Strategy1:

STRIDE - An on-line research based intervention and assessment program will be implemented with students for remediation and enrichment. Students begin by taking a pre-assessment and then PMA quarterly. Paths are built according to the student's individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Visit http://strideacademy.com/ to obtain information on the STRIDE program.

Activity - STRIDE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PMAs take place quarterly. Learning Paths are built for students based on their academic needs as shown through their STRIDE PMA assessments.	Academic Support Program	08/11/2016	05/26/2017	$0 - No Funding Required	Administrator, Educators

Strategy2:

Strategic Teaching - Teachers will implement strategic teaching strategies on s daily basis. Teachers will utilize formative assessment data

to guide classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI for Strategic Teaching and Common Core Standards

Principals of Instruction: Ten Research-Based Strategies that all Teachers Should Know,

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Activity - Chalkable Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will attend professional development sessions provided by Chalkable which covers ASPIRE data scores and creating pacing guides to support data driven instruction.	Professional Learning	08/02/2016	05/31/2017	$0 - No Funding Required	Administrators, Educators,

Activity - Periodic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-10 will participate in ACT Periodic testing throughout the school year in order to provide teachers with ongoing assessment data throughout the year.	Academic Support Program	09/19/2016	05/26/2017	$0 - No Funding Required	Educators

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate a proficiency in College and Career

Ready Standards in Reading by 05/26/2017 as measured by ACT ASPIRE scores.

Strategy1:

STRIDE - An on-line research based intervention and assessment program will be implemented with students for remediation and

enrichment. Students begin by taking a pre-assessment and then PMA quarterly. Paths are built according to the student's individual needs.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Visit http://strideacademy.com/ to obtain information on the STRIDE program.

Activity - STRIDE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PMAs take place quarterly. Learning Paths are built for students based on their academic needs as shown through their STRIDE PMA assessments.	Academic Support Program	08/11/2016	05/26/2017	$0 - No Funding Required	Administrator, Educators

Strategy2:

Strategic Teaching - Teachers will implement strategic teaching strategies on s daily basis. Teachers will utilize formative assessment data to guide classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI for Strategic Teaching and Common Core Standards

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Activity - Periodic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-10 will participate in ACT Periodic testing throughout the school year in order to provide teachers with ongoing assessment data throughout the year.	Academic Support Program	09/19/2016	05/26/2017	$0 - No Funding Required	Educators

Activity - Chalkable Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will attend professional development sessions provided by Chalkable which covers ASPIRE data scores and creating pacing guides to support data driven instruction.	Professional Learning	08/02/2016	05/31/2017	$0 - No Funding Required	Administrators, Educators,

Measurable Objective 3:

A total of 1 English Learners students will increase student growth on WIDA literacy standards in Reading by 05/26/2017 as measured by ACCESS Assessment.

Strategy1:

Targeted Instruction - Teachers will receive EL training and apply this knowledge in the accommodation of lessons and assessments for the school's EL student.

Category: Develop/Implement Professional Learning and Support

Research Cited: http://people.ucsc.edu/~ktellez/sdaie-easy.pdf

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will receive direct instruction based on results from ACCESS and WIDA standards in a small group or one-on-one setting. The instruction will be explicit while focusing on targeted skills from the WIDA Standards & CCRS. The Interventionist will provide this support weekly in addition to the support from the classroom teacher.	Academic Support Program	08/11/2016	05/26/2017	$0 - No Funding Required	Guidance Counselor, Educators

Activity - EL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected school representative and teachers will attend School Assistance Meeting Understanding English Learners and provide turnaround training at the school level.	Professional Learning	08/11/2016	05/26/2017	$0 - No Funding Required	Guidance Counselors, and EL Team Representatives, Educators

Activity - ACCESS/WIDA Standards Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance counselor and EL team will ensure that the EL student's teachers receive a copy of the student's EL Plan and understand how to utilize the WIDA "Can Do" descriptors in order to accommodate lessons and assessments.	Professional Learning	08/11/2016	05/26/2017	$0 - No Funding Required	Guidance Counselors, EL Team, Educators

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:

(2016-2017) Kinston School wil be engaged in high-quality instruction and assessments which are aligned to the College and Career Ready Standards and supported through instructional best practices.

Measurable Objective 1:

A total of 1 English Learners students will increase student growth on WIDA literacy standards in Reading by 05/26/2017 as measured by ACCESS Assessment.

Strategy1:

Targeted Instruction - Teachers will receive EL training and apply this knowledge in the accommodation of lessons and assessments for the school's EL student.

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Activity - EL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected school representative and teachers will attend School Assistance Meeting Understanding English Learners and provide turnaround training at the school level.	Professional Learning	08/11/2016	05/26/2017	$0 - No Funding Required	Guidance Counselors, and EL Team Representatives, Educators

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELL students will receive direct instruction based on results from ACCESS and WIDA standards in a small group or one-on-one setting. The instruction will be explicit while focusing on targeted skills from the WIDA Standards & CCRS. The Interventionist will provide this support weekly in addition to the support from the classroom teacher.	Academic Support Program	08/11/2016	05/26/2017	$0 - No Funding Required	Guidance Counselor, Educators

Activity - ACCESS/WIDA Standards Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance counselor and EL team will ensure that the EL student's teachers receive a copy of the student's EL Plan and understand how to utilize the WIDA "Can Do" descriptors in order to accommodate lessons and assessments.	Professional Learning	08/11/2016	05/26/2017	$0 - No Funding Required	Guidance Counselors, EL Team, Educators

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate a proficiency in College and Career Ready Standards in Reading by 05/26/2017 as measured by ACT ASPIRE scores.

Strategy1:

STRIDE - An on-line research based intervention and assessment program will be implemented with students for remediation and enrichment. Students begin by taking a pre-assessment and then PMA quarterly. Paths are built according to the student's individual needs.

Category: Develop/Implement College and Career Ready Standards

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Activity - STRIDE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PMAs take place quarterly. Learning Paths are built for students based on their academic needs as shown through their STRIDE PMA assessments.	Academic Support Program	08/11/2016	05/26/2017	$0 - No Funding Required	Administrator, Educators

Strategy2:

Strategic Teaching - Teachers will implement strategic teaching strategies on s daily basis. Teachers will utilize formative assessment data to guide classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI for Strategic Teaching and Common Core Standards

Principals of Instruction: Ten Research-Based Strategies that all Teachers Should Know,

http://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf

Activity - Periodic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-10 will participate in ACT Periodic testing throughout the school year in order to provide teachers with ongoing assessment data throughout the year.	Academic Support Program	09/19/2016	05/26/2017	$0 - No Funding Required	Educators

Activity - Chalkable Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will attend professional development sessions provided by Chalkable which covers ASPIRE data scores and creating pacing guides to support data driven instruction.	Professional Learning	08/02/2016	05/31/2017	$0 - No Funding Required	Administrators, Educators,

Measurable Objective 3:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Tenth grade students will demonstrate a proficiency in Common Core

Standards in Mathematics by 05/26/2017 as measured by ACT ASPIRE scores..

Strategy1:

STRIDE - An on-line research based intervention and assessment program will be implemented with students for remediation and

enrichment. Students begin by taking a pre-assessment and then PMA quarterly. Paths are built according to the student's individual needs.

Category: Develop/Implement College and Career Ready Standards

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Activity - STRIDE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy2:

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Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI for Strategic Teaching and Common Core Standards

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Activity - Chalkable Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will attend professional development sessions provided by Chalkable which covers ASPIRE data scores and creating pacing guides to support data driven instruction.	Professional Learning	08/02/2016	05/31/2017	$0 - No Funding Required	Administrators, Educators,

Activity - Periodic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-10 will participate in ACT Periodic testing throughout the school year in order to provide teachers with ongoing assessment data throughout the year.	Academic Support Program	09/19/2016	05/26/2017	$0 - No Funding Required	Educators

Goal 2:

(2016-2017) Kinston School will have a climate conducive to learning with a culture of high expectations.

Measurable Objective 1:

demonstrate a behavior by which Kinston School will document an average monthly attendance of 95% by 05/31/2017 as measured by

Monthly Attendance Reports for the 2016-17school year..

Strategy1:

Implementation of Attendance Reward - Kinston School students will be recognized on the morning announcements each nine weeks for having perfect attendance.

Category: Other - Attendance

Research Cited: http://www.cehd.umn.edu/CEED/publications/tipsheets/preschoolbehavior/posrein.pdf

Activity - Semester Attendance Reward	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes with the highest attendance percentage will be recognized. The two homerooms with the highest percentages will compete in an activity such as volleyball, basketball, or softball/baseball.	Behavioral Support Program	08/11/2016	05/26/2017	$0 - No Funding Required	Administration, Faculty

Strategy2:

Coffee County School Board Policy - The Coffee County School Board has adopted an attendance policy that encourages students to be present each day of school.

This policy allows students to exempt nine weeks ' exams if they meet the criteria set aside in the Coffee County Exemption Policy stated below:

EXEMPTION POLICY

Administrators support the incorporation of an exemption policy for the nine weeks exam. It is believed that an exemption policy will promote better student attendance.

To qualify for exemption of nine weeks tests, a student must:

1. Have an A average and no more than two absences, or

2. Have a B average and no more than one absence, and

3. Meet the attendance and grade requirements each nine weeks, and

4. Have no tardy referral during the nine weeks.

Category: Other - Attendance

Research Cited: Coffee County School administrators surveyed surrounding school districts with existing exemption policies in place to determine the effectiveness of these policies in improving student attendance.

Activity - Implementation of Exemption Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kinston School has implemented the Coffee County Exemption Policy for Nine Weeks Exam. Classroom teachers identify students that meets the requirements for exemption.	Policy and Process	08/11/2016	05/26/2017	$0 - No Funding Required	Administrators, Faculty

Strategy3:

Activity Period - We will use weekly Activity Period to provide opportunities for students to participate in non-credit courses related their personal interests.

Category: Develop/Implement Student and School Culture Program

Research Cited: http://www.ascd.org/publications/educational-leadership/nov95/vol53/num03/The-Power-of-Innovative-Scheduling.aspx

Activity - Activity Period	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be assigned to an activity period of their choice. Activity periods will be held each week for 50 minutes. Students will be able to participate in courses such as Disc Golf, Career Prep. Interview Skills, Bulldog Academy, Critics Corner, Conspiracy Theory, Devoted in Faith, Exploratory Reading, and Cooking/4-H.	Behavioral Support Program	09/07/2016	05/26/2017	$0 - No Funding Required	Administration, Guidance Counselor, Faculty

Measurable Objective 2:

demonstrate a behavior of positive reinforcement throughout Kinston School by 05/26/2017 as measured by School Incident Report.

Strategy1:

Positive Reinforcement - Students will be rewarded for positive behavior based on lack of discipline referral.

Category: Other - Positive Behavior

Research Cited: http://www.cehd.umn.edu/CEED/publications/tipsheets/preschoolbehavior/posrein.pdf

Activity - Field Trip	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not receiving any discipline referrals will attend a school wide field trip (Grades 7-12). Elementary students are rewarded with a Fun Day.	Field Trip	04/03/2017	05/26/2017	$400 - General Fund	Administration, Faculty

Measurable Objective 3:

demonstrate a behavior of students feeling that they are safe at school by 05/26/2017 as measured by spring student surveys..

Strategy1:

Camera/Intercom System - Cameras throughout campus will monitor activities during and after school hours. Intercom system allows

communication for teachers to the office.

Category: Other - Safety/Security

Research Cited: http://www.ncpc.org/topics/school-safety

Activity - Intercom System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intercom system allows teachers to communicate to the office and vice versa.	Behavioral Support Program	08/11/2016	05/26/2017	$15000 - District Funding	Administration, Secretary, Faculty

Activity - Cameras	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cameras are placed in all buildings, hallways, and outside the buildings to provide the most coverage possible.	Technology	08/11/2016	05/26/2017	$14000 - District Funding	Secretary, Adminstration

Strategy2:

Supervision - Students will be supervised during school hours.

Category: Other - Safety/Security

Research Cited: http://iseesam.com/content/teachall/text/behavior/LRBIpdfs/Supervision.pdf

Activity - Supervision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will supervise students during transitional times and accompany from one location to another when moving about campus(i.e. classroom to music, classroom to cafeteria)	Behavioral Support Program	08/11/2016	05/26/2017	$0 - No Funding Required	Faculty, Administrators

Strategy3:

Safety Plan - Kinston will update the school safety plan and ensure that all classrooms have emergency procedure charts posted.

Category: Other - Safety/Security

Research Cited: http://www.ncpc.org/topics/school-safety

Activity - Safety Plan Review/Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Safety Plan will indicate steps for student and staff safety during various situations (i.e. fire, severe weather, lock-down). Teachers will have access to the Safety Plan. The Plan will be reviewed at a faculty meeting. Safety Drills will also take place at school.	Behavioral Support Program	08/11/2016	05/26/2017	$0 - No Funding Required	Administration, Faculty

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	Pre-K Auxiliary teacher credentials on file in principals office. Special education aide meets state and county guidelines. Documentation on file at central office.	

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	Certificates on file in central office and principal's office.	Teachers and Aides Kinston School

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

Extreme effort is put forth to ensure that all teachers are highly qualified when they are hired. Administrators from Kinston School interview applicants verified by Coffee County Board of Education for employment positions available. Continual professional development is utilized to maintain a well trained staff in order to meet the ever changing and diverse academic needs of the students at Kinston School.

Component 4: Strategies to Attract Qualified Teachers

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

Kinston School turnover rate for 2015-2016 was 7%.

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

5 faculty members hold a Educational Specialist's Degree (AA).

14 faculty members hold a Master's Degree.

19 faculty members hold a Bachelor's Degree.

Of these faculty members 18 of them have ten plus years of experience while fourteen have twenty plus years experience.

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

The school participates in both the Alabama Teacher Mentoring Program and the Coffee County Mentoring Program in an effort to lower the turnover rate. Building principals and District Administrators attend career/job fairs at local college/universities to seek highly qualified applicants in the surrounding areas. Once offered employment, all new employees receive benefit, salary, calendar/schedule, curriculum content information, technology information, and safety information. Induction of each new employee begins with a new teacher orientation provided through the central office. This training provides academic and professional presentations to better prepare the new employee before they begin the school year or their employment. The system provides a mentor for each newly hired teacher and administrator. Kinston School has developed grade level support through the use of the veteran teachers, an instructional partner, and the administrator. The administrator at Kinston School serves as the instructional leader and promotes collaboration among faculty, staff, and support.

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?

STRIDE

Academy of Reading/Math (as needed)

Scott Foresman Reading Curriculum

Go Math

AMSTI

A+ (as needed)

ARI

Regional In-Service Center (Troy)

Chalkable (data interpretation and pacing guides)

CCRS Quarterly Meetings

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

STRIDE

Academy of Reading/Math (as needed)

Scott Foresman Reading Curriculum

Go Math

AMSTI

A+ (as needed)

ARI

Regional In-Service Center (Troy)

Chalkable (data interpretation and pacing guides)

CCRS Quarterly Meetings

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.

Alabama Teacher Mentoring Program and Coffee County Schools Mentoring Program

New or inexperienced teachers are assigned to a veteran teacher to help answer any questions , plan lessons, model lessons, and share classroom and teaching strategies and ideas. The veteran teacher is there to assist and support in any area needed. Collaborative planning with grade level teacher and instructional coach is scheduled twice a month for job-embedded professional development in order to provide opportunities to dig into standards, share ideas, discuss any issue, and brainstorm and share strategies, analyze student data, implement

new instructional strategies.

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

Strategic Instruction/Best Practices and ARI Explicit Phonics/Intervention Model professional development is ongoing through communication among teachers, local-based and district-based instructional coaches. Teacher mentors will stay in contact with new teachers throughout the entire school year. Professional development opportunities are afforded both on and off campus. Follow up professional development is encouraged. A school wide focus based on data needs is established and then used to create professional goals focused on student achievement are established and sustained throughout the duration of the coaching cycle. Teachers also have their Professional Learning Plans developed through the system's Educator Effectiveness evaluation program to plan, monitor and self-reflect on their professional development opportunities and goals.

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.

Kinston is a very small school - with only 5 main buildings, elementary, middle, high schools, lunchroom, and gym on the main campus area. Most students move throughout these buildings with ease due the main office building being in the high school.

This is the second year for a Pre-school program at Kinston.

For children transitioning from preschool to Kindergarten: A transition period begins in April. Students are provided the opportunity to be included in a Kindergarten classroom during whole group instruction and small group center time (if time allows). Students are able to observe the behavior of Kindergarten students, learn some classroom procedures, and meet Kindergarten teachers at designated times. Pre-K students observe Kindergarten students in the lunchroom and during transition times throughout the day.

A very informal introduction is given to the incoming seventh graders at the end of their sixth grade year. During the summer, Counselors collaborate to determine a date/time for an informative meeting so that students and parents meet the administrators of the middle/high school and learn about policies and procedures. Students are allowed to get their locker #s, allowed time to practice opening these lockers, meet teachers, run through a mock schedule, and ask any pertinent questions.

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?

Faculty Meetings

Interdisciplinary Meetings

Grade Level Meetings

Common Planning Meetings

Data Meetings

Building Leadership Team Meetings

Special Education/IEP Meetings

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?

Students are placed in RtI (Tier II or Tier III) based on academic performance in Reading and Math. 504 Plans are implemented for students experiencing difficulty that inhibit a major life function. Students can also be referred for special education evaluation after going through RtI or from a parent, teacher, physician, or other outside referral.

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?

Tier III Instruction, Academy of Reading/Math (as decided by teacher) and STRIDE are utilized to assist students having difficulty mastering specific grade-level academic skills. Classroom teachers provide Tier II instruction daily to reinforce skills that students are not proficient or successfully mastered. Tier II strategies are implemented within the classroom to provide immediate assistance to struggling students. Students who continually struggle are referred to PST by the classroom teacher.

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

Teachers utilize different instruction strategies, they provide one-on-one instruction as needed, and peer tutors may be used. Teachers use small group instruction and differentiated instruction as needed and when appropriate. The reading curriculum provides instruction based on student performance levels. The materials provide instructional strategies based on student need. Students with 504 Plans or IEPs have their needs met based on assessment and evaluation results, which indicate their present level of performance.

STRIDE and Academy of Reading/Math (as decided by teachers) are used to identify skills on which students may not be performing at a level of proficiency. Individual Learning Paths (ILPs) can be generated by the these program or teachers can manually assign different standards to address specific skills.

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.

Kinston School provides After school until 5:15p.m. daily provided by a 21st Century Grant.

Students academic performance is reviewed and additional intervention is provided as needed.

Additionally, at the middle school and high school levels, based on the needs determined through the problem solving team credit/grade recovery, intervention is provided after school.

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.

Students who are homeless, migrant or in financial distress are provided with school supplies, transportation, and free or reduced lunch. English language learners are accommodated through their EL plan. Special education students are accommodated through their IEP plan which is modified on a yearly basis.

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.

All students are provided the same opportunities under this program.

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 BLT meets and discusses the school wide goals and develops strategies to meet these goals. The BLT also works to evaluate funding in a manner that is most beneficial for the school wide goals and needs.

There are several monetary sources that are integrated and coordinated into the financial management and instructional planning. Kinston School uses all funding resources to meet the goals of our school. Funds from local and system general funds are used to provide teachers with professional development, technology, and instructional resources/materials to ensure student academic 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.

The State of Alabama Education Program
The State of Alabama funds basic teacher units based on student enrollment.
Title I (Federal Funding)
This money is used to supplement our local funding. Title I monies are utilized to fund our educational needs that are required to meet our educational goals. Title I monies are utilized to purchase technology for our building, and for curriculum needs.
Classroom Instructional Support from the State- provides technology, library enhancement, and professional development

State, Federal, and local program funds are used to improve the academic achievement of the disadvantaged. These funds are spent on salaries, classroom supplies, technology and professional development.

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.

Nutrition Program: Provide the Free and Reduced Lunch Program
CO-OP
First Class Pre-K
Academic and Career Tech -Dual Enrollment Opportunities
ACCESS
Bullying Prevention Assemblies Awareness Programs
Red Ribbon Awareness
AR/Artrium/Library Enhancement

The director of federal programs collaborates and coordinates federal funds with district administration, building principals, and other involved staff. Allowable uses of funds are discussed and all expenditures must be aligned with the identified goals listed in the school's ACIP.

Component 10: Evaluation

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

The Building Leadership Team meets to discuss and evaluate students achievement in relation to the goals that have been set forth in the school-wide plan. Our leadership team discusses the steps of our school-wide plan with faculty and what evidence should be seen. After reviewing the entire plan with the leadership team and with our faculty, we then share it with parents, community stakeholders, and anyone else who would like to look over the plan.

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?

Our leadership team reviews all data and organizes it in a way that is user friendly. We share this data with teachers at faculty meetings. Departments and grade levels then meet, along with the administrators and instructional coach, to discuss and analyze the results of the ASPIRE, ACT, and DIBELS. Then these departments review teaching strategies and make changes to their method of instruction in order to increase academic achievement.

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?

As a faculty we analyze the ASPIRE/PERIODIC data and reflect on our strengths and weaknesses as a school. From this data we revise our action plan steps and our areas of focus by dis-aggregating the assessment data, non-proficient groups can be determined. If any of our students who are furthest from achieving standards show some sort of growth, even if it is over time, we feel that the school-wide program has been effective.

Progress monitoring of students who have been referred to the Problem Solving Team takes place monthly. This data is used to modify each student's intervention plan.

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 Building Leadership Team meets as needed to make changes to the plan based on pertinent data and budget modifications.

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

The Goal -Climate conducive to learning with a culture of high expectation was a goal last year. The same goal has been included in the current school wide plan due to the fact that it includes the objectives of attendance. Progress has been made through the attendance

initiatives implemented; however, there is still room for improvement.

Engaging the Learning through quality K-12 aligned College and Career Ready standards, instruction, and assessments is another goal that was carried over from the previous year. After review the student performance data needs were still noted in areas of reading and math.

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

Based on the 2016 Kinston Title I Parent Involvement Survey, parents indicated technology was prevalent in the majority of the homes. At school, we have implemented scheduled computer times for elementary students. All students are exposed to technology on a daily basis in our for instruction as well as test prep. For these reasons, it was a decision of the BLT to not include a technology goal in the 2016 ACIP Plan.

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	29.44	29.44	2,016,612.00
Administrator Units	1.00	1.00	115,379.00
Assistant Principal	1.00	1.00	101,969.00
Counselor	1.50	1.50	124,763.00
Librarian	1.00	1.00	76,543.00
Career and Technical Education Administrator	0.00	0.00	0.00
Career and Technical Education Counselor	0.00	0.00	0.00
Technology	33.94	169.34/unit	5,748.00
Professional Development	33.94	63.79/unit	2,165.00
State ELL Funds	0.00	0.00	0.00
Instructional Supplies	33.94	405.45/unit	13,761.00
Library Enhancement	33.94	21.26/unit	722.00
Totals			2,457,662.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	119691.04

Provide a brief explanation and breakdown of expenses.

(1) Reading Coach (.22 FTE) $16540

(4) Classroom Teachers (.97 FTE) $58679

(1) Guidance Counselor (.50 FTE) $36050

Instructional Supplies $3281

Purchased Services $1949

Technology $1596

Parental Involvement $1596.04

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

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.

N/A

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.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	8026.0

Provide a brief explanation and breakdown of expenses.

Substitutes $1900

Travel $2150

Technology $3421

Professional Development $555

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

N/A

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.

The annual Title 1 parent meeting is held on Open House prior to the beginning of school. A school wide phone call is made prior to the meeting to inform all parents of the upcoming Title I meeting and Open House. Parents are given information regarding what Title 1 funds are, how it is determined if a school receives Title 1 funds, and how the funds are used to enhance student learning and increase student achievement. Title 1 requirements are based on the number of students that receive free or reduced lunch.

Parental Involvement is highly encouraged throughout the school. The county office sends home the HOPE survey at the beginning of school each year. As well as, our teachers sending home a note at beginning of the school year asking how parents would like to volunteer in their child's classroom. We have parents and grandparents who come to special events such as Dr. Seuss day, fire safety events, Grits-Grandparents Reading in the School, Lights on After School, and Open House. Some individuals also volunteer time to help make copies for classroom teachers or helping with classroom projects.

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.

We have PTO meetings throughout the year. Teachers encourage parents to contact them with questions or concerns and often schedule parent teacher conferences before school, during planning and after school. Teachers and administrators are always available to contact through email correspondence or phone calls. Also, parents have access to Chalkable Parent Portal.

Parent representatives are members of the Title 1 committee. During monthly scheduled meeting parents are encouraged to voice concerns, opinions and vote to approve or amend budgets and how they are allocated.

Funds for parent involvement are being used to provide school handbooks, student/parent flyers, event flyers, and informative parent newsletters available to all parent and students.

**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.**

We notify parents of special events or dates about Title 1 programs through teachers' weekly newsletters, school website, marquee, Facebook, and school cast. We make all information that goes home in multi-language if requested. Teachers will schedule meetings, at

times convenient for parents, to provide information on the curriculum's being utilized in the classrooms, programs used to increase student achievement, as well as answer any questions or concerns parents may have pertaining to curriculum, student achievement, and classroom 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).

Please see the Title 1 Compact that is uploaded on the Assurances.
Our Compact is signed by teachers, parents and students ensuring that they understand their responsibilities and to ensure success in the classroom. Teachers are encouraged to review the Compact at all parent teacher conferences.

Parents are informed of the Compact at the Title I informational meeting held prior to Open House and also through a school-wide phone call. Signed and returned Compacts are kept on file at the school.

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

Our parent representatives are encouraged to express concerns during parent advisory meetings. Our parent brochure instructs parents and community stakeholders to contact our school office with questions or concerns. Parents are also able to contact school administrators via e-mail. Parents are encouraged to voice any dissatisfaction at parent meetings, scheduled conferences, and phone calls to the schools.

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)

Most of our teachers send home a letter asking if there is a special area in which they would like to volunteer (ie send snacks for special events, volunteer in the classroom, send treats for ASPIRE testing, or chaperone on field trips.) Training shall be provided during teacher or instructional coach presentation. Information will include curriculum content, how standards relate to instruction, academic assessments/tests that will be administered throughout the school year to monitor student progress, a review of Stride and how teachers are utilizing the program in the classrooms. Title 1 requirements will be reviewed at the annual Title 1 meeting.

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)

Parents may request training sessions that are individualized to help in their specific area of need. Materials may be requested from the teachers and meeting held with them.

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)

Most of our teachers send home a letter asking if there is a special area in which they would like to volunteer (ie send snacks for special events, volunteer in the classroom, send treats for ASPIRE testing, or chaperone on field trips.) Training shall be provided during teacher or instructional coach presentation. Information will include curriculum content, how standards relate to instruction, academic assessments/tests that will be administered throughout the school year to monitor student progress, a review of Stride and how teachers are utilizing the program in the classrooms. Title 1 requirements will be reviewed at the annual Title 1 meeting.

The staff of KS will build a rapport with families and community stakeholders by informing them of important dates, providing them with opportunities to become active participants in building ties between parents, community stakeholders and school staff for the betterment of our student body. The school routinely utilizes the school website, school-wide phone calls, and the school marquee as a means of communicating information. The School/Parent Compact is used to relay the responsibilities of all stakeholders.

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)

The annual Title 1 parent meeting, in conjunction with Open House prior to the beginning of school.

Parents will be given information regarding what Title 1 funds are, how it is determined if a school receives Title 1 funds, and how the funds are used to enhance student learning and increase student achievement.

Parental Involvement is highly encouraged throughout the school. The county sends home the HOPE Survey. Also, teachers send home a note at beginning of the school year asking how parents would like to volunteer in their child's classroom. We have parents and grandparents who come to special events such as Homecoming Week Activities, Dr. Seuss Day, Fire Safety events, GRITS-Grandparents Reading in the School, Lights on After School, and Open House. Some individuals also volunteer time to help make copies for classroom teachers or helping with classroom projects.

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)

Parental Involvement is highly encouraged throughout the school. Our county sends home the HOPE survey. Also, teachers send home a note at beginning of the school year asking how parents would like to volunteer in their child's classroom. We have parents and grandparents who come to special events such as Dr. Seuss Day, Fire Safety Events, GRITS-Grandparents Reading in the School, Lights on After School and Open House. Some individuals also volunteer time to help make copies for classroom teachers or helping with classroom projects.

We have PTO meetings that are scheduled throughout the year. Teachers encourage parents to contact them with questions or concerns and often schedule parent teacher conferences before school, during planning and after school. Teachers and administrators are always available to contact through email correspondence or phone calls.

We notify parents of special events or dates about Title 1 programs through teachers weekly newsletters, school website, marquee, Facebook, and school cast. We make all information that goes home in multi-language if requested. Teachers will schedule a meetings at a time convenient for parents to provide information on the curriculum's being utilized in the classrooms, programs used to increase student achievement, as well as answer any questions or concerns parents may have pertaining to curriculum in the classroom expectations.

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)

Parent meetings are held before and after normal work hours to accommodate the majority of parents' schedules. Parents also have the ability to schedule conferences during school hours if this better suits their scheduling needs.

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.

When applicable and when available, printed materials will be translated used and/or the services of a translator utilized.