



ACIP

Enterprise High School

Enterprise City Board of Education

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Executive Summary

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Introduction

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

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

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Description of the School

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

The student population of Enterprise High School at present is 2166. The breakdown of the student demographics is as follows:

Grade level:

9th grade- 563 students
10th grade- 566 students
11th grade- 514 students
12th grade- 517 students

Ethnicity:

American Indian- 16 students
Asian- 43 students
Black/African American- 478 students
Multi Race- 71 students
Native American- 11 students
Not specified- 0 students
Other- 0 students
White- 1366 students
Hispanic- 181 students

Gender:

Female- 1088 students
Males- 1078 students

Enterprise High School has a free and reduced population of approximately 36%. Enterprise High School employs 141.75 certified staff and 56 support staff.

Enterprise, Alabama is a city with a population of 27,772 (95% urban, 5% rural) in 2014; a growth of 31% since 2000. The median household income for those living in Enterprise is \$49,539, with a poverty level of 17%. Enterprise's location is adjacent to a major military base, Fort Rucker. This creates a constant flow of transient students into the school from all over the world, contributing to Enterprise High School's diverse population.

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.

Enterprise City Schools' and Enterprise High School's Vision Statement is as follows:

Empower individuals to develop the dispositions and skills to be passionate, productive, lifelong learners prepared to be successful in college, careers, and life.

Enterprise City Schools' and Enterprise High School's Mission Statement is as follows:

Create a growth mindset culture focused on the ideal state of authentic student centered learning and preparing learners for success in the global community.

Both the mission and vision embody the spirit of the Enterprise School System to work in one accord with it's stakeholders to provide an accountability of excellence for our students.

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Notable Achievements and Areas of Improvement

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

Graduation Rate:

2011-2012 88%

2012-2013 94%

2013-2014 96%

2014-2015 96%

Increase in Pre-AP Courses (10) and Enrollment

Pre AP English 9, Pre AP Biology, Pre AP World History, Pre AP English 10, Pre AP Algebra II with Trigonometry, Pre AP Pre-Calculus, Pre AP Chemistry, Pre AP Human Anatomy, Pre AP US History and Geography 10

Increase in AP Courses (14) and Enrollment

AP Music Theory, AP Language/Composition, AP Literature/Composition, AP Calculus AB, AP Calculus BC, AP Biology, AP Chemistry, AP Environmental Science, AP Physics, AP US History, AP Government/Politics, AP Economics, AP Psychology, AP Computer Science

Implementation of the Wiregrass Center for Information Technology

Scholarship Earnings:

The Class of 2016 was offered \$9.9 million in scholarship money and accepted \$6.4 million in scholarships.

Post Secondary Education:

Approximately 81% of the student body will continue their education, with 28% planning to begin at a two-year institution.

Over the next three years, we are striving to implement High Expectations; making use of student data to provide proper course placement based on ability. We are focused on motivating those students who show, based on data, they are capable, but for some reason may not be showing success in the classroom. Additionally, we are focused on offering courses that will peak a student's interest and provide them with post-secondary skills in a classroom beyond high school and/or the work force.

Additional Information

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

N/A

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Improvement Plan Stakeholder Involvement

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Introduction

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

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Improvement Planning Process

Improvement Planning Process

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

At EHS, we have a Principal's Leadership Team, composed of a cross section of our faculty and staff, as well as a Student Advisory Council, composed of 24 students, selected to lead the school in the decision making process and in keeping with our system's vision and mission. Meetings are scheduled monthly on Monday's after school, or on collaborative professional development days, and can last anywhere from 45 minutes to an entire day. Surveys were conducted to gather information from the community, staff, and students regarding the school's climate, culture, and to determine areas of focus. Additionally, the building level principal meets with members of the Rotary Club, Career Tech Advisory Council, Lurleen B Wallace College, Enterprise State Community College, and community businesses to gather information from the community regarding student needs (for employment) and solicit feedback.

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

A cross section of faculty members were selected by their peers to become a part of the Principal's Leadership Team, serving dually as the ACIP team, with members from each academic area represented. Additionally, counselors and support staff are included. Feedback and information is solicited by the team from the EHS Student Advisory Council, consisting of 24 students nominated by their teachers to serve. The community, faculty/staff, students and parents were involved in the process by providing information via survey, and through our Campus Cats program. Members of the community and parents were made aware of our efforts to solicit input via letters mailed by the USPS, website broadcasts, and all call broadcasts. Feedback from the community was provided through scheduled meeting the building level principal had with the Rotary club, Lion's Clubs, Career Tech Advisory Council, Lurleen B Wallace College, Enterprise State Community College, and community businesses.

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 in its revised state will be available following October 1 for communication to all stakeholders. It will be posted on the school website, and available on-site at person's request. Additionally, it will be reviewed, revised, and reposted as necessary to reflect updates. Agendas and sign-in sheets are made available to document the stakeholders' involvements. Finally, it will be presented to the community in various formats through Rotary Club, Lion's Club, Career Tech Advisory Council and various business partnerships in which the principal and team are involved.

Student Performance Diagnostic

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Introduction

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

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		EHS Student Needs Assessment and Disaggregated Data 2014 EHS Student Needs Assessment and Disaggregated Data 2015 EHS Student Needs Assessment and Disaggregated Data 2016

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Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

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

Areas of Notable Achievement

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

According to the ACT plus Writing Assessment results, the following areas were above the state average, based on the 2016 graduating class:

- English
- Mathematics
- Reading
- Science
- Composite

Additionally, according to the ACT plus Writing Assessment results, the school exceeded the state benchmark percentages in the following areas:

- English
- Mathematics
- Reading
- Science

According to the Alabama Accountability Web Portal, the following areas are above the Alabama Cohort Graduation Rate averages:

- EHS Graduation Rate for 2011-2012 (88%) versus Alabama Graduation Rate of 75%
- EHS Graduation Rate for 2012-2013 (94%) versus Alabama Graduation Rate of 80%
- EHS Graduation Rate for 2013-2014 (96%) versus Alabama Graduation Rate of 86%
- EHS Graduation Rate for 2014-2015 (96%) versus Alabama Graduation Rate of 89%

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

According to the Alabama Accountability Web Portal, the following areas show the following positive trends:

- EHS Graduation Rate for 2011-2012 (88%) versus Alabama Graduation Rate of 75%
- EHS Graduation Rate for 2012-2013 (94%) versus Alabama Graduation Rate of 80%
- EHS Graduation Rate for 2013-2014 (96%) versus Alabama Graduation Rate of 86%
- EHS Graduation Rate for 2014-2015 (96%) versus Alabama Graduation Rate of 89%

- Male Graduation Rate for 2011-2012: 86%
- Male Graduation Rate for 2012-2013: 94%
- Male Graduation Rate for 2013-2014: 95%
- Male Graduation Rate for 2014-2015: 97%

- Black/African American Graduation Rate for 2011-2012: 79%

- Black/African American Graduation Rate for 2012-2013: 93%
- Black/African American Graduation Rate for 2013-2014: 93%

- Poverty Graduation Rate for 2011-2012: 85%
- Poverty Graduation Rate for 2012-2013: 88%
- Poverty Graduation Rate for 2013-2014: 91%
- Poverty Graduation Rate for 2014-2015: 91%

Which area(s) indicate the overall highest performance?

According to the ACT plus Writing, students scored as follows:

- English: 19.4
- Math: 18.9
- Reading: 20.7
- Science: 20.3
- Writing: 16.4

The percentage of students benchmarking according to the ACT plus Writing is as follows:

- English: 58%
- Math: 27%
- Reading: 44%
- Science: 33%

Based on the above information, it is concluded that our highest performance areas are English, Science and Reading

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

According to the ACT plus Writing, the Special Education subgroup showed increased performance in the following areas:

- English 2014: 10.5
- English 2015: 12
- English 2016: 12.6

- Reading 2014: 13.5
- Reading 2015: 13.6
- Reading 2016: 13.6

- Science 2014: 13.3
- Science 2015: 14
- Science 2016: 14.9

- Math 2015: 14.5
- Math 2016: 15

- Composite 2015: 13.6
- Composite 2016: 14.2

According to the Alabama Accountability Web Portal, the following groups showed increased performance from 2011-2012 through 2014-2015:

- Male graduation rate for 2011-2012: 86%
- Male graduation rate for 2012-2013: 94%
- Male graduation rate for 2013-2014: 95%
- Male graduation rate for 2014-2015: 97%

Between which subgroups is the achievement gap closing?

According to the ACT plus Writing, the gap between all students and the Special Education population shows a trending decrease in the areas of:

- English
- Mathematics
- Science

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

It should be noted that with the transition to ACT based assessments state-wide, our data gathering process is still in its beginning stages, and has made it difficult to determine trends. Data sources that were reviewed by the stakeholders were as follows:

- ACT plus Writing: Spring 2014, 2015 and 2016
- ACT ASPIRE: Spring 2016
- Alabama Accountability Web Portal
- PSAT: Fall 2014, 2015 and 2016
- ACT WorkKeys: 2015 and 2016
- ACCESS: 2013, 2014, 2015, 2016
- Formative data through the use of Renaissance Learning's STAR program

Areas in Need of Improvement

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

According to the ACT plus Writing, the following areas had overall average scores lower than the ACT benchmark:

- Mathematics: 18.9 (benchmark is 22)
- Reading: 20.7 (benchmark is 22)
- Science: 20.3 (benchmark is 23)

Also, according to the ACT ASPIRE assessment, 10th grade students earned the following proficiency levels:

- English: 63%
- Writing: 59%
- Reading: 35%
- Science: 29%
- Math: 21%

Additionally, the skill breakdown from ASPIRE math indicated that students only earned 24.1 percentage points in the area of justification and explanation in math.

Based on the above information, math is severely below the expected level of performance.

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

Based on the ACT plus Writing, there are no areas showing a negative trend. The ACT ASPIRE was given to 10th graders this year for the first time, therefore no trend data was available. Trend data is very limited due to the introduction of new assessments by the state of Alabama.

Which area(s) indicate the overall lowest performance?

According to the ACT plus Writing, the following areas had overall average scores lower than the ACT benchmark:

- Mathematics: 18.9 (benchmark is 22)
- Reading: 20.7 (benchmark is 22)
- Science: 20.3 (benchmark is 23)

Also, according to the ACT ASPIRE assessment, 10th grade students earned the following proficiency levels:

- English: 63%
- Writing: 59%
- Reading: 35%
- Science: 29%
- Math: 21%

Additionally, the skill breakdown from ASPIRE math indicated that students only earned 24.1 percentage points in the area of justification and explanation in math.

Based on the above information, math is severely below the expected level of performance, as well as the lowest area of performance, specifically in the area of justification and explanation.

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

Based on the ACT plus Writing, there are no areas showing a negative trend. The ACT ASPIRE was given to 10th graders this year for the first time, therefore no trend data was available. Trend data is very limited due to the introduction of new assessments by the state of Alabama.

Between which subgroups is the achievement gap becoming greater?

According to the ACT plus Writing, the achievement gap between all students and Special Education students increased slightly due to the all students reading score average from 19.7 to 20.6, while the Special Education average remained at 13.6.

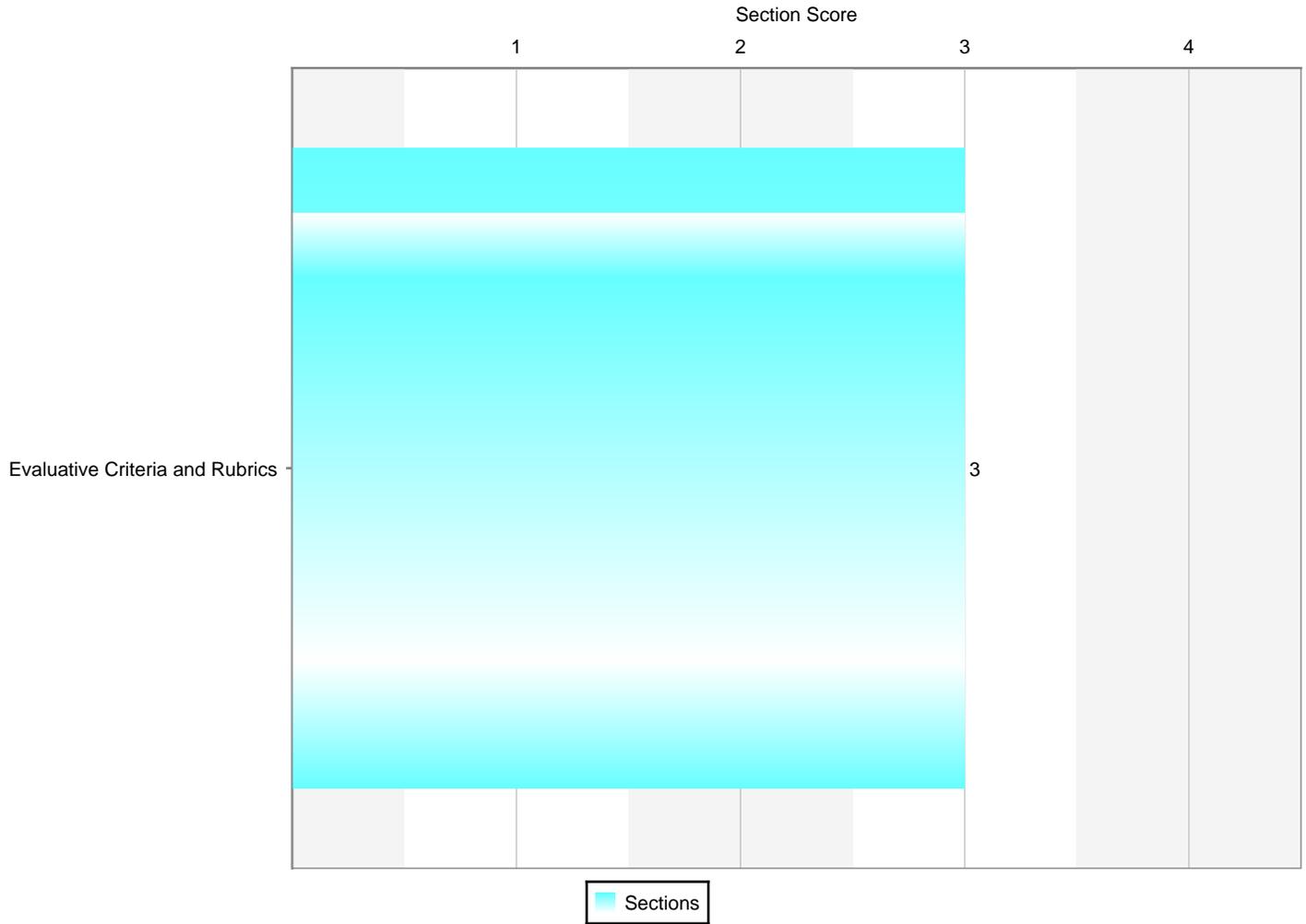
Which of the above reported findings are consistent with findings from other data sources?

It should be noted that with the transition to ACT based assessments state-wide, our data gathering process is still in its beginning stages, and has made it difficult to determine trends. Data sources that were reviewed by the stakeholders were as follows:

- ACT plus Writing: Spring 2014, 2015 and 2016
- ACT ASPIRE: Spring 2016
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- PSAT: Fall 2014, 2015 and 2016
- ACT WorkKeys: 2015 and 2016
- ACCESS: 2013, 2014, 2015, 2016
- Formative data through the use of Renaissance Learning's STAR program

Report Summary

Scores By Section



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ACIP Assurances

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Introduction

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

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ACIP Assurances

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

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		Notice of Non-Discrimination

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		Notice of Non-Discrimination

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

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	No	EHS is not a Title I School.	

2016-2017 PLAN

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Overview

Plan Name

2016-2017 PLAN

Plan Description

Enterprise High School

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Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Demonstrate growth in the area of mathematics.	Objectives: 2 Strategies: 4 Activities: 10	Organizational	\$6000
2	Participate in meaningful professional development in order to maximize students' depth of knowledge within content standards taught.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
3	Increase level of positive school culture by addressing teacher and student attendance.	Objectives: 2 Strategies: 2 Activities: 4	Organizational	\$150000
4	Demonstrate student growth in the area of literacy.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
5	Demonstrate student growth from the LEP Subgroup in the area of literacy.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$6900

Goal 1: Demonstrate growth in the area of mathematics.

Measurable Objective 1:

increase student growth from 24.1% correct to 34.1% correct in the area of justification and explanation by 05/25/2017 as measured by the mathematics portion of the state mandated ACT ASPIRE.

Strategy 1:

Classroom Instruction- DOK - Teachers will attend professional development, implement best practices, strategies, and use resources in order to increase student growth in the area of justification and explanation.

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

Research Cited: Miller, C. (1991). Sharing Teaching Ideas: Journal Writing in the Mathematics Classroom: A Beginner's Approach. National Council of Teachers of Mathematics: Virginia.

McCoy, L. (2006). Journaling in Geometry: A Study of Students' Attitudes of Achievement. Research Digest: Wake Forest University.

Activity - Depth of Knowledge Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development conducted by Patsy Sheffield on DOK Levels and the ACT ASPIRE Test in order to better understand how to increase students' ability to demonstrate the skill of justification and explanation.	Academic Support Program, Professional Learning	08/04/2016	05/25/2017	\$3000	District Funding	Administration , Instructional Partners, Central Office, Teachers

Activity - Best Practice Strategies and Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement strategies and resources learned through the training in activity 1 into their classroom instruction in order to increase students' ability to construct viable arguments and justify and explain their thinking and solutions.	Academic Support Program, Professional Learning	08/04/2016	05/25/2017	\$0	No Funding Required	Teachers, Instructional Partner

Activity - Journaling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement journaling into their instruction, providing students with prompts in which they have to construct viable arguments, justify, and explain their thinking and solutions to mathematical problems.	Academic Support Program	09/07/2016	05/25/2017	\$0	No Funding Required	Teachers, Instructional Partner, District Math Specialists

Strategy 2:

Assessment Culture- ASPIRE - Students will improve their depth of knowledge and critical thinking skills by participating in formative and summative questioning.

Category: Other - Instructional Style

Research Cited: Burger, R., Rugen, L., and Woodfin, L. (2014). Leaders of Their Own Learning. Josey-Bass: Massachusetts.

Wiggins, G. (2012, Sept.) Seven Keys to Effective Feedback. Educational Leadership.

Activity - Inclusion of Constructed Response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include constructed response questions on formative and summative assessments in order to ensure that students are assessed on their ability to construct viable arguments, justify and explain their thinking and solutions.	Direct Instruction	08/04/2016	05/25/2017	\$0	No Funding Required	Teachers, Instructional Partner, District Math Specialist

Activity - Student Assessment of Constructed Responses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have students assess and evaluate sample constructed response solutions in order for students to engage in mathematical discourse where they critique the reasoning of others. This will enable students to distinguish valid and invalid arguments.	Direct Instruction	09/08/2016	05/25/2017	\$0	No Funding Required	Teachers, Instructional Partner, District Math Specialist

Measurable Objective 2:

increase student growth from 27% at benchmark to 31% at benchmark by 05/25/2017 as measured by the mathematics portion of the state mandated ACT plus Writing given to all juniors.

Strategy 1:

Classroom Instruction- Resources - An increased emphasis will be placed on using researched based strategies and tools that are proven to be effective at increasing mathematical skills.

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

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development conducted by Rita Ayers on the mathematics portion of the ACT plus Writing Test in order to learn about resources we can use to increase students' ability to demonstrate their learning and understanding.	Professional Learning	08/04/2016	05/25/2017	\$3000	District Funding	Administration , Teachers, Instructional Partner, District Math Specialist

Activity - Resource Utilization	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the resources learned through training in activity 1 and implement them in their classroom to increase student learning, and the students' ability to demonstrate that learning.	Academic Support Program, Professional Learning	08/04/2016	05/25/2017	\$0	No Funding Required	Teachers, Instructional Partner, District Math Specialist

Activity - Flex Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will attend and participate in specific subject area courses during their flex block for a period of 9 weeks each, during which time teachers will remediate and challenge using differentiated mathematical concepts assessed on the ACT plus Writing Test.	Academic Support Program, Direct Instruction	08/04/2016	05/25/2017	\$0	No Funding Required	Administration, Teachers
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Strategy 2:

Assessment Culture- ACT plus Writing - Students will improve their depth of knowledge and critical thinking skills by participating in formative and summative questioning.

Category: Other - Instructional Style

Research Cited: Burger, R., Rugen, L., and Woodfin, L. (2014). Leaders of Their Own Learning. Josey-Bass: Massachusetts.

Activity - Collaborate to Increase Depth of Knowledge in Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in formative and summative assessment questions that are developed to purposefully increase the rigor in questioning and help students demonstrate a greater depth of knowledge (at least levels 2 and 3).	Professional Learning, Direct Instruction	08/04/2016	05/25/2017	\$0	No Funding Required	Teachers, Instructional Partner, District Math Specialist

Activity - Implement Assessments with Higher Levels of Depth of Knowledge Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include questions created in activity 1 on both formative and summative assessments in order to ensure that students have learned, understand and can demonstrate mathematical concepts to the maximum level of depth of knowledge possible (at least level 2 and 3).	Direct Instruction	08/04/2016	05/25/2017	\$0	No Funding Required	Teachers, Instructional Partner, District Math Specialist

Goal 2: Participate in meaningful professional development in order to maximize students' depth of knowledge within content standards taught.

Measurable Objective 1:

collaborate to break down state content standards, in order to ensure that teachers are creating instructional activities that are rigorous and challenging enough for the students to demonstrate the highest level of learning by 05/25/2017 as measured by evidence in Educate Alabama.

Strategy 1:

Increase Level of Student Work - Professional development, instructional rounds, learning walks, and debriefing session will be implemented in order to increase the level of student work. Professional development sessions will focus on depth of knowledge training, the development of power standards, and the implementation of pacing guides. Instructional rounds and learning walks will help the faculty learn and understand the different levels of student work and why it is important that students learn their standards to the highest depth of knowledge. Debriefing sessions will allow the opportunity to talk about what was seen and learn research based strategies that can be implemented to create instructional activities that are rigorous and challenging enough to demonstrate a maximum level of knowledge.

Category: Develop/Implement Professional Learning and Support

Research Cited: Dougherty, E. (2012). Assignments Matter: Making the Connections that Help Students Meet Standards. ASCD: Virginia.

Zwiers, J. and Crawford, M. (2011). Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understanding. Stenhouse: Maine.

Schmoker, M. (2011). Focus: Evaluating the Essentials to Radically Improve Student Learning. ASCD: Virginia.

Wiggins, G. and McTighe, J. (2005). Understanding by Design (2nd Edition). ASCD: Virginia.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in meaningful professional development provided by the instructional partner, school, and district. In some cases, staff development will take place based on need and topic.	Professional Learning	08/04/2016	05/25/2017	\$0	No Funding Required	Instructional Partners, Administration, Central Office Staff

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The school will have an instructional round team that focuses on "levels of student work." The team will go on three instructional rounds throughout the school year, collecting evidence and documenting growth.	Professional Learning	08/04/2016	05/25/2017	\$0	No Funding Required	Administration , Instructional Partner, Central Office Staff
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Activity - Learning Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given the opportunity to participate in two learning walks throughout the school year. These learning walks will be purposefully planned and will include a 1/2 day work session so teachers can develop and implement strategies learned on the learning walk.	Professional Learning	08/04/2016	05/25/2017	\$0	No Funding Required	Instructional Partner, Central Office, Administration

Activity - Debriefing Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EHS faculty will participate in debriefing sessions following instructional rounds and learning walks. The sessions will be focused on what was witnessed in the classrooms, and what is and is not considered maximum depth of student knowledge and demonstration of that knowledge through student work.	Professional Learning	08/04/2016	05/25/2017	\$0	No Funding Required	Administration , Instructional Partner, Central Office

Goal 3: Increase level of positive school culture by addressing teacher and student attendance.

Measurable Objective 1:

demonstrate a behavior of increased student attendance by 05/25/2017 as measured by iNOW .

Strategy 1:

Policy Changes - With the creation of a new Student Code of Conduct, attendance will be addressed within, and implemented by the EHS administration and faculty.

Category: Other - Implementation of Revised Student Code of Conduct

Research Cited: <http://www.attendanceworks.org/>

Roderick, M., Kelley-Kemple, T., Johnson, D. and Beechum, N. (2008). Preventable Failure: Improvements in Long-Term Outcomes when High Schools Focus on Ninth Grade Year. Consortium on Chicago School Research: Chicago.

Blad, E. (2014). Attendance Affects Achievement. Education Week.

Activity - Academic Penalty	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In accordance with school law, students are required to indicate why they are absent when school is missed. Failure to provide a written excuse within three days of the return from an absence will result in an academic penalty of 70% credit received on work missed during an unexcused absence. Teachers will refer to iNOW for excuse codes in determining unexcused absences.	Policy and Process	08/04/2016	05/25/2017	\$0	No Funding Required	Administration , Teachers

Activity - Drivers License Revocation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In accordance with the Alabama Driver Improvement Unit of the Driver's License Division in the Department of Public Safety, students will be reported when they reach 10 or more consecutive absences or 15 total absences per semester.	Policy and Process	08/04/2016	05/25/2017	\$0	No Funding Required	Administration

Activity - Parking Pass Revocation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A student who is not present for a minimum of 60 minutes for a class is considered absent. Tardies are considered excused for the same reasons as excused absences. Students will have their parking permit revoked following the 5th tardy for a series of days/weeks depending on the number of tardies.	Policy and Process	08/04/2016	05/25/2017	\$0	No Funding Required	Administration , Faculty

Measurable Objective 2:

demonstrate a behavior of increased teacher attendance by 05/25/2017 as measured by Appleton.

Strategy 1:

Increase Teacher Attendance - Attendance bonuses will increase teacher attendance by providing a monetary reward to teachers who do not take any personal or sick leave during a period of one semester. Appleton will be by central office monitored to determine those who meet criteria and a check will be provided through central office funds (not school funds).

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: <http://www.attendanceworks.org/>

Roderick, M., Kelley-Kemple, T., Johnson, D. and Beechum, N. (2008). Preventable Failure: Improvements in Long-Term Outcomes when High Schools Focus on Ninth Grade Year. Consortium on Chicago School Research: Chicago.

Blad, E. (2014). Attendance Affects Achievement. Education Week.

Activity - Attendance Bonus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will receive a 500 dollar attendance bonus upon the completion of one semester without personal or sick leave absences. Teachers and staff are eligible for one bonus per semester.	Behavioral Support Program	08/04/2016	05/25/2017	\$150000	District Funding	Administration, Central Office

Goal 4: Demonstrate student growth in the area of literacy.**Measurable Objective 1:**

increase student growth from 34.3% correct to 45% correct in the area of integration of knowledge and ideas by 05/25/2017 as measured by the reading portion of ACT ASPIRE.

Strategy 1:

Constructed Response - The integration of constructed responses will allow students to demonstrate a higher level of learning. Teachers will collaborate to create constructed response items that prompt students to write while drawing from complex text.

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

Research Cited: ACT ASPIRE Improvement Ideas as found on the Madison City School district's website

Activity - Constructed Response Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, including those responsible for covering literacy standards that are non ELA, will collaborate to create constructive response items that will require students to read complex texts and answer questions in which they must support their claims based on the information contained in the text.	Professional Learning, Direct Instruction	09/09/2016	05/25/2017	\$0	No Funding Required	Administration, English/Language Arts, Science, Social Studies, and Career Tech Teachers, Instructional Partner

Activity - Implementation of Constructed Response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, including those responsible for covering literacy standards that are non ELA, will focus on engaging students in reading increasingly complex texts from a variety of genres. Teachers will work with students on being able to make and support reasonable inferences and on identifying and inferring main ideas, themes, sequences and relationships. All English teachers will instruct students on how to effectively identify the main ideas or themes of multiple complex passage or text and write responses that answer a prompt containing information from the texts. Social studies, science and career tech teachers may focus more on data, maps, and charts applicable to their subject area, rather than literary texts. Opportunities to complete constructed response items will be provided through course work, tests, and practice ACT ASPIRE tests online.	Direct Instruction	09/09/2016	05/25/2017	\$0	No Funding Required	Administration, English Language Arts, Career Tech, Social Studies, and Science Teachers, Instructional Partner

Goal 5: Demonstrate student growth from the LEP Subgroup in the area of literacy.

Measurable Objective 1:

increase student growth within the LEP subgroup in the area of literacy by 05/25/2018 as measured by WIDA English Proficiency Test .

Strategy 1:

Self Paced Curriculum - A self paced course/curriculum will be implemented so that students will be able to begin at the level they are fluent and build upon their fluency as they progress.

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

Research Cited: Joiner Smith, K. Impact of Read 180 on Adolescent Struggling Readers. University of Florida.

Activity - Read 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in academic settings that focus on increasing reading fluency, comprehension, writing and speech. Student's progression and advancement will be monitored through the Read 180 Program, ELL coursework, and STAR testing. The teachers for Read 180 and the ELL course will receive support from the instructional partner and periodic training implemented by central office as it relates to the academic programs.	Direct Instruction	08/04/2016	05/25/2018	\$6900	Other	Administration, Teachers, Instructional Partner, District Office

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Journaling	Teachers will implement journaling into their instruction, providing students with prompts in which they have to construct viable arguments, justify, and explain their thinking and solutions to mathematical problems.	Academic Support Program	09/07/2016	05/25/2017	\$0	Teachers, Instructional Partner, District Math Specialists
Implement Assessments with Higher Levels of Depth of Knowledge Questioning	Teachers will include questions created in activity 1 on both formative and summative assessments in order to ensure that students have learned, understand and can demonstrate mathematical concepts to the maximum level of depth of knowledge possible (at least level 2 and 3).	Direct Instruction	08/04/2016	05/25/2017	\$0	Teachers, Instructional Partner, District Math Specialist
Constructed Response Collaboration	Teachers, including those responsible for covering literacy standards that are non ELA, will collaborate to create constructive response items that will require students to read complex texts and answer questions in which they must support their claims based on the information contained in the text.	Professional Learning, Direct Instruction	09/09/2016	05/25/2017	\$0	Administration, English/Language Arts, Science, Social Studies, and Career Tech Teachers, Instructional Partner
Parking Pass Revocation	A student who is not present for a minimum of 60 minutes for a class is considered absent. Tardies are considered excused for the same reasons as excused absences. Students will have their parking permit revoked following the 5th tardy for a series of days/weeks depending on the number of tardies.	Policy and Process	08/04/2016	05/25/2017	\$0	Administration, Faculty
Drivers License Revocation	In accordance with the Alabama Driver Improvement Unit of the Driver's License Division in the Department of Public Safety, students will be reported when they reach 10 or more consecutive absences or 15 total absences per semester.	Policy and Process	08/04/2016	05/25/2017	\$0	Administration
Best Practice Strategies and Resources	Teachers will implement strategies and resources learned through the training in activity 1 into their classroom instruction in order to increase students' ability to construct viable arguments and justify and explain their thinking and solutions.	Academic Support Program, Professional Learning	08/04/2016	05/25/2017	\$0	Teachers, Instructional Partner

Resource Utilization	Teachers will utilize the resources learned through training in activity 1 and implement them in their classroom to increase student learning, and the students' ability to demonstrate that learning.	Academic Support Program, Professional Learning	08/04/2016	05/25/2017	\$0	Teachers, Instructional Partner, District Math Specialist
Flex Instruction	Students will attend and participate in specific subject area courses during their flex block for a period of 9 weeks each, during which time teachers will remediate and challenge using differentiated mathematical concepts assessed on the ACT plus Writing Test.	Academic Support Program, Direct Instruction	08/04/2016	05/25/2017	\$0	Administration, Teachers
Professional Development	Teachers will participate in meaningful professional development provided by the instructional partner, school, and district. In some cases, staff development will take place based on need and topic.	Professional Learning	08/04/2016	05/25/2017	\$0	Instructional Partners, Administration, Central Office Staff
Implementation of Constructed Response	Teachers, including those responsible for covering literacy standards that are non ELA, will focus on engaging students in reading increasingly complex texts from a variety of genres. Teachers will work with students on being able to make and support reasonable inferences and on identifying and inferring main ideas, themes, sequences and relationships. All English teachers will instruct students on how to effectively identify the main ideas or themes of multiple complex passage or text and write responses that answer a prompt containing information from the texts. Social studies, science and career tech teachers may focus more on data, maps, and charts applicable to their subject area, rather than literary texts. Opportunities to complete constructed response items will be provided through course work, tests, and practice ACT ASPIRE tests online.	Direct Instruction	09/09/2016	05/25/2017	\$0	Administration, English Language Arts, Career Tech, Social Studies, and Science Teachers, Instructional Partner
Academic Penalty	In accordance with school law, students are required to indicate why they are absent when school is missed. Failure to provide a written excuse within three days of the return from an absence will result in an academic penalty of 70% credit received on work missed during an unexcused absence. Teachers will refer to iNOW for excuse codes in determining unexcused absences.	Policy and Process	08/04/2016	05/25/2017	\$0	Administration, Teachers
Debriefing Sessions	EHS faculty will participate in debriefing sessions following instructional rounds and learning walks. The sessions will be focused on what was witnessed in the classrooms, and what is and is not considered maximum depth of student knowledge and demonstration of that knowledge through student work.	Professional Learning	08/04/2016	05/25/2017	\$0	Administration, Instructional Partner, Central Office
Instructional Rounds	The school will have an instructional round team that focuses on "levels of student work." The team will go on three instructional rounds throughout the school year, collecting evidence and documenting growth.	Professional Learning	08/04/2016	05/25/2017	\$0	Administration, Instructional Partner, Central Office Staff

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Learning Walks	Teachers will be given the opportunity to participate in two learning walks throughout the school year. These learning walks will be purposefully planned and will include a 1/2 day work session so teachers can develop and implement strategies learned on the learning walk.	Professional Learning	08/04/2016	05/25/2017	\$0	Instructional Partner, Central Office, Administration
Colaborate to Increase Depth of Knowledge in Assessments	Students will participate in formative and summative assessment questions that are developed to purposefully increase the rigor in questioning and help students demonstrate a greater depth of knowledge (at least levels 2 and 3).	Professional Learning, Direct Instruction	08/04/2016	05/25/2017	\$0	Teachers, Instructional Partner, District Math Specialist
Student Assessment of Constructed Responses	Teachers will have students assess and evaluate sample constructed response solutions in order for students to engage in mathematical discourse where they critique the reasoning of others. This will enable students to distinguish valid and invalid arguments.	Direct Instruction	09/08/2016	05/25/2017	\$0	Teachers, Instructional Partner, District Math Specialist
Inclusion of Constructed Response	Teachers will include constructed response questions on formative and summative assessments in order to ensure that students are assessed on their ability to construct viable arguments, justify and explain their thinking and solutions.	Direct Instruction	08/04/2016	05/25/2017	\$0	Teachers, Instructional Partner, District Math Specialist
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance Bonus	Teachers and staff will receive a 500 dollar attendance bonus upon the completion of one semester without personal or sick leave absences. Teachers and staff are eligible for one bonus per semester.	Behavioral Support Program	08/04/2016	05/25/2017	\$150000	Administration, Central Office
Depth of Knowledge Professional Development	Teachers will attend professional development conducted by Patsy Sheffield on DOK Levels and the ACT ASPIRE Test in order to better understand how to increase students' ability to demonstrate the skill of justification and explanation.	Academic Support Program, Professional Learning	08/04/2016	05/25/2017	\$3000	Administration, Instructional Partners, Central Office, Teachers
Professional Development	Teachers will participate in professional development conducted by Rita Ayers on the mathematics portion of the ACT plus Writing Test in order to learn about resources we can use to increase students' ability to demonstrate their learning and understanding.	Professional Learning	08/04/2016	05/25/2017	\$3000	Administration, Teachers, Instructional Partner, District Math Specialist
Total					\$156000	

Other

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Enterprise High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Read 180	Students will be placed in academic settings that focus on increasing reading fluency, comprehension, writing and speech. Student's progression and advancement will be monitored through the Read 180 Program, ELL coursework, and STAR testing. The teachers for Read 180 and the ELL course will receive support from the instructional partner and periodic training implemented by central office as it relates to the academic programs.	Direct Instruction	08/04/2016	05/25/2018	\$6900	Administration, Teachers, Instructional Partner, District Office
Total					\$6900	

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