



ACIP

Kinston High School

Coffee County Board of Education

Mrs. Jennifer Lee
201 College Street E.
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 is a small town located three miles west of the Geneva County line and seven miles east of the Covington County line. City-Data.com states that 30.2% of the residents in Kinston are living below the poverty level. 70.1% of the town's population has at least a high school diploma or higher.

The demographics of our community are as follows: (information obtained from www.city-data.com/city/Kinston-Alabama.html)

Population of Kinston - 548 (2014)

Population of Coffee County - 50,526

Estimated median household income for Kinston - \$24,188 (2015)

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

Estimated median household income for Alabama - \$44,765

Kinston median resident age is 39.1 years (2015)

Alabama median resident age is 38.7 years

Percent of population living in poverty in Kinston is 30.2% (2015)

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

Percent of population White Non-Hispanic Alone in Kinston is 88.9% (2015)

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

Percent of population Black Non-Hispanic Alone in Kinston is 1.9% (2015)

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

Percent of population Hispanic or Latino in Kinston is 0.2% (2015)

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 0.7% (2015)

Percent of American Indian alone in Kinston is 3.5% (2015)

Percent of American Indian alone in Coffee County is 0.7%

Major employers in the town or surrounding area are trucking companies and the Dollar General.

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:

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 as 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. Also, this year Kinston School will be utilizing the SCANTRON Performance Series. This computer-adaptive diagnostic testing solution, provides educators with instant test results, personalized to each student, that ensure correct overall student placement. Administered over time, these tests provide a longitudinal view of student growth in core curriculum areas (English Language Arts, Mathematics, and Science). 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 provided include: special education services, counseling, tutoring to include an after-school program for Tier II, Tier III and other recommended students, intervention is also provided daily for bottom 25% of students grades kindergarten through fourth grade utilizing the programs SPIRE (first-fourth), and Read Naturally (third-fourth), and Sounds Sensible (kindergarten-first). 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.

Notable Achievements and Areas of Improvement

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

Notable Achievements:

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.

*SGA, FFA, and the Kinston Athletic program aided local community efforts to gather donations for the victims of Hurricane Harvey.

*Several different school organizations are working with the school's Relay for Life team. *Adoption of Christmas Angels by different school 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

*REACH-Student Advisory program where each student in grades fifth through twelfth are assigned to one teacher mentor and meet by grade-level twice a month to participate in character and other school activities.

*Kinston was chosen to serve as pilot school for the Alabama Pre-K-through-Third-Grade Integrated Approach to Early Learning program.

The pilot program, based on research from Harvard University, the University of Washington and others, creates a structure for aligning and coordinating academic standards, instructional practices, professional development and developmentally appropriate classroom assessments from pre-k to the third grade. Throughout the year, grantees will participate in ongoing observation and joint planning sessions, provide increased opportunities for teachers to share best practices, and organize collaborative professional development meetings across all grade levels. The program will emphasize effective teaching, instructional coherence, and meaningful learning opportunities as keys to improving student success. The Alabama Pre-K - 3rd Grade Integrated Approach to Early Learning program is an acknowledgement that early childhood extends until age eight and requires a special expertise and coordination to ensure student success. Schools participating in the program will gain access to early childhood education specialists who will help pre-k to third grade teachers implement evidence-based instructional practices. The support structure is modeled after Alabama's nationally-recognized First Class Pre-K program and other successful leadership, instruction and assessment strategies currently being implemented in Alabama's schools.

We also have a wide range of technology available to enhance learning. Every general education classroom has an interactive projectors. The goal is to increase iPads, laptops, and Chromebook carts 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 College and Career Ready Standards vertical alignment. The major challenges our school has faced are postsecondary preparedness, attendance issues, dropout 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 exam
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exemption policy. We continually monitor the dropout 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 Work Based Learning program. In an effort to keep students in school and decrease the dropout 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 18 of our total faculty/staff 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 increasing student performance based on the fall 2017-2018 Baseline results of SCANTRON Performance Series tests. Even though many of our students currently perform at or above the state average on all Scantron 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 utilizing Scantron 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 Scantron test 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.

no additional information

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.

*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 | Kinston School Longitudinal Data 2017-2018 SCANTRON Performance Series Data 2016-2017 DIBELS Summary Data Senior College and Career Data 2017 Aspire Data Review | Kinston School Longitudinal Data 2017-2018 2017 Reading SCANTRON Data 2017 Math SCANTRON Data 2016-2017 DIBELS Summary Data Graduating Senior College and Career Ready Data Kinston School Data Review 2017 ASPIRE 2017 Fall Science Quartiles 5th & 7th |

Evaluative Criteria and Rubrics

Overall Rating: 3.75

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

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

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 3. | Quality of Learning | Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected. | Level 4 |

| | Statement or Question | Response | Rating |
|----|-----------------------|--|---------|
| 4. | Equity of Learning | Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined. | Level 3 |

Areas of Notable Achievement

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

ACT Aspire

7th Grade Math 55% State Score 2016 34%

5th Grade Math 68% State Score 2016 40%

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

3rd grade Math 69%

4th grade Math 69%

5th Grade Math 68%

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%

This information is 2013-2016. 2017 Information is not available

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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%

This information is 2013-2016. 2017 Information is not available

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?

4th Grade Math 69% down 11%
6th Grade Reading 47% down 16 %
10th Grade Science 17%

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?

10th Grade Science 17%
10th grade Math 14 %
10th Grade Reading 29%

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%

This information is 2013-2016. 2017 Information is not available

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)

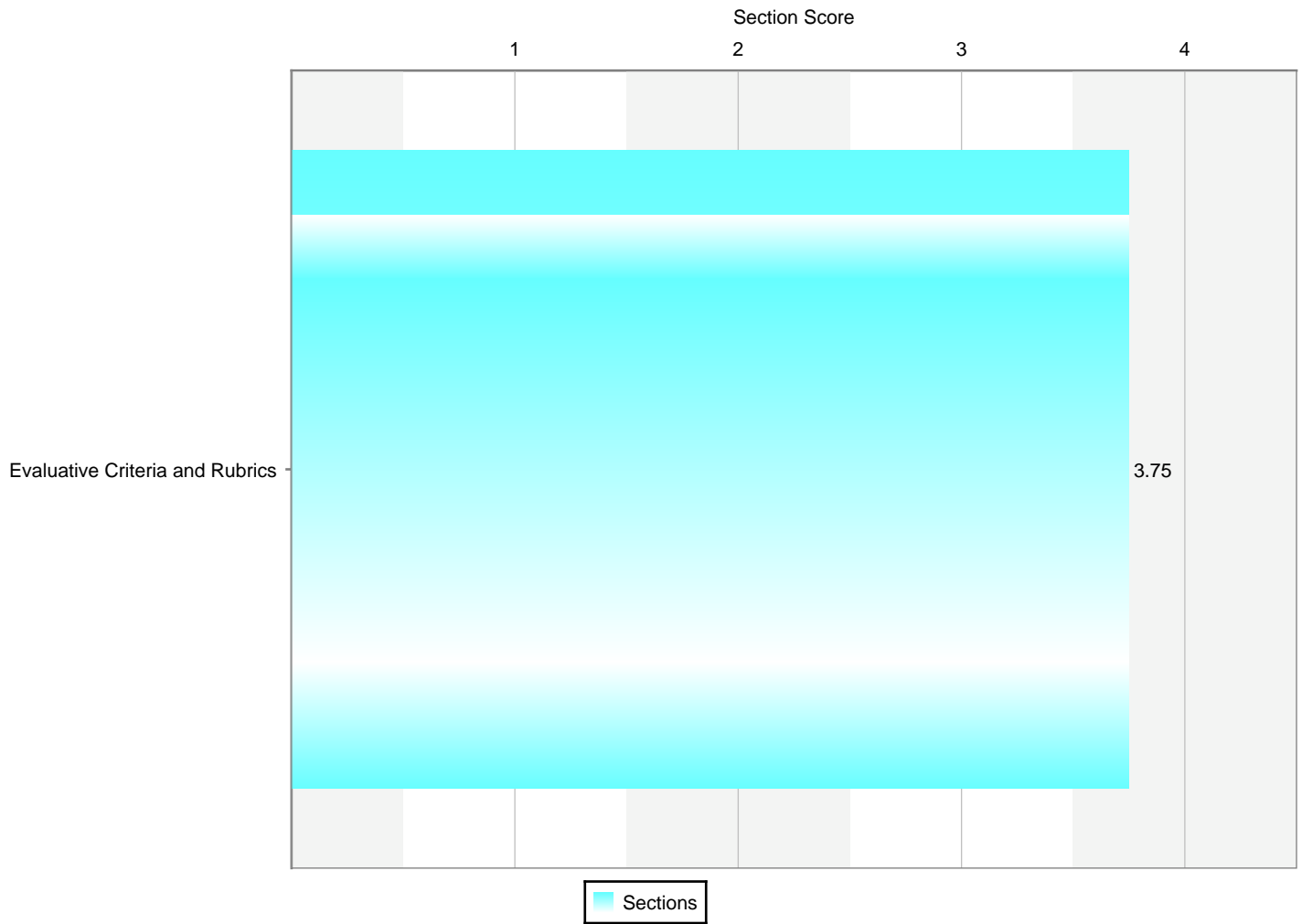
This information is 2013-2016. 2017 Information is not available

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

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------------------|
| 1. | The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site. | Yes | Attached are the sign in sheets from the most recent Building Leadership Team meeting. Other documentation is available in the administrators office. | ACIP BLT Sign in Sheet |

| 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 tot he Coffee county School's Non Discriminatory Policy. See page 5 from the 2017-2018 Student handbook that is attached. It is signed by Jennifer Lee, principal, acknowledging this policy | Non Discriminatory Statement |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| 3. | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | Mrs. Jennifer Lee 201 College Street East Kinston, Alabama 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 and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically. | Yes | Coffee County Schools / Kinston Schools Parent Involvement Plan is attached | Parent Involvement Plan |

ACIP

Kinston High School

| Label | Assurance | Response | Comment | Attachment |
|--------------|---|-----------------|--|-------------------------|
| 5. | The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students. | Yes | 2017-2018 Kinston Elementary school and High School compacts are attached. | Kinston School Compacts |

Kinston School ACIP Plan 2017-2018

Overview

Plan Name

Kinston School ACIP Plan 2017-2018

Plan Description

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|--|---|----------------|---------------|
| 1 | (2017-2018) Students and teachers at Kinston School will be actively engaged in academically rigorous instruction that directly corresponds with the College and Career Ready Standards. | Objectives: 5 Strategies: 7 Activities: 17 | Academic | \$52500 |
| 2 | (2017-2018) Opportunities will be provided to all stakeholders in order to allow input on decision making, volunteer opportunities, and curriculum instruction. | Objectives: 1 Strategies: 2 Activities: 9 | Organizational | \$0 |
| 3 | (2017-2018) Kinston School will have a climate conducive to learning with a culture of high expectations. | Objectives: 5 Strategies: 10 Activities: 15 | Organizational | \$65000 |

Goal 1: (2017-2018) Students and teachers at Kinston School will be actively engaged in academically rigorous instruction that directly corresponds with the College and Career Ready Standards.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the the overall Placement Indicator Quartiles in Reading by 05/25/2018 as measured by SCANTRON Performance Series Reading Assessment..

(shared) Strategy 1:

Technology Integration - 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 |
|--|--------------------------|------------|------------|-------------------|-------------------|-----------------------------|
| PMA's take place quarterly. Learning Paths are built for students based on their academic needs as shown through their STRIDE PMA assessments. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$0 | Other | Teachers and Administrators |

| Activity - Technology Infusion | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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Kinston High School

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|--|--------------------------|------------|------------|--------|------------------|--|
| Professional Development for K-12 teachers that is tailored to meet the needs of individual teachers and students within Kinston. It includes 3 days of on-site delivery for technology-infused lessons. Teachers will then create their own lesson plans using the same or similar resources; these plans are to then be implemented within the next two days with the assistance of the technology consultant. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$8500 | District Funding | Technology Team, Educators, and Administration |
|--|--------------------------|------------|------------|--------|------------------|--|

| Activity - Device Placement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|-------------------|--|
| Devices will be easily accessible for students in all grade levels to allow students to be actively engaged in the learning process to create learners of the future. | Technology | 08/11/2017 | 05/25/2018 | \$39000 | District Funding | Technology team, Administration, Educators |

| Activity - AR Participation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Students will read Accelerated Reader books in their zone as determined by STAR to then take tests. Students will have the opportunity to read a variety of genres to include informational text to support subject area content. Each grade level will have predetermined goals for each nine weeks and the year. Students meeting the 9 weeks goal and the yearly goal will then be rewarded. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$0 | No Funding Required | Librarian, Educators on AR committee, Classroom teachers, Administration |

(shared) Strategy 2:

Job Embedded Training - All K-12 general education and special education teachers will participate in ongoing campus-based professional development (common planning) facilitated by the instructional coach, county instructional coach and/or administrators. These rounds provide opportunities for best practice development, collaborative standards-based planning, data analysis, and reflection time.

Category: Develop/Implement Professional Learning and Support

Research Cited: Professional development is defined as "the process of improving staff skills and competencies needed to produce outstanding educational results for students" (Hassel, 1999). As Thomas Guskey (2000, p.4) states, "One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development. "Professional development is key to meeting today's educational demands. The research has clearly shown that quality teaching matters to student learning. Teacher quality has been consistently identified as the most important school-based factor in student achievement (McCaffrey, Lockwood, Koretz, & Hamilton, 2003, Rivkin, Hanushek, & Kain, 2000; Rowan, Correnti & Miller, 2002; Wright, Horn, & Sanders, 1997), and

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teacher effects on student learning have been found to be cumulative and long-lasting (Kain, 1998; McCaffey et al., 2003; Mendro, Jordan, Gomez, Anderson, & Bembry, 1998; Rivers 1999; Sanders & Rivers, 1996). (http://www.edweek.org/media/eperc_qualityteaching_12.11.pdf)

| Activity - Common Planning with Educators | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| K-1 teachers will work with county instructional coach and P-3 coaches for support and coaching on GOLD Assessment. Second through Sixth grade teachers will work with instructional coach and county instructional coach to address instructional needs, data review, and formative assessments and needs. Junior High and High School teachers will work with administrators/coaches to review instructional needs, data review, and formative assessment and needs. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$0 | No Funding Required | Instructional Coaches, Administrators, Educators, P-3 coaches |

(shared) Strategy 3:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: RI 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 (beginning of the year) and revising pacing guides to support data driven instruction. | Professional Learning | 08/07/2017 | 05/25/2018 | \$0 | No Funding Required | Administrators, Educators |

| Activity - SCANTRON Performance Series Test | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---------------------------------------|
| Students in grades 3-8 will participate in SCANTRON Performance Series testing throughout the school year in order to provide teachers with ongoing assessment data throughout the year. | Academic Support Program | 09/01/2017 | 05/25/2018 | \$0 | No Funding Required | Administrators, Counselors, Educators |

| Activity - Differentiated Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|--------------------|---------------------------|
| Students will be given differentiated instruction based on academic needs. 1. Walk to Read, Enrichment activities, after school tutoring, and Saturday school used to address the students' varying needs. Interventionist will use SPIRE program to re mediate skills. 2. Bulldog Academy will be utilized in high school during Weekly Activity Period. Students will be placed in Academy of Reading and/or Academy of Math based on academic needs. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$5000 | Title I Schoolwide | Educators, Administration |

| Activity - College Prep/Remediation (Activity Period) | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---------------------------|
| Students will be offered during Activity Period varying classes to further their academic horizons. 1. Math ReBoot- focuses on varying math skills; 2. College 101- Junior and Seniors to assist them in the application process for college entrance and financial aide. 3. ACT Prep - Material that provides skills in higher order thinking in an effort to prepare or improve ACT scores. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$0 | No Funding Required | Educators, Administrators |

(shared) Strategy 4:

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 - Administrator 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 | 08/01/2017 | 05/25/2018 | \$0 | No Funding Required | Administrators and Educators |

| 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 | 08/01/2017 | 05/25/2018 | \$0 | No Funding Required | Administrators and Educators |

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the overall Placement Indicator Quartiles in Mathematics by 05/25/2018 as measured by SCANTRON Performance Series Mathematics Assessment..

(shared) Strategy 1:

Technology Integration - 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 | 08/11/2017 | 05/25/2018 | \$0 | Other | Teachers and Administrators |

| Activity - Technology Infusion | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|--|
| Professional Development for K-12 teachers that is tailored to meet the needs of individual teachers and students within Kinston. It includes 3 days of on-site delivery for technology-infused lessons. Teachers will then create their own lesson plans using the same or similar resources; these plans are to then be implemented within the next two days with the assistance of the technology consultant. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$8500 | District Funding | Technology Team, Educators, and Administration |

| Activity - Device Placement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|-------------------|--|
| Devices will be easily accessible for students in all grade levels to allow students to be actively engaged in the learning process to create learners of the future. | Technology | 08/11/2017 | 05/25/2018 | \$39000 | District Funding | Technology team, Administration, Educators |

| Activity - AR Participation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Students will read Accelerated Reader books in their zone as determined by STAR to then take tests. Students will have the opportunity to read a variety of genres to include informational text to support subject area content. Each grade level will have predetermined goals for each nine weeks and the year. Students meeting the 9 weeks goal and the yearly goal will then be rewarded. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$0 | No Funding Required | Librarian, Educators on AR committee, Classroom teachers, Administration |

(shared) Strategy 2:

Job Embedded Training - All K-12 general education and special education teachers will participate in ongoing campus-based professional development (common planning) facilitated by the instructional coach, county instructional coach and/or administrators. These rounds provide opportunities for best practice development, collaborative standards-based planning, data analysis, and reflection time.

Category: Develop/Implement Professional Learning and Support

Research Cited: Professional development is defined as "the process of improving staff skills and competencies needed to produce outstanding educational results for students" (Hassel, 1999). As Thomas Guskey (2000, p.4) states, "One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development. "Professional development is key to meeting today's educational demands. The research has clearly shown that quality teaching matters to student learning. Teacher quality has been consistently identified as the most important school-based factor in student achievement (McCaffrey, Lockwood, Koretz, & Hamilton, 2003, Rivkin, Hanushek, & Kain, 2000; Rowan, Correnti & Miller, 2002; Wright, Horn, & Sanders, 1997), and teacher effects on student learning have been found to be cumulative and long-lasting (Kain, 1998; McCaffey et al., 2003; Mendro, Jordan, Gomez, Anderson, & Bembry, 1998; Rivers 1999; Sanders & Rivers, 1996). (http://www.edweek.org/media/eperc_qualityteaching_12.11.pdf)

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| Activity - Common Planning with Educators | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| K-1 teachers will work with county instructional coach and P-3 coaches for support and coaching on GOLD Assessment. Second through Sixth grade teachers will work with instructional coach and county instructional coach to address instructional needs, data review, and formative assessments and needs. Junior High and High School teachers will work with administrators/coaches to review instructional needs, data review, and formative assessment and needs. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$0 | No Funding Required | Instructional Coaches, Administrator s, Educators, P-3 coaches |

(shared) Strategy 3:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: RI 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 (beginning of the year) and revising pacing guides to support data driven instruction. | Professional Learning | 08/07/2017 | 05/25/2018 | \$0 | No Funding Required | Administrator s, Educators |

| Activity - SCANTRON Performance Series Test | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| Students in grades 3-8 will participate in SCANTRON Performance Series testing throughout the school year in order to provide teachers with ongoing assessment data throughout the year. | Academic Support Program | 09/01/2017 | 05/25/2018 | \$0 | No Funding Required | Administrator s, Counselors, Educators |

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| Activity - Differentiated Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|--------------------|---------------------------|
| Students will be given differentiated instruction based on academic needs. 1. Walk to Read, Enrichment activities, after school tutoring, and Saturday school used to address the students' varying needs. Interventionist will use SPIRE program to re mediate skills. 2. Bulldog Academy will be utilized in high school during Weekly Activity Period. Students will be placed in Academy of Reading and/or Academy of Math based on academic needs. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$5000 | Title I Schoolwide | Educators, Administration |

| Activity - College Prep/Remediation (Activity Period) | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---------------------------|
| Students will be offered during Activity Period varying classes to further their academic horizons. 1. Math ReBoot- focuses on varying math skills; 2. College 101- Junior and Seniors to assist them in the application process for college entrance and financial aide. 3. ACT Prep - Material that provides skills in higher order thinking in an effort to prepare or improve ACT scores. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$0 | No Funding Required | Educators, Administrators |

(shared) Strategy 4:

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 - Administrator 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 | 08/01/2017 | 05/25/2018 | \$0 | No Funding Required | Administrators and Educators |

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

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|--|---------------------------|------------|------------|-----|---------------------|------------------------------|
| Participate in surveys and mentor logs | Recruitment and Retention | 08/01/2017 | 05/25/2018 | \$0 | No Funding Required | Administrators and Educators |
|--|---------------------------|------------|------------|-----|---------------------|------------------------------|

Measurable Objective 3:

A total of 1 English Learners students will increase student growth on the WIDA literacy standards in Reading by 05/25/2018 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 | 08/11/2017 | 05/25/2018 | \$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 | 08/11/2017 | 05/25/2018 | \$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 |
|---------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|---------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|--------------------------|------------|------------|-----|---------------------|-------------------------------|
| 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 | 08/11/2017 | 05/25/2018 | \$0 | No Funding Required | Guidance Counselor, Educators |
|---|--------------------------|------------|------------|-----|---------------------|-------------------------------|

Measurable Objective 4:

A 2% increase of Fifth and Seventh grade students will demonstrate a proficiency in the overall Placement Indicator Quartiles in Science by 05/25/2018 as measured by SCANTRON Performance Series Science Assessment..

(shared) Strategy 1:

Technology Integration - 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 | 08/11/2017 | 05/25/2018 | \$0 | Other | Teachers and Administrators |

| Activity - Technology Infusion | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|--|
| Professional Development for K-12 teachers that is tailored to meet the needs of individual teachers and students within Kinston. It includes 3 days of on-site delivery for technology-infused lessons. Teachers will then create their own lesson plans using the same or similar resources; these plans are to then be implemented within the next two days with the assistance of the technology consultant. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$8500 | District Funding | Technology Team, Educators, and Administration |

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| Activity - Device Placement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|-------------------|--|
| Devices will be easily accessible for students in all grade levels to allow students to be actively engaged in the learning process to create learners of the future. | Technology | 08/11/2017 | 05/25/2018 | \$39000 | District Funding | Technology team, Administration, Educators |

| Activity - AR Participation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Students will read Accelerated Reader books in their zone as determined by STAR to then take tests. Students will have the opportunity to read a variety of genres to include informational text to support subject area content. Each grade level will have predetermined goals for each nine weeks and the year. Students meeting the 9 weeks goal and the yearly goal will then be rewarded. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$0 | No Funding Required | Librarian, Educators on AR committee, Classroom teachers, Administration |

Strategy 2:

AMSTI Strategic Teaching Strategies - The teacher will use the AMSTI provided kits to teach students College and Career Ready Standards using the 5 E strategies.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

The Alabama Math Science and Technology Initiative (AMSTI) Section of the Alabama State Department of Education seeks to improve math and science teaching statewide. Its mission is to provide all students in Grades K-12 with the knowledge and skills needed for success in the workforce and/or postsecondary studies (college and career ready). <http://www.alsde.edu/sec/amsti/Pages/home.aspx>

| Activity - AMSTI Investigations | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---------------------------|
| Students are involved in various hands-on investigations in which they are required to problem solve and use higher order thinking skills. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$0 | No Funding Required | Educators, Administration |

Measurable Objective 5:

85% of Kindergarten and First grade students will complete a portfolio or performance with evidence of growth based on developmentally appropriate objectives in Practical Living by 05/25/2018 as measured by developmentally appropriate Pre K through third grade Teaching Strategies Assessment piece.

Strategy 1:

Alabama Pre-K-through-Third-Grade Integrated Approach to Early Learning program - Throughout the year, grantees will participate in ongoing observation and joint planning sessions, provide increased opportunities for teachers to share best practices, and organize collaborative professional development meetings across all grade levels. The program will emphasize effective teaching, instructional coherence, and meaningful learning opportunities as keys to improving student success. Schools participating in the program will gain access to early childhood education specialists who will help pre-k to third grade teachers implement evidence-based instructional practices.

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

Research Cited: The support structure is modeled after Alabama's nationally-recognized First Class Pre-K program and other successful leadership, instruction and assessment strategies currently being implemented in Alabama's schools. The pilot program, based on research from Harvard University, the University of Washington and others, creates a structure for aligning and coordinating academic standards, instructional practices, professional development and developmentally appropriate classroom assessments from pre-k to the third grade. <http://www.alabamaneews.net/2017/07/10/governor-ivey-announces-pre-k-third-grade-pilot-schools/>

| Activity - Pre K Through First Grade Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|------------------------------|
| Throughout the year, grantees will participate in ongoing observation and joint planning sessions, provide increased opportunities for teachers to share best practices, and organize collaborative professional development meetings across all grade levels. The program will emphasize effective teaching, instructional coherence, and meaningful learning opportunities as keys to improving student success. | Professional Learning | 08/07/2017 | 05/25/2018 | \$0 | No Funding Required | Educators and Administration |

| Activity - Inquiry- Based Cross Curricular Learning Opportunities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------------|----------|-------------------|-------------------|-------------------|

| | | | | | | |
|--|--|------------|------------|-----|---------------------|--|
| Integration of daily teaching and learning moments into larger, project-based investigations so that children are more deeply engaged, and educators can focus on personalizing instruction to align with student interests, strengths, and areas of improvement. Children have the opportunity to develop critical process skills like communicating and representing ideas, organizing information, solving problems, and making connections between learning experiences. | Other - Developmentally Appropriate Learning Opportunities | 08/11/2017 | 05/25/2018 | \$0 | No Funding Required | Educators, Administration, P-3 Coaches |
|--|--|------------|------------|-----|---------------------|--|

Goal 2: (2017-2018) Opportunities will be provided to all stakeholders in order to allow input on decision making, volunteer opportunities, and curriculum instruction.

Measurable Objective 1:

collaborate to enhance Kinston School rapport among, students, staff, parents, and community stakeholders by 05/25/2018 as measured by visitor sign in sheets and events throughout the school year..

Strategy 1:

School/Parent Communication - Kinston School will use a varying supply of resources to keep parents informed about the many activities and events that are taking place at school and in the students' classrooms.

Category: Other - Parental Notification

Research Cited: Effective communication is essential to create strong school-home partnerships and to increase parental involvement. Just as teachers are skilled in the art of teaching, they also require knowledge and skills to effectively communicate with their parent community. A number of communication opportunities are currently available to teachers, ranging from school-to-home communication books to parent conferences to the use of internet technology. Importantly, teachers should note that

communication is rarely a discrete, individual act but rather occurs within the context of ongoing exchanges (Adler & Rodman, 1994). us, teachers should strive to use a variety of effective strategies to make communication with parents as informative and interactive as possible, incorporating new communication methods and yet retaining the human touch. Every communication exchange, regardless of format, should reflect a thoughtful, planned approach and should be viewed as an opportunity for teachers to promote parent partnerships and, ultimately, to support student learning. (<http://www.adi.org/journal/ss05/Graham-Clay.pdf>)

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| Activity - Teacher/Parent Notification | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|---------------------------|
| Elementary teachers will send home weekly folders, DOJO reports, Remind 101 notifications, phone calls (as necessary). | Parent Involvement | 08/11/2017 | 05/25/2018 | \$0 | No Funding Required | Administrators, Educators |

| Activity - School Notification | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|-------------------------------|
| Kinston School will use a variety of resources(Schoolcast, School Website) to keep parents informed of important dates and changes in events. | Parent Involvement | 08/11/2017 | 05/25/2018 | \$0 | No Funding Required | Administrators and Educators, |

Strategy 2:

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. Jaynes 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 - PreK and Kindergarten Jumpstart | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|---------------------------|
| The first of August, all PreK and 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 | 08/11/2017 | 08/25/2017 | \$0 | No Funding Required | Administrators, Educators |

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| 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 | 08/07/2017 | 08/11/2017 | \$0 | No Funding Required | Administrators, 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 | 10/01/2017 | 11/01/2017 | \$0 | No Funding Required | Administrators and Educators |

| Activity - Title I Community Survey and Eleot Climate and Culture Surveys | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|---------------------------|
| A Title I survey and Eleot Climate and Culture survey are administered in order to aide in making better decision for the well-being of our students. | Parent Involvement | 08/18/2017 | 05/04/2018 | \$0 | No Funding Required | Administrators, Educators |

| Activity - Middle School/High School Parent Awareness Activities | 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 | 08/07/2017 | 05/25/2018 | \$0 | No Funding Required | Administrators, Counselors, Educators |

| 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 | 08/11/2017 | 05/25/2018 | \$0 | No Funding Required | Administrator s, Educators, PTO officers for planning |

| Activity - Library Night | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|----------------------------|
| Kinston School and Kinston's Librarian will host a monthly Family Night to allow parents and students to visit the library and have access to available computers. | Parent Involvement | 08/11/2017 | 05/25/2018 | \$0 | No Funding Required | Administrator s, Librarian |

Goal 3: (2017-2018) Kinston School will have a climate conducive to learning with a culture of high expectations.

Measurable Objective 1:

demonstrate a behavior Kinston School will document an average monthly attendance of 95% by 05/25/2018 as measured by Monthly Attendance Reports for the 2017-18 school year..

Strategy 1:

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

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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 | 08/11/2017 | 05/25/2018 | \$0 | No Funding Required | Administrators and Educators |

Strategy 2:

Creative Scheduling - 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>

Activities:

| 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 | 08/11/2017 | 05/25/2018 | \$0 | No Funding Required | Administrators and Educators |

Strategy 3:

Positive Reinforcement Strategies for Attendance - Kinston School students will be recognized on the morning announcements and planned activities for attendance.

Category: Develop/Implement Student and School Culture Program

SY 2017-2018

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

| Activity - Semester Attendance Rewards | 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 | 08/11/2017 | 05/25/2018 | \$0 | No Funding Required | Administrators and Educators |

Measurable Objective 2:

demonstrate a behavior of positive reinforcement throughout Kinston School by 05/25/2018 as measured by School Incident Report..

Strategy 1:

Positive Reinforcement Strategies for Discipline - Students will be rewarded for positive behavior based on lack of discipline referral and good citizenship skills.

Category: Develop/Implement Student and School Culture Program

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

| Activity - School Fun Day | 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 Day (Grades 7-12). Elementary students are rewarded with a Fun Day. | Community Engagement | 08/11/2017 | 05/25/2018 | \$0 | No Funding Required | Administrators and Educators |

Measurable Objective 3:

demonstrate a behavior of students feeling that they are safe at school by 05/25/2018 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/LRB1pdfs/Supervision.pdf>

| Activity - Teacher 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 | 08/11/2017 | 05/25/2018 | \$0 | No Funding Required | Administrators and Educators |

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 | 08/07/2017 | 05/25/2018 | \$0 | No Funding Required | Administrators and Educators |

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 |
|--------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|--------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

ACIP

Kinston High School

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|--|------------|------------|------------|---------|------------------|--|
| Cameras are placed in all buildings, hallways, outside the buildings, and buses to provide the most coverage possible. | Technology | 08/11/2017 | 05/25/2018 | \$15000 | District Funding | Administrators, Technology Team, Secretaries |
|--|------------|------------|------------|---------|------------------|--|

| 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. Intercom speakers are also placed in hallways and outside the building to allow anyone in those areas to hear important announcements | Behavioral Support Program | 08/11/2017 | 05/25/2018 | \$15000 | District Funding | Administrators, Secretaries, Faculty and Staff |

Strategy 4:

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 | 08/07/2017 | 09/01/2017 | \$0 | No Funding Required | Educators, Administrators, and Counselors |

| 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 | 08/07/2017 | 09/01/2017 | \$0 | No Funding Required | Administrators and Educators/Staff |

| Activity - On Line Teacher Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|----------------------------------|
| On line training for Epi Pen, Diabetes, and Blood Pathogens. | Professional Learning | 08/07/2017 | 10/17/2017 | \$0 | No Funding Required | Nurse, Administration, Educators |

Measurable Objective 4:

demonstrate a behavior by which students are supported and assisted with transitions throughout the school year. by 05/25/2018 as measured by spring student surveys..

Strategy 1:

Transition Strategies - Activities will be provided for students in varying grades to transition smoothly into higher grades.

Category: Develop/Implement Learning Supports

Research Cited: Transition is a natural part of all educational programs. Students with and without disabilities are expected to adjust to changes in teachers, classmates, schedules, buildings, and routines. The transition from one grade to the next can be especially challenging for the student with an autism spectrum disorder. However, these students can more easily make this shift if careful planning and preparation occurs. <https://www.iidc.indiana.edu/pages/Planning-for-Successful-Transitions-Across-Grade-Levels>

| Activity - Pre-K Transition | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------------|------------|-------------------|---------------------|---|
| For children transitioning from Pre_K 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. PreK students observe Kindergarten students in the lunchroom and during transition times throughout the day | Behavioral Support Program | 08/11/2017 | 05/25/2018 | \$0 | No Funding Required | Pre-K teachers, Educators, Administration |

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Kinston High School

| Activity - Seventh Grade Transition | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------------|------------|-------------------|---------------------|---------------------------------------|
| 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/highschool 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. | Behavioral Support Program | 08/07/2017 | 05/25/2018 | \$0 | No Funding Required | Counselors, Educators, Administration |

| Activity - Needs Placement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|---------------------------------------|
| Students will receive special services as needed in the following areas: 1. Child Find screening, 2. Homebound for students as needs arise, 3. Outside Counseling services provided by contract counselor as referred and approved by administration, 4. Outside Contract Therapist as approved through prescriptions and IEPs. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$35000 | District Funding | Counselors, Administration, Educators |

Measurable Objective 5:

collaborate to to implement the REACH Student Advisory Program. by 05/25/2018 as measured by participation and evaluation of the Reach Activities..

Strategy 1:

Grade Level REACH - The purpose of the Coffee County Student Advisory Program is to ensure that each student in our system has the opportunity to develop a trusting relationship with at least one adult educator who serves as an advocate and helps the student reach his or her academic and personal goals. The program is designed to give students a sense of connectedness to their school and community, and to help students achieve success in many areas by developing the whole child. Our hope is that this program will help you build and maintain meaningful and lasting relationships with teachers and other students that you will carry with you throughout your life.

Category: Develop/Implement Student and School Culture Program

Research Cited: REACH is a Grade 5-12 Alabama Student Advisement Model and is research-based and standards-based. This website provides planning and implementation tools, including curriculum maps and standards-based lesson plans designed to enhance academic, career and personal-social development for Alabama middle and high school students. Visit the Alabama Department of Education Website

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Kinston High School

| Activity - Random Selection Class Meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|------------|------------|-------------------|---------------------|---------------------------|
| The REACH Program is meant to fill that gap for the time lost due to these very diverse schedules and allow each of you to spend quality time with at least one teacher on this campus on a regular basis from the time you are in 5th grade until the time you graduate. During this advisory meeting, your teacher will plan and facilitate lessons that will focus on areas such as: school success skills, academic planning, post secondary skills, life skills, and work ethic. | Behavioral Support Program | 08/11/2017 | 05/25/2018 | \$0 | No Funding Required | Educators, Administration |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------------|---|--------------------------|------------|------------|-------------------|---------------------------|
| Differentiated Instruction | Students will be given differentiated instruction based on academic needs. 1. Walk to Read, Enrichment activities, after school tutoring, and Saturday school used to address the students' varying needs. Interventionist will use SPIRE program to re mediate skills. 2. Bulldog Academy will be utilized in high school during Weekly Activity Period. Students will be placed in Academy of Reading and/or Academy of Math based on academic needs. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$5000 | Educators, Administration |
| Total | | | | | \$5000 | |

District Funding

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------|--|--------------------------|------------|------------|-------------------|--|
| Needs Placement | Students will receive special services as needed in the following areas: 1. Child Find screening, 2. Homebound for students as needs arise, 3. Outside Counseling services provided by contract counselor as referred and approved by administration, 4. Outside Contract Therapist as approved through prescriptions and IEPs. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$35000 | Counselors, Administration, Educators |
| Technology Infusion | Professional Development for K-12 teachers that is tailored to meet the needs of individual teachers and students within Kinston. It includes 3 days of on-site delivery for technology-infused lessons. Teachers will then create their own lesson plans using the same or similar resources; these plans are to then be implemented within the next two days with the assistance of the technology consultant. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$8500 | Technology Team, Educators, and Administration |
| Cameras | Cameras are placed in all buildings, hallways, outside the buildings, and buses to provide the most coverage possible. | Technology | 08/11/2017 | 05/25/2018 | \$15000 | Administrators, Technology Team, Secretaries |
| Device Placement | Devices will be easily accessible for students in all grade levels to allow students to be actively engaged in the learning process to create learners of the future. | Technology | 08/11/2017 | 05/25/2018 | \$39000 | Technology team, Administration, Educators |

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Kinston High School

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|-----------------|--|----------------------------|------------|------------|-----------------|--|
| Intercom System | Intercom system allows teachers to communicate to the office and vice versa. Intercom speakers are also placed in hallways and outside the building to allow anyone in those areas to hear important announcements | Behavioral Support Program | 08/11/2017 | 05/25/2018 | \$15000 | Administrators, Secretaries, Faculty and Staff |
| Total | | | | | \$112500 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------------------|--|----------------------------|------------|------------|-------------------|---|
| School Policy and Procedures | Overview of faculty guidelines and expectation | Professional Learning | 08/07/2017 | 09/01/2017 | \$0 | Administrators and Educators/Staff |
| Semester Attendance Rewards | 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 | 08/11/2017 | 05/25/2018 | \$0 | Administrators and Educators |
| PreK and Kindergarten Jumpstart | The first of August, all PreK and 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 | 08/11/2017 | 08/25/2017 | \$0 | Administrators, Educators |
| DHR Mandatory Reporter Training | PowerPoint Information presented at faculty meeting followed by a tutorial and quiz. | Professional Learning | 08/07/2017 | 09/01/2017 | \$0 | Educators, Administrators, and Counselors |
| Teacher 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 | 08/11/2017 | 05/25/2018 | \$0 | Administrators and Educators |
| 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 | 08/11/2017 | 05/25/2018 | \$0 | Guidance Counselor, Educators |
| SCANTRON Performance Series Test | Students in grades 3-8 will participate in SCANTRON Performance Series testing throughout the school year in order to provide teachers with ongoing assessment data throughout the year. | Academic Support Program | 09/01/2017 | 05/25/2018 | \$0 | Administrators, Counselors, Educators |
| Library Night | Kinston School and Kinston's Librarian will host a monthly Family Night to allow parents and students to visit the library and have access to available computers. | Parent Involvement | 08/11/2017 | 05/25/2018 | \$0 | Administrators, Librarian |

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Kinston High School

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|------------------------------------|--|----------------------------|------------|------------|-----|--|
| School Fun Day | Students not receiving any discipline referrals will attend a school wide Field Day (Grades 7-12). Elementary students are rewarded with a Fun Day. | Community Engagement | 08/11/2017 | 05/25/2018 | \$0 | Administrators and Educators |
| AMSTI Investigations | Students are involved in various hands-on investigations in which they are required to problem solve and use higher order thinking skills. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$0 | Educators, Administration |
| Chalkable Professional Development | Faculty will attend professional development sessions provided by Chalkable which covers ASPIRE data scores (beginning of the year) and revising pacing guides to support data driven instruction. | Professional Learning | 08/07/2017 | 05/25/2018 | \$0 | Administrators, Educators |
| Pre-K Transition | For children transitioning from Pre_K 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. PreK students observe Kindergarten students in the lunchroom and during transition times throughout the day | Behavioral Support Program | 08/11/2017 | 05/25/2018 | \$0 | Pre-K teachers, Educators, Administration |
| Administrator Activities | Orient new teachers, provide instructional support, create professional culture, assign mentors to new teachers. | Recruitment and Retention | 08/01/2017 | 05/25/2018 | \$0 | Administrators and Educators |
| 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 | 08/07/2017 | 05/25/2018 | \$0 | Administrators and 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 | 08/11/2017 | 05/25/2018 | \$0 | Administrators and 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 | 08/11/2017 | 05/25/2018 | \$0 | Administrators, Educators, PTO officers for planning |
| 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 | 08/07/2017 | 08/11/2017 | \$0 | Administrators, Educators |

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Kinston High School

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|--|--|--|------------|------------|-----|--|
| 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 | 08/11/2017 | 05/25/2018 | \$0 | Guidance Counselors, and EL Team Representatives, 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 | 08/11/2017 | 05/25/2018 | \$0 | Administrators and Educators |
| Inquiry- Based Cross Curricular Learning Opportunities | Integration of daily teaching and learning moments into larger, project-based investigations so that children are more deeply engaged, and educators can focus on personalizing instruction to align with student interests, strengths, and areas of improvement. Children have the opportunity to develop critical process skills like communicating and representing ideas, organizing information, solving problems, and making connections between learning experiences. | Other - Developmentally Appropriate Learning Opportunities | 08/11/2017 | 05/25/2018 | \$0 | Educators, Administration, P-3 Coaches |
| AR Participation | Students will read Accelerated Reader books in their zone as determined by STAR to then take tests. Students will have the opportunity to read a variety of genres to include informational text to support subject area content. Each grade level will have predetermined goals for each nine weeks and the year. Students meeting the 9 weeks goal and the yearly goal will then be rewarded. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$0 | Librarian, Educators on AR committee, Classroom teachers, Administration |
| 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 | 10/01/2017 | 11/01/2017 | \$0 | Administrators and Educators |
| Common Planning with Educators | K-1 teachers will work with county instructional coach and P-3 coaches for support and coaching on GOLD Assessment. Second through Sixth grade teachers will work with instructional coach and county instructional coach to address instructional needs, data review, and formative assessments and needs. Junior High and High School teachers will work with administrators/coaches to review instructional needs, data review, and formative assessment and needs. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$0 | Instructional Coaches, Administrators, Educators, P-3 coaches |
| College Prep/Remediation (Activity Period) | Students will be offered during Activity Period varying classes to further their academic horizons. 1. Math ReBoot- focuses on varying math skills; 2. College 101- Junior and Seniors to assist them in the application process for college entrance and financial aide. 3. ACT Prep - Material that provides skills in higher order thinking in an effort to prepare or improve ACT scores. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$0 | Educators, Administrators |

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Kinston High School

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|--|--|----------------------------|------------|------------|-----|---|
| Middle School/High School Parent Awareness Activities | 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 | 08/07/2017 | 05/25/2018 | \$0 | Administrators, Counselors, Educators |
| Evidence of Implementation | Participate in surveys and mentor logs | Recruitment and Retention | 08/01/2017 | 05/25/2018 | \$0 | Administrators and Educators |
| Pre K Through First Grade Professional Development | Throughout the year, grantees will participate in ongoing observation and joint planning sessions, provide increased opportunities for teachers to share best practices, and organize collaborative professional development meetings across all grade levels. The program will emphasize effective teaching, instructional coherence, and meaningful learning opportunities as keys to improving student success. | Professional Learning | 08/07/2017 | 05/25/2018 | \$0 | Educators and Administration |
| Random Selection Class Meetings | The REACH Program is meant to fill that gap for the time lost due to these very diverse schedules and allow each of you to spend quality time with at least one teacher on this campus on a regular basis from the time you are in 5th grade until the time you graduate. During this advisory meeting, your teacher will plan and facilitate lessons that will focus on areas such as: school success skills, academic planning, post secondary skills, life skills, and work ethic. | Behavioral Support Program | 08/11/2017 | 05/25/2018 | \$0 | Educators, Administration |
| 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 | 08/11/2017 | 05/25/2018 | \$0 | Guidance Counselors, EL Team, Educators |
| Seventh Grade Transition | 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/highschool 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. | Behavioral Support Program | 08/07/2017 | 05/25/2018 | \$0 | Counselors, Educators, Administration |
| Teacher/Parent Notification | Elementary teachers will send home weekly folders, DOJO reports, Remind 101 notifications, phone calls (as necessary). | Parent Involvement | 08/11/2017 | 05/25/2018 | \$0 | Administrators, Educators |
| On Line Teacher Training | On line training for Epi Pen, Diabetes, and Blood Pathogens. | Professional Learning | 08/07/2017 | 10/17/2017 | \$0 | Nurse, Administration, Educators |
| Title I Community Survey and Eleot Climate and Culture Surveys | A Title I survey and Eleot Climate and Culture survey are administered in order to aide in making better decision for the well-being of our students. | Parent Involvement | 08/18/2017 | 05/04/2018 | \$0 | Administrators, Educators |

ACIP

Kinston High School

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|---------------------|---|--------------------|------------|------------|-----|-------------------------------|
| School Notification | Kinston School will use a variety of resources(Schoolcast, School Website) to keep parents informed of important dates and changes in events. | Parent Involvement | 08/11/2017 | 05/25/2018 | \$0 | Administrators and Educators, |
| Total | | | | | \$0 | |

Other

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|---|--------------------------|------------|------------|-------------------|-----------------------------|
| 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 | 08/11/2017 | 05/25/2018 | \$0 | Teachers and Administrators |
| 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 | Attached are the results from Climate and Culture Survey and Community Title 1 Survey. | 2017-2018 Stakeholder Feedback Results |

Evaluative Criteria and Rubrics

Overall Rating: 4.0

| | 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 | Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented. | Level 4 |

Areas of Notable Achievement

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

Elementary Climate and Culture Survey reveals that students think that their teachers are caring and fun and that while at school they are happy and excited.

High School Climate and Culture Survey reveals that teachers are caring and honest and that while at school their relationships with teachers are respectful and honest.

Climate and Culture Teacher survey shows that interactions with other teachers at school are supportive and respectful while also being caring and honest.

Title 1 Community Survey Results show:

Kinston High School Title I Community Survey Strengths and Weaknesses

Strengths

1. The school Provides an environment free from drugs. 97.14%
2. Student behavior is conducive to learning in our school. 88.57%
3. My child's school places proper emphasis on grading. 88.24%

Kinston Elementary School Title I Community Survey Strengths and Weaknesses

Strengths

1. The school promotes an environment free of drugs. 96.82 %
2. The school keeps parents informed of school activities. 89.07%
3. My child's academic work is sufficiently challenging. 89.06%

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?

Review of the Title 1 and Climate and Culture surveys shows that the teachers at Kinston school are caring, honest and fun. The students
SY 2017-2018

showed in their responses that they believe in their teachers, know that they care about them and have their best education interests at heart.

The parent survey showed that the school communicates with them on a variety of topics while remaining respectful and supportive of their role as parents. Overall they are pleased with the school and the role of the educational environment in their lives.

Areas in Need of Improvement

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

Kinston School Elementary Student Survey revealed that listening to the teacher and completing worksheets were items that scored as a weakness.

Kinston High School Climate and Culture Survey revealed that listening to the teacher and taking test are areas of weakness for them.

Teacher Climate and Culture Survey revealed remaining patient and calm while there did not ever seem to be enough time was an area of weakness.

The Climate and Culture Parent Survey also recognized that listening to teachers was an area of weakness while also stating that taking test and completing worksheets were things that students did while at school.

Community Title 1 Parent Survey Elementary School

Weaknesses

1. Parents are appropriately involved in decision making process of our school. 57.15%
2. Homework assignments are meaningful. 65.72%
3. The amount of homework is reasonable and appropriate. 70.59%

High School

Weaknesses

1. Parents are appropriately involved in the decision making process of our school. 48.44%
2. Homework assignments are meaningful. 67.19%
3. The school has adequate technology to meet my child's needs. 68.13%

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. Both the elementary and high school recognized that completing worksheets was an area of weakness. 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 while not seeming to have enough time in the day.

What are the implications for these stakeholder perceptions?

Completing worksheets and listening to the teacher in class are areas of weakness. The use of technology and strategic teaching lessons are being implemented to address these areas.

Teachers recognize that better planning for lessons will allow more student based activities while also freeing up time to complete other activities. Purposeful planning with the standards in hand will create better lessons.

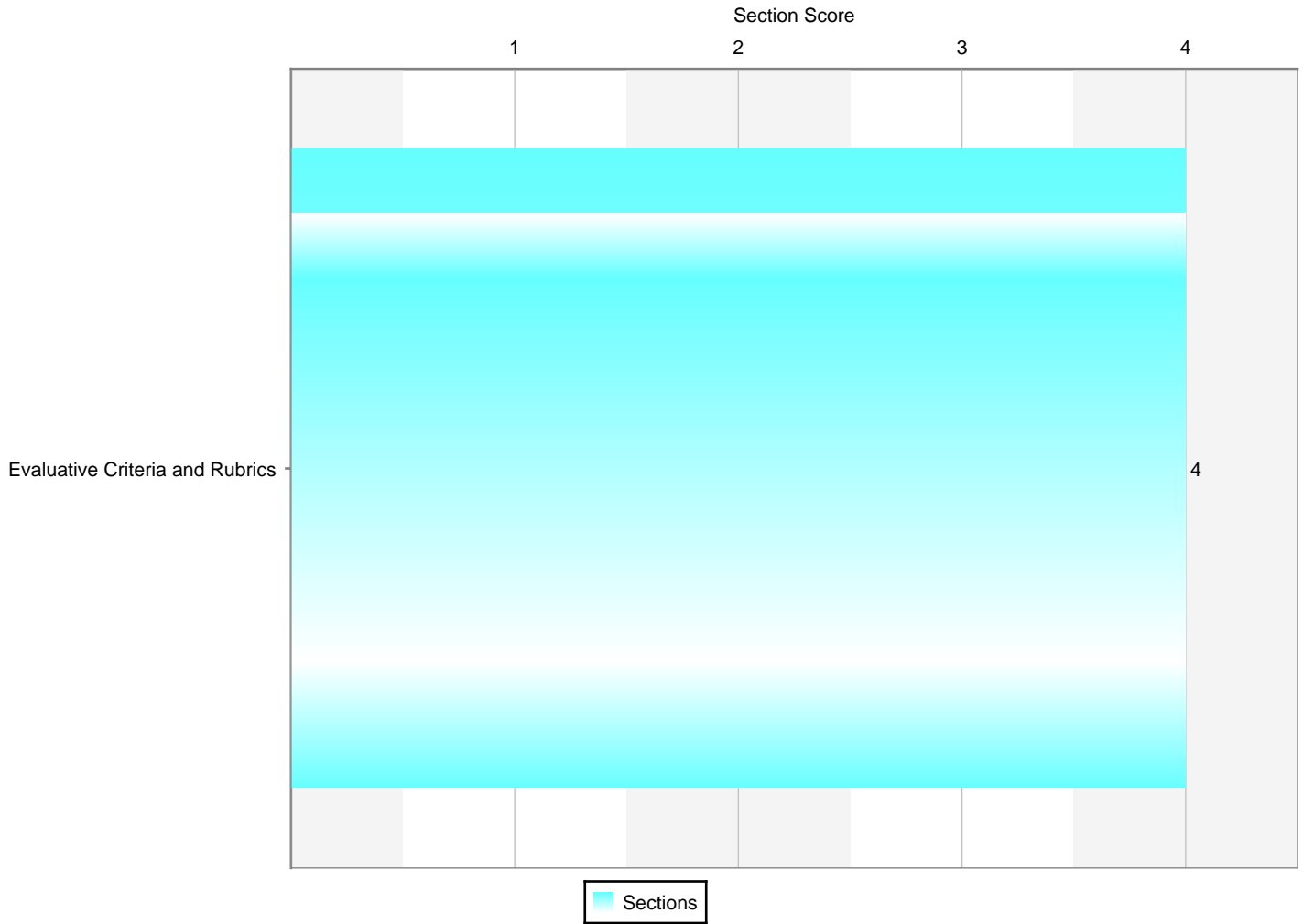
Activities at school to allow for more parental involvement are planned to address the need of parents being involved.

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

Both the Climate and Culture surveys of the high school and elementary recognized that listening to the teacher seemed to be an area of weakness.

Report Summary

Scores By Section



2017-2018 Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

ACT Aspire results were analyzed from the 2017 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.

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 works 5 days a week 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, 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 lifelong learners.

Specific parent involvement activities was a concern consistent among elementary students and parents. 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 - with time being the largest restraint of all involved. Students seemed concerned that they were listening to teachers the majority of the time and completing worksheets.

The technology team has brought in experts to work with the teachers to create actively engaging digital lessons that may be used in the classroom to provide opportunities for multiple learning styles. This professional development (Technology Infusion) will allow students opportunities to do more than listen to the teachers and complete worksheets.

What conclusions were drawn from the results?

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 and find ways to meet the many different educational styles of the students.

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.

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.

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, and SCANTRON. 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.

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 (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

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

Goal 1:
(2017-2018) Students and teachers at Kinston School will be actively engaged in academically rigorous instruction that directly corresponds with the College and Career Ready Standards.

Measurable Objective 1:
A total of 1 English Learners students will increase student growth on the WIDA literacy standards in Reading by 05/25/2018 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 | 08/11/2017 | 05/25/2018 | \$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 | 08/11/2017 | 05/25/2018 | \$0 - No Funding Required | Guidance Counselor, Educators |

ACIP

Kinston High School

| 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 | 08/11/2017 | 05/25/2018 | \$0 - No Funding Required | Guidance Counselors, and EL Team Representatives, Educators |

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth in the overall Placement Indicator Quartiles in Mathematics by 05/25/2018 as measured by Math Performance Bands Report of the SCANTRON Performance Series Test.

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: RI 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 - Differentiated Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|---------------------------|
| Students will be given differentiated instruction based on academic needs. 1. Walk to Read, Enrichment activities, after school tutoring, and Saturday school used to address the students' varying needs. Interventionist will use SPIRE program to re mediate skills. 2. Bulldog Academy will be utilized in high school during Weekly Activity Period. Students will be placed in Academy of Reading and/or Academy of Math based on academic needs. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$5000 - Title I Schoolwide | Educators, Administration |

| Activity - College Prep/Remediation (Activity Period) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------|
| Students will be offered during Activity Period varying classes to further their academic horizons. 1. Math ReBoot- focuses on varying math skills; 2. College 101- Junior and Seniors to assist them in the application process for college entrance and financial aide. 3. ACT Prep - Material that provides skills in higher order thinking in an effort to prepare or improve ACT scores. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$0 - No Funding Required | Educators, Administrators |

| Activity - SCANTRON Performance Series Test | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---------------------------------------|
| Students in grades 3-8 will participate in SCANTRON Performance Series testing throughout the school year in order to provide teachers with ongoing assessment data throughout the year. | Academic Support Program | 09/01/2017 | 05/25/2018 | \$0 - No Funding Required | Administrators, Counselors, Educators |

ACIP

Kinston High School

| 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 (beginning of the year) and revising pacing guides to support data driven instruction. | Professional Learning | 08/07/2017 | 05/25/2018 | \$0 - No Funding Required | Administrators, Educators |

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 - Administrator 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 | 08/01/2017 | 05/25/2018 | \$0 - No Funding Required | Administrators and Educators |

| Activity - Evidence of Implementation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------------------|------------|------------|---------------------------|------------------------------|
| Participate in surveys and mentor logs | Recruitment and Retention | 08/01/2017 | 05/25/2018 | \$0 - No Funding Required | Administrators and Educators |

Strategy3:

Job Embedded Training - All K-12 general education and special education teachers will participate in ongoing campus-based professional development (common planning) facilitated by the instructional coach, county instructional coach and/or administrators. These rounds provide opportunities for best practice development, collaborative standards-based planning, data analysis, and reflection time.

Category: Develop/Implement Professional Learning and Support

Research Cited: Professional development is defined as "the process of improving staff skills and competencies needed to produce outstanding educational results for students" (Hassel, 1999). As Thomas Guskey (2000, p.4) states, "One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development. "Professional development is key to meeting today's educational demands. The research has clearly shown that quality teaching matters to student learning. Teacher quality has been consistently identified as the most important school-based factor in student achievement (McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Rivkin, Hanushek, & Kain, 2000; Rowan, Correnti & Miller, 2002; Wright, Horn, & Sanders, 1997), and teacher effects on student learning have been found to be cumulative and long-lasting (Kain, 1998; McCaffey et al., 2003; Mendro, Jordan, Gomez, Anderson, & Bembry, 1998; Rivers 1999; Sanders & Rivers, 1996). (http://www.edweek.org/media/eperc_qualityteaching_12.11.pdf)

ACIP

Kinston High School

| Activity - Common Planning with Educators | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| K-1 teachers will work with county instructional coach and P-3 coaches for support and coaching on GOLD Assessment. Second through Sixth grade teachers will work with instructional coach and county instructional coach to address instructional needs, data review, and formative assessments and needs. Junior High and High School teachers will work with administrators/coaches to review instructional needs, data review, and formative assessment and needs. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$0 - No Funding Required | Instructional Coaches, Administrators, Educators, P-3 coaches |

Strategy4:

Technology Integration - 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 - Device Placement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|----------------------------|--|
| Devices will be easily accessible for students in all grade levels to allow students to be actively engaged in the learning process to create learners of the future. | Technology | 08/11/2017 | 05/25/2018 | \$39000 - District Funding | Technology team, Administration, Educators |

| 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 | 08/11/2017 | 05/25/2018 | \$0 - Other | Teachers and Administrators |

| Activity - Technology Infusion | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Professional Development for K-12 teachers that is tailored to meet the needs of individual teachers and students within Kinston. It includes 3 days of on-site delivery for technology-infused lessons. Teachers will then create their own lesson plans using the same or similar resources; these plans are to then be implemented within the next two days with the assistance of the technology consultant. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$8500 - District Funding | Technology Team, Educators, and Administration |

Measurable Objective 3:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth in the the overall Placement Indicator Quartiles in Reading by 05/25/2018 as measured by Reading Performance Bands Report of the SCANTRON Performance Series Test.

Strategy1:

SY 2017-2018

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Job Embedded Training - All K-12 general education and special education teachers will participate in ongoing campus-based professional development (common planning) facilitated by the instructional coach, county instructional coach and/or administrators. These rounds provide opportunities for best practice development, collaborative standards-based planning, data analysis, and reflection time.

Category: Develop/Implement Professional Learning and Support

Research Cited: Professional development is defined as "the process of improving staff skills and competencies needed to produce outstanding educational results for students" (Hassel, 1999). As Thomas Guskey (2000, p.4) states, "One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development. "Professional development is key to meeting today's educational demands. The research has clearly shown that quality teaching matters to student learning. Teacher quality has been consistently identified as the most important school-based factor in student achievement (McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Rivkin, Hanushek, & Kain, 2000; Rowan, Correnti & Miller, 2002; Wright, Horn, & Sanders, 1997), and teacher effects on student learning have been found to be cumulative and long-lasting (Kain, 1998; McCaffrey et al., 2003; Mendro, Jordan, Gomez, Anderson, & Bemby, 1998; Rivers 1999; Sanders & Rivers, 1996). (http://www.edweek.org/media/eperc_qualityteaching_12.11.pdf)

| Activity - Common Planning with Educators | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
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Strategy2:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: RI 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 - Differentiated Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
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Kinston High School

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| Activity - College Prep/Remediation (Activity Period) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------|
| Students will be offered during Activity Period varying classes to further their academic horizons. 1. Math ReBoot- focuses on varying math skills; 2. College 101- Junior and Seniors to assist them in the application process for college entrance and financial aide. 3. ACT Prep - Material that provides skills in higher order thinking in an effort to prepare or improve ACT scores. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$0 - No Funding Required | Educators, Administrators |

| Activity - Chalkable Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---------------------------|
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Strategy3:

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

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| Activity - Administrator 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 | 08/01/2017 | 05/25/2018 | \$0 - No Funding Required | Administrators and Educators |

| Activity - Evidence of Implementation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------------------|------------|------------|---------------------------|------------------------------|
| Participate in surveys and mentor logs | Recruitment and Retention | 08/01/2017 | 05/25/2018 | \$0 - No Funding Required | Administrators and Educators |

Strategy4:

Technology Integration - 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.

SY 2017-2018

| Activity - Technology Infusion | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Professional Development for K-12 teachers that is tailored to meet the needs of individual teachers and students within Kinston. It includes 3 days of on-site delivery for technology-infused lessons. Teachers will then create their own lesson plans using the same or similar resources; these plans are to then be implemented within the next two days with the assistance of the technology consultant. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$8500 - District Funding | Technology Team, Educators, and Administration |

| Activity - Device Placement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|----------------------------|--|
| Devices will be easily accessible for students in all grade levels to allow students to be actively engaged in the learning process to create learners of the future. | Technology | 08/11/2017 | 05/25/2018 | \$39000 - District Funding | Technology team, Administration, Educators |

| Activity - STRIDE | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-----------------------------|
| PMA's take place quarterly. Learning Paths are built for students based on their academic needs as shown through their STRIDE PMA assessments. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$0 - Other | Teachers and Administrators |

Goal 2:

(2017-2018) Kinston School will have a climate conducive to learning with a culture of high expectations.

Measurable Objective 1:

demonstrate a behavior by which students are supported and assisted with transitions throughout the school year. by 05/25/2018 as measured by spring student surveys..

Strategy1:

Transition Strategies - Activities will be provided for students in varying grades to transition smoothly into higher grades.

Category: Develop/Implement Learning Supports

Research Cited: Transition is a natural part of all educational programs. Students with and without disabilities are expected to adjust to changes in teachers, classmates, schedules, buildings, and routines. The transition from one grade to the next can be especially challenging for the student with an autism spectrum disorder. However, these students can more easily make this shift if careful planning and preparation occurs. <https://www.iidc.indiana.edu/pages/Planning-for-Successful-Transitions-Across-Grade-Levels>

| Activity - Pre-K Transition | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|---|
| For children transitioning from Pre_K 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. PreK students observe Kindergarten students in the lunchroom and during transition times throughout the day | Behavioral Support Program | 08/11/2017 | 05/25/2018 | \$0 - No Funding Required | Pre-K teachers, Educators, Administration |

| Activity - Seventh Grade Transition | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|---------------------------------------|
| 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/highschool 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. | Behavioral Support Program | 08/07/2017 | 05/25/2018 | \$0 - No Funding Required | Counselors, Educators, Administration |

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

Goal 1:

(2017-2018) Students and teachers at Kinston School will be actively engaged in academically rigorous instruction that directly corresponds with the College and Career Ready Standards.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth in the the overall Placement Indicator Quartiles in Reading by 05/25/2018 as measured by Reading Performance Bands Report of the SCANTRON Performance Series Test.

Strategy1:

Technology Integration - 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 |
|--|--------------------------|------------|------------|-------------------------|-----------------------------|
| PMA's take place quarterly. Learning Paths are built for students based on their academic needs as shown through their STRIDE PMA assessments. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$0 - Other | Teachers and Administrators |

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|--|--------------------------|------------|------------|---------------------------|--|
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Strategy2:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: RI 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>

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| Activity - College Prep/Remediation (Activity Period) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
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Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth in the overall Placement

Indicator Quartiles in Mathematics by 05/25/2018 as measured by Math Performance Bands Report of the SCANTRON Performance Series Test.

Strategy1:

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

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| Activity - Differentiated Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|---------------------------|
| Students will be given differentiated instruction based on academic needs. 1. Walk to Read, Enrichment activities, after school tutoring, and Saturday school used to address the students' varying needs. Interventionist will use SPIRE program to re mediate skills. 2. Bulldog Academy will be utilized in high school during Weekly Activity Period. Students will be placed in Academy of Reading and/or Academy of Math based on academic needs. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$5000 - Title I Schoolwide | Educators, Administration |

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

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

(2017-2018) Students and teachers at Kinston School will be actively engaged in academically rigorous instruction that directly corresponds with the College and Career Ready Standards.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth in the the overall Placement Indicator Quartiles in Reading by 05/25/2018 as measured by Reading Performance Bands Report of the SCANTRON Performance Series Test.

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: RI 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>

ACIP

Kinston High School

| Activity - College Prep/Remediation (Activity Period) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---------------------------|
| Students will be offered during Activity Period varying classes to further their academic horizons. 1. Math ReBoot- focuses on varying math skills; 2. College 101- Junior and Seniors to assist them in the application process for college entrance and financial aid. 3. ACT Prep - Material that provides skills in higher order thinking in an effort to prepare or improve ACT scores. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$0 - No Funding Required | Educators, Administrators |

| Activity - Differentiated Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|---------------------------|
| Students will be given differentiated instruction based on academic needs. 1. Walk to Read, Enrichment activities, after school tutoring, and Saturday school used to address the students' varying needs. Interventionist will use SPIRE program to re mediate skills. 2. Bulldog Academy will be utilized in high school during Weekly Activity Period. Students will be placed in Academy of Reading and/or Academy of Math based on academic needs. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$5000 - Title I Schoolwide | Educators, Administration |

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth in the overall Placement Indicator Quartiles in Mathematics by 05/25/2018 as measured by Math Performance Bands Report of the SCANTRON Performance Series Test.

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: RI 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 - Differentiated Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-----------------------------|---------------------------|
| Students will be given differentiated instruction based on academic needs. 1. Walk to Read, Enrichment activities, after school tutoring, and Saturday school used to address the students' varying needs. Interventionist will use SPIRE program to re mediate skills. 2. Bulldog Academy will be utilized in high school during Weekly Activity Period. Students will be placed in Academy of Reading and/or Academy of Math based on academic needs. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$5000 - Title I Schoolwide | Educators, Administration |

ACIP

Kinston High School

| Activity - College Prep/Remediation (Activity Period) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------|
| Students will be offered during Activity Period varying classes to further their academic horizons. 1. Math ReBoot- focuses on varying math skills; 2. College 101- Junior and Seniors to assist them in the application process for college entrance and financial aide. 3. ACT Prep - Material that provides skills in higher order thinking in an effort to prepare or improve ACT scores. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$0 - No Funding Required | Educators, Administrators |

Goal 2:

(2017-2018) Kinston School will have a climate conducive to learning with a culture of high expectations.

Measurable Objective 1:

demonstrate a behavior by which students are supported and assisted with transitions throughout the school year. by 05/25/2018 as measured by spring student surveys..

Strategy1:

Transition Strategies - Activities will be provided for students in varying grades to transition smoothly into higher grades.

Category: Develop/Implement Learning Supports

Research Cited: Transition is a natural part of all educational programs. Students with and without disabilities are expected to adjust to changes in teachers, classmates, schedules, buildings, and routines. The transition from one grade to the next can be especially challenging for the student with an autism spectrum disorder. However, these students can more easily make this shift if careful planning and preparation occurs. <https://www.iidc.indiana.edu/pages/Planning-for-Successful-Transitions-Across-Grade-Levels>

| Activity - Needs Placement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|----------------------------|---------------------------------------|
| Students will receive special services as needed in the following areas: 1. Child Find screening, 2. Homebound for students as needs arise, 3. Outside Counseling services provided by contract counselor as referred and approved by administration, 4. Outside Contract Therapist as approved through prescriptions and IEPs. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$35000 - District Funding | Counselors, Administration, Educators |

Measurable Objective 2:

demonstrate a behavior of students feeling that they are safe at school by 05/25/2018 as measured by spring student surveys..

Strategy1:

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>

ACIP

Kinston High School

| 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 | 08/07/2017 | 09/01/2017 | \$0 - No Funding Required | Educators, Administrators, and Counselors |

| Activity - School Policy and Procedures | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------------------|
| Overview of faculty guidelines and expectation | Professional Learning | 08/07/2017 | 09/01/2017 | \$0 - No Funding Required | Administrators and Educators/Staff |

English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

(2017-2018) Students and teachers at Kinston School will be actively engaged in academically rigorous instruction that directly corresponds with the College and Career Ready Standards.

Measurable Objective 1:

A total of 1 English Learners students will increase student growth on the WIDA literacy standards in Reading by 05/25/2018 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 | 08/11/2017 | 05/25/2018 | \$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 | 08/11/2017 | 05/25/2018 | \$0 - No Funding Required | Guidance Counselors, and EL Team Representatives, Educators |

ACIP

Kinston High School

| 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 | 08/11/2017 | 05/25/2018 | \$0 - No Funding Required | Guidance Counselor, Educators |

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

Kinston school provides a translator to interpret test results during EL meeting with parents.

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

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| 1. | Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this? | Yes | Pre-K Auxiliary teacher's credentials on file in principal's office. Special education aide meets state and county guidelines. Instructional 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 and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this? | No | 1 teacher currently has a science degree and is pursuing his Alternate A certificate. Certificates on file in central office and principal's office. | Kinston School Personnel |

Describe how staffing decision ensure that highly 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 (Sec. 1114(7)(A)(iii)(IV))

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

Kinston School turnover rate for 2016-2017 was 0%.

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

4 faculty members hold an Educational Specialist's Degree (AA).

16 faculty members hold a Master's Degree.

17 faculty members hold a Bachelor's Degree.

Of these faculty members 8 of them have less than ten years of experience, 16 of them have ten plus years of experience and 13 have twenty plus years experience.

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

There is 0% teacher turnover rate at Kinston.

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 (Sec. 1114(7)(A)(iii)(IV))

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

Annual data meeting is held to discuss and review state assessment results among teachers and Data Analysis Coordinator, Patsy Sheffield with suggestions on strategies to improve standards mastery being made at that time.

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

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

GOLD Assessment Training (P-3 Initiative)

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.

Describe how all 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 (Sec.1114(7)(A)(iii)(V))

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

Goal 1:

(2017-2018) Kinston School will have a climate conducive to learning with a culture of high expectations.

Measurable Objective 1:

demonstrate a behavior by which students are supported and assisted with transitions throughout the school year. by 05/25/2018 as measured by spring student surveys..

Strategy1:

Transition Strategies - Activities will be provided for students in varying grades to transition smoothly into higher grades.

Category: Develop/Implement Learning Supports

Research Cited: Transition is a natural part of all educational programs. Students with and without disabilities are expected to adjust to changes in teachers, classmates, schedules, buildings, and routines. The transition from one grade to the next can be especially challenging for the student with an autism spectrum disorder. However, these students can more easily make this shift if careful planning and preparation occurs. <https://www.iidc.indiana.edu/pages/Planning-for-Successful-Transitions-Across-Grade-Levels>

| Activity - Pre-K Transition | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|---|
| For children transitioning from Pre_K 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. PreK students observe Kindergarten students in the lunchroom and during transition times throughout the day | Behavioral Support Program | 08/11/2017 | 05/25/2018 | \$0 - No Funding Required | Pre-K teachers, Educators, Administration |

ACIP

Kinston High School

| Activity - Seventh Grade Transition | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------|------------|------------|---------------------------|---------------------------------------|
| 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/highschool 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. | Behavioral Support Program | 08/07/2017 | 05/25/2018 | \$0 - No Funding Required | Counselors, Educators, Administration |

| Activity - Needs Placement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|----------------------------|---------------------------------------|
| Students will receive special services as needed in the following areas: 1. Child Find screening, 2. Homebound for students as needs arise, 3. Outside Counseling services provided by contract counselor as referred and approved by administration, 4. Outside Contract Therapist as approved through prescriptions and IEPs. | Academic Support Program | 08/11/2017 | 05/25/2018 | \$35000 - District Funding | Counselors, Administration, Educators |

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

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

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 (Sec.1114 (7)(A))

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

Students are placed in Rtl (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 Rtl or from a parent, teacher, physician, or other outside referral.

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

Tier III Instruction (SPIRE and Sound Sensible), 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.

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 5:30 p.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 and intervention is provided after school.

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.

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 (Sec.1114(b)(V))

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

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.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

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 (Sec.1114(b)(3)):

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.

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.

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 and SCANTRON 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.

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.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of Teachers assigned units. | 29.0 |

Provide the number of classroom teachers.

35

| Label | Question | Value |
|-------|--|-----------|
| 3. | Provide the total of all salaries for the FTE Teacher Units. | 1998304.0 |

Total

1,998,304.00

Administrator Units

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

Provide the number of administrators.

1

| Label | Question | Value |
|-------|--|----------|
| 3. | Provide the total of all salaries for the FTE administrator units. | 117144.0 |

Total

117,144.00

Assistant Principal

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

Provide the number of Assistant Principals.

1

| Label | Question | Value |
|-------|--|----------|
| 3. | Provide the total of all salaries for the Assistant Principal. | 102147.0 |

Total

102,147.00

Counselor

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

Provide the number of Counselors.

1.5

| Label | Question | Value |
|-------|--|----------|
| 3. | Provide the total of all salaries for the Counselor. | 124975.0 |

Total

124,975.00

Librarian

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

Provide the number of Librarians.

1

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all salaries for the Librarian. | 76671.0 |

Total

76,671.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

| Label | Question | Value |
|-------|---|-------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

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

0

| Label | Question | Value |
|-------|--|--------|
| 3. | Provide the total of all funding for Technology. | 7181.0 |

Total

7,181.00

Professional Development

| Label | Question | Value |
|-------|---|-------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

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

0

| Label | Question | Value |
|-------|--|--------|
| 3. | Provide the total of all funding for Professional Development. | 2633.0 |

Total

2,633.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

| Label | Question | Value |
|-------|---|-------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

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

0

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all funding for Instructional Supplies. | 14310.0 |

Total

14,310.00

Library Enhancement

| Label | Question | Value |
|-------|---|-------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

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

0

| Label | Question | Value |
|-------|---|--------|
| 3. | Provide the total of all funding for Library Enhancement. | 1033.0 |

Total

1,033.00

Title I

| Label | Question | Value |
|-------|---|-----------|
| 1. | Improving the Academic Achievement of the Disadvantaged Provide the total. | 101293.25 |

Provide a brief explanation and breakdown of expenses.

| | | |
|-----------------------------|---------|---------|
| 1, Reading Coach | .04 FTE | 3067 |
| 2. Classroom Teachers | .53 FTE | 31978 |
| 1 instructional Aide | .60 FTE | 19112 |
| 1 Guidance Counselor | .50 FTE | 36111 |
| Instructional supplies | | 1786 |
| Equip maintenance Agreement | | 1949 |
| Instructional Software | | 2003 |
| Tutors | | 2500 |
| PD | | 1500 |
| Parental Involvement | | 1287.25 |

Title II

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

Provide a brief explanation and a breakdown of expenses.

NA

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

| Label | Question | Value |
|-------|---|-------|
| 1. | 21st Century Schools. Provide the total. | 75.0 |

Provide a brief explanation and a breakdown of expenses.

salaries and operation of program

Title V

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

Provide a brief explanation and a breakdown of expenses.

na

Career and Technical Education-Perkins IV

| Label | Question | Value |
|-------|---|--------|
| 1. | Basic Grant (Title I) Provide total. | 8980.0 |

Provide a brief explanation and breakdown of expenses.

Substitutes 1000
Travel 150
Technology 5475
PD 2355

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

na

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

Provide a brief explanation and breakdown of expenses.

na

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.

na

Local Funds

| Label | Question | Value |
|-------|-------------------|-------|
| 1. | Provide the total | 0.0 |

Provide a brief explanation and breakdown of expenses.

na

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

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.

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

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.

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

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.

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

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.

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

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.

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

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

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

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 SCANTRON 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.

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

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

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

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.

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

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

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

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 SCANTRON 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.

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

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

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

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, Parent Luncheons, Homecoming Week Activities, Dr. Seuss Day, Fire Safety events, GRITS-Grandparents Reading in the School, Lights on Afterschool, and Open House. Some individuals also volunteer time to help make copies for classroom teachers or helping with classroom projects.

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

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

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

The annual Title 1 parent meeting will be held on prior to Open House at 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. 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, Parent Luncheons, Dr. Seuss Day, Fire Safety Events, GRITS-Grandparents Reading in the School, Lights on Afterschool 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.

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

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.