



ACIP

Berry High School

Fayette County Board of Education

Mr. Trevor Kribbs, Administrator
18242 Highway 18 East
Berry, AL 35546

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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?

Berry High School is located in the southeast corner of Fayette County, Alabama. Berry is a small rural town with a population of 1,130 citizens. Berry High School serves several small communities such as: Bankston, Pea Ridge, and Flatwoods. The biggest industry that was in Berry was a coal mine. The coal mine has been in operation for about 35 years. One of the biggest challenges that Berry High School might face is that this coal mine closed at the end of 2013. We anticipate that our student population will not decrease because jobs have been transferred to other mines. The city of Berry is a proud supporter of Berry High School. The city has just completed a construction project that included the building of sidewalks connecting businesses along the main highway. The city hopes to construct more in the future that will connect Berry High School to heart of the city. Berry High School employs 23 staff members. The faculty includes administration, classroom teachers, Guidance Counselor, Media Specialist, half-day band director, special education department, and several para professionals. Berry High School has a student population of 270 students. The minority population is roughly 10%. Berry High School has no ELL students. Another challenge that Berry High School faces is location. The small communities that surround Berry are 15-25 minutes away from the school. This presents a challenge for parents to attend events that are relevant to Berry High School.

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.

Berry High School's mission is to provide a positive teaching and learning environment in which all students are provided an opportunity to reach their highest potential. For students to be able to reach their full potential, they must have a safe and secure environment. Berry High School takes the responsibility of providing that environment for students very seriously. The administration, faculty, and staff at Berry High School are committed to protecting the physical and mental well-being of all students and adults who enter the school property. It is extremely important to develop and adhere to specific guidelines that will ensure the safety and welfare of all students, parents, visitors, and personnel present on the school campus.

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.

Berry High School in the last three years has seen areas of improvement at multiple levels. One area that Berry High School should be recognized as a notable achievement is the increase of the ARMT scores. The scores have increased from 75% to 85% from 2012 to 2013 school year. Every student at Berry High School will be going through the implementation of CCRS. This has been in place for the last 2 years and will continue at Berry. Berry High School anticipates an increase in overall achievement when CCRS is carried out in all content areas. One area of concern that Berry High School will strive to improve on in the areas of math on the ACT. We have been below that state standard and with the Graduation Tracking System in place we feel like that we will improve in this area. Another area that Berry High School will strive to improve is parent involvement. We are inviting parents to visit the school, take an active role in stakeholder decisions, and increase what is occurring at the school by using our school cast.

Additional Information

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

Berry High School is proud of the accomplishments that have occurred in the past. We anticipate many more. Berry High School has had consistency with administration, faculty, and student numbers. Berry High School is proud of its town and the rewards that comes with growing up in a small city. The school may not be able to offer activities and electives that larger schools can, but Berry High School students in the most part are prepared for life beyond high school.

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.

The school leadership team will meet and review the 2013-2014 Continuous Improvement Plan to evaluate the level of success in implementation of strategies. Standardized assessment data, Pride survey data, School Incident Report data, Educate Alabama data, career and technical data, and any other local data will be evaluated to determine the effectiveness of the plan. The school leadership team will suggest strategies, professional development, and budget requirements for the ACIP. The faculty, staff, and parents will review the plan and suggest modifications. The ACIP for the 2014-2015 school year will be published. The finalized ACIP will then be sent to the district school board for approval and signatures.

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

The Instructional Leadership Team members that must 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.

Upon submission of the ACIP, the LEA assures the plan as been properly reviewed and approved by the local Board of Education. Documentation will be maintained on site.

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

Berry High School provides stakeholders with timely information. At the community open house at the beginning of school, stakeholders learn about the progress of the plan. The final plan is distributed to faculty, placed in the media center, and uploaded to the school web site.

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		Parent Survey Data Staff Survey Data Student Survey Data

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

Areas of Notable Achievement

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

Staff Survey

- 8. Our school's leaders support an innovative and collaborative culture. 4.62
- 6. Our school's governing body or school board complies with all policies, procedures, laws, and regulations 4.57
- 9. Our school's leaders expect staff members to hold all students to high academic standards. 4.57

Student Survey

- 8. In my school, the principal and teachers have high expectations of me. 4.0
- 10. My school provides me with challenging curriculum and learning experiences. 3.93
- 2. In my school, the purpose and expectations are clearly explained to me and my family. 3.89
- 19. All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught. 3.89

Parent Survey

- 22. My child has up-to-date computers and other technology to learn. 4.18
- 1. Our school's purpose statement is clearly focused on student success. 4.10
- 24. Our school provides qualified staff members to support student learning. 4.03
- 27. Our school provides students with access to a variety of information resources to support their learning. 4.02

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

This was the initial year of giving the ASSIST Surveys to our parents, students, and staff so we have no comparison documents.

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

The reported findings above are consistent with the our feedback source from 2012-2013 Parents Involvement Survey.

Areas in Need of Improvement

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

Staff:

- 30. In our school, staff members provide peer coaching to teachers. 3.38
- 31. In our school, a formal process is in place to support new staff members in their professional practice. 3.52
- 25. All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, studyteams, and peer coaching). 3.67

Students:

- 24. In my school, students respect the property of others. 2.77
- 27. In my school, students help each other even if they are not friends. 2.88
- 17. All of my teachers change their teaching to meet my learning needs. 3.1

Parents:

- 28. Our school provides excellent support services (e.g., counseling, and/or career planning). 3.49
- 18. My child sees a relationship between what is being taught and his/her everyday life. 3.49
- 13. All of my child's teachers meet his/her learning needs by individualizing instruction. 3.49

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

After completing one year of obtaining surveys from stakeholders we found that trust with stakeholders increased due to the fact that they were more involved with day to day activities at our school.

What are the implications for these stakeholder perceptions?

Staff perception could be related to no teacher turnover. There was one teacher that retired.

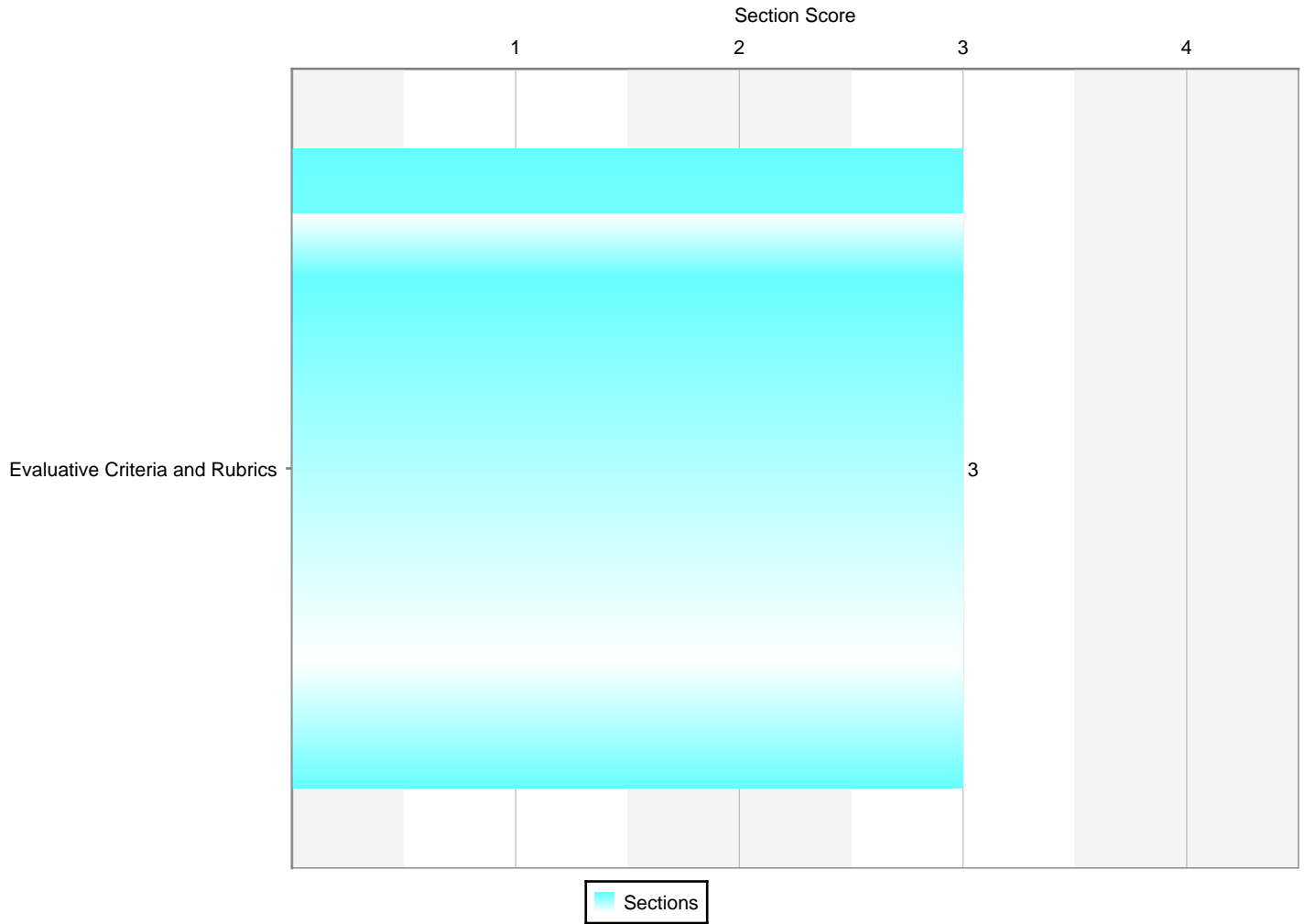
Parent perception could be related to college and career planning needing to start earlier in the school process.

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

The reported findings above are consistent with the our feedback source from 2012-2013 Parents Involvement Survey.

Report Summary

Scores By Section



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		ACT Data 8th Grade Explore Data 10th Grade Plan Data 7th Grade Aspire Data 8th Grade Aspire Data

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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 no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

2013-2014 Data

Aspire 7th Grade

English: 63% Total Ready (29% Exceeding)

Aspire 8th Grade

English: 77% Total Ready (44% Exceeding)

Reading: 56% Total Ready (21% Exceeding)

Quality Core Assessment

55% of students scored at or above the proficient level of 154 in English 10.

47% of students scored at or above the proficient level of 149 in Algebra I.

Plan 10th Grade

English: 71% of students scored at or above the college and career readiness benchmark of 15. The national average is 64%.

2012-2013 Data

Alabama High School Graduation Exam

Reading: 87%

Math: 85%

Social Studies: 72%

Biology: 100%

Quality Core Assessment

All areas Algebra I, Geometry, English 9, English 10. Were at or above the scores of the system.

ARMT+

7th Grade Math scores had a 11% increase over 2012 scores.

8th Grade Math scores had a 15% increase over 2012 scores.

8th Grade Reading scores has a 10% increase over 2012 scores.

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

2013-2014 Data

ACT

School Composite Score for 2013 was 19.0.

SY 2014-2015

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School Composite Score for 2014 was 19.4.

2012-2013 Data

Alabama High School Graduation Exam

Reading: 87%

Math: 85%

Social Studies: 72%

Biology: 100%

Quality Core Assessment

All areas Algebra I, Geometry, English 9, English 10. Were at or above the scores of the system.

ARMT+

7th Grade Math scores had a 11% increase over 2012 scores.

8th Grade Math scores had a 15% increase over 2012 scores.

8th Grade Reading scores has a 10% increase over 2012 scores.

Which area(s) indicate the overall highest performance?

2013-2014 Data

Aspire

7th Grade English: 63% Total Ready

8th Grade English: 77% Total Ready

Plan

English: 71% at or above the college readiness benchmark

2012-2013 Data

Alabama High School Graduation Exam

Reading: 87%

Math: 85%

Social Studies: 72%

Biology: 100%

Quality Core Assessment

All areas Algebra I, Geometry, English 9, English 10. Were at or above the scores of the system.

ARMT+

7th Grade Math scores had a 11% increase over 2012 scores.

8th Grade Math scores had a 15% increase over 2012 scores.

8th Grade Reading scores has a 10% increase over 2012 scores.

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

No subgroups identified

Between which subgroups is the achievement gap closing?

No subgroups identified

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

2013-2014 Data

7th and 8th reading and math test results were very consistent with the findings from Global Scholar.

2012-2013 Data

7th and 8th Reading testing results were very consistent with the findings from our other data sources: Study Island Test prep, Global Scholar, Star Reading.

7th and 8th Math testing results were very consistent with the findings from our other data sources: Study Island Test prep, Global Scholar, Star Reading.

Areas in Need of Improvement

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

2013-2014 Data

There were several areas that were below the expected level of performance.

ACT Math: Only 10% tested ready for college-level coursework.

PLAN: Only 16% of students scored at or above the college readiness benchmark on the math subtest.

Only 18% of students scored at or above the college readiness benchmark on the science subtest.

Explore: Only 21% of students scored at or above the college readiness benchmark on the science subtest.

7th Grade Aspire: 59% of students need intervention in science.

8th Grade Aspire: 25% of students need intervention in math.

2012-2013 Data

The areas that were below the expected levels of achievement was the Language portion of the Alabama High School Graduation Exam.

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

2013-2014 Data

No Data Sources

2012-2013 Data

Two areas of the Alabama High School Graduation Exam show a negative trend in performance.

Reading:

2009: 76%

2010: 74%

2011: 72%

2012: 64%

Math:

2009: 82%

2010: 72%

2011: 69%

2012: 64%

Which area(s) indicate the overall lowest performance?

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2013-2014 Data

Aspire 7th Grade

Science: 59% of students need intervention

PLAN 10th Grade

Math: Only 16% of students scored at or above the college readiness benchmark.

Science: Only 18% of students scored at or above the college readiness benchmark.

ACT

Math: Only 10% of students scored ready for college-level coursework.

2012-2013 Data

Alabama High School Graduation Exam

Language 72%

Social Studies: 72%

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

No Subgroups identified

Between which subgroups is the achievement gap becoming greater?

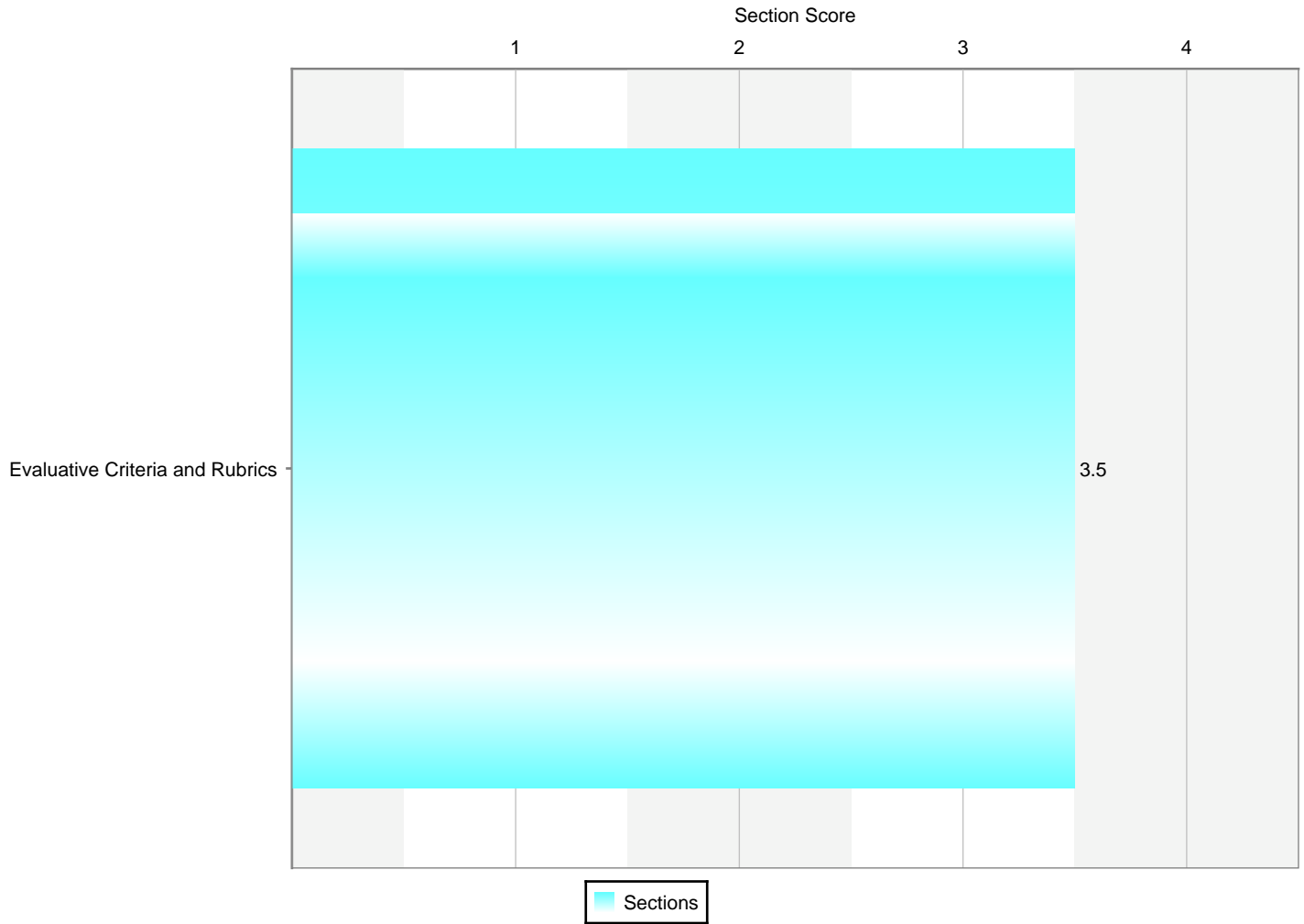
No Subgroups Identified

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

No other data sources at this institution relate to these reported findings

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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		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		Non Discriminatory Statement

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		Parent Involvement Policy

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

2014-2015 ACIP PLAN

Overview

Plan Name

2014-2015 ACIP PLAN

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	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$35000
2	Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
3	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$59695
4	Increase the number of students scoring at a proficient level on the mathematics and English Quality Core end-of-course assessments.	Objectives: 2 Strategies: 2 Activities: 3	Academic	\$2662
5	At least 50% of students in grades 7-8 will score at grade level or above on the end-of-year Global Scholar Performance Series assessment in the areas of Math and Reading.	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$0
6	All students at Berry High School will graduate with their cohort and will be College and/or Career Ready	Objectives: 4 Strategies: 6 Activities: 8	Organizational	\$67503
7	Increase Parent Involvement	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$794

Goal 1: Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in the effective use of standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively by 05/20/2014 in Career & Technical by 05/20/2014 as measured by Classroom / student observation, Decreased usage of paper and hard copy materials, Speak-Up Surveys, Transform 2020 Surveys, Educate Alabama Data.

Strategy 1:

Digital Content - Teachers and students will continue to use online digital content in all subject areas

Research Cited: Research Cited: NETS-S 2, CCRS Literacy Standards: Plan202 p. 13, 24, 26, 54, 78-79

Activity - Kindle Fire Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Technology Coordinator and Media Specialist will work with the faculty to ensure that they receive online access to digital resources to enhance the curriculum	Academic Support Program	08/14/2014	05/20/2015	\$35000	State Funds	Technology Coordinator and Media Specialist

Goal 2: Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

100% of All Students will demonstrate a behavior of receiving instruction from teachers who have completed CCRS professional development training in Career & Technical by 05/20/2015 as measured by teachers attending workshops and training on Alabama's College and Career Ready Standards.

Strategy 1:

Global Scholar - Students will be assessed in Grades 3 - 8 in the areas of Math and Reading three times during the year.

Research Cited: Global Scholar

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on Global Scholar Performance Series. Teachers will also attend data meeting at the understand the data and resources concerning Global Scholar.	Professional Learning	08/14/2014	05/20/2015	\$0	No Funding Required	Technology Coordinator, Professional Development Coordinator

Activity - CCRS Implementation Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select faculty members at all levels will attend the State Department's CCRS Implementation Team quarterly meetings then they will provide turnaround training to other faculty members upon return.	Academic Support Program	08/14/2014	05/20/2015	\$0	No Funding Required	Director of Curriculum and Instruction, Principal

Goal 3: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

100% of All Students will demonstrate a behavior of having excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments and data. in Career & Technical by 05/20/2015 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report.

Strategy 1:

Alabama Supercomputer Authority - Continue to support access through Alabama Supercomputer

Research Cited: The Broadband Imperative: Recommendation to Address K-12 Education Infrastruct Needs. (2012). Retrieved from www.setda.org

Activity - Monitor Broadband Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor Broadband access through the Bandwidth Traffic Data	Technology	08/14/2014	05/20/2015	\$0	No Funding Required	Technology Director

Activity - Wireless Access Points	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to increase the number of wireless access points at Berry High School	Technology	08/14/2014	05/20/2015	\$3000	USAC Technology	Technology Director

Strategy 2:

Communication Services for Berry High - All employees of the Fayette County School System will have access to an email system for communication purposes. All employees and students will have access to the Fayette County website which will be maintained and updated at the Central Office. Individual schools will be accessed from the district site as well. Fayette County will also have the SchoolCast Communication system that will allow supervisors, principals, and other designated individuals to communicate with students and parents via phone, email, or text.

Activity - Email	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All employees of the Fayette County School System will have access to a web-based application that allows employees to compose, send, store, and receive messages over electronic communication systems.	Technology	08/14/2014	05/20/2015	\$0	No Funding Required	Technology Director
Activity - Web Hosting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fayette County has a web hosting and portal solution built with the latest technology to deliver the functionality, reliability, and performance that schools require. The state-of-the-art hosting, connectivity, and infrastructure are the best at making those critical connections between our schools, students, parents, and community members.	Technology	08/14/2014	05/20/2015	\$8695	District Funding	Technology Director
Activity - Firewall/Network Security	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
M86 Firewall/Network Security is a comprehensive security solution developed specifically to protect K-12 networks. Extensive and comprehensive reports on all network traffic, desktop applications, and installed hardware provide an unparalleled view of our network.	Technology	08/14/2014	05/20/2015	\$0	No Funding Required	Technology Director
Activity - Phone Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide local and long distance telephone services Berry High School.	Technology	08/14/2014	05/20/2015	\$48000	General Fund	Principal, Technology Coordinator

Goal 4: Increase the number of students scoring at a proficient level on the mathematics and English Quality Core end-of-course assessments.

Measurable Objective 1:

50% of Ninth and Tenth grade students will demonstrate a proficiency level of 149 on the Quality Core end-of-course assessments in Mathematics by 05/20/2015 as measured by Quality core end-of-course assessments.

(shared) Strategy 1:

Professional Learning - All math teachers will receive professional training during the 2014-2015 school year.

Research Cited: ALSDE

Activity - Quality Core Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All 9-12 subject area teachers will attend Quality Core training throughout the year.	Professional Learning	08/14/2014	05/20/2015	\$0	No Funding Required	Director of Curriculum and Instruction
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Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on the implementation of Study Island.	Professional Learning	08/14/2014	05/20/2015	\$0	No Funding Required	Director of Curriculum and Instruction

Strategy 2:

Instructional Strategies - Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased. Library automation software will be maintained.

Research Cited: ALSDE

Activity - Modes of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased. Library automation software will be maintained.	Academic Support Program	08/14/2014	05/20/2015	\$2662	Title I Schoolwide	school administration

Measurable Objective 2:

65% of Tenth grade students will demonstrate a proficiency level of 154 on the English 10 Quality Core End of Course Assessment in English Language Arts by 05/20/2015 as measured by End of Course Assessment.

(shared) Strategy 1:

Professional Learning - All math teachers will receive professional training during the 2014-2015 school year.

Research Cited: ALSDE

Activity - Quality Core Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 9-12 subject area teachers will attend Quality Core training throughout the year.	Professional Learning	08/14/2014	05/20/2015	\$0	No Funding Required	Director of Curriculum and Instruction

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will receive professional development on the implementation of Study Island.	Professional Learning	08/14/2014	05/20/2015	\$0	No Funding Required	Director of Curriculum and Instruction
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Goal 5: At least 50% of students in grades 7-8 will score at grade level or above on the end-of-year Global Scholar Performance Series assessment in the areas of Math and Reading.

Measurable Objective 1:

50% of Seventh and Eighth grade students will demonstrate a proficiency on the end of year Global Scholar Performance Series Assessment in Mathematics by 05/20/2015 as measured by Global Scholar Performance Series Assessment.

(shared) Strategy 1:

Professional Learning Global Scholar - Global Scholar Training

Research Cited: Global Scholar

Activity - Global Scholar Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seventh and Eighth grade subject area teachers will be trained on interpreting the Global Scholar Performance Series Data.	Professional Learning	08/14/2014	05/20/2015	\$0	No Funding Required	Director of Curriculum and Instruction, Technology Coordinator

Measurable Objective 2:

80% of Seventh and Eighth grade students will demonstrate a proficiency on the end of year Global Scholar Performance Series Assessment in Reading by 05/20/2015 as measured by Global Scholar Performance Series Assessment.

(shared) Strategy 1:

Professional Learning Global Scholar - Global Scholar Training

Research Cited: Global Scholar

Activity - Global Scholar Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seventh and Eighth grade subject area teachers will be trained on interpreting the Global Scholar Performance Series Data.	Professional Learning	08/14/2014	05/20/2015	\$0	No Funding Required	Director of Curriculum and Instruction, Technology Coordinator

Goal 6: All students at Berry High School will graduate with their cohort and will be College and/or Career Ready

Measurable Objective 1:

demonstrate a proficiency in assisting struggling learners through our Rtl program by 05/20/2015 as measured by the percentage of students entering Tier II or Tier III

Strategy 1:

Problem Solving Team - Berry High School's Problem Solving Team will meet to address needs of struggling students.

Research Cited: IDEA 2004, NCLB

Activity - Problem Solving Team Bi-Monthly Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The problem solving team will meet bi-monthly to discuss data and evaluate progress monitoring of struggling students	Academic Support Program	08/14/2014	05/20/2015	\$0	No Funding Required	Rtl Team Members, Principal

Measurable Objective 2:

collaborate to provide highly qualified teachers to all students at Berry High School by 05/20/2015 as measured by Graduation Rate.

Strategy 1:

Teach in Alabama - Berry High School will use Teach in Alabama to recruit and screen highly qualified applicants for all positions.

Research Cited: Teach in Alabama

Activity - Recruiting New Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will use Teach in Alabama to recruit highly qualified teachers	Recruitment and Retention	08/14/2014	05/20/2015	\$1200	District Funding	Principal

Strategy 2:

Teacher Mentoring Program - All new teachers will be assigned an experienced teacher as a mentor

Research Cited: ALSDE

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new teachers will be assigned a mentor	Recruitment and Retention	08/14/2014	05/20/2015	\$0	No Funding Required	Principal and lead teachers

Measurable Objective 3:

collaborate to help students make smooth transitions by 05/20/2015 as measured by student and parent participation.

Strategy 1:

Transitions - •Sixth grade to seventh grade – [1]The counselor will go into the sixth grade classrooms and provide a lesson including: discussion of fears, expectations, and concerns regarding moving to high school; study skills including organization and study habits; and a tour of the high school campus led in small groups by BHS students. [2]There will also be a parent orientation held the week before school begins provided by the principal, counselor, and faculty to review rules, policies, schedules, grades, and procedures. Students may also purchase lockers and walk through their classes. [3]The Parent Involvement Committee organizes several events each year including the Little Miss/Mr. Berry pageant in January. Through this event faculty members from the high school work with about seventy elementary students yearly. [4]Elementary students are encouraged to attend all BHS athletic events which allows them to become familiar with the facilities at the high school.

•Eighth grade to ninth grade – There is no change in facilities for BHS ninth grade students; however, eighth grade students must make a decision on which high school tract they will follow. The eighth grade students must be prepared to choose the most appropriate tract: standard or advanced. [1]The counselor will administer an aptitude and interest inventory to all eighth grade students. These results are used as the basis for lessons on careers and goal setting. [2]In the spring the counselor will conduct a meeting for all eighth grade parents. The career inventory results will be discussed along with the advanced and standard diplomas. Parents will sign a statement verifying the tract their child will follow.

• Twelfth grade to post secondary – Students must be prepared to enter a four year college, technical school, apprenticeship, or the work force. [1] There is a senior parent information Session held in August that all seniors and their parents are invited to attend. The principal, counselor, and senior sponsors relate information on financial aid, scholarships, admission requirements, and senior expenses. [2]Bevill State Community College hosts Career Day for seniors to speak to representatives from various colleges, technical programs, armed forces, and vocations. [3]Bevill State Community College also hosts College Day where various post secondary institutions are represented. Seniors may talk to college representatives and receive information to take home to share with their parents. [4]The counselor will present various lessons based on senior needs.

Research Cited: Fayette County Guidance and Counselling Plan

Activity - Sixth Grade Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselor will go to the sixth grade classrooms and provide a lesson including: discussion of fears, expectations, and concerns regarding moving to the high school; study skills including organization and study habits; and a tour of the high school campus led in small groups by BHS students. There will be also be a parent orientation held the week before school begins provided by the principal, counselor, and faculty to review rules, policies, schedules, grades, and procedures.	Academic Support Program	08/14/2014	05/20/2015	\$0	No Funding Required	Guidance Counselor and Principal

ACIP

Berry High School

Activity - 8th Grade Diploma Endorsement Options	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An aptitude and interest inventory will be administered to all eighth grade students. These results will be used as the basis for lessons on careers and goal setting. In the spring there will be a meeting for all eighth grade parents to discuss the diploma endorsements available and the career inventory results. Parents will choose the diploma endorsements and sign a statement verifying the endorsement their child will choose.	Career Preparation/Orientation	08/14/2014	05/20/2015	\$0	No Funding Required	Counselor

Activity - 12th Grade College and Career	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A senior parent information session will be held in August. All seniors and their parents will be invited to attend the meeting. The principal, counselor, and senior sponsors will relate information on financial aid, scholarships, admission requirements, and senior expenses. Beville State Community College hosts Career Day for seniors to speak to representatives from various vocations. Beville State also hosts College Day where various post secondary institutions are represented. The counselor will present various lessons based on senior needs throughout the year.	Career Preparation/Orientation	08/14/2014	05/20/2015	\$0	No Funding Required	Principal Counselor Senior Sponsors Beville State Community College

Measurable Objective 4:

collaborate to ensure that 90% of all students will graduate with their cohort by 05/20/2015 as measured by ALSDE Accountability Model.

Strategy 1:

Intervention Teachers - Title I will provide funds for additional teachers to provide intervention strategies for students.

Research Cited: ALSDE

Activity - Additional Academic Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be hired through the use of Title I money to provide intervention for students.	Academic Support Program	08/14/2014	05/20/2015	\$65586	Title I Schoolwide	School Administration

Strategy 2:

Leadership Team - The Leadership Team will meet in the summer to review ACIP and analyze data to prepare for the upcoming school year.

Research Cited: ALSDE

Activity - Summer Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Leadership Team will meet in the summer to review the ACIP and analyze data.	Professional Learning	08/14/2014	08/01/2015	\$717	Title I Schoolwide	Leadership Team

Goal 7: Increase Parent Involvement

Measurable Objective 1:

collaborate to increase communication with parents by 05/20/2015 as measured by an increase of 10% of parents who agree that the school communicates goals and activities effectively.

Strategy 1:

Increase School Parent Communication - Parents will be asked to complete a parent involvement survey at the end of the school year. Question # 8 relates to the effective communication of school goals and activities. Parents will be able to take the survey with Internet access. The results of the survey will be examined by the school leadership team during summer planning. The 2013-2014 survey indicated 81% of parents agreed that the school communicates effectively.

Research Cited: AdvancED

Activity - Parent Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will participate in a school-wide survey at the end of the 2014-2015 school year.	Parent Involvement	08/14/2014	05/20/2015	\$0	No Funding Required	School administration

Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will receive information regarding attendance issues, orientation, financial aid, and other related school activities. The information will be shared through the use of schoolcast, school website, school marquee, and mailings.	Parent Involvement	08/14/2014	05/20/2015	\$794	Title I Schoolwide	school administration , federal programs coordinator, counselor, parent involvement coordinator

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will attend meetings at the school throughout the year. There will be a community meeting in August, Parent Conference Day in October, and an end-of-year meeting in May. All parents have the opportunity to participate in each of the three meetings.	Parent Involvement	08/14/2014	05/20/2015	\$0	No Funding Required	school administration , guidance counselor, parent involvement coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Phone Services	Provide local and long distance telephone services Berry High School.	Technology	08/14/2014	05/20/2015	\$48000	Principal, Technology Coordinator
Total					\$48000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Recruiting New Teachers	Administrators will use Teach in Alabama to recruit highly qualified teachers	Recruitment and Retention	08/14/2014	05/20/2015	\$1200	Principal
Web Hosting	Fayette County has a web hosting and portal solution built with the latest technology to deliver the functionality, reliability, and performance that schools require. The state-of-the-art hosting, connectivity, and infrastructure are the best at making those critical connections between our schools, students, parents, and community members.	Technology	08/14/2014	05/20/2015	\$8695	Technology Director
Total					\$9895	

USAC Technology

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Wireless Access Points	Continue to increase the number of wireless access points at Berry High School	Technology	08/14/2014	05/20/2015	\$3000	Technology Director
Total					\$3000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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ACIP

Berry High School

Quality Core Training	All 9-12 subject area teachers will attend Quality Core training throughout the year.	Professional Learning	08/14/2014	05/20/2015	\$0	Director of Curriculum and Instruction
Global Scholar Training	Seventh and Eighth grade subject area teachers will be trained on interpreting the Global Scholar Performance Series Data.	Professional Learning	08/14/2014	05/20/2015	\$0	Director of Curriculum and Instruction, Technology Coordinator
Problem Solving Team Bi-Monthly Meeting	The problem solving team will meet bi-monthly to discuss data and evaluate progress monitoring of struggling students	Academic Support Program	08/14/2014	05/20/2015	\$0	Rtl Team Members, Principal
Email	All employees of the Fayette County School System will have access to a web-based application that allows employees to compose, send, store, and receive messages over electronic communication systems.	Technology	08/14/2014	05/20/2015	\$0	Technology Director
Sixth Grade Orientation	The counselor will go to the sixth grade classrooms and provide a lesson including: discussion of fears, expectations, and concerns regarding moving to the high school; study skills including organization and study habits; and a tour of the high school campus led in small groups by BHS students. There will be also be a parent orientation held the week before school begins provided by the principal, counselor, and faculty to review rules, policies, schedules, grades, and procedures.	Academic Support Program	08/14/2014	05/20/2015	\$0	Guidance Counselor and Principal
12th Grade College and Career	A senior parent information session will be held in August. All seniors and their parents will be invited to attend the meeting. The principal, counselor, and senior sponsors will relate information on financial aid, scholarships, admission requirements, and senior expenses. Beville State Community College hosts Career Day for seniors to speak to representatives from various vocations. Beville State also hosts College Day where various post secondary institutions are represented. The counselor will present various lessons based on senior needs throughout the year.	Career Preparation/Orientation	08/14/2014	05/20/2015	\$0	Principal Counselor Senior Sponsors Beville State Community College
CCRS Implementation Team	Select faculty members at all levels will attend the State Department's CCRS Implementation Team quarterly meetings then they will provide turnaround training to other faculty members upon return.	Academic Support Program	08/14/2014	05/20/2015	\$0	Director of Curriculum and Instruction, Principal
Study Island	Teachers will receive professional development on the implementation of Study Island.	Professional Learning	08/14/2014	05/20/2015	\$0	Director of Curriculum and Instruction

ACIP

Berry High School

Parent Meetings	Parents will attend meetings at the school throughout the year. There will be a community meeting in August, Parent Conference Day in October, and an end-of-year meeting in May. All parents have the opportunity to participate in each of the three meetings.	Parent Involvement	08/14/2014	05/20/2015	\$0	school administration , guidance counselor, parent involvement coordinator
Mentoring	All new teachers will be assigned a mentor	Recruitment and Retention	08/14/2014	05/20/2015	\$0	Principal and lead teachers
8th Grade Diploma Endorsement Options	An aptitude and interest inventory will be administered to all eighth grade students. These results will be used as the basis for lessons on careers and goal setting. In the spring there will be a meeting for all eighth grade parents to discuss the diploma endorsements available and the career inventory results. Parents will choose the diploma endorsements and sign a statement verifying the endorsement their child will choose.	Career Preparation/Orientation	08/14/2014	05/20/2015	\$0	Counselor
Parent Survey	Parents will participate in a school-wide survey at the end of the 2014-2015 school year.	Parent Involvement	08/14/2014	05/20/2015	\$0	School administration
Professional Development	Teachers will be trained on Global Scholar Performance Series. Teachers will also attend data meeting at the understand the data and resources concerning Global Scholar.	Professional Learning	08/14/2014	05/20/2015	\$0	Technology Coordinator, Professional Development Coordinator
Firewall/Network Security	M86 Firewall/Network Security is a comprehensive security solution developed specifically to protect K-12 networks. Extensive and comprehensive reports on all network traffic, desktop applications, and installed hardware provide an unparalleled view of our network.	Technology	08/14/2014	05/20/2015	\$0	Technology Director
Monitor Broadband Access	Monitor Broadband access through the Bandwidth Traffic Data	Technology	08/14/2014	05/20/2015	\$0	Technology Director
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindle Fire Initiative	The Technology Coordinator and Media Specialist will work with the faculty to ensure that they receive online access to digital resources to enhance the curriculum	Academic Support Program	08/14/2014	05/20/2015	\$35000	Technology Coordinator and Media Specialist
Total					\$35000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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ACIP

Berry High School

Parent Communication	Parents will receive information regarding attendance issues, orientation, financial aid, and other related school activities. The information will be shared through the use of schoolcast, school website, school marquee, and mailings.	Parent Involvement	08/14/2014	05/20/2015	\$794	school administration , federal programs coordinator, counselor, parent involvement coordinator
Additional Academic Teachers	Teachers will be hired through the use of Title I money to provide intervention for students.	Academic Support Program	08/14/2014	05/20/2015	\$65586	School Administration
Modes of Instruction	Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased. Library automation software will be maintained.	Academic Support Program	08/14/2014	05/20/2015	\$2662	school administration
Summer Planning	The Leadership Team will meet in the summer to review the ACIP and analyze data.	Professional Learning	08/14/2014	08/01/2015	\$717	Leadership Team
					Total	\$69759

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

Berry High School will conduct the annual parent meeting at the beginning of the school year. Parents, stakeholders, students, and community leaders will be invited to attend this meeting. The meeting will be advertised in several ways. The meeting will be sent out through a schoolcast, letters will be sent home with students, the school will announce it on the marquee, and it will be advertised in the local paper. All requirements will be explained to the audience by the principal and parent involvement coordinator with assistance from the federal program department. When Berry High conducts its open house all parents will receive a school parent compact that will be signed by all parties. This will be kept in the students records. All in attendance will sign that they were present for this meeting. If parents wish not to attend this there will be a end of year report meeting that will take place in May.

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

There will be the annual meeting that is conducted at the beginning of school. All parents are encouraged to attend this meeting. At any time during the school year, individuals may come to the school to access the parental involvement plan. There will be a end of year meeting that will take place to review school related activities. Parents are involved in a variety of ways. Parents volunteer to participate in activities that are offered at Berry High School. Parents are urged to help make decisions that are best for the overall performance of the school. We have developed a calendar this year that allows parents to plan for teacher conferences at least once a month. At this time parents are encouraged to express their concern for the school. As always, parents are asked to contact the school by all means of communication. Funds that are allocated for parent involvement equal \$823.00. A portion of this money will be used to purchase postage that will be used to send home attendance issues, certain progress reports, and other communication deemed necessary. The other portion of the postage will be paid by the school. The remainder of the funds will be used to purchase take home folders so communication between the school and parents are visible.

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

The annual meeting that takes place informs parents that the school will consistently update parents of meetings by schoolcast and school announcements. Parents will have a handout that clearly explains the roles and responsibilities of all parties involved. The principal will explain to parents that all students entering the 7th and 8th grade that they will take the required courses offered. All students in these grades will take the 4 core classes, physical education class, either a agricultural class, and each student will take a study hall class. Parents of students in grades 9-12 will be instructed that they have chosen a path that will take 4 core classes each year, career tech classes, and other electives so they will obtain enough credits to graduate in 4 years. Each parent will be informed that students in grades 7th and 8th will participate in

the ACT Aspire testing. Parents will be informed that students will take certain benchmark exams, all juniors will participate in the ACT given in April. Each student will be urged to do the best they can and attend study sessions related to each test. As always, Berry High School will encourage parents to express their concern for each assessment. They will bring these ideas to the principal, guidance counselor, or teachers at any time.

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

The school parent compact that is implemented in Fayette County was designed by the LEA, principals, guidance counselors, teachers, and parents. Each parent will receive this document at the beginning of the year. It is kept in student records and can be obtained by a parent at any time. When parent-teacher conferences occur this compact is presented so parents are reminded their role in the education process. Each student is reminded that they also have a responsibility that they must uphold.

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

If a parent is in disagreement with the CIP they are asked to speak to the principal. The principal then will review the concern and contact appropriate central office staff to guide decisions so areas might be corrected.

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

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

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

All parents are encouraged to attend the annual meeting that is set for the beginning of school. At this meeting each parent will be encouraged to attend our parent conference day that is held in early October. This meeting takes place at a time that allows parents that work to attend at a later time in the afternoon. The meeting takes place between 11:00 and 6:00 pm. At this meeting parents are informed of student achievement at this point. There are early release days that are built into our school calendar that allows parents to participate in decision making concerning the child's academic success. Every three weeks a progress report of academic updates are sent home to parents. They are informed of this by schoolcast. Each parent is encouraged to log into home portal of INOW that allows parents to keep up to date review of their child's academic achievements. If a parent is dissatisfied with their child's progress they are urged to contact the school to arrange a meeting with any teacher or administrator.

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

involvement.)

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

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

Berry High School has a Kindle initiative that was introduced 3 years ago. This allows students to have the textbooks at home. When Berry High School initiated this all parties were involved in the instructional process of how to use the device. New students and parents are trained by the media specialist on proper procedures. If at any time there is a problem with the device parents are asked to contact the school and they will be instructed and informed how to fix the situation. The device allows the parent to view what textbooks are being used at the school level.

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

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

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

Parents of Berry High School are engaged in all aspects of the education process. The high school is a focal point of the community. Being a small rural community the school. The school will provide a parent resource center that allows parents to educate themselves to become better partners with the school. Parents are asked to volunteer at events through out the school year. This allows communication between the parent and staff to have a better understanding of the school process. All parents will be recognized in a positive manner that encourages them to attend future programs.

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

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

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

The parent resource center is constantly updated by faculty members, other staff, and parents. There are multiple examples of activities such as after school activities, field trips that parents are asked to attend and participate in, along with mentor programs that exist outside the school.

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

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

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

Any program that may be implemented at Berry High School is sent to parents in various ways. We use schoolcast to inform parents, we will utilize the local paper, and being a rural community we use school related activities to help inform parents of meetings or programs that occur. There is no language barrier at Berry High School because we have no ELL students. The format that we present to parents is understandable and clear.

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

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

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

Berry High School is always open for suggestions from parents that will enhance the educational process of any child. If parents approach the high school it is our obligation to listen to the parents and research what is presented.

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

Berry High School has no parents or students that has limited english proficiency. If a parent is disabled and not able to attend meetings, the school will provide transportation in a timely manner so they may attend. If that can't be done the school will go the home and inform the parent of material that may be presented of any meeting regarding Title I funds.

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

Data was gathered from the ACT, Aspire, Plan, Explore, Quality Core Assessments, SIR Data, and Parent Surveys. After this data was gathered, the Leadership Team reviewed the data. The data was then shared with all faculty members. The goals were set to address the weaknesses that were identified.

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

2013-2014

Quality Core

Berry High School's student average score was 156 on the English 10 Quality Core Assessment. This is 6 points higher than the previous year.

Berry High School's student average score was 148 on the Algebra I Quality Core Assessment. This is 2 points higher than the previous year.

ACT

The composite score for Berry High School was 19.4. This is an increase from 19.0 the previous year. The state composite score was 20.6.

Aspire

7th Grade

English: 29% Exceeding, 34% Ready, 25% Close, 12% Needs Intervention

Math: 0% Exceeding, 14% Ready, 50% Close, 36% Needs Intervention

Reading: 2% Exceeding, 24% Ready, 43% Close, 33% Needs Intervention

Science: 8% Exceeding, 5% Ready, 28% Close, 59% Needs Intervention

Writing: 0% Exceeding, 8% Ready, 60% Close, 32% Needs Intervention

8th Grade

English: 44% Exceeding, 33% Ready, 12% Close, 11% Needs Intervention

Math: 27% Exceeding, 17% Ready, 31% Close, 25% Needs Intervention

Reading: 21% Exceeding, 35% Ready, 33% Close, 11% Needs Intervention

Plan

English: 71% of students scored at or above the college readiness benchmark. This is 7% higher than the national average.

Math: 16% of students scored at or above the college readiness benchmark. This is 20% lower than the national average.

Reading: 37% of students scored at or above the college readiness benchmark. This is 3% lower than the national average.

Science: 18% of students scored at or above the college readiness benchmark. This is 10% lower than the national average.

Explore

English: 5% of students scored at or above the benchmark. This is 11% lower than the national average.

Math: 30% of students scored at or above the benchmark. This is 6% lower than the national average.

Reading: 30% of students scored at or above the benchmark. This is 6% lower than the national average.

Science: 21% of students scored at or above the benchmark. This is 16% lower than the national average.

2012-2013

Quality Core

Berry High School students scored 146 on the Algebra I Quality Core Assessment as compared to 146 for the school system.

Berry High School students scored 143 on the Geometry Quality Core Assessment as compared to 144 for the school system.

Berry High School students scored 154 on the English 9 Quality Core Assessment as compared to 152 for the school system.

Berry High School students scored 152 on the English 10 Quality Core Assessment as compared to 153 for the school system

3. What conclusions were drawn from the results?

While we are moving forward with new testing requirements, we recognize a trend that should be addressed. Math and reading scores on all tests are below benchmark and national standards. We have implemented the use of Study Island to aid in increasing scores.

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

Perception

According to the Parent Survey completed at the end of the 2013-2014 school year, 92.19% of parents feel that our school provides a safe learning environment and 84.37% of parents feel that instructional time is protected and interruptions are kept to a minimum.

According to the Student Survey completed at the end of the 2013-2014 school year, 77.34% of students feel that the principal and teachers have high expectations.

According to the Staff Survey completed at the end of the 2013-2014 school year, 92.59% of staff feel that related learning support services are provided for all students based on their needs.

Student Achievement

There is no data to compare. All testing was year one except for Quality Core Assessments. Quality Core Assessment scores remained stable.

School Programs/Process

Berry High School is an AMSTI School. We also participate in Science in Motion. We have many students taking Access classes. We have an RtI Team and teachers who have time allotted throughout the day to assist students who are placed in Tier II or Tier III remediation. We are also continuing to focus on the use of technology in the classrooms to achieve high student interest. Our focus on technology is demonstrated through the One to One Kindle Fire Initiative. All students at Berry High School have a tablet.

Demographic Data

Berry High School had 175 office referrals for 2013-2014. This is a decrease from 270 office referrals for 2012-2013. There were 239 office referrals in 2011-2012.

There were 28 out-of-school suspensions for 2013-2014. This is an increase from 2 in 2012-2013. There were 30 out-of-school suspensions

in 2011-2012.

There were 78 placements for in-school-suspension. This is an increase from 65 placements in 2013-2014. There was no in-school-suspension in 2011-2012.

Berry High School had no drop-outs in 2013-2014. This is a decrease from 6 drop-outs in 2012-2013. There were 5 drop-outs in 2011-2012.

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

Berry High School 's goals are connected to priority needs and the needs assessment. We have three goals based on the needs of our students.

All students will graduate with their cohort and will be college and/or career ready. This goal is connected to our school needs. We struggle with students who drop out of school and student attendance.

At least 70% of students in grades 7-8 will score at grade level or above on the end-of-year Global Scholar Performance Series assessment in the areas of reading and math. This goal is connected to student achievement in the areas of reading and math.

Students scoring at a proficient level on the mathematics end-of-course assessment will increase by 5%. This goal is based on the scores for the 2013 Quality Core Assessment.

Students scoring at a proficient level on standardized test (ACT, Aspire, Explore, Plan) will increase by 5%.

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

Berry High School's goals are based on multiple types of data. The data was analyzed and used to create goals that address the needs of the school. The types of data used were: parent surveys, student surveys, faculty surveys, standardized test scores, school programs/process information, and demographic data.

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

The goals address the needs of the whole school population because they are based on data that reflects the entire school population. The goals also demonstrate recognition of children who are disadvantaged through the utilization of data to help students achieve at a higher level.

Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficiency Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in the effective use of standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively by 05/20/2014 in Career & Technical by 05/20/2014 as measured by Classroom / student observation, Decreased usage of paper and hard copy materials, Speak-Up Surveys, Transform 2020 Surveys, Educate Alabama Data.

Strategy1:

Digital Content - Teachers and students will continue to use online digital content in all subject areas

Research Cited: Research Cited: NETS-S 2, CCRS Literacy Standards: Plan202 p. 13, 24, 26, 54, 78-79

Activity - Kindle Fire Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Technology Coordinator and Media Specialist will work with the faculty to ensure that they receive online access to digital resources to enhance the curriculum	Academic Support Program			08/14/2014	05/20/2015	\$35000 - State Funds	Technology Coordinator and Media Specialist

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

100% of All Students will demonstrate a behavior of receiving instruction from teachers who have completed CCRS professional development training in Career & Technical by 05/20/2015 as measured by teachers attending workshops and training on Alabama's College and Career Ready Standards.

Strategy1:

Global Scholar - Students will be assessed in Grades 3 - 8 in the areas of Math and Reading three times during the year.

Research Cited: Global Scholar

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Activity - CCRS Implementation Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select faculty members at all levels will attend the State Department's CCRS Implementation Team quarterly meetings then they will provide turnaround training to other faculty members upon return.	Academic Support Program			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction, Principal

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on Global Scholar Performance Series. Teachers will also attend data meeting at the understand the data and resources concerning Global Scholar.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Technology Coordinator, Professional Development Coordinator

Goal 3:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

100% of All Students will demonstrate a behavior of having excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments and data. in Career & Technical by 05/20/2015 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report.

Strategy1:

Communication Services for Berry High - All employees of the Fayette County School System will have access to an email system for communication purposes. All employees and students will have access to the Fayette County website which will be maintained and updated at the Central Office. Individual schools will be accessed from the district site as well. Fayette County will also have the SchoolCast Communication system that will allow supervisors, principals, and other designated individuals to communicate with students and parents via phone, email, or text.

Research Cited:

Activity - Phone Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide local and long distance telephone services Berry High School.	Technology			08/14/2014	05/20/2015	\$48000 - General Fund	Principal, Technology Coordinator

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Activity - Email	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All employees of the Fayette County School System will have access to a web-based application that allows employees to compose, send, store, and receive messages over electronic communication systems.	Technology			08/14/2014	05/20/2015	\$0 - No Funding Required	Technology Director

Activity - Web Hosting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fayette County has a web hosting and portal solution built with the latest technology to deliver the functionality, reliability, and performance that schools require. The state-of-the-art hosting, connectivity, and infrastructure are the best at making those critical connections between our schools, students, parents, and community members.	Technology			08/14/2014	05/20/2015	\$8695 - District Funding	Technology Director

Activity - Firewall/Network Security	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
M86 Firewall/Network Security is a comprehensive security solution developed specifically to protect K-12 networks. Extensive and comprehensive reports on all network traffic, desktop applications, and installed hardware provide an unparalleled view of our network.	Technology			08/14/2014	05/20/2015	\$0 - No Funding Required	Technology Director

Strategy2:

Alabama Supercomputer Authority - Continue to support access through Alabama Supercomputer

Research Cited: The Broadband Imperative: Recommendation to Address K-12 Education Infrastruct Needs. (2012). Retrieved from www.setda.org

Activity - Wireless Access Points	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to increase the number of wireless access points at Berry High School	Technology			08/14/2014	05/20/2015	\$3000 - USAC Technology	Technology Director

Activity - Monitor Broadband Access	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Broadband access through the Bandwidth Traffic Data	Technology			08/14/2014	05/20/2015	\$0 - No Funding Required	Technology Director

Goal 4:

Increase the number of students scoring at a proficient level on the mathematics and English Quality Core end-of-course assessments.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency level of 149 on the Quality Core end-of-course assessments in Mathematics by 05/20/2015 as measured by Quality core end-of-course assessments.

Strategy1:

Professional Learning - All math teachers will receive professional training during the 2014-2015 school year.

Research Cited: ALSDE

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on the implementation of Study Island.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9-12 subject area teachers will attend Quality Core training throughout the year.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Strategy2:

Instructional Strategies - Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased. Library automation software will be maintained.

Research Cited: ALSDE

Activity - Modes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased. Library automation software will be maintained.	Academic Support Program			08/14/2014	05/20/2015	\$2662 - Title I Schoolwide	school administration

Measurable Objective 2:

65% of All Students will demonstrate a proficiency level of 154 on the English 10 Quality Core End of Course Assessment in English Language Arts by 05/20/2015 as measured by End of Course Assessment.

Strategy1:

Professional Learning - All math teachers will receive professional training during the 2014-2015 school year.

Research Cited: ALSDE

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on the implementation of Study Island.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9-12 subject area teachers will attend Quality Core training throughout the year.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Goal 5:

At least 50% of students in grades 7-8 will score at grade level or above on the end-of-year Global Scholar Performance Series assessment in the areas of Math and Reading.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency on the end of year Global Scholar Performance Series Assessment in Mathematics by 05/20/2015 as measured by Global Scholar Performance Series Assessment.

Strategy1:

Professional Learning Global Scholar - Global Scholar Training

Research Cited: Global Scholar

Activity - Global Scholar Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seventh and Eighth grade subject area teachers will be trained on interpreting the Global Scholar Performance Series Data.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction, Technology Coordinator

Measurable Objective 2:

80% of All Students will demonstrate a proficiency on the end of year Global Scholar Performance Series Assessment in Reading by 05/20/2015 as measured by Global Scholar Performance Series Assessment.

Strategy1:

Professional Learning Global Scholar - Global Scholar Training

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Research Cited: Global Scholar

Activity - Global Scholar Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seventh and Eighth grade subject area teachers will be trained on interpreting the Global Scholar Performance Series Data.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction, Technology Coordinator

Goal 6:

All students at Berry High School will graduate with their cohort and will be College and/or Career Ready

Measurable Objective 1:

collaborate to ensure that 90% of all students will graduate with their cohort by 05/20/2015 as measured by ALSDE Accountability Model.

Strategy1:

Leadership Team - The Leadership Team will meet in the summer to review ACIP and analyze data to prepare for the upcoming school year.

Research Cited: ALSDE

Activity - Summer Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team will meet in the summer to review the ACIP and analyze data.	Professional Learning			08/14/2014	08/01/2015	\$717 - Title I Schoolwide	Leadership Team

Strategy2:

Intervention Teachers - Title I will provide funds for additional teachers to provide intervention strategies for students.

Research Cited: ALSDE

Activity - Additional Academic Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be hired through the use of Title I money to provide intervention for students.	Academic Support Program			08/14/2014	05/20/2015	\$65586 - Title I Schoolwide	School Administration

Measurable Objective 2:

collaborate to help students make smooth transitions by 05/20/2015 as measured by student and parent participation.

Strategy1:

Transitions - •Sixth grade to seventh grade – [1]The counselor will go into the sixth grade classrooms and provide a lesson including: discussion of fears, expectations, and concerns regarding moving to high school; study skills including organization and study habits; and a

tour of the high school campus led in small groups by BHS students. [2]There will also be a parent orientation held the week before school begins provided by the principal, counselor, and faculty to review rules, policies, schedules, grades, and procedures. Students may also purchase lockers and walk through their classes. [3]The Parent Involvement Committee organizes several events each year including the Little Miss/Mr. Berry pageant in January. Through this event faculty members from the high school work with about seventy elementary students yearly. [4]Elementary students are encouraged to attend all BHS athletic events which allows them to become familiar with the facilities at the high school.

- Eighth grade to ninth grade – There is no change in facilities for BHS ninth grade students; however, eighth grade students must make a decision on which high school tract they will follow. The eighth grade students must be prepared to choose the most appropriate tract: standard or advanced. [1]The counselor will administer an aptitude and interest inventory to all eighth grade students. These results are used as the basis for lessons on careers and goal setting. [2]In the spring the counselor will conduct a meeting for all eighth grade parents. The career inventory results will be discussed along with the advanced and standard diplomas. Parents will sign a statement verifying the tract their child will follow.

- Twelfth grade to post secondary – Students must be prepared to enter a four year college, technical school, apprenticeship, or the work force. [1] There is a senior parent information Session held in August that all seniors and their parents are invited to attend. The principal, counselor, and senior sponsors relate information on financial aid, scholarships, admission requirements, and senior expenses. [2]Bevill State Community College hosts Career Day for seniors to speak to representatives from various colleges, technical programs, armed forces, and vocations. [3]Bevill State Community College also hosts College Day where various post secondary institutions are represented. Seniors may talk to college representatives and receive information to take home to share with their parents. [4]The counselor will present various lessons based on senior needs.

Research Cited: Fayette County Guidance and Counselling Plan

Activity - Sixth Grade Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will go to the sixth grade classrooms and provide a lesson including: discussion of fears, expectations, and concerns regarding moving to the high school; study skills including organization and study habits; and a tour of the high school campus led in small groups by BHS students. There will be also be a parent orientation held the week before school begins provided by the principal, counselor, and faculty to review rules, policies, schedules, grades, and procedures.	Academic Support Program			08/14/2014	05/20/2015	\$0 - No Funding Required	Guidance Counselor and Principal

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Activity - 12th Grade College and Career	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A senior parent information session will be held in August. All seniors and their parents will be invited to attend the meeting. The principal, counselor, and senior sponsors will relate information on financial aid, scholarships, admission requirements, and senior expenses. Beville State Community College hosts Career Day for seniors to speak to representatives from various vocations. Beville State also hosts College Day where various post secondary institutions are represented. The counselor will present various lessons based on senior needs throughout the year.	Career Preparation/Orientation			08/14/2014	05/20/2015	\$0 - No Funding Required	Principal Counselor Senior Sponsors Beville State Community College

Activity - 8th Grade Diploma Endorsement Options	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An aptitude and interest inventory will be administered to all eighth grade students. These results will be used as the basis for lessons on careers and goal setting. In the spring there will be a meeting for all eighth grade parents to discuss the diploma endorsements available and the career inventory results. Parents will choose the diploma endorsements and sign a statement verifying the endorsement their child will choose.	Career Preparation/Orientation			08/14/2014	05/20/2015	\$0 - No Funding Required	Counselor

Measurable Objective 3:

demonstrate a proficiency in assisting struggling learners through our Rtl program by 05/20/2015 as measured by the percentage of students entering Tier II or Tier III .

Strategy1:

Problem Solving Team - Berry High School's Problem Solving Team will meet to address needs of struggling students.

Research Cited: IDEA 2004, NCLB

Activity - Problem Solving Team Bi-Monthly Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The problem solving team will meet bi-monthly to discuss data and evaluate progress monitoring of struggling students	Academic Support Program			08/14/2014	05/20/2015	\$0 - No Funding Required	Rtl Team Members, Principal

Measurable Objective 4:

collaborate to provide highly qualified teachers to all students at Berry High School by 05/20/2015 as measured by Graduation Rate.

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Strategy1:

Teacher Mentoring Program - All new teachers will be assigned an experienced teacher as a mentor

Research Cited: ALSDE

Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new teachers will be assigned a mentor	Recruitment and Retention			08/14/2014	05/20/2015	\$0 - No Funding Required	Principal and lead teachers

Strategy2:

Teach in Alabama - Berry High School will use Teach in Alabama to recruit and screen highly qualified applicants for all positions.

Research Cited: Teach in Alabama

Activity - Recruiting New Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will use Teach in Alabama to recruit highly qualified teachers	Recruitment and Retention			08/14/2014	05/20/2015	\$1200 - District Funding	Principal

Goal 7:

Increase Parent Involvement

Measurable Objective 1:

collaborate to increase communication with parents by 05/20/2015 as measured by an increase of 10% of parents who agree that the school communicates goals and activities effectively.

Strategy1:

Increase School Parent Communication - Parents will be asked to complete a parent involvement survey at the end of the school year.

Question # 8 relates to the effective communication of school goals and activities. Parents will be able to take the survey with Internet

access. The results of the survey will be examined by the school leadership team during summer planning. The 2013-2014 survey indicated

81% of parents agreed that the school communicates effectively.

Research Cited: AdvancED

Activity - Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will attend meetings at the school throughout the year. There will be a community meeting in August, Parent Conference Day in October, and an end-of-year meeting in May. All parents have the opportunity to participate in each of the three meetings.	Parent Involvement			08/14/2014	05/20/2015	\$0 - No Funding Required	school administration, guidance counselor, parent involvement coordinator

Activity - Parent Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will participate in a school-wide survey at the end of the 2014-2015 school year.	Parent Involvement			08/14/2014	05/20/2015	\$0 - No Funding Required	School administration

Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will receive information regarding attendance issues, orientation, financial aid, and other related school activities. The information will be shared through the use of schoolcast, school website, school marquee, and mailings.	Parent Involvement			08/14/2014	05/20/2015	\$794 - Title I Schoolwide	school administration, federal programs coordinator, counselor, parent involvement coordinator

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in the effective use of standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively by 05/20/2014 in Career & Technical by 05/20/2014 as measured by Classroom / student observation, Decreased usage of paper and hard copy materials, Speak-Up Surveys, Transform 2020 Surveys, Educate Alabama Data.

Strategy1:

Digital Content - Teachers and students will continue to use online digital content in all subject areas

Research Cited: Research Cited: NETS-S 2, CCRS Literacy Standards: Plan202 p. 13, 24, 26, 54, 78-79

Activity - Kindle Fire Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Technology Coordinator and Media Specialist will work with the faculty to ensure that they receive online access to digital resources to enhance the curriculum	Academic Support Program			08/14/2014	05/20/2015	\$35000 - State Funds	Technology Coordinator and Media Specialist

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

100% of All Students will demonstrate a behavior of receiving instruction from teachers who have completed CCRS professional development training in Career & Technical by 05/20/2015 as measured by teachers attending workshops and training on Alabama's College and Career Ready Standards.

Strategy1:

Global Scholar - Students will be assessed in Grades 3 - 8 in the areas of Math and Reading three times during the year.

Research Cited: Global Scholar

Activity - CCRS Implementation Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select faculty members at all levels will attend the State Department's CCRS Implementation Team quarterly meetings then they will provide turnaround training to other faculty members upon return.	Academic Support Program			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction, Principal

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on Global Scholar Performance Series. Teachers will also attend data meeting at the understand the data and resources concerning Global Scholar.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Technology Coordinator, Professional Development Coordinator

Goal 3:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

100% of All Students will collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessment and data in Career & Technical by 08/04/2014 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report.

Strategy1:

Communication Services - All employees of the Fayette County School System will have access to an email system for communication purposes. All employees and students will have access to the Fayette County website which will be maintained and updated at the Central Office. Individual schools will be accessed from the district site as well. Fayette County will also have the SchoolCast Communication system that will allow supervisors, principals, and other designated individuals to communicate with students and parents via phone, email, or text.

Research Cited:

Activity - Phone Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide local and long distance telephone services to each of the schools and central office locations.	Technology			08/01/2013	07/14/2014		Technology Coordinator, Network Administrator, Principals

Activity - Firewall/Network Security	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
M86 Firewall/Network Security is a comprehensive security solution developed specifically to protect K-12 networks. Extensive and comprehensive reports on all network traffic, desktop applications, and installed hardware provide an unparalleled view of our network.	Technology			08/20/2013	08/03/2015		Network Administrator

Activity - Email Intergration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All employees of the Fayette County School System will have access ti a web-based application that allows employees to compose,send, store, and receive messages over electronic communication systems.	Technology			08/20/2013	08/03/2015		Technology Coordinator

Activity - Web Hosting Service	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fayette County has a web hosting and portal solution built with the latest technology to deliver the functionality, reliability, and performance that schools require. The state-of-the- art hosting, connectivity, and infrastructure are the best at making those critical connections between our schools, students,parents, and community members.	Technology			08/20/2013	08/03/2015		Technology Coordinator, Network Administrator

Measurable Objective 2:

100% of All Students will collaborate to to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessment and data. in Career & Technical by 05/20/2014 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report.

Strategy1:

Alabama Supercomputer - Continue to support access through Alabama Supercomputer

Research Cited: The Broadband Imperative: Recommendation to Address K-12 Education Infrastruct Needs. (2012). Retrieved from www.setda.org

Activity - Monitor Broadband Access	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Broadband access through the Bandwidth Traffic Data	Technology			08/14/2014	05/20/2015		Technology Coordinator

Activity - Wireless Access Points	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to increase the number of wireless access points at each school	Technology			09/19/2013	05/20/2014		Technology Coordinator, Network Administrator

Goal 4:

Increase the number of students scoring at a proficient level on the mathematics and English Quality Core end-of-course assessments.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency level of 149 on the Quality Core end-of-course assessments in Mathematics by 05/20/2015 as measured by Quality core end-of-course assessments.

Strategy1:

Instructional Strategies - Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased. Library automation software will be maintained.

Research Cited: ALSDE

Activity - Modes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased. Library automation software will be maintained.	Academic Support Program			08/14/2014	05/20/2015	\$2662 - Title I Schoolwide	school administration

Strategy2:

Professional Learning - All math teachers will receive professional training during the 2014-2015 school year.

Research Cited: ALSDE

ACIP

Berry High School

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on the implementation of Study Island.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9-12 subject area teachers will attend Quality Core training throughout the year.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Measurable Objective 2:

65% of All Students will demonstrate a proficiency level of 154 on the English 10 Quality Core End of Course Assessment in English Language Arts by 05/20/2015 as measured by End of Course Assessment.

Strategy1:

Professional Learning - All math teachers will receive professional training during the 2014-2015 school year.

Research Cited: ALSDE

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9-12 subject area teachers will attend Quality Core training throughout the year.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on the implementation of Study Island.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Goal 5:

At least 50% of students in grades 7-8 will score at grade level or above on the end-of-year Global Scholar Performance Series assessment in the areas of Math and Reading.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency on the end of year Global Scholar Performance Series Assessment in Mathematics by 05/20/2015 as measured by Global Scholar Performance Series Assessment.

Strategy1:

Professional Learning Global Scholar - Global Scholar Training

Research Cited: Global Scholar

ACIP

Berry High School

Activity - Global Scholar Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seventh and Eighth grade subject area teachers will be trained on interpreting the Global Scholar Performance Series Data.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction, Technology Coordinator

Measurable Objective 2:

80% of All Students will demonstrate a proficiency on the end of year Global Scholar Performance Series Assessment in Reading by 05/20/2015 as measured by Global Scholar Performance Series Assessment.

Strategy1:

Professional Learning Global Scholar - Global Scholar Training

Research Cited: Global Scholar

Activity - Global Scholar Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seventh and Eighth grade subject area teachers will be trained on interpreting the Global Scholar Performance Series Data.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction, Technology Coordinator

Goal 6:

All students at Berry High School will graduate with their cohort and will be College and/or Career Ready

Measurable Objective 1:

collaborate to ensure that 90% of all students will graduate with their cohort by 05/20/2015 as measured by ALSDE Accountability Model.

Strategy1:

Intervention Teachers - Title I will provide funds for additional teachers to provide intervention strategies for students.

Research Cited: ALSDE

Activity - Additional Academic Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be hired through the use of Title I money to provide intervention for students.	Academic Support Program			08/14/2014	05/20/2015	\$65586 - Title I Schoolwide	School Administration

Strategy2:

Leadership Team - The Leadership Team will meet in the summer to review ACIP and analyze data to prepare for the upcoming school year.

Research Cited: ALSDE

ACIP

Berry High School

Activity - Summer Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team will meet in the summer to review the ACIP and analyze data.	Professional Learning			08/14/2014	08/01/2015	\$717 - Title I Schoolwide	Leadership Team

Measurable Objective 2:

collaborate to provide highly qualified teachers to all students at Berry High School by 05/20/2015 as measured by Graduation Rate.

Strategy1:

Teach in Alabama - Berry High School will use Teach in Alabama to recruit and screen highly qualified applicants for all positions.

Research Cited: Teach in Alabama

Activity - Recruiting New Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will use Teach in Alabama to recruit highly qualified teachers	Recruitment and Retention			08/14/2014	05/20/2015	\$1200 - District Funding	Principal

Strategy2:

Teacher Mentoring Program - All new teachers will be assigned an experienced teacher as a mentor

Research Cited: ALSDE

Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All new teachers will be assigned a mentor	Recruitment and Retention			08/14/2014	05/20/2015	\$0 - No Funding Required	Principal and lead teachers

Measurable Objective 3:

demonstrate a proficiency in assisting struggling learners through our Rtl program by 05/20/2015 as measured by the percentage of students entering Tier II or Tier III .

Strategy1:

Problem Solving Team - Berry High School's Problem Solving Team will meet to address needs of struggling students.

Research Cited: IDEA 2004, NCLB

Activity - Problem Solving Team Bi-Monthly Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The problem solving team will meet bi-monthly to discuss data and evaluate progress monitoring of struggling students	Academic Support Program			08/14/2014	05/20/2015	\$0 - No Funding Required	Rtl Team Members, Principal

Measurable Objective 4:

collaborate to help students make smooth transitions by 05/20/2015 as measured by student and parent participation.

Strategy1:

Transitions - •Sixth grade to seventh grade – [1]The counselor will go into the sixth grade classrooms and provide a lesson including: discussion of fears, expectations, and concerns regarding moving to high school; study skills including organization and study habits; and a tour of the high school campus led in small groups by BHS students. [2]There will also be a parent orientation held the week before school begins provided by the principal, counselor, and faculty to review rules, policies, schedules, grades, and procedures. Students may also purchase lockers and walk through their classes. [3]The Parent Involvement Committee organizes several events each year including the Little Miss/Mr. Berry pageant in January. Through this event faculty members from the high school work with about seventy elementary students yearly. [4]Elementary students are encouraged to attend all BHS athletic events which allows them to become familiar with the facilities at the high school.

•Eighth grade to ninth grade – There is no change in facilities for BHS ninth grade students; however, eighth grade students must make a decision on which high school tract they will follow. The eighth grade students must be prepared to choose the most appropriate tract: standard or advanced. [1]The counselor will administer an aptitude and interest inventory to all eighth grade students. These results are used as the basis for lessons on careers and goal setting. [2]In the spring the counselor will conduct a meeting for all eighth grade parents. The career inventory results will be discussed along with the advanced and standard diplomas. Parents will sign a statement verifying the tract their child will follow.

•Twelfth grade to post secondary – Students must be prepared to enter a four year college, technical school, apprenticeship, or the work force. [1] There is a senior parent information Session held in August that all seniors and their parents are invited to attend. The principal, counselor, and senior sponsors relate information on financial aid, scholarships, admission requirements, and senior expenses. [2]Bevill State Community College hosts Career Day for seniors to speak to representatives from various colleges, technical programs, armed forces, and vocations. [3]Bevill State Community College also hosts College Day where various post secondary institutions are represented. Seniors may talk to college representatives and receive information to take home to share with their parents. [4]The counselor will present various lessons based on senior needs.

Research Cited: Fayette County Guidance and Counselling Plan

Activity - 12th Grade College and Career	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A senior parent information session will be held in August. All seniors and their parents will be invited to attend the meeting. The principal, counselor, and senior sponsors will relate information on financial aid, scholarships, admission requirements, and senior expenses. Bevill State Community College hosts Career Day for seniors to speak to representatives from various vocations. Bevill State also hosts College Day where various post secondary institutions are represented. The counselor will present various lessons based on senior needs throughout the year.	Career Preparation/ Orientation			08/14/2014	05/20/2015	\$0 - No Funding Required	Principal Counselor Senior Sponsors Bevill State Community College

Activity - 8th Grade Diploma Endorsement Options	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An aptitude and interest inventory will be administered to all eighth grade students. These results will be used as the basis for lessons on careers and goal setting. In the spring there will be a meeting for all eighth grade parents to discuss the diploma endorsements available and the career inventory results. Parents will choose the diploma endorsements and sign a statement verifying the endorsement their child will choose.	Career Preparation/ Orientation			08/14/2014	05/20/2015	\$0 - No Funding Required	Counselor

Activity - Sixth Grade Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will go to the sixth grade classrooms and provide a lesson including: discussion of fears, expectations, and concerns regarding moving to the high school; study skills including organization and study habits; and a tour of the high school campus led in small groups by BHS students. There will be also be a parent orientation held the week before school begins provided by the principal, counselor, and faculty to review rules, policies, schedules, grades, and procedures.	Academic Support Program			08/14/2014	05/20/2015	\$0 - No Funding Required	Guidance Counselor and Principal

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in the effective use of standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively by 05/20/2014 in Career & Technical by 05/20/2014 as measured by Classroom / student observation, Decreased usage of paper and hard copy materials, Speak-Up Surveys, Transform 2020 Surveys, Educate Alabama Data.

Strategy1:

Digital Content - Teachers and students will continue to use online digital content in all subject areas

Research Cited: Research Cited: NETS-S 2, CCRS Literacy Standards: Plan202 p. 13, 24, 26, 54, 78-79

Activity - Kindle Fire Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Technology Coordinator and Media Specialist will work with the faculty to ensure that they receive online access to digital resources to enhance the curriculum	Academic Support Program			08/14/2014	05/20/2015	\$35000 - State Funds	Technology Coordinator and Media Specialist

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

100% of All Students will demonstrate a behavior of receiving instruction from teachers who have completed CCRS professional development training in Career & Technical by 05/20/2015 as measured by teachers attending workshops and training on Alabama's College and Career Ready Standards.

Strategy1:

Global Scholar - Students will be assessed in Grades 3 - 8 in the areas of Math and Reading three times during the year.

Research Cited: Global Scholar

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on Global Scholar Performance Series. Teachers will also attend data meeting at the understand the data and resources concerning Global Scholar.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Technology Coordinator, Professional Development Coordinator

Activity - CCRS Implementation Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select faculty members at all levels will attend the State Department's CCRS Implementation Team quarterly meetings then they will provide turnaround training to other faculty members upon return.	Academic Support Program			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction, Principal

Goal 3:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

100% of All Students will demonstrate a behavior of having excellent, viable bandwidth and wireless connectivity in order to access the

Internet, digital learning resources, productivity tools, online assessments and data. in Career & Technical by 05/20/2015 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report.

Strategy1:

Communication Services for Berry High - All employees of the Fayette County School System will have access to an email system for communication purposes. All employees and students will have access to the Fayette County website which will be maintained and updated at the Central Office. Individual schools will be accessed from the district site as well. Fayette County will also have the SchoolCast Communication system that will allow supervisors, principals, and other designated individuals to communicate with students and parents via phone, email, or text.

Research Cited:

Activity - Web Hosting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fayette County has a web hosting and portal solution built with the latest technology to deliver the functionality, reliability, and performance that schools require. The state-of-the-art hosting, connectivity, and infrastructure are the best at making those critical connections between our schools, students, parents, and community members.	Technology			08/14/2014	05/20/2015	\$8695 - District Funding	Technology Director

Activity - Phone Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide local and long distance telephone services Berry High School.	Technology			08/14/2014	05/20/2015	\$48000 - General Fund	Principal, Technology Coordinator

Activity - Email	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All employees of the Fayette County School System will have access to a web-based application that allows employees to compose, send, store, and receive messages over electronic communication systems.	Technology			08/14/2014	05/20/2015	\$0 - No Funding Required	Technology Director

ACIP

Berry High School

Activity - Firewall/Network Security	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
M86 Firewall/Network Security is a comprehensive security solution developed specifically to protect K-12 networks. Extensive and comprehensive reports on all network traffic, desktop applications, and installed hardware provide an unparalleled view of our network.	Technology			08/14/2014	05/20/2015	\$0 - No Funding Required	Technology Director

Strategy2:

Alabama Supercomputer Authority - Continue to support access through Alabama Supercomputer

Research Cited: The Broadband Imperative: Recommendation to Address K-12 Education Infrastruct Needs. (2012). Retrieved from www.setda.org

Activity - Monitor Broadband Access	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Broadband access through the Bandwidth Traffic Data	Technology			08/14/2014	05/20/2015	\$0 - No Funding Required	Technology Director

Activity - Wireless Access Points	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to increase the number of wireless access points at Berry High School	Technology			08/14/2014	05/20/2015	\$3000 - USAC Technology	Technology Director

Goal 4:

Increase the number of students scoring at a proficient level on the mathematics and English Quality Core end-of-course assessments.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency level of 149 on the Quality Core end-of-course assessments in Mathematics by 05/20/2015 as measured by Quality core end-of-course assessments.

Strategy1:

Professional Learning - All math teachers will receive professional training during the 2014-2015 school year.

Research Cited: ALSDE

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9-12 subject area teachers will attend Quality Core training throughout the year.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

ACIP

Berry High School

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on the implementation of Study Island.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Strategy2:

Instructional Strategies - Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased. Library automation software will be maintained.

Research Cited: ALSDE

Activity - Modes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased. Library automation software will be maintained.	Academic Support Program			08/14/2014	05/20/2015	\$2662 - Title I Schoolwide	school administration

Measurable Objective 2:

65% of All Students will demonstrate a proficiency level of 154 on the English 10 Quality Core End of Course Assessment in English Language Arts by 05/20/2015 as measured by End of Course Assessment.

Strategy1:

Professional Learning - All math teachers will receive professional training during the 2014-2015 school year.

Research Cited: ALSDE

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9-12 subject area teachers will attend Quality Core training throughout the year.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on the implementation of Study Island.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Goal 5:

At least 50% of students in grades 7-8 will score at grade level or above on the end-of-year Global Scholar Performance Series assessment in the areas of Math and Reading.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency on the end of year Global Scholar Performance Series Assessment in Mathematics by 05/20/2015 as measured by Global Scholar Performance Series Assessment.

Strategy1:

Professional Learning Global Scholar - Global Scholar Training

Research Cited: Global Scholar

Activity - Global Scholar Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seventh and Eighth grade subject area teachers will be trained on interpreting the Global Scholar Performance Series Data.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction, Technology Coordinator

Measurable Objective 2:

80% of All Students will demonstrate a proficiency on the end of year Global Scholar Performance Series Assessment in Reading by 05/20/2015 as measured by Global Scholar Performance Series Assessment.

Strategy1:

Professional Learning Global Scholar - Global Scholar Training

Research Cited: Global Scholar

Activity - Global Scholar Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seventh and Eighth grade subject area teachers will be trained on interpreting the Global Scholar Performance Series Data.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction, Technology Coordinator

Goal 6:

All students at Berry High School will graduate with their cohort and will be College and/or Career Ready

Measurable Objective 1:

collaborate to ensure that 90% of all students will graduate with their cohort by 05/20/2015 as measured by ALSDE Accountability Model.

Strategy1:

Leadership Team - The Leadership Team will meet in the summer to review ACIP and analyze data to prepare for the upcoming school year.

ACIP

Berry High School

Research Cited: ALSDE

Activity - Summer Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team will meet in the summer to review the ACIP and analyze data.	Professional Learning			08/14/2014	08/01/2015	\$717 - Title I Schoolwide	Leadership Team

Strategy2:

Intervention Teachers - Title I will provide funds for additional teachers to provide intervention strategies for students.

Research Cited: ALSDE

Activity - Additional Academic Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be hired through the use of Title I money to provide intervention for students.	Academic Support Program			08/14/2014	05/20/2015	\$65586 - Title I Schoolwide	School Administration

Measurable Objective 2:

demonstrate a proficiency in assisting struggling learners through our RtI program by 05/20/2015 as measured by the percentage of students entering Tier II or Tier III .

Strategy1:

Problem Solving Team - Berry High School's Problem Solving Team will meet to address needs of struggling students.

Research Cited: IDEA 2004, NCLB

Activity - Problem Solving Team Bi-Monthly Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The problem solving team will meet bi-monthly to discuss data and evaluate progress monitoring of struggling students	Academic Support Program			08/14/2014	05/20/2015	\$0 - No Funding Required	RtI Team Members, Principal

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**Goal 1:**

Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in the effective use of standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively by 05/20/2014 in Career & Technical by 05/20/2014 as measured by Classroom / student observation, Decreased usage of paper and hard copy materials, Speak-Up Surveys, Transform 2020

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Strategy1:

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Research Cited: Research Cited: NETS-S 2, CCRS Literacy Standards: Plan202 p. 13, 24, 26, 54, 78-79

Activity - Kindle Fire Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Technology Coordinator and Media Specialist will work with the faculty to ensure that they receive online access to digital resources to enhance the curriculum	Academic Support Program			08/14/2014	05/20/2015	\$35000 - State Funds	Technology Coordinator and Media Specialist

Goal 2:

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Measurable Objective 1:

100% of All Students will demonstrate a behavior of receiving instruction from teachers who have completed CCRS professional development training in Career & Technical by 05/20/2015 as measured by teachers attending workshops and training on Alabama's College and Career Ready Standards.

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Global Scholar - Students will be assessed in Grades 3 - 8 in the areas of Math and Reading three times during the year.

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on Global Scholar Performance Series. Teachers will also attend data meeting at the understand the data and resources concerning Global Scholar.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Technology Coordinator, Professional Development Coordinator

Goal 3:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

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100% of All Students will demonstrate a behavior of having excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments and data. in Career & Technical by 05/20/2015 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report.

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Continue to increase the number of wireless access points at Berry High School	Technology			08/14/2014	05/20/2015	\$3000 - USAC Technology	Technology Director

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Strategy2:

Communication Services for Berry High - All employees of the Fayette County School System will have access to an email system for communication purposes. All employees and students will have access to the Fayette County website which will be maintained and updated at the Central Office. Individual schools will be accessed from the district site as well. Fayette County will also have the SchoolCast Communication system that will allow supervisors, principals, and other designated individuals to communicate with students and parents via phone, email, or text.

Research Cited:

ACIP

Berry High School

Activity - Web Hosting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fayette County has a web hosting and portal solution built with the latest technology to deliver the functionality, reliability, and performance that schools require. The state-of-the-art hosting, connectivity, and infrastructure are the best at making those critical connections between our schools, students, parents, and community members.	Technology			08/14/2014	05/20/2015	\$8695 - District Funding	Technology Director

Activity - Phone Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide local and long distance telephone services Berry High School.	Technology			08/14/2014	05/20/2015	\$48000 - General Fund	Principal, Technology Coordinator

Activity - Firewall/Network Security	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
M86 Firewall/Network Security is a comprehensive security solution developed specifically to protect K-12 networks. Extensive and comprehensive reports on all network traffic, desktop applications, and installed hardware provide an unparalleled view of our network.	Technology			08/14/2014	05/20/2015	\$0 - No Funding Required	Technology Director

Activity - Email	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All employees of the Fayette County School System will have access to a web-based application that allows employees to compose, send, store, and receive messages over electronic communication systems.	Technology			08/14/2014	05/20/2015	\$0 - No Funding Required	Technology Director

Goal 4:

Increase the number of students scoring at a proficient level on the mathematics and English Quality Core end-of-course assessments.

Measurable Objective 1:

65% of All Students will demonstrate a proficiency level of 154 on the English 10 Quality Core End of Course Assessment in English Language Arts by 05/20/2015 as measured by End of Course Assessment.

Strategy1:

Professional Learning - All math teachers will receive professional training during the 2014-2015 school year.

Research Cited: ALSDE

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9-12 subject area teachers will attend Quality Core training throughout the year.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on the implementation of Study Island.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Measurable Objective 2:

50% of All Students will demonstrate a proficiency level of 149 on the Quality Core end-of-course assessments in Mathematics by 05/20/2015 as measured by Quality core end-of-course assessments.

Strategy1:

Professional Learning - All math teachers will receive professional training during the 2014-2015 school year.

Research Cited: ALSDE

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on the implementation of Study Island.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9-12 subject area teachers will attend Quality Core training throughout the year.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Strategy2:

Instructional Strategies - Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased. Library automation software will be maintained.

Research Cited: ALSDE

ACIP

Berry High School

Activity - Modes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased. Library automation software will be maintained.	Academic Support Program			08/14/2014	05/20/2015	\$2662 - Title I Schoolwide	school administration

Goal 5:

At least 50% of students in grades 7-8 will score at grade level or above on the end-of-year Global Scholar Performance Series assessment in the areas of Math and Reading.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency on the end of year Global Scholar Performance Series Assessment in Mathematics by 05/20/2015 as measured by Global Scholar Performance Series Assessment.

Strategy1:

Professional Learning Global Scholar - Global Scholar Training

Research Cited: Global Scholar

Activity - Global Scholar Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seventh and Eighth grade subject area teachers will be trained on interpreting the Global Scholar Performance Series Data.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction, Technology Coordinator

Measurable Objective 2:

80% of All Students will demonstrate a proficiency on the end of year Global Scholar Performance Series Assessment in Reading by 05/20/2015 as measured by Global Scholar Performance Series Assessment.

Strategy1:

Professional Learning Global Scholar - Global Scholar Training

Research Cited: Global Scholar

ACIP

Berry High School

Activity - Global Scholar Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seventh and Eighth grade subject area teachers will be trained on interpreting the Global Scholar Performance Series Data.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction, Technology Coordinator

Goal 6:

All students at Berry High School will graduate with their cohort and will be College and/or Career Ready

Measurable Objective 1:

collaborate to ensure that 90% of all students will graduate with their cohort by 05/20/2015 as measured by ALSDE Accountability Model.

Strategy1:

Intervention Teachers - Title I will provide funds for additional teachers to provide intervention strategies for students.

Research Cited: ALSDE

Activity - Additional Academic Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be hired through the use of Title I money to provide intervention for students.	Academic Support Program			08/14/2014	05/20/2015	\$65586 - Title I Schoolwide	School Administration

Strategy2:

Leadership Team - The Leadership Team will meet in the summer to review ACIP and analyze data to prepare for the upcoming school year.

Research Cited: ALSDE

Activity - Summer Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team will meet in the summer to review the ACIP and analyze data.	Professional Learning			08/14/2014	08/01/2015	\$717 - Title I Schoolwide	Leadership Team

Measurable Objective 2:

demonstrate a proficiency in assisting struggling learners through our Rtl program by 05/20/2015 as measured by the percentage of students entering Tier II or Tier III .

Strategy1:

Problem Solving Team - Berry High School's Problem Solving Team will meet to address needs of struggling students.

Research Cited: IDEA 2004, NCLB

ACIP

Berry High School

Activity - Problem Solving Team Bi-Monthly Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The problem solving team will meet bi-monthly to discuss data and evaluate progress monitoring of struggling students	Academic Support Program			08/14/2014	05/20/2015	\$0 - No Funding Required	Rtl Team Members, Principal

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

Goal 1:

Increase the number of students scoring at a proficient level on the mathematics and English Quality Core end-of-course assessments.

Measurable Objective 1:

65% of All Students will demonstrate a proficiency level of 154 on the English 10 Quality Core End of Course Assessment in English Language Arts by 05/20/2015 as measured by End of Course Assessment.

Strategy1:

Professional Learning - All math teachers will receive professional training during the 2014-2015 school year.

Research Cited: ALSDE

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on the implementation of Study Island.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9-12 subject area teachers will attend Quality Core training throughout the year.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Measurable Objective 2:

50% of All Students will demonstrate a proficiency level of 149 on the Quality Core end-of-course assessments in Mathematics by 05/20/2015 as measured by Quality core end-of-course assessments.

Strategy1:

Professional Learning - All math teachers will receive professional training during the 2014-2015 school year.

Research Cited: ALSDE

ACIP

Berry High School

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9-12 subject area teachers will attend Quality Core training throughout the year.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on the implementation of Study Island.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Strategy2:

Instructional Strategies - Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased. Library automation software will be maintained.

Research Cited: ALSDE

Activity - Modes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased. Library automation software will be maintained.	Academic Support Program			08/14/2014	05/20/2015	\$2662 - Title I Schoolwide	school administration

Goal 2:

At least 50% of students in grades 7-8 will score at grade level or above on the end-of-year Global Scholar Performance Series assessment in the areas of Math and Reading.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency on the end of year Global Scholar Performance Series Assessment in Mathematics by 05/20/2015 as measured by Global Scholar Performance Series Assessment.

Strategy1:

Professional Learning Global Scholar - Global Scholar Training

Research Cited: Global Scholar

ACIP

Berry High School

Activity - Global Scholar Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seventh and Eighth grade subject area teachers will be trained on interpreting the Global Scholar Performance Series Data.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction, Technology Coordinator

Measurable Objective 2:

80% of All Students will demonstrate a proficiency on the end of year Global Scholar Performance Series Assessment in Reading by 05/20/2015 as measured by Global Scholar Performance Series Assessment.

Strategy1:

Professional Learning Global Scholar - Global Scholar Training

Research Cited: Global Scholar

Activity - Global Scholar Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seventh and Eighth grade subject area teachers will be trained on interpreting the Global Scholar Performance Series Data.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction, Technology Coordinator

Goal 3:

All students at Berry High School will graduate with their cohort and will be College and/or Career Ready

Measurable Objective 1:

demonstrate a proficiency in assisting struggling learners through our Rtl program by 05/20/2015 as measured by the percentage of students entering Tier II or Tier III .

Strategy1:

Problem Solving Team - Berry High School's Problem Solving Team will meet to address needs of struggling students.

Research Cited: IDEA 2004, NCLB

Activity - Problem Solving Team Bi-Monthly Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The problem solving team will meet bi-monthly to discuss data and evaluate progress monitoring of struggling students	Academic Support Program			08/14/2014	05/20/2015	\$0 - No Funding Required	Rtl Team Members, Principal

Measurable Objective 2:

collaborate to ensure that 90% of all students will graduate with their cohort by 05/20/2015 as measured by ALSDE Accountability Model.

Strategy1:

Intervention Teachers - Title I will provide funds for additional teachers to provide intervention strategies for students.

Research Cited: ALSDE

Activity - Additional Academic Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be hired through the use of Title I money to provide intervention for students.	Academic Support Program			08/14/2014	05/20/2015	\$65586 - Title I Schoolwide	School Administration

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

Goal 1:

Increase the number of students scoring at a proficient level on the mathematics and English Quality Core end-of-course assessments.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency level of 149 on the Quality Core end-of-course assessments in Mathematics by 05/20/2015 as measured by Quality core end-of-course assessments.

Strategy1:

Professional Learning - All math teachers will receive professional training during the 2014-2015 school year.

Research Cited: ALSDE

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on the implementation of Study Island.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Strategy2:

Instructional Strategies - Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased. Library automation software will be maintained.

Research Cited: ALSDE

Activity - Modes of Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. Materials will be copied for students and the school will be reimbursed for copier maintenance. Materials and supplies will be purchased. Library automation software will be maintained.	Academic Support Program			08/14/2014	05/20/2015	\$2662 - Title I Schoolwide	school administration

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in the effective use of standards-based digital media to learn and communicate real-world applications of concepts and processes individually and collaboratively by 05/20/2014 in Career & Technical by 05/20/2014 as measured by Classroom / student observation, Decreased usage of paper and hard copy materials, Speak-Up Surveys, Transform 2020 Surveys, Educate Alabama Data.

Strategy1:

Digital Content - Teachers and students will continue to use online digital content in all subject areas

Research Cited: Research Cited: NETS-S 2, CCRS Literacy Standards: Plan202 p. 13, 24, 26, 54, 78-79

Activity - Kindle Fire Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Technology Coordinator and Media Specialist will work with the faculty to ensure that they receive online access to digital resources to enhance the curriculum	Academic Support Program			08/14/2014	05/20/2015	\$35000 - State Funds	Technology Coordinator and Media Specialist

Goal 2:

Increase the number of students scoring at a proficient level on the mathematics and English Quality Core end-of-course assessments.

Measurable Objective 1:

65% of All Students will demonstrate a proficiency level of 154 on the English 10 Quality Core End of Course Assessment in English Language Arts by 05/20/2015 as measured by End of Course Assessment.

Strategy1:

Professional Learning - All math teachers will receive professional training during the 2014-2015 school year.

Research Cited: ALSDE

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on the implementation of Study Island.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Measurable Objective 2:

50% of All Students will demonstrate a proficiency level of 149 on the Quality Core end-of-course assessments in Mathematics by 05/20/2015 as measured by Quality core end-of-course assessments.

Strategy1:

Professional Learning - All math teachers will receive professional training during the 2014-2015 school year.

Research Cited: ALSDE

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on the implementation of Study Island.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction

Component 3: Instruction by Highly Qualified Staff

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

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

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

Berry High School strives to ensure that all positions are filled with highly qualified, well-trained teachers. Jobs are posted through Teach in Alabama, the state-wide job application site. Applicants who are qualified for the job are then contacted for an interview. The principal holds the interviews and makes recommendations for filling jobs based on the academic needs of the school.

Component 4: Strategies to Attract Highly Qualified Teachers

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

The turnover rate for Berry High School is consistently low. The turnover rate for 2013-2014 was 2.5%. We lost a part-time band director. The turnover rate for the 2012-2013 school year was the highest in several years but still under 20%. We lost 4 faculty members due to transfers and retirements. During the 2013-2014 school year, we lost 1.5 teacher units.

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

Berry High School has an experienced staff. We currently only have 1 teacher with less than 3 years of experience.

3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

Berry High School strives to attract and retain high quality teachers. Jobs are posted on the school website and on the state application site. Representatives from Fayette County are sent to universities to recruit potential graduates and universities are contacted to allow their placement offices to recommend applicants to the system. Fayette County is marketed as an excellent place to live and raise a family, which makes it a wonderful place to begin a career. Berry's small town charm and friendly atmosphere are also factors that we try to use to attract potential teachers. The close proximity to the University of Alabama, the University of West Alabama, and the University of North Alabama generates ample applications for each job opening. New teachers are assigned mentors by the administration for the first year. They are monitored by the administration and central office staff for three years. All teachers are required to participate in professional development activities organized by the local school and encouraged to seek additional professional development activities.

4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

Representatives from Fayette County are sent to universities to recruit potential graduates and universities are contacted to allow their placement offices to recommend applicants to the system. Fayette County is marketed as an excellent place to live and raise a family, which makes it a wonderful place to begin a career. Berry's small town charm and friendly atmosphere are also factors that we try to use to attract potential teachers. The close proximity to the University of Alabama, the University of West Alabama, and the University of North Alabama generates ample applications for each job opening. New teachers are assigned mentors by the administration for the first year. They are monitored by the administration and central office staff for three years. All teachers are required to participate in professional development activities organized by the local school and encouraged to seek additional professional development activities.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

There is not a high turnover rate at Berry High School

Component 5: High Quality and Ongoing Professional Development

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

Berry High School will be participating in several areas of Professional Development. The first area that we will be Study Island. We will continue to implement Global Scholar at the appropriate levels. We will continue to strive for higher percentage scores on the Quality Core Assessments.

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

Teachers will attend various workshops that deal with Study Island, CCRS, Global Scholar, and Quality Core. Teachers will focus on turn around training that will bring opportunities at the local school. Parents will be provided with times to visit the school and examine data that is collected through out the school year. Principals will attend professional development through out the school year provided by AMSTI.

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

Berry High School will have a teacher mentoring program that is available to new teachers. We have only 1 teacher that is new to the faculty. He will be paired with other Social Science and English Language Arts teachers.

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

The professional development at Berry High School is sustained and ongoing. Global Scholar training, Study Island training, ARI rigor training, and RtI training are professional developments that are provided by the Fayette County Board of Education. The training is ongoing throughout the year, and the teachers who participate are expected to share the information with other faculty members.

Component 6: Transition Strategies

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

Transitions - -Sixth grade to seventh grade - [1]The counselor will go into the sixth grade classrooms and provide a lesson including: discussion of fears, expectations, and concerns regarding moving to high school; study skills including organization and study habits; and a tour of the high school campus led in small groups by BHS students. [2]There will also be a parent orientation held the week before school begins provided by the principal, counselor, and faculty to review rules, policies, schedules, grades, and procedures. Students may also purchase lockers and walk through their classes. [3]The Parent Involvement Committee organizes several events each year including the Little Miss/Mr. Berry pageant in January. Through this event faculty members from the high school work with about seventy elementary students yearly. [4]Elementary students are encouraged to attend all BHS athletic events which allows them to become familiar with the facilities at the high school.

-Eighth grade to ninth grade - There is no change in facilities for BHS ninth grade students; however, eighth grade students must make a decision on which high school tract they will follow. The eighth grade students must be prepared to choose the most appropriate diploma endorsement: academic or career tech. [1] An aptitude and interest inventory will be administered to all eighth grade students. These results are used as the basis for lessons on careers and goal setting. [2]In the spring the counselor will conduct a meeting for all eighth grade parents. The career inventory results will be discussed along with the diploma endorsements.

- Twelfth grade to post secondary - Students must be prepared to enter a four year college, technical school, apprenticeship, or the work force. [1] There is a senior parent information Session held in August that all seniors and their parents are invited to attend. The principal, counselor, Beville State representative, and senior sponsors relate information on financial aid, scholarships, admission requirements, and senior expenses. [2]Beville State Community College hosts Career Day for seniors to speak to representatives from various businesses and occupations. [3]Beville State Community College also hosts College Day where various post secondary institutions are represented. Seniors may talk to college representatives and receive information to take home to share with their parents. [4]The counselor will present various lessons based on senior needs. [5] Students will visit various colleges and career technical programs throughout the year. These trips are financed through the AAHE grant. Research Cited: Fayette County Guidance and Counselling Plan

Component 7: Teacher Participation in Making Assessment Decisions

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

Teachers are able to provide their input into decisions regarding the use of statewide academic assessment results. All teachers are on committees that have input into decisions regarding the use of statewide academic assessments.

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

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

Teachers analyze data from the ACT, Aspire, Plan, and Explore for the purpose of improving the academic achievement of all students. Teachers also analyze the data from standardized tests to determine areas of needed improvement for students who are experiencing difficulty. Rtl is also utilized to identify students who are experiencing difficulty mastering the state's academic achievement standards.

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

Berry High School utilizes Rtl to provide additional assistance. Tier I instruction is given within the regular classroom setting. Tier II and Tier III intervention is provided with small group and individual instruction. We have 3 teachers who have an Rtl period in which they administer Tier II and/or Tier III instruction. We also use Study Island and Global Scholar Achievement Series to provide resources for Tiers II and III instruction.

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

In the summer of 2011 all core teachers at Berry High School attended professional development in the area of differentiated instruction. Teachers are utilizing the methods of differentiated instruction to ensure that the needs of all students are being met.

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

Berry High School offers peer-to-peer tutoring before or after the school day. This tutoring is provided on an as-needed basis. Supervision is provided by teachers.

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

Berry High School provides equal education opportunities for all students. We have no Migrant or English Language Learner students at this time. Special education students are given a resource class with their case manager to ensure that they are provided timely and additional assistance. Economically disadvantaged, neglected and/or delinquent, and homeless students are provided assistance. Students may receive additional assistance during 7th period intervention. Other needs are met as the faculty is alerted. Some students receive individual counseling. The faculty at Berry High School is very much in tune with the needs of our students. Many faculty members go above and

beyond to ensure that all economically disadvantaged, neglected and/or delinquent, special education, and homeless students have whatever they need to be academically successful.

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

All students are scheduled for career tech courses during their years at Berry High School. Fees are waived for students from economically disadvantaged families. Berry High School is handicapped accessible. We have no ELL students. Students who are pregnant are provided with healthcare plans from the school nurse and accommodated in the classroom.

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

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

Berry High School works to ensure that all programs on the federal, state, and local level are coordinated and integrated. Vertical alignment between federal, state, and local programs is initiated through the use of Title I funds.

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

FEDERAL

Title I - This program provides the resources for all students to meet academic achievement. The goal of Title I is to ensure that programs are in place so instructional strategies are implemented, to provide allocations for activities that will reflect student achievement, and to provide for a well informed educational program.

Title II- This program allows for expenses that include professional development, fees, and other expenses that teachers will benefit from.

Title VI- This program provides money for a nurse that is split between Berry Elementary and Berry High School.

Carl Perkins Fund- This program provides funding for vocational equipment used by the vocational teachers in the classroom.

E-Rate- This money is used to reimburse money back to the schools for phone services. This money can also be used for our school's technology program.

Child Nutrition Program- This program provides nutritional breakfasts and lunches to students that qualify through our free/reduced program.

IDEA Funds- This provides funds for special education students that are identified for services.

STATE

At-Risk Programs- This money is provided to the schools from the central office. This money is used to help with students that have behavior problems or might look at the educational process as something of non-interest. This allocation is also used to help fight drop outs among high school students.

State Enhancement Technology Funds- This money is administered from the central office also and is used for computer needs.

State Vocational Funds- This money provides for repairs and any updates on equipment used by vocational teachers.

LOCAL

Local Churches- Berry has many churches that provide monetary donations for various instructional needs.

Bank of Berry- This bank will provide donations that will help with instructional needs also.

Berry Women's Club- This organization provides money to sponsor Girls State candidate.

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

Berry High School provides support to each of the programs listed above in different ways. We consistently update our school web-site. Berry High School opens its campus to the GED program. The media center is used for this on a weekly basis. Berry High School provides free and reduced breakfast and lunch for students who qualify. Berry High School has a strong vocational program that works with the community in various ways. This program receives federal funding in order to better prepare our students. Berry High School encourages Parental

Involvement by having our required meetings.

Component 10: Evaluation

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

We evaluate our programs through meetings that are held periodically during the school year. These meetings are usually at the beginning, middle, and end of the year. At each meeting there is discussion about revisions and or modifications for the program. All stakeholders are invited to attend a community meeting at the beginning of each year to offer suggestions.

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

We revise our ACIP by using data collected through student assessments. If any goals need to be modified a meeting will take place and proper amendments will be made.

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

Berry High School will measure the effectiveness of the schoolwide program through evaluating the breakdown of our achievement data.

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

Berry High School will conduct school wide faculty meetings to review and evaluate overall school performance on all state assessments. Administration and faculty will use this data to make decisions regarding curriculum changes, grade the instructional program, and address strategies that might increase any weakness that is identified by assessments. Berry High School will have grade level meetings to discuss student achievements and student weaknesses. RtI meetings will be conducted to identify and assist at risk students.

Coordination of Resources-Comprehensive Budget

Introduction

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

I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	17.71

Label	Question	Value
2.	Provide the number of Administrator assigned units.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principal assigned units.	0.5

Label	Question	Value
4.	Provide the number of Counselor assigned units.	1.0

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

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

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

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	16.58

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	0.5

Label	Question	Value
4.	Provide the number of Counselors.	1.0

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

I. State Foundation Funds: Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	705246.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	77879.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	28382.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	54252.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	48675.0

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

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

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	0.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total

914,434.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Remediation teachers salaries and benefits and substitutes totaling \$65,586. Purchased service totaling \$1500, supplies totaling \$858, software \$304, parent involvement \$794. Professional development stipends and benefits totaling \$717. \$69,759 total.

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	69759.0

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	0.0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

N/A

ACIP

Berry High School

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

Title IV: For Safe and Frug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

No allocation yet

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

Career and Technical Education-Perkins IV: Basic Grant (Title I)

Provide a brief explanation and a breakdown of expenses.

Supplies \$231, Professional Development subs \$937, Travel and Registration \$4354. Total of \$5522

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	5522.0

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant**Provide a brief explanation and a breakdown of expenses.**

N/A

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

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

BHS spends their local money in the following areas: salaries/benefits, instructional materials/supplies, utilities, operation/maintenance, travel/training, office supplies, copier maintenance, items for resale, and transfers.

Label	Question	Value
2.	Local Funds Provide the total.	383311.0