



## **ACIP**

# Red Bay High School

## Franklin County Board of Education

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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?**

Red Bay School is a rural unit community school located on the west end of Franklin County school district. The school consist of approximately 825 students pre-k through 12th grade with a gender ratio of 432 males and 393 females. The student demographics consist of 753 white, 33 Hispanic, 17 black, 8 Asian, 2 American Indian, and 12 Multicultural students. The household income ranges from moderate to lower income.

Red Bay's community income is primarily factory based that includes some logging and product production. The main income for residents include Sunshine Mills, Tiffin's Motor homes, & Gates Rubber Company.

Challenge: Red Bay is located within one mile of the Mississippi state line which has created a barrier for local students wanting to attend our school. A drop in enrollment over the past ten years is due in part to the bus route limitations to cross the Mississippi state line.

Advantage: A 1/4 of one cent occupation tax has been in place that is dedicated for Red Bay school needs. Red Bay School is the only school within the city limits therefore receives sole financial support from the community.

## 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.**

While the mission of the Red Bay School is to prepare each student to enter college, technical school or enter the work force. The mission for the Red Bay High school is:

- (1) to provide a challenging and encouraging learning environment which substantially prepares each student for college and the workplace by supporting and encouraging the student's motivation to learn and excel, and
- (2) to provide the foundation and resources for each student to increase his/her individual, academic and personal achievement during the high school years through close relationships with teachers and fellow students, rigorous and relevant curriculum (which meets State and local guidelines,) the attainment of industry-relevant credentialing, and exposure to career and educational options outside of the high school and
- (3) to help students maintain and build motivation by identifying and pursuing interests that lead to meaningful jobs that will initiate a career path.

## **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.**

Red Bay School has maintained a 90% graduation rate and excelled in most of the State standards since 2006. The school also has been recognized by the US News and World Report as a Bronze Level ranking in Best High Schools in America. Red Bay school takes pride in our partnership with our community and strives to improve in all areas of academics. Red Bay has succeeded in areas of athletics (state championships in basketball & track), academics, arts (Tammy Wynette) and even on the political front (Howell Heflin, Johnny Mack Morrow). One of Red Bay's recent success stories involves our Robotics teams working in conjunction with our local industry such as Tiffin's motorhomes to train our youth about mechanical engineering. Our team finished with 6 first place trophies in the first year of competition. Other example, Our Environmental team finished first in region completion, finished in the top 3 in state. FFA competes and finished high in the national convention yearly,

Areas of improvement for the next three years: Red Bay will be focusing on improving our ACT scores, & increasing rigor within our reading, math, and science curriculum.

## **Additional Information**

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

Red Bay School is the hub of the community with a wide range of socioeconomic backgrounds involved within the educational process. Red Bay's success has been driven by the partnership with our community and the desire to excel in all areas.

# **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.**

Community members, parents, and school personnel are chosen at the beginning of every school year to meet throughout the school year to discuss school improvement plans. Stakeholders are selected based on their willingness to serve and active involvement in our school and community. These volunteers are informed of their roles (based on their expertise and abilities) in person and meet after work hours at the school to discuss plans for improvement.

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

Stakeholders who volunteer from the community have interests in the school (former students, parents, and grandparents) and participate in such activities as deciding how funds are spent, developing plans for installing and using technology (computer labs, sound equipment, LCD projectors and screens, wireless Internet, etc.)

A community education committee consisting of school leaders, community leaders, and community members meets monthly to decide how to best assist in funding existing plans.

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

The final improvement plan was approved by all stakeholders and all stakeholders receive information on progress throughout the school year.

The community education committee meets monthly to discuss progress and determine needs.

# 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		Student Performance Data 2015

## 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?

Grades 4-6 mathematics

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

Grades 4-6 Math

4th Grade Math ACT Aspire- (The National Average is 45%)of the 52 students tested, 29 (56%) scored "ready"; 21 students scored "close" and 2 scored "in need of support".

5th Grade Math ACT Aspire-(The National Average 40%)- of the 63 students tested, 27 (43%) scored in the "ready" range; 32 students scored "close" and 4 were "in need of support".

6th Grade Math ACT Aspire-(The National Average is 43%)Of the 78 students tested, 39 (50%) scored "ready"; 25 were "close" and 14 were "in need of support".

### Which area(s) indicate the overall highest performance?

Grade 4 Math

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

No notable difference among subgroups

### Between which subgroups is the achievement gap closing?

The data indicates no significant achievement gap between subgroups.

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

The findings from the ACT Aspire were consistent with data from Global Scholar Performance Series in most cases.

## Areas in Need of Improvement

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

Grades 1,2,5,7 reading

Grades 7-8 math

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

Reading Grades 1,2,5, and 7

Grades 1 DIBELS-54% of students at the end of Kindergarten 2014-15 scored in the range of intensive or strategic on NWF

Grade 2-Global Scholar Performance Series 2015 Baseline-62% scored in the below or low average range performance band

3rd Grade Reading ACT ASPIRE

Grade Level Comparison of ACT ASPIRE data: The reading comparison for 3rd grade reading in 2014---31% "ready" compared to 2015--22% ready

Grade 5 Reading

Grade Level Comparison-The reading comparison for 5th grade reading: 2014--23% "ready" compared to 2015--29% "ready"

Longitudinal Student Data Comparison- In 2014, the (4th) grade student scored 43% "ready" in reading compared to the same students in 2015 (5th) grade scored 29% "ready" in reading

Grade 7 Reading

Grade Level Comparison-The reading comparison for 7th grade: 2014--34% "ready" compared to 2015--25% "ready"

Longitudinal Student Data Comparison-In 2014, the (6th) grade students scored 32% "ready" in reading compared to the same students in 2015 (7th) grade students scored 25% "ready"

### Which area(s) indicate the overall lowest performance?

Grades 2-3 Reading

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

No subgroup demonstrated a notable difference from the whole group

### Between which subgroups is the achievement gap becoming greater?

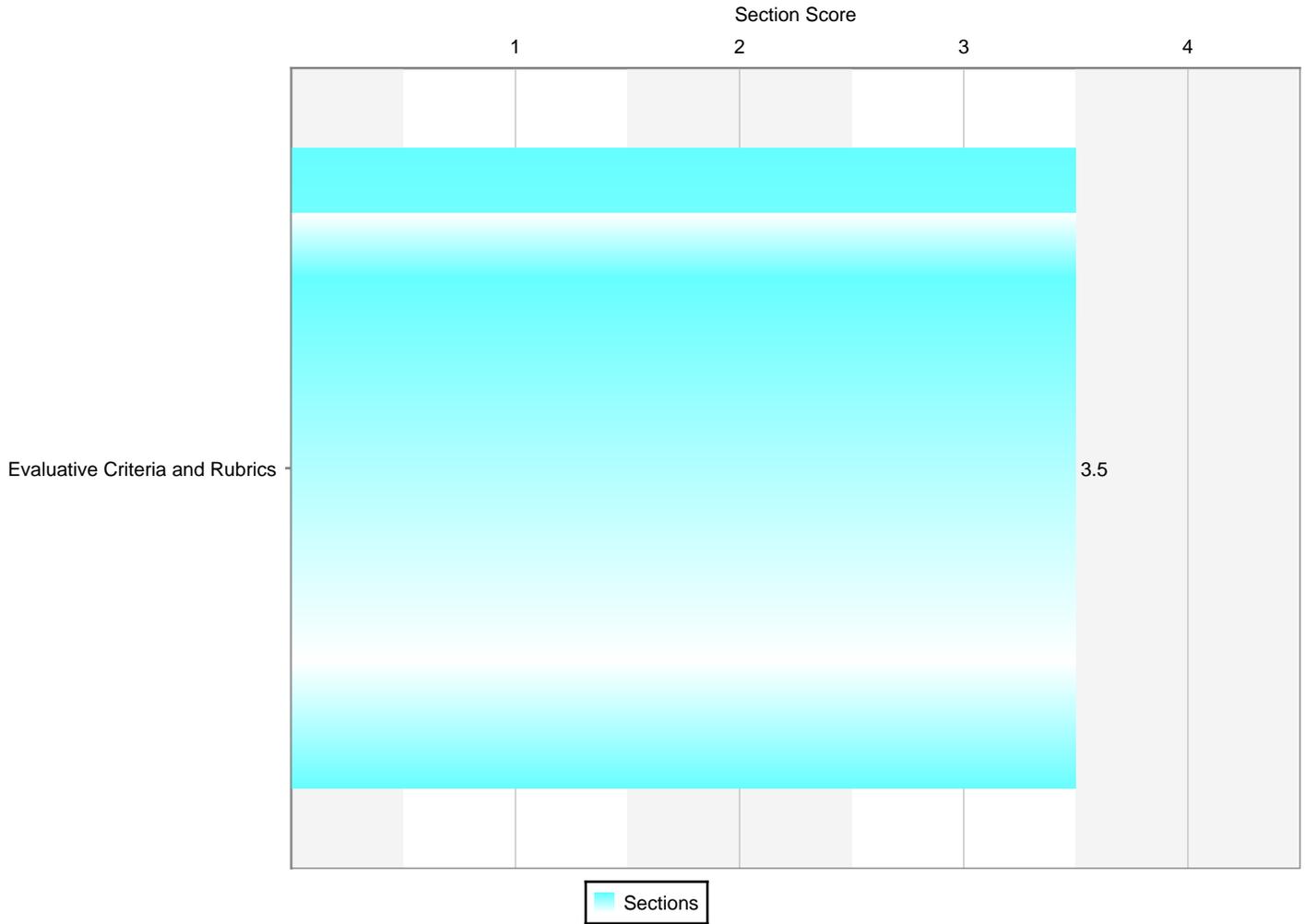
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**Which of the above reported findings are consistent with findings from other data sources?**

Reading and math scores on the ACT Aspire are fairly consistent with findings on the Global Scholar Performance Series

## 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		Instructional Leadership Team

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 discrimination policy

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	Kenny Sparks, Principal--256-331-2270 800 8th Street Red Bay, Alabama, 35582	non discrimination policy

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

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

# **2015-16 ACIP Goals and Plans**

## **Overview**

### **Plan Name**

2015-16 ACIP Goals and Plans

### **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	Students in grades 2-8 will use web-based assessments to demonstrate gains in both reading	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Improve technology infrastructure and usage	Objectives: 2 Strategies: 2 Activities: 4	Organizational	\$22500
3	Prepare students to be college and/or career ready.	Objectives: 2 Strategies: 3 Activities: 6	Organizational	\$11000

## Goal 1: Students in grades 2-8 will use web-based assessments to demonstrate gains in both reading

### Measurable Objective 1:

60% of Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of average performance in Reading by 05/31/2016 as measured by Global Scholar Educational Performance Data.

### Strategy 1:

Global Scholar Performance Assessments - Students in grades 2-8 will take baseline and benchmark assessments utilizing Global Scholar Performance Series for reading.

Global Scholar Performance Series will provide meaningful data to monitor individual student achievement and growth and provide both summative and formative data to guide reading classroom instruction.

### Category:

Research Cited: Traditional tests can take weeks or months to return results for use in the classroom.

Performance Series assessments are on the web, so students can practice authentic tests that measure their performance and growth. Since educators can view the results immediately, they are able to provide appropriate placement and quickly tailor appropriate instruction to best meet each student's individual needs.

Activity - Monitor Implementation of tailored reading instruction (Tiered Instruction)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of Global Scholar Performance Series tests to promote growth and achievement through the analysis of data	Academic Support Program, Technology	09/01/2015	05/31/2017	\$0	No Funding Required	Classroom Teachers, Literacy Coach, Principal

## Goal 2: Improve technology infrastructure and usage

### Measurable Objective 1:

collaborate to to provide updated equipment for all teachers and students by 05/31/2017 as measured by the local technology surveys, administration observations, & technology department.

**Strategy 1:**

Improving Technology within computer labs - Update computers & networking within the computer labs that will allow students and teachers to have a complete access to comprehensive computer based skills.

The school principal, Kenny Sparks, will collaborate with the school's local technology department to address the needs of the elementary computer lab.

The school's administration will serve on the Education Committee (committee that uses tax based dollars earmarked for Red Bay School projects) to help appropriate funds for school projects.

## Category:

Research Cited: The development of high-technology learning tools holds promise for leveling the playing field and ensuring equity in educational opportunity for all students in all schools. The National Academy of Sciences and the National Academy of Engineering (1995) emphasize the importance of technology in promoting educational opportunities for all students:

"Technology deployed in education can help remove inequities between the schools of the inner city and the suburbs, between cities and rural districts.... Technology can become the force that equalizes the educational opportunities of all children regardless of location and social and economic circumstance."

Education technology has the potential to provide equal learning opportunities in several ways. Grabe and Grabe (1996) note that technology in the form of telecommunications allows access to people (through electronic mail and bulletin boards), access to interactive services (through on-line discussion groups, interactive conferences, and interactive tutorials), and access to files (through on-line databases, library holdings on a local or campus-wide network, and text and graphic files on the Internet).

Activity - Computer Lab Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kenny Sparks, Tim Burks, Sandra Guinn (Tech department) & Technology Consultant will review the technology within the elementary computer lab to determine the needed updates for proper connectivity & equipment	Technology	08/10/2015	05/31/2017	\$20000	Booster Fund	Administration & Technology department
Activity - Computer-based Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mrs. Strickland and the classroom teacher will work as a team with grades k-8 students' to assess progress using computers based strategies. Students will be able to use the computers on a scheduled basis throughout the year. The data will be evaluated and a plan will be constructed with the classroom teacher for student improvement	Technology	08/10/2015	05/20/2016	\$0	No Funding Required	Reading Coach, administration and the classroom teacher

**Measurable Objective 2:**

collaborate to enhance each classroom's technology infrastructure by 05/19/2017 as measured by technology survey, technology department's review, classroom teacher, & administration's observations.

**Strategy 1:**

Classroom technology Improvements - Identify and prioritize each classroom's technology needs

Category:

Activity - Technology implementation within classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work on CCRS strategies while using technology-based equipment (chrome books) to promote rigor within the classroom.(Chrome books are being purchased on a on-going basis by submitting grants through the Franklin County Community Development Fund). The administration works with our local government agencies to secure these funds)	Technology	08/10/2015	05/26/2017	\$2500	Booster Fund	Kenny Sparks, Jeff Madden, Johnny Cleveland

Activity - Implementing Professional Learning Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Teams (7-12) will be meeting with Mr. Madden monthly to study & implement differentiated practices along with the technology framework within the classroom instructional time	Academic Support Program	08/10/2015	05/20/2016	\$0	No Funding Required	Jeff Madden

**Goal 3: Prepare students to be college and/or career ready.****Measurable Objective 1:**

demonstrate a proficiency in reading by increasing proficeincy by 5% by 05/31/2017 as measured by State assessment results.

**Strategy 1:**

Professional Development for Reading teachers - The Reading Coach will conduct turn-around training on Global Scholar data to promote student growth and achievement. Teachers, administration, & Reading Coach will be involved with evaluating results and making needed changes within classroom instruction.

Category:

Research Cited: In their article on policies that support professional development, Darling-Hammond and McLaughlin (1995) write, "The vision of practice that underlies the nation's reform agenda requires most teachers to rethink their own practice, to construct new classroom roles and expectations about student outcomes, and to teach in ways they have never taught before" (para 1). Darling Hammond and McLaughlin go on to note that helping teachers rethink practice necessitates professional development that involves teachers in the dual capacities of both teaching and learning and creates new

visions of what, when, and how teachers should learn. This most recent model of professional development ultimately requires a fundamental change in the institutional structures that have governed schooling as it has traditionally existed.

Activity - Global Scholar training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in ongoing professional development to use Global Scholar to guide instruction to understand how gather the data and implement strategies	Professional Learning	08/10/2015	05/31/2017	\$0	No Funding Required	Kenny Sparks, Johnny Cleveland, and/or Teresa Strickland

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Teams will be used in elementary to implement "new" reading series materials for grades k-6	Professional Learning	08/10/2015	05/31/2017	\$0	No Funding Required	Administration, faculty, and reading coach

### Strategy 2:

Aspire Benchmark Assessment Training - Grades 3-8 Aspire benchmark data will be broken down in sub-areas of weakness and strengths. The Professional Learning Teams will meet into teams to note, discuss, and plan instruction based on areas of weaknesses within the instruction

Category:

Activity - Data Breakdown	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration will take all of the Aspire data for grades 3-8 and breakdown all components into sub areas of weakness and strenght	Academic Support Program	08/10/2015	05/20/2016	\$0	No Funding Required	Admininstratio n

Activity - Monitor Implementation of "Areas of Weakness"	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walkthroughs will be used to ensure the tiered instruction is matching the needs noted by the Professional Learning Teams	Academic Support Program	08/10/2015	05/20/2016	\$0	No Funding Required	Classroom teachers, tutors, foster grandparents, & administration

### Measurable Objective 2:

collaborate to implement higher order skills in the science content area by 05/31/2017 as measured by lesson plans and student work samples.

### Strategy 1:

Professional Learning for the New Science Curriculum - Administration will attend a workshop on the new science curriculum. A turn-around training will be held with

the science teachers.

Category:

Research Cited:

Activity - Science Curriculum Reform	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science data will be gathered from the new Alabama Course of Study to determine the standards listed for each grade level. A plan will be devised by the Professional Learning Teams to implement "rigor" within the curriculum to meet the new standards.	Academic Support Program	08/10/2015	05/26/2017	\$0	No Funding Required	Science teachers, administration, and reading coach
Activity - AMSTI Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science teachers will attend AMSTI training to obtain knowledge, skill, understanding, & manipulatives for classroom preparation for the new Science Standards	Academic Support Program	06/01/2015	05/25/2018	\$11000	State Funds	Faculty & administration

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AMSTI Training	All science teachers will attend AMSTI training to obtain knowledge, skill, understanding, & manipulatives for classroom preparation for the new Science Standards	Academic Support Program	06/01/2015	05/25/2018	\$11000	Faculty & administration
<b>Total</b>					\$11000	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Computer-based Assessment	Mrs. Strickland and the classroom teacher will work as a team with grades k-8 students' to assess progress using computers based strategies. Students will be able to use the computers on a scheduled basis through-out the year. The data will be evaluated and a plan will be constructed with the classroom teacher for student improvement	Technology	08/10/2015	05/20/2016	\$0	Reading Coach, administration and the classroom teacher
Monitor Implementation of "Areas of Weakness"	Walkthroughs will be used to ensure the tiered instruction is matching the needs noted by the Professional Learning Teams	Academic Support Program	08/10/2015	05/20/2016	\$0	Classroom teachers, tutors, foster grandparents, & administration
Science Curriculum Reform	Science data will be gathered from the new Alabama Course of Study to determine the standards listed for each grade level. A plan will be devised by the Professional Learning Teams to implement "rigor" within the curriculum to meet the new standards.	Academic Support Program	08/10/2015	05/26/2017	\$0	Science teachers, administration, and reading coach
Global Scholar training	Teachers will engage in ongoing professional development to use Global Scholar to guide instruction to understand how gather the data and implement strategies	Professional Learning	08/10/2015	05/31/2017	\$0	Kenny Sparks, Johnny Cleveland, and/or Teresa Strickland

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Monitor Implementation of tailored reading instruction (Tiered Instruction)	Monitor the implementation of Global Scholar Performance Series tests to promote growth and achievement through the analysis of data	Academic Support Program, Technology	09/01/2015	05/31/2017	\$0	Classroom Teachers, Literacy Coach, Principal
Data Breakdown	The administration will take all of the Aspire data for grades 3-8 and breakdown all components into sub areas of weakness and strenght	Academic Support Program	08/10/2015	05/20/2016	\$0	Admininstratio n
Implementing Professional Learning Teams	Professional Learning Teams (7-12) will be meeting with Mr. Madden monthly to study & implement differentiated practices along with the technology framework within the classroom instructional time	Academic Support Program	08/10/2015	05/20/2016	\$0	Jeff Madden
Professional Learning Teams	Professional Learning Teams will be used in elementary to implement "new" reading series materials for grades k-6	Professional Learning	08/10/2015	05/31/2017	\$0	Administration , faculty, and reading coach
<b>Total</b>					\$0	

**Booster Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Computer Lab Assessment	Kenny Sparks, Tim Burks, Sandra Guinn (Tech department) & Technology Consultant will review the technology within the elementary computer lab to determine the needed updates for proper connectivity & equipment	Technology	08/10/2015	05/31/2017	\$20000	Administration & Technology department
Technology implementation within classrooms	Teachers will work on CCRS strategies while using technology-based equipment (chrome books) to promote rigor within the classroom.(Chrome books are being purchased on a on-going basis by submitting grants through the Franklin County Community Development Fund). The administration works with our local government agencies to secure these funds)	Technology	08/10/2015	05/26/2017	\$2500	Kenny Sparks, Jeff Madden, Johnny Cleveland
<b>Total</b>					\$22500	

# 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		Survey Results 15-16 Stakeholder Feedback Diagnostic Parent Survey Results Staff Survey Results Early Elementary Results Elementary Results Middle and High School Results Parent Averages Staff Averages Grades 3-5 Survey Averages Early Elementary Averages Middle/High School Averages

## 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?

According to Advance-Ed Survey Results-

Our purpose statement is clearly focused on student success.

Our school effectively communicates about school goals and activities.

School work is challenging and equitable.

Teachers use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.

Qualified staff supports student learning.

According to Survey by Title Department-

We have qualified staff members to support student learning.

Student work is fairly evaluated and graded.

School purpose statement is clearly focused on student success.

Teacher use a variety of teaching methods and learning activities to help students develop the skills they will need to succeed.

Staff has high expectation for students.

We use consistent, common grading and reporting policies across grade levels and courses based on clearly defined criteria.

Leaders regularly evaluate staff members on criteria designed to improve teaching and learning.

Our school provides challenging curriculum and learning experiences.

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

Comparing last year's data with this year's data: Do you know how you can be involved in school planning? The previous year's data responded 27% said yes compared to the data gathered this year 64% responded yes

This indicates a trend toward more parents being aware of ways they can be involved in school planning.

According to the Advanced-Ed Survey parents indicated an average of 3.79 of parents survey felt that they had opportunities to be involved in our school.

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

Parent feedback on report cards is consistent with Title 1 surveys and Advanced Ed surveys which indicate that stakeholders are satisfied with our process of common, consistent reporting practices. Students in grades K-12 receive progress reports each nine week grading period. Additionally, all parents at Red Bay have access to student grades online at anytime, and teachers provide parents with an additional paper copy of the mid-nine week report each grading period.

County kindergarten teachers within the past school year worked together to develop a new report card for kindergarten students across the county.

Stakeholders on both Title 1 and Advanced Ed surveys also agreed that Red Bay's school purpose statement was clearly focused on student success with qualified staff providing both challenging and equitable work.

## Areas in Need of Improvement

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

According to Advanced-Ed Surveys, our school does not always supply learning resources that are current and in good condition. Additionally, some middle and high school students feel that teachers do not change their teaching to meet their learning needs. Also, some middle and high school students feel that they do not receive help from other students if they are not friends, and some indicated that our school fails to consider students' opinions when planning ways to improve the school. Staff surveys revealed the lack of a formal process is in place to support new staff members in their professional practice.

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

Stakeholders tend to be decreasingly satisfied by the quality of instructional resources provided by our school.

### What are the implications for these stakeholder perceptions?

We have a need for more up-to-date instructional resources. With the lack of current funding, we are searching for local, state, and national grants to provide some help with supplying these resources.

Also, we need a formal process for mentoring new members of our staff. Franklin County has chosen to address the mentoring of new staff members as part of their continuous improvement goals, and this should help. Additionally, the literacy coach and lead teachers will be assigned to new staff members here at Red Bay to provide mentoring as needed.

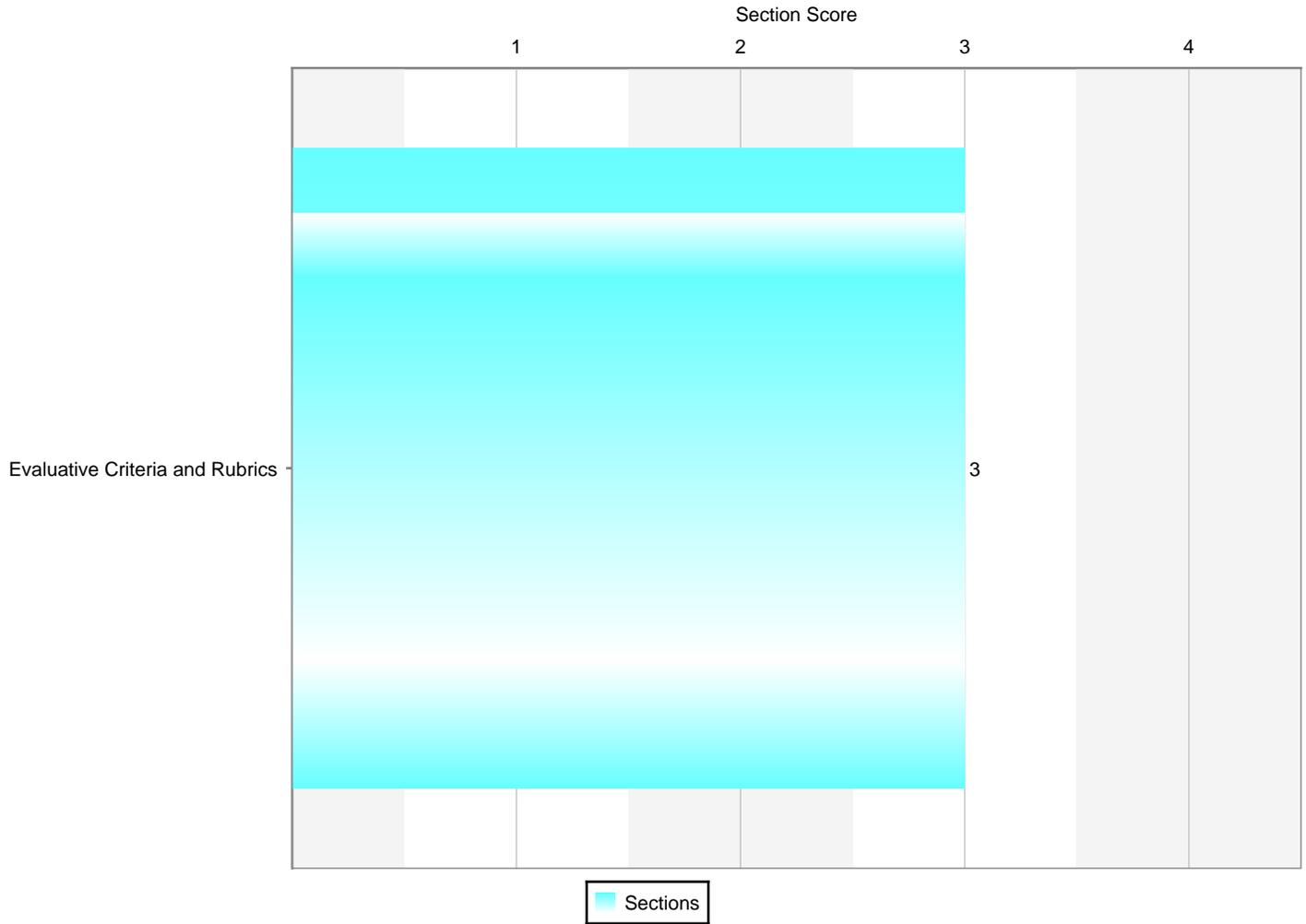
Finally, middle and high school stakeholders implied a need for more use of cooperative learning groups. Cooperative learning strategies should help students at any level work together more productively and will also provide opportunities for students to share opinions not only with each other but also with instructors. As teachers facilitate these groups, they will gain more insight into student opinions giving our teachers greater opportunities to encourage students to take responsibility for their own learning and success.

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

Community leaders have also recognized our need for more up-to-date instructional resources especially electronic devices like computers and Chrome Books and are continuing to make efforts to bring Red Bay up-to-date by providing some relief. Local workers are providing some relief through a city tax that has been designated to provide funds to support our school.

## Report Summary

### Scores By Section



# **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 analyzed from various sources to determine the weakness and strengths of our programs: Aspire Data, Global Scholar benchmark assessments, local assessments, Dibels results, stakeholder surveys, teacher observations. The data was compiled into a word document and was downloaded into attachments for review. The comprised data was studied at length to determine gaps, needs, strengths & weaknesses of the students. The committee met to discuss the data from all sources and list weakness and strengths. Our goals were pulled from our weakness identified by the data sources

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

Benchmark data along with the Aspire results concluded a weakness in the following areas:

- Reading in grades 3-8 did show a weakness
- Dibels indicated weakness in grades k-2
- Science data indicates weaknesses (to include "new" standard implementation for 2016-17)
- ACT indicates a "progression of growth" for reading, math, & science toward 11th grade ACT standards

### 3. What conclusions were drawn from the results?

The following conclusions were drawn from looking at all data sources:

- There are some weakness within our reading & math programs. But a larger need tends to be within the reading program.
- Improve vocabulary instruction within our reading program (backload vocabulary)
- Prepare for the "new" standards in science within our curriculum
- Provide more Tier 2 instruction for Reading (in grades k-6)
- Improve some areas of technology

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

Demographically, there was no notable difference between groups, race, gender or culture. There were small pockets of low performing students in all grades but not to the extend of identification of gender, race, etc..

Student Achievement indicates areas of weakness and program weaknesses within reading and science rigor. A new reading series has been adopted this school year which has created a level of chaos for faculty members.

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

Our goals were determined by assessing the weaknesses of all sources and assessments. Once the weakness was determined, we aligned strategies and goals to meet the needs of the weakest areas. Our goals listed below are:

Goal---Students in grades 2-8 will use web-based assessments to demonstrate gains in in reading. Grade 2-8 will show proficiency in using technology to assess the students performance in reading skills.

Objectives- are to demonstrate proficiency in reading in all grades

Strategies -Global Scholar is an on-line assessment that aides the faculty and administration in determining the level of performance for the students in grades k-10. Not only is Global Scholar used but AR (Accelerated Reader Assessments) through our media center to encourage reading in all grade levels. AR is to encourage vocabulary, comprehension, and text complexity

Goal--Improve Technology Infrastructure and Usage- our goal is to collaborate and partner with our community(city council & Education Committee, LEA, & (Development Commission) to secure some type funding. Our Elementary computer lab needs more usable computers and improve the facility in general.

-Objectives will to provide up dated equipment for the lab and also the teacher's classroom

-Strategies-To improve the quality of the computers, increase the ability for data usage, and to increase the ability of the classroom teacher to secure chomebooks for student's classroom projects through the use WiFi networking.

Goal--Prepare Students to be College and/or Career Ready

Objectives-All of our students should be able to attend college (and be proficient in the basic classes of college) or have a skill to obtain a job in the workforce. With the "new" science curriculum being implemented in 2016-17, we will incorporate some new strategies within our classrooms this year in preparation for the new year. These new strategies will be implemented through AMSTI training

Strategies-Professional Development for reading teachers, grade level meetings, turn-around training, & Professional Learning Teams are being used to implement the needed information to each of our grade level teachers

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

Goals are implemented to address needs found while analyzing Global Scholar Performance, ACT Aspire, and DIBELS.

Global Scholar Performance Series reading and math results were compared at both individual and grade levels to determine whether or not there was a correlation. DIBELS data was used in kindergarten and first grade to find areas of weakness and this data was used along with Global Scholar data in second grade to find out students who were not meeting desired goals in reading.

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

The goals are written to address individual student needs (Global Scholar Performance Gains Analysis) and group needs (ACT Aspire Readiness, Global Scholar). Therefore they address the needs of each student.

## Component 2: Schoolwide Reform Strategies

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

**Goal 1:**

Students in grades 2-8 will use web-based assessments to demonstrate gains in both reading

**Measurable Objective 1:**

60% of Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of average performance in Reading by 05/31/2017 as measured by Global Scholar Educational Performance Data.

**Strategy1:**

Global Scholar Performance Assessments - Students in grades 2-8 will take baseline and benchmark assessments utilizing Global Scholar Performance Series for reading.

Global Scholar Performance Series will provide meaningful data to monitor individual student achievement and growth and provide both summative and formative data to guide reading classroom instruction.

**Category:**

Research Cited: Traditional tests can take weeks or months to return results for use in the classroom.

Performance Series assessments are on the web, so students can practice authentic tests that measure their performance and growth.

Since educators can view the results immediately, they are able to provide appropriate placement and quickly tailor appropriate instruction to best meet each student's individual needs.

Activity - Monitor Implementation of tailored reading instruction (Tiered Instruction)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Global Scholar Performance Series tests to promote growth and achievement through the analysis of data	Technology Academic Support Program	09/01/2015	05/31/2017	\$0 - No Funding Required	Classroom Teachers, Literacy Coach, Principal

**Measurable Objective 2:**

80% of Kindergarten and First grade students will demonstrate a proficiency for responding to oral assessments in Reading by 05/31/2017 as measured by Accelerated Reader Assessments..

**Strategy1:**

Accelerated Reading Assessments - Students will read library books with an adult and take accelerated reading tests on the computer to

assess comprehension.

Category:

Research Cited: Educational researchers have found feedback, whether formative (i.e., providing ongoing assessment that shapes subsequent lessons) or summative (i.e., providing a final assessment of students' skills), can affect students' motivation for continuing with a task and for engaging in that task in the future. Feedback does so by affecting the types of achievement goals students set for themselves (Pintrich & Schunk, 2002). Achievement Goal Theory states there are two types of goal orientations: mastery orientation and performance orientation (Kaplan, Middleton, Urdan, & Midgley, 2002).

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading tutors, including volunteers and foster grandparents, will help struggling readers by encouraging them to read on their instructional level (Lexile) and helping students access Accelerated Reading Tests	Academic Support Program Technology	09/01/2015	05/31/2017	\$0 - Other	Foster grandparents, reading tutors, teachers, parent volunteers

### Goal 2:

Prepare students to be college and/or career ready.

### Measurable Objective 1:

collaborate to implement higher order skills in the science content area by 05/31/2017 as measured by lesson plans and student work samples.

### Strategy1:

Professional Learning for the New Science Curriculum - Administration will attend a workshop on the new science curriculum. A turn-around training will be held with the science teachers.

Category:

Research Cited:

Activity - AMSTI Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will attend AMSTI training to obtain knowledge, skill, understanding, & manipulatives for classroom preparation for the new Science Standards	Academic Support Program	06/01/2015	05/25/2018	\$11000 - State Funds	Faculty & administration

Activity - Science Curriculum Reform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science data will be gathered from the new Alabama Course of Study to determine the standards listed for each grade level. A plan will be devised by the Professional Learning Teams to implement "rigor" within the curriculum to meet the new standards.	Academic Support Program	08/10/2015	05/26/2017	\$0 - No Funding Required	Science teachers, administration, and reading coach

**Measurable Objective 2:**

demonstrate a proficiency in reading by increasing proficeincy by 5% by 05/31/2017 as measured by State assessment results.

**Strategy1:**

Aspire Benchmark Assessment Training - Grades 3-8 Aspire benchmark data will be broken down in sub-areas of weakness and strengths. The Professional Learning Teams will meet into teams to note, discuss, and plan instruction based on areas of weaknesses within the instruction

Category:

Research Cited:

Activity - Data Breakdown	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration will take all of the Aspire data for grades 3-8 and breakdown all components into sub areas of weakness and strenght	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Admininstration

Activity - Monitor Implementation of "Areas of Weakness"	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthroughs will be used to ensure the tiered instruction is matching the needs noted by the Professional Learning Teams	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Classroom teachers, tutors, foster grandparents, & administration

**Strategy2:**

Professional Development for Reading teachers - The Reading Coach will conduct turn-around training on Global Scholar data to promote student growth and achievement. Teachers, administration, & Reading Coach will be involved with evaluating results and making needed changes within classroom instruction.

Category:

Research Cited: In their article on policies that support professional development, Darling-Hammond and McLaughlin (1995) write, "The vision of practice that underlies the nation's reform agenda requires most teachers to rethink their own practice, to construct new classroom roles and expectations about student outcomes, and to teach in ways they have never taught before" (para 1). Darling Hammond and McLaughlin go on to note that helping teachers rethink practice necessitates professional development that involves teachers in the dual capacities of both teaching and learning and creates new visions of what, when, and how teachers should learn. This most recent model of professional development ultimately requires a fundamental change in the institutional structures that have governed schooling as it has traditionally existed.

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Teams will be used in elementary to implement "new" reading series materials for grades k-6	Professional Learning	08/10/2015	05/31/2017	\$0 - No Funding Required	Administration, faculty, and reading coach

Activity - Global Scholar training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in ongoing professional development to use Global Scholar to guide instruction to understand how gather the data and implement strategies	Professional Learning	08/10/2015	05/31/2017	\$0 - No Funding Required	Kenny Sparks, Johnny Cleveland, and/or Teresa Strickland

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

**Goal 1:**

Students in grades 2-8 will use web-based assessments to demonstrate gains in both reading

**Measurable Objective 1:**

60% of Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of average performance in Reading by 05/31/2017 as measured by Global Scholar Educational Performance Data.

**Strategy1:**

Global Scholar Performance Assessments - Students in grades 2-8 will take baseline and benchmark assessments utilizing Global Scholar Performance Series for reading.

Global Scholar Performance Series will provide meaningful data to monitor individual student achievement and growth and provide both summative and formative data to guide reading classroom instruction.

**Category:**

Research Cited: Traditional tests can take weeks or months to return results for use in the classroom.

Performance Series assessments are on the web, so students can practice authentic tests that measure their performance and growth.

Since educators can view the results immediately, they are able to provide appropriate placement and quickly tailor appropriate instruction to best meet each student's individual needs.

Activity - Monitor Implementation of tailored reading instruction (Tiered Instruction)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Global Scholar Performance Series tests to promote growth and achievement through the analysis of data	Academic Support Program Technology	09/01/2015	05/31/2017	\$0 - No Funding Required	Classroom Teachers, Literacy Coach, Principal

**Measurable Objective 2:**

80% of Kindergarten and First grade students will demonstrate a proficiency for responding to oral assessments in Reading by 05/31/2017 as measured by Accelerated Reader Assessments..

**Strategy1:**

Accelerated Reading Assessments - Students will read library books with an adult and take accelerated reading tests on the computer to assess comprehension.

Category:

Research Cited: Educational researchers have found feedback, whether formative (i.e., providing ongoing assessment that shapes subsequent lessons) or summative (i.e., providing a final assessment of students' skills), can affect students' motivation for continuing with a task and for engaging in that task in the future. Feedback does so by affecting the types of achievement goals students set for themselves (Pintrich & Schunk, 2002). Achievement Goal Theory states there are two types of goal orientations: mastery orientation and performance orientation (Kaplan, Middleton, Urdan, & Midgley, 2002).

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading tutors, including volunteers and foster grandparents, will help struggling readers by encouraging them to read on their instructional level (Lexile) and helping students access Accelerated Reading Tests	Technology Academic Support Program	09/01/2015	05/31/2017	\$0 - Other	Foster grandparents, reading tutors, teachers, parent volunteers

**Goal 2:**

Improve technology infrastructure and usage

**Measurable Objective 1:**

collaborate to enhance each classroom's technology infrastructure by 05/19/2017 as measured by technology survey, technology department's review, classroom teacher, & administration's observations.

**Strategy1:**

Classroom technology Improvements - Identify and prioritize each classroom's technology needs

Category:

Research Cited:

Activity - Technology implementation within classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work on CCRS strategies while using technology-based equipment (chrome books) to promote rigor within the classroom.(Chrome books are being purchased on a on-going basis by submitting grants through the Franklin County Community Development Fund). The administration works with our local government agencies to secure these funds)	Technology	08/10/2015	05/26/2017	\$2500 - Booster Fund	Kenny Sparks, Jeff Madden, Johnny Cleveland

Activity - Implementing Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Teams (7-12) will be meeting with Mr. Madden monthly to study & implement differentiated practices along with the technology framework within the classroom instructional time	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Jeff Madden

**Measurable Objective 2:**

collaborate to to provide updated equipment for all teachers and students by 05/31/2017 as measured by the local technology surveys, administration observations, & technology department.

**Strategy1:**

Improving Technology within computer labs - Update computers & networking within the computer labs that will allow students and teachers to have a complete access to comprehensive computer based skills.

The school principal, Kenny Sparks, will collaborate with the school's local technology department to address the needs of the elementary computer lab.

The school's administration will serve on the Education Committee (committee that uses tax based dollars earmarked for Red Bay School projects) to help appropriate funds for school projects.

**Category:**

Research Cited: The development of high-technology learning tools holds promise for leveling the playing field and ensuring equity in educational opportunity for all students in all schools. The National Academy of Sciences and the National Academy of Engineering (1995) emphasize the importance of technology in promoting educational opportunities for all students:

"Technology deployed in education can help remove inequities between the schools of the inner city and the suburbs, between cities and rural districts.... Technology can become the force that equalizes the educational opportunities of all children regardless of location and social and economic circumstance."

Education technology has the potential to provide equal learning opportunities in several ways. Grabe and Grabe (1996) note that technology in the form of telecommunications allows access to people (through electronic mail and bulletin boards), access to interactive services (through on-line discussion groups, interactive conferences, and interactive tutorials), and access to files (through on-line databases, library holdings on a local or campus-wide network, and text and graphic files on the Internet).

**ACIP**

Red Bay High School

Activity - Computer Lab Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kenny Sparks, Tim Burks, Sandra Guinn (Tech department) & Technology Consultant will review the technology within the elementary computer lab to determine the needed updates for proper connectivity & equipment	Technology	08/10/2015	05/31/2017	\$20000 - Booster Fund	Administration & Technology department

Activity - Computer-based Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mrs. Strickland and the classroom teacher will work as a team with grades k-8 students' to assess progress using computers based strategies. Students will be able to use the computers on a scheduled basis through-out the year. The data will be evaluated and a plan will be constructed with the classroom teacher for student improvement	Technology	08/10/2015	05/20/2016	\$0 - No Funding Required	Reading Coach, administration and the classroom teacher

**Goal 3:**

Prepare students to be college and/or career ready.

**Measurable Objective 1:**

collaborate to implement higher order skills in the science content area by 05/31/2017 as measured by lesson plans and student work samples.

**Strategy1:**

Professional Learning for the New Science Curriculum - Administration will attend a workshop on the new science curriculum. A turn-around training will be held with the science teachers.

Category:

Research Cited:

Activity - AMSTI Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will attend AMSTI training to obtain knowledge, skill, understanding, & manipulatives for classroom preparation for the new Science Standards	Academic Support Program	06/01/2015	05/25/2018	\$11000 - State Funds	Faculty & administration

Activity - Science Curriculum Reform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science data will be gathered from the new Alabama Course of Study to determine the standards listed for each grade level. A plan will be devised by the Professional Learning Teams to implement "rigor" within the curriculum to meet the new standards.	Academic Support Program	08/10/2015	05/26/2017	\$0 - No Funding Required	Science teachers, administration, and reading coach

**Measurable Objective 2:**

demonstrate a proficiency in reading by increasing proficeincy by 5% by 05/31/2017 as measured by State assessment results.

**Strategy1:**

Professional Development for Reading teachers - The Reading Coach will conduct turn-around training on Global Scholar data to promote student growth and achievement. Teachers, administration, & Reading Coach will be involved with evaluating results and making needed changes within classroom instruction.

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Research Cited: In their article on policies that support professional development, Darling-Hammond and McLaughlin (1995) write, "The vision of practice that underlies the nation's reform agenda requires most teachers to rethink their own practice, to construct new classroom roles and expectations about student outcomes, and to teach in ways they have never taught before" (para 1). Darling Hammond and McLaughlin go on to note that helping teachers rethink practice necessitates professional development that involves teachers in the dual capacities of both teaching and learning and creates new visions of what, when, and how teachers should learn. This most recent model of professional development ultimately requires a fundamental change in the institutional structures that have governed schooling as it has traditionally existed.

Activity - Global Scholar training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in ongoing professional development to use Global Scholar to guide instruction to understand how gather the data and implement strategies	Professional Learning	08/10/2015	05/31/2017	\$0 - No Funding Required	Kenny Sparks, Johnny Cleveland, and/or Teresa Strickland

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Teams will be used in elementary to implement "new" reading series materials for grades k-6	Professional Learning	08/10/2015	05/31/2017	\$0 - No Funding Required	Administration, faculty, and reading coach

**Strategy2:**

Aspire Benchmark Assessment Training - Grades 3-8 Aspire benchmark data will be broken down in sub-areas of weakness and strengths. The Professional Learning Teams will meet into teams to note, discuss, and plan instruction based on areas of weaknesses within the instruction

Category:

Research Cited:

Activity - Monitor Implementation of "Areas of Weakness"	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthroughs will be used to ensure the tiered instruction is matching the needs noted by the Professional Learning Teams	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Classroom teachers, tutors, foster grandparents, & administration

Activity - Data Breakdown	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration will take all of the Aspire data for grades 3-8 and breakdown all components into sub areas of weakness and strenght	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Admininstration

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

**Goal 1:**

Students in grades 2-8 will use web-based assessments to demonstrate gains in both reading

**Measurable Objective 1:**

80% of Kindergarten and First grade students will demonstrate a proficiency for responding to oral assessments in Reading by 05/31/2017 as measured by Accelerated Reader Assessments..

**Strategy1:**

Accelerated Reading Assessments - Students will read library books with an adult and take accelerated reading tests on the computer to assess comprehension.

**Category:**

Research Cited: Educational researchers have found feedback, whether formative (i.e., providing ongoing assessment that shapes subsequent lessons) or summative (i.e., providing a final assessment of students' skills), can affect students' motivation for continuing with a task and for engaging in that task in the future. Feedback does so by affecting the types of achievement goals students set for themselves (Pintrich & Schunk, 2002). Achievement Goal Theory states there are two types of goal orientations: mastery orientation and performance orientation (Kaplan, Middleton, Urdan, & Midgley, 2002).

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Reading tutors, including volunteers and foster grandparents, will help struggling readers by encouraging them to read on their instructional level (Lexile) and helping students access Accelerated Reading Tests	Academic Support Program Technology	09/01/2015	05/31/2017	\$0 - Other	Foster grandparents, reading tutors, teachers, parent volunteers

**Measurable Objective 2:**

60% of Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of average performance in Reading by 05/31/2017 as measured by Global Scholar Educational Performance Data.

**Strategy1:**

Global Scholar Performance Assessments - Students in grades 2-8 will take baseline and benchmark assessments utilizing Global Scholar Performance Series for reading.

Global Scholar Performance Series will provide meaningful data to monitor individual student achievement and growth and provide both summative and formative data to guide reading classroom instruction.

## Category:

Research Cited: Traditional tests can take weeks or months to return results for use in the classroom.

Performance Series assessments are on the web, so students can practice authentic tests that measure their performance and growth.

Since educators can view the results immediately, they are able to provide appropriate placement and quickly tailor appropriate instruction to best meet each student's individual needs.

Activity - Monitor Implementation of tailored reading instruction (Tiered Instruction)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Global Scholar Performance Series tests to promote growth and achievement through the analysis of data	Academic Support Program Technology	09/01/2015	05/31/2017	\$0 - No Funding Required	Classroom Teachers, Literacy Coach, Principal

**Goal 2:**

Improve technology infrastructure and usage

**Measurable Objective 1:**

collaborate to provide updated equipment for all teachers and students by 05/31/2017 as measured by the local technology surveys, administration observations, & technology department.

**Strategy1:**

Improving Technology within computer labs - Update computers & networking within the computer labs that will allow students and teachers to have a complete access to comprehensive computer based skills.

The school principal, Kenny Sparks, will collaborate with the school's local technology department to address the needs of the elementary computer lab.

The school's administration will serve on the Education Committee (committee that uses tax based dollars earmarked for Red Bay School projects) to help appropriate funds for school projects.

## Category:

Research Cited: The development of high-technology learning tools holds promise for leveling the playing field and ensuring equity in educational opportunity for all students in all schools. The National Academy of Sciences and the National Academy of Engineering (1995) emphasize the importance of technology in promoting educational opportunities for all students:

"Technology deployed in education can help remove inequities between the schools of the inner city and the suburbs, between cities and rural districts.... Technology can become the force that equalizes the educational opportunities of all children regardless of location and social and economic circumstance."

Education technology has the potential to provide equal learning opportunities in several ways. Grabe and Grabe (1996) note that technology in the form of telecommunications allows access to people (through electronic mail and bulletin boards), access to interactive services (through on-line discussion groups, interactive conferences, and interactive tutorials), and access to files (through on-line databases, library holdings on a local or campus-wide network, and text and graphic files on the Internet).

Activity - Computer-based Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mrs. Strickland and the classroom teacher will work as a team with grades k-8 students' to assess progress using computers based strategies. Students will be able to use the computers on a scheduled basis through-out the year. The data will be evaluated and a plan will be constructed with the classroom teacher for student improvement	Technology	08/10/2015	05/20/2016	\$0 - No Funding Required	Reading Coach, administration and the classroom teacher

Activity - Computer Lab Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kenny Sparks, Tim Burks, Sandra Guinn (Tech department) & Technology Consultant will review the technology within the elementary computer lab to determine the needed updates for proper connectivity & equipment	Technology	08/10/2015	05/31/2017	\$20000 - Booster Fund	Administration & Technology department

#### Measurable Objective 2:

collaborate to enhance each classroom's technology infrastructure by 05/19/2017 as measured by technology survey, technology department's review, classroom teacher, & administration's observations.

#### Strategy1:

Classroom technology Improvements - Identify and prioritize each classroom's technology needs

Category:

Research Cited:

**ACIP**

Red Bay High School

<b>Activity - Technology implementation within classrooms</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will work on CCRS strategies while using technology-based equipment (chrome books) to promote rigor within the classroom.(Chrome books are being purchased on a on-going basis by submitting grants through the Franklin County Community Development Fund). The administration works with our local government agencies to secure these funds)	Technology	08/10/2015	05/26/2017	\$2500 - Booster Fund	Kenny Sparks, Jeff Madden, Johnny Cleveland

<b>Activity - Implementing Professional Learning Teams</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Professional Learning Teams (7-12) will be meeting with Mr. Madden monthly to study & implement differentiated practices along with the technology framework within the classroom instructional time	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Jeff Madden

**Goal 3:**

Prepare students to be college and/or career ready.

**Measurable Objective 1:**

demonstrate a proficiency in reading by increasing proficeincy by 5% by 05/31/2017 as measured by State assessment results.

**Strategy1:**

Professional Development for Reading teachers - The Reading Coach will conduct turn-around training on Global Scholar data to promote student growth and achievement. Teachers, administration, & Reading Coach will be involved with evaluating results and making needed changes within classroom instruction.

**Category:**

Research Cited: In their article on policies that support professional development, Darling-Hammond and McLaughlin (1995) write, "The vision of practice that underlies the nation's reform agenda requires most teachers to rethink their own practice, to construct new classroom roles and expectations about student outcomes, and to teach in ways they have never taught before" (para 1). Darling Hammond and McLaughlin go on to note that helping teachers rethink practice necessitates professional development that involves teachers in the dual capacities of both teaching and learning and creates new visions of what, when, and how teachers should learn. This most recent model of professional development ultimately requires a fundamental change in the institutional structures that have governed schooling as it has traditionally existed.

**ACIP**

Red Bay High School

Activity - Global Scholar training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in ongoing professional development to use Global Scholar to guide instruction to understand how gather the data and implement strategies	Professional Learning	08/10/2015	05/31/2017	\$0 - No Funding Required	Kenny Sparks, Johnny Cleveland, and/or Teresa Strickland

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Teams will be used in elementary to implement "new" reading series materials for grades k-6	Professional Learning	08/10/2015	05/31/2017	\$0 - No Funding Required	Administration, faculty, and reading coach

**Strategy2:**

Aspire Benchmark Assessment Training - Grades 3-8 Aspire benchmark data will be broken down in sub-areas of weakness and strengths. The Professional Learning Teams will meet into teams to note, discuss, and plan instruction based on areas of weaknesses within the instruction

Category:

Research Cited:

Activity - Monitor Implementation of "Areas of Weakness"	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthroughs will be used to ensure the tiered instruction is matching the needs noted by the Professional Learning Teams	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Classroom teachers, tutors, foster grandparents, & administration

Activity - Data Breakdown	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration will take all of the Aspire data for grades 3-8 and breakdown all components into sub areas of weakness and strenght	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Admininstration

**Measurable Objective 2:**

collaborate to implement higher order skills in the science content area by 05/31/2017 as measured by lesson plans and student work samples.

**Strategy1:**

Professional Learning for the New Science Curriculum - Administration will attend a workshop on the new science curriculum. A turn-around training will be held with the science teachers.

Category:

Research Cited:

Activity - Science Curriculum Reform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science data will be gathered from the new Alabama Course of Study to determine the standards listed for each grade level. A plan will be devised by the Professional Learning Teams to implement "rigor" within the curriculum to meet the new standards.	Academic Support Program	08/10/2015	05/26/2017	\$0 - No Funding Required	Science teachers, administration, and reading coach

Activity - AMSTI Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will attend AMSTI training to obtain knowledge, skill, understanding, & manipulatives for classroom preparation for the new Science Standards	Academic Support Program	06/01/2015	05/25/2018	\$11000 - State Funds	Faculty & administration

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

##### Goal 1:

Students in grades 2-8 will use web-based assessments to demonstrate gains in both reading

##### Measurable Objective 1:

60% of Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of average performance in Reading by 05/31/2017 as measured by Global Scholar Educational Performance Data.

##### Strategy1:

Global Scholar Performance Assessments - Students in grades 2-8 will take baseline and benchmark assessments utilizing Global Scholar Performance Series for reading.

Global Scholar Performance Series will provide meaningful data to monitor individual student achievement and growth and provide both summative and formative data to guide reading classroom instruction.

##### Category:

Research Cited: Traditional tests can take weeks or months to return results for use in the classroom.

Performance Series assessments are on the web, so students can practice authentic tests that measure their performance and growth.

Since educators can view the results immediately, they are able to provide appropriate placement and quickly tailor appropriate instruction to best meet each student's individual needs.

**ACIP**

Red Bay High School

Activity - Monitor Implementation of tailored reading instruction (Tiered Instruction)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Global Scholar Performance Series tests to promote growth and achievement through the analysis of data	Academic Support Program Technology	09/01/2015	05/31/2017	\$0 - No Funding Required	Classroom Teachers, Literacy Coach, Principal

**Measurable Objective 2:**

80% of Kindergarten and First grade students will demonstrate a proficiency for responding to oral assessments in Reading by 05/31/2017 as measured by Accelerated Reader Assessments..

**Strategy1:**

Accelerated Reading Assessments - Students will read library books with an adult and take accelerated reading tests on the computer to assess comprehension.

Category:

Research Cited: Educational researchers have found feedback, whether formative (i.e., providing ongoing assessment that shapes subsequent lessons) or summative (i.e., providing a final assessment of students' skills), can affect students' motivation for continuing with a task and for engaging in that task in the future. Feedback does so by affecting the types of achievement goals students set for themselves (Pintrich & Schunk, 2002). Achievement Goal Theory states there are two types of goal orientations: mastery orientation and performance orientation (Kaplan, Middleton, Urdan, & Midgley, 2002).

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading tutors, including volunteers and foster grandparents, will help struggling readers by encouraging them to read on their instructional level (Lexile) and helping students access Accelerated Reading Tests	Technology Academic Support Program	09/01/2015	05/31/2017	\$0 - Other	Foster grandparents, reading tutors, teachers, parent volunteers

**Goal 2:**

Prepare students to be college and/or career ready.

**Measurable Objective 1:**

collaborate to implement higher order skills in the science content area by 05/31/2017 as measured by lesson plans and student work samples.

**Strategy1:**

Professional Learning for the New Science Curriculum - Administration will attend a workshop on the new science curriculum. A turn-around training will be held with the science teachers.

Category:

Research Cited:

Activity - AMSTI Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will attend AMSTI training to obtain knowledge, skill, understanding, & manipulatives for classroom preparation for the new Science Standards	Academic Support Program	06/01/2015	05/25/2018	\$11000 - State Funds	Faculty & administration

Activity - Science Curriculum Reform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science data will be gathered from the new Alabama Course of Study to determine the standards listed for each grade level. A plan will be devised by the Professional Learning Teams to implement "rigor" within the curriculum to meet the new standards.	Academic Support Program	08/10/2015	05/26/2017	\$0 - No Funding Required	Science teachers, administration, and reading coach

**Measurable Objective 2:**

demonstrate a proficiency in reading by increasing proficiency by 5% by 05/31/2017 as measured by State assessment results.

**Strategy1:**

Professional Development for Reading teachers - The Reading Coach will conduct turn-around training on Global Scholar data to promote student growth and achievement. Teachers, administration, & Reading Coach will be involved with evaluating results and making needed changes within classroom instruction.

Category:

Research Cited: In their article on policies that support professional development, Darling-Hammond and McLaughlin (1995) write, "The vision of practice that underlies the nation's reform agenda requires most teachers to rethink their own practice, to construct new classroom roles and expectations about student outcomes, and to teach in ways they have never taught before" (para 1). Darling Hammond and McLaughlin go on to note that helping teachers rethink practice necessitates professional development that involves teachers in the dual capacities of both teaching and learning and creates new visions of what, when, and how teachers should learn. This most recent model of professional development ultimately requires a fundamental change in the institutional structures that have governed schooling as it has traditionally existed.

Activity - Global Scholar training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in ongoing professional development to use Global Scholar to guide instruction to understand how gather the data and implement strategies	Professional Learning	08/10/2015	05/31/2017	\$0 - No Funding Required	Kenny Sparks, Johnny Cleveland, and/or Teresa Strickland

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Teams will be used in elementary to implement "new" reading series materials for grades k-6	Professional Learning	08/10/2015	05/31/2017	\$0 - No Funding Required	Administration, faculty, and reading coach

**Strategy2:**

Aspire Benchmark Assessment Training - Grades 3-8 Aspire benchmark data will be broken down in sub-areas of weakness and strengths. The Professional Learning Teams will meet into teams to note, discuss, and plan instruction based on areas of weaknesses within the instruction

Category:

Research Cited:

Activity - Data Breakdown	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration will take all of the Aspire data for grades 3-8 and breakdown all components into sub areas of weakness and strenght	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Admininstration

Activity - Monitor Implementation of "Areas of Weakness"	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthroughs will be used to ensure the tiered instruction is matching the needs noted by the Professional Learning Teams	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Classroom teachers, tutors, foster grandparents, & administration

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

**Goal 1:**

Students in grades 2-8 will use web-based assessments to demonstrate gains in both reading

**Measurable Objective 1:**

60% of Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of average performance in Reading by 05/31/2017 as measured by Global Scholar Educational Performance Data.

**Strategy1:**

Global Scholar Performance Assessments - Students in grades 2-8 will take baseline and benchmark assessments utilizing Global Scholar Performance Series for reading.

Global Scholar Performance Series will provide meaningful data to monitor individual student achievement and growth and provide both summative and formative data to guide reading classroom instruction.

Category:

Research Cited: Traditional tests can take weeks or months to return results for use in the classroom.

Performance Series assessments are on the web, so students can practice authentic tests that measure their performance and growth. Since educators can view the results immediately, they are able to provide appropriate placement and quickly tailor appropriate instruction to best meet each student's individual needs.

Activity - Monitor Implementation of tailored reading instruction (Tiered Instruction)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Global Scholar Performance Series tests to promote growth and achievement through the analysis of data	Academic Support Program Technology	09/01/2015	05/31/2017	\$0 - No Funding Required	Classroom Teachers, Literacy Coach, Principal

#### Measurable Objective 2:

80% of Kindergarten and First grade students will demonstrate a proficiency for responding to oral assessments in Reading by 05/31/2017 as measured by Accelerated Reader Assessments..

#### Strategy1:

Accelerated Reading Assessments - Students will read library books with an adult and take accelerated reading tests on the computer to assess comprehension.

#### Category:

Research Cited: Educational researchers have found feedback, whether formative (i.e., providing ongoing assessment that shapes subsequent lessons) or summative (i.e., providing a final assessment of students' skills), can affect students' motivation for continuing with a task and for engaging in that task in the future. Feedback does so by affecting the types of achievement goals students set for themselves (Pintrich & Schunk, 2002). Achievement Goal Theory states there are two types of goal orientations: mastery orientation and performance orientation (Kaplan, Middleton, Urdan, & Midgley, 2002).

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading tutors, including volunteers and foster grandparents, will help struggling readers by encouraging them to read on their instructional level (Lexile) and helping students access Accelerated Reading Tests	Academic Support Program Technology	09/01/2015	05/31/2017	\$0 - Other	Foster grandparents, reading tutors, teachers, parent volunteers

#### Goal 2:

Prepare students to be college and/or career ready.

#### Measurable Objective 1:

demonstrate a proficiency in reading by increasing proficeincy by 5% by 05/31/2017 as measured by State assessment results.

#### Strategy1:

Aspire Benchmark Assessment Training - Grades 3-8 Aspire benchmark data will be broken down in sub-areas of weakness and strengths. The Professional Learning Teams will meet into teams to note, discuss, and plan instruction based on areas of weaknesses within the

instruction

Category:

Research Cited:

Activity - Data Breakdown	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration will take all of the Aspire data for grades 3-8 and breakdown all components into sub areas of weakness and strenght	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Administration

Activity - Monitor Implementation of "Areas of Weakness"	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthroughs will be used to ensure the tiered instruction is matching the needs noted by the Professional Learning Teams	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Classroom teachers, tutors, foster grandparents, & administration

**Strategy2:**

Professional Development for Reading teachers - The Reading Coach will conduct turn-around training on Global Scholar data to promote student growth and achievement. Teachers, administration, & Reading Coach will be involved with evaluating results and making needed changes within classroom instruction.

Category:

Research Cited: In their article on policies that support professional development, Darling-Hammond and McLaughlin (1995) write, "The vision of practice that underlies the nation's reform agenda requires most teachers to rethink their own practice, to construct new classroom roles and expectations about student outcomes, and to teach in ways they have never taught before" (para 1). Darling Hammond and McLaughlin go on to note that helping teachers rethink practice necessitates professional development that involves teachers in the dual capacities of both teaching and learning and creates new visions of what, when, and how teachers should learn. This most recent model of professional development ultimately requires a fundamental change in the institutional structures that have governed schooling as it has traditionally existed.

Activity - Global Scholar training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in ongoing professional development to use Global Scholar to guide instruction to understand how gather the data and implement strategies	Professional Learning	08/10/2015	05/31/2017	\$0 - No Funding Required	Kenny Sparks, Johnny Cleveland, and/or Teresa Strickland

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Teams will be used in elementary to implement "new" reading series materials for grades k-6	Professional Learning	08/10/2015	05/31/2017	\$0 - No Funding Required	Administration, faculty, and reading coach

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

**Goal 1:**

Students in grades 2-8 will use web-based assessments to demonstrate gains in both reading

**Measurable Objective 1:**

60% of Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of average performance in Reading by 05/31/2017 as measured by Global Scholar Educational Performance Data.

**Strategy1:**

Global Scholar Performance Assessments - Students in grades 2-8 will take baseline and benchmark assessments utilizing Global Scholar Performance Series for reading.

Global Scholar Performance Series will provide meaningful data to monitor individual student achievement and growth and provide both summative and formative data to guide reading classroom instruction.

**Category:**

Research Cited: Traditional tests can take weeks or months to return results for use in the classroom.

Performance Series assessments are on the web, so students can practice authentic tests that measure their performance and growth.

Since educators can view the results immediately, they are able to provide appropriate placement and quickly tailor appropriate instruction to best meet each student's individual needs.

Activity - Monitor Implementation of tailored reading instruction (Tiered Instruction)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Global Scholar Performance Series tests to promote growth and achievement through the analysis of data	Academic Support Program Technology	09/01/2015	05/31/2017	\$0 - No Funding Required	Classroom Teachers, Literacy Coach, Principal

**Measurable Objective 2:**

80% of Kindergarten and First grade students will demonstrate a proficiency for responding to oral assessments in Reading by 05/31/2017 as measured by Accelerated Reader Assessments..

**Strategy1:**

Accelerated Reading Assessments - Students will read library books with an adult and take accelerated reading tests on the computer to assess comprehension.

**Category:**

Research Cited: Educational researchers have found feedback, whether formative (i.e., providing ongoing assessment that shapes subsequent lessons) or summative (i.e., providing a final assessment of students' skills), can affect students' motivation for continuing with a task and for engaging in that task in the future. Feedback does so by affecting the types of achievement goals students set for themselves (Pintrich & Schunk, 2002). Achievement Goal Theory states there are two types of goal orientations: mastery orientation and performance orientation (Kaplan, Middleton, Urdan, & Midgley, 2002).

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading tutors, including volunteers and foster grandparents, will help struggling readers by encouraging them to read on their instructional level (Lexile) and helping students access Accelerated Reading Tests	Technology Academic Support Program	09/01/2015	05/31/2017	\$0 - Other	Foster grandparents, reading tutors, teachers, parent volunteers

**Goal 2:**

Prepare students to be college and/or career ready.

**Measurable Objective 1:**

demonstrate a proficiency in reading by increasing proficeincy by 5% by 05/31/2017 as measured by State assessment results.

**Strategy1:**

Professional Development for Reading teachers - The Reading Coach will conduct turn-around training on Global Scholar data to promote student growth and achievement. Teachers, administration, & Reading Coach will be involved with evaluating results and making needed changes within classroom instruction.

## Category:

Research Cited: In their article on policies that support professional development, Darling-Hammond and McLaughlin (1995) write, "The vision of practice that underlies the nation's reform agenda requires most teachers to rethink their own practice, to construct new classroom roles and expectations about student outcomes, and to teach in ways they have never taught before" (para 1). Darling Hammond and McLaughlin go on to note that helping teachers rethink practice necessitates professional development that involves teachers in the dual capacities of both teaching and learning and creates new visions of what, when, and how teachers should learn. This most recent model of professional development ultimately requires a fundamental change in the institutional structures that have governed schooling as it has traditionally existed.

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Teams will be used in elementary to implement "new" reading series materials for grades k-6	Professional Learning	08/10/2015	05/31/2017	\$0 - No Funding Required	Administration, faculty, and reading coach

**ACIP**

Red Bay High School

Activity - Global Scholar training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in ongoing professional development to use Global Scholar to guide instruction to understand how gather the data and implement strategies	Professional Learning	08/10/2015	05/31/2017	\$0 - No Funding Required	Kenny Sparks, Johnny Cleveland, and/or Teresa Strickland

**Strategy2:**

Aspire Benchmark Assessment Training - Grades 3-8 Aspire benchmark data will be broken down in sub-areas of weakness and strengths. The Professional Learning Teams will meet into teams to note, discuss, and plan instruction based on areas of weaknesses within the instruction

Category:

Research Cited:

Activity - Data Breakdown	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administration will take all of the Aspire data for grades 3-8 and breakdown all components into sub areas of weakness and strenght	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Admininstration

Activity - Monitor Implementation of "Areas of Weakness"	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthroughs will be used to ensure the tiered instruction is matching the needs noted by the Professional Learning Teams	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Classroom teachers, tutors, foster grandparents, & administration

**Measurable Objective 2:**

collaborate to implement higher order skills in the science content area by 05/31/2017 as measured by lesson plans and student work samples.

**Strategy1:**

Professional Learning for the New Science Curriculum - Administration will attend a workshop on the new science curriculum. A turn-around training will be held with the science teachers.

Category:

Research Cited:

Activity - AMSTI Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will attend AMSTI training to obtain knowledge, skill, understanding, & manipulatives for classroom preparation for the new Science Standards	Academic Support Program	06/01/2015	05/25/2018	\$11000 - State Funds	Faculty & administration

Activity - Science Curriculum Reform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science data will be gathered from the new Alabama Course of Study to determine the standards listed for each grade level. A plan will be devised by the Professional Learning Teams to implement "rigor" within the curriculum to meet the new standards.	Academic Support Program	08/10/2015	05/26/2017	\$0 - No Funding Required	Science teachers, administration, and reading coach

**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:**

Students in grades 2-8 will use web-based assessments to demonstrate gains in both reading

**Measurable Objective 1:**

60% of Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of average performance in Reading by 05/31/2017 as measured by Global Scholar Educational Performance Data.

**Strategy1:**

Global Scholar Performance Assessments - Students in grades 2-8 will take baseline and benchmark assessments utilizing Global Scholar Performance Series for reading.

Global Scholar Performance Series will provide meaningful data to monitor individual student achievement and growth and provide both summative and formative data to guide reading classroom instruction.

**Category:**

Research Cited: Traditional tests can take weeks or months to return results for use in the classroom.

Performance Series assessments are on the web, so students can practice authentic tests that measure their performance and growth.

Since educators can view the results immediately, they are able to provide appropriate placement and quickly tailor appropriate instruction to best meet each student's individual needs.

Activity - Monitor Implementation of tailored reading instruction (Tiered Instruction)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Global Scholar Performance Series tests to promote growth and achievement through the analysis of data	Academic Support Program Technology	09/01/2015	05/31/2017	\$0 - No Funding Required	Classroom Teachers, Literacy Coach, Principal

**Measurable Objective 2:**

80% of Kindergarten and First grade students will demonstrate a proficiency for responding to oral assessments in Reading by 05/31/2017 as measured by Accelerated Reader Assessments..

**Strategy1:**

Accelerated Reading Assessments - Students will read library books with an adult and take accelerated reading tests on the computer to assess comprehension.

Category:

Research Cited: Educational researchers have found feedback, whether formative (i.e., providing ongoing assessment that shapes subsequent lessons) or summative (i.e., providing a final assessment of students' skills), can affect students' motivation for continuing with a task and for engaging in that task in the future. Feedback does so by affecting the types of achievement goals students set for themselves (Pintrich & Schunk, 2002). Achievement Goal Theory states there are two types of goal orientations: mastery orientation and performance orientation (Kaplan, Middleton, Urdan, & Midgley, 2002).

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading tutors, including volunteers and foster grandparents, will help struggling readers by encouraging them to read on their instructional level (Lexile) and helping students access Accelerated Reading Tests	Technology Academic Support Program	09/01/2015	05/31/2017	\$0 - Other	Foster grandparents, reading tutors, teachers, parent volunteers

**Goal 2:**

Improve technology infrastructure and usage

**Measurable Objective 1:**

collaborate to provide updated equipment for all teachers and students by 05/31/2017 as measured by the local technology surveys, administration observations, & technology department.

**Strategy1:**

Improving Technology within computer labs - Update computers & networking within the computer labs that will allow students and teachers to have a complete access to comprehensive computer based skills.

The school principal, Kenny Sparks, will collaborate with the school's local technology department to address the needs of the elementary computer lab.

The school's administration will serve on the Education Committee (committee that uses tax based dollars earmarked for Red Bay School projects) to help appropriate funds for school projects.

Category:

Research Cited: The development of high-technology learning tools holds promise for leveling the playing field and ensuring equity in educational opportunity for all students in all schools. The National Academy of Sciences and the National Academy of Engineering (1995) emphasize the importance of technology in promoting educational opportunities for all students:

"Technology deployed in education can help remove inequities between the schools of the inner city and the suburbs, between cities and rural districts.... Technology can become the force that equalizes the educational opportunities of all children regardless of location and social and economic circumstance."

Education technology has the potential to provide equal learning opportunities in several ways. Grabe and Grabe (1996) note that technology in the form of telecommunications allows access to people (through electronic mail and bulletin boards), access to interactive services (through on-line discussion groups, interactive conferences, and interactive tutorials), and access to files (through on-line databases, library holdings on a local or campus-wide network, and text and graphic files on the Internet).

Activity - Computer-based Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mrs. Strickland and the classroom teacher will work as a team with grades k-8 students' to assess progress using computers based strategies. Students will be able to use the computers on a scheduled basis through-out the year. The data will be evaluated and a plan will be constructed with the classroom teacher for student improvement	Technology	08/10/2015	05/20/2016	\$0 - No Funding Required	Reading Coach, administration and the classroom teacher

Activity - Computer Lab Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kenny Sparks, Tim Burks, Sandra Guinn (Tech department) & Technology Consultant will review the technology within the elementary computer lab to determine the needed updates for proper connectivity & equipment	Technology	08/10/2015	05/31/2017	\$20000 - Booster Fund	Administration & Technology department

#### Measurable Objective 2:

collaborate to enhance each classroom's technology infrastructure by 05/19/2017 as measured by technology survey, technology department's review, classroom teacher, & administration's observations.

#### Strategy1:

Classroom technology Improvements - Identify and prioritize each classroom's technology needs

Category:

Research Cited:

Activity - Implementing Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Teams (7-12) will be meeting with Mr. Madden monthly to study & implement differentiated practices along with the technology framework within the classroom instructional time	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Jeff Madden

**ACIP**

Red Bay High School

Activity - Technology implementation within classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work on CCRS strategies while using technology-based equipment (chrome books) to promote rigor within the classroom.(Chrome books are being purchased on a on-going basis by submitting grants through the Franklin County Community Development Fund). The administration works with our local government agencies to secure these funds)	Technology	08/10/2015	05/26/2017	\$2500 - Booster Fund	Kenny Sparks, Jeff Madden, Johnny Cleveland

### 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?	No	Our 9th grade World History teacher does not currently hold a teaching certificate. We are working to obtain a certificate through the ALSDE.	

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

Available positions are posted according to FCBOE guidelines. Qualified applicants are interviewed and evaluated prior to hiring.

## Component 4: Strategies to Attract Highly Qualified Teachers

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

Three teachers retired and one transferred out. Normally, we have a low turn over rate (5%-7%)

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

15.75 years of experience

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

Red Bay is a good community with a low crime rate & industry to provide additional income for spouses. We do advertise on the state department website but "word of mouth" is our best attractant to our community. We have several very qualified applicants that we must turn back each year.

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

na

**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?**

no

## 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?

AMSTI  
CCRS Training for Science  
ARI  
Professional Learning Teams (PLT)  
Response to Instruction (RTI)

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

Global Scholar Training  
AMSTI  
ACT  
Professional Learning Teams  
RTI (Response to Instruction)  
Grade Level Meetings  
Scott Foresman Training  
Robotic Training  
Accountability Training

### 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.

Grade level teachers work together (lead teachers).  
Lead teachers meet to identify gaps in curriculum and support other teachers.  
Literacy Coach provides turn around training to grade level teachers in grades K-8.

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

Professional Development will be used to complete "Turn-around training for grade levels and subject specific classes.  
Faculty members earn CEUs during the summer months and through out the year.  
In-school professional development is being used through out the year with Professional Learning Teams and grade level meetings

## 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.**

Faculty have grade level meeting to discuss issues that may change or alter instruction with a class setting. Ideas are introduced that have been implemented across grade levels to enhance rigor.

Professional Learning Teams identify weakness with individuals and suggest changes in "settings, instruction, placement" if needed

## Component 7: Teacher Participation in Making Assessment Decisions

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

- Faculty meetings
- Teacher orientation
- Grade Level Meetings
- Professional Learning Teams meet and discuss the data and the team make decisions according the results posted

## **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?**

Problem Solving Teams recommend students who need support.

**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?**

Students are identified with weakness each year at the beginning of the term. Professional Learning Teams will address the needs of each child according to the instruction provided. If a child continues to struggle, then the Problem Solving Team will become involved with the child

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

Tier 2, & Tutoring are most commonly used strategies.

**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.**

T.R.A.C.K.S. (after-school program) will be offered to students who need additional help. TRACKS is program that is funded through 21st Century Grant.

**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.**

Differentiated Instruction, Peer Tutoring, ELL teacher (Mrs. Shultz will visit Red Bay on Tuesday to meet with students who have difficulty in classes)

**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.**

na

## 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?

Grade Level Meetings, Professional Learning Teams, Problem Solving Teams all are coordinated through the administration and team work.

### 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.

Red Bay School goals are coordinated through our local school, local government, LEA (Franklin County Board of Education), and Federally (Title I). Listed below are ways and means our school programs are operated and funded:

State Allocated funds are processed through the Central Office in Russellville which includes:

- State funded Textbooks
- Teacher fee monies
- Teacher salaries
- Transportation (which includes a supervisor for routes)

The Title I Coordinator works closely with all local school to ensure guidelines are met at each of the local schools. Below are listings of funds that help promote learning within the classroom:

- One of our teachers to (reduce class size) at Red Bay
  - Parental Involvement funds (\$1600) are used to promote communication with the parents in the lower elementary,
  - Title funds are used to programs such as Study Island that aides & supports learning
- Title funds are used to purchase some elective textbooks in high school

Local Funds-Red Bay does have a small city tax for education that is controlled by our local government (Red Bay City Council). The Education Committee receives request on items listed by teachers. The committee passes on the request to the council which can approve or deny the request.

All programs are operated on a "team basis" therefore we must listen and abide by all state, federal, & local laws

### 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.

Federal dollars are used to fund programs such as:

Child Nutrition- Red Bay is able to receive free breakfast and lunch due to a grant provide.

Pre-k-Red Bay has one Pre-k program in operation within our buildings.

Red Bay does have teachers that are on campus that fall under vocational and technical education: Business, Health Occupation, Agriculture, & Home Economics.

All of the federal funded teachers do maintain a classroom within our building

## Component 10: Evaluation

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

The schoolwide program is implemented and evaluated periodically to determine the effectiveness of the goals & strategies. Changes will be made to adjust needs as the evaluation process continues

### 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?

All data is assessed through grade level meetings, Problems Solving Teams, & Professional Learning Teams. Once the data has been broken down, the teams meet to address the needs of the groups, subgroups, or individual child. A new plan will be devised and continued with the new plan

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

The most needy students are identified and addressed through the plan. In many cases these same students may have IEP, behavioral plan, or physical need. We identify students and comply with the plan to address the needs of all students.

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

The evaluation of the plan continues through out the year. Data is gathered periodically and address with the appropriate teams. If changed are to be made, the committee reviews the data and implements the needed changes.

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

No exact goals are kept from the previous year. Changes have been made due to curriculum changes, new reading series implementation changes, & new science curriculum implementation

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

Refer to Question 5

# **Title I Targeted Assistance Diagnostic**

## Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance 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?

na

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

na

3. For schools with Preschool through Grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

na

## Component 2: Services to Eligible Students

1. What Title I, Part A program services are provided to ensure eligible children receive supplemental assistance?

na

2. What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

na

3. Describe the process for determining student eligibility, indicating the ranking of students and cut-off scores.

na

4. How are students with the greatest needs receiving services?

na

5. What are the multiple criteria by which students may exit the program?

na

6. What program's resources are used to help participating children meet State's challenging student academic achievement standards?

na

### Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing School Improvement planning process?

na

## Component 4: Instructional Strategies

1. Describe effective methods and instructional strategies that are scientifically based research that strengthen the core academic program of the school.

na

2. Which research-based methods and strategies in the plan increase the quality and quantity of instruction for eligible students?

**Goal 1:**

Students in grades 2-8 will use web-based assessments to demonstrate gains in both reading

**Measurable Objective 1:**

80% of Kindergarten and First grade students will demonstrate a proficiency for responding to oral assessments in Reading by 05/31/2017 as measured by Accelerated Reader Assessments..

**Strategy1:**

Accelerated Reading Assessments - Students will read library books with an adult and take accelerated reading tests on the computer to assess comprehension.

Category:

Research Cited: Educational researchers have found feedback, whether formative (i.e., providing ongoing assessment that shapes subsequent lessons) or summative (i.e., providing a final assessment of students' skills), can affect students' motivation for continuing with a task and for engaging in that task in the future. Feedback does so by affecting the types of achievement goals students set for themselves (Pintrich & Schunk, 2002). Achievement Goal Theory states there are two types of goal orientations: mastery orientation and performance orientation (Kaplan, Middleton, Urdan, & Midgley, 2002).

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading tutors, including volunteers and foster grandparents, will help struggling readers by encouraging them to read on their instructional level (Lexile) and helping students access Accelerated Reading Tests	Academic Support Program Technology	09/01/2015	05/31/2017	\$0 - Other	Foster grandparents, reading tutors, teachers, parent volunteers

**Measurable Objective 2:**

60% of Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of average performance in Reading by 05/31/2017 as measured by Global Scholar Educational Performance Data.

**Strategy1:**

Global Scholar Performance Assessments - Students in grades 2-8 will take baseline and benchmark assessments utilizing Global Scholar Performance Series for reading.

Global Scholar Performance Series will provide meaningful data to monitor individual student achievement and growth and provide both summative and formative data to guide reading classroom instruction.

Category:

Research Cited: Traditional tests can take weeks or months to return results for use in the classroom.

Performance Series assessments are on the web, so students can practice authentic tests that measure their performance and growth.

Since educators can view the results immediately, they are able to provide appropriate placement and quickly tailor appropriate instruction to best meet each student's individual needs.

Activity - Monitor Implementation of tailored reading instruction (Tiered Instruction)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Global Scholar Performance Series tests to promote growth and achievement through the analysis of data	Technology Academic Support Program	09/01/2015	05/31/2017	\$0 - No Funding Required	Classroom Teachers, Literacy Coach, Principal

**3. What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?**

na

**4. What evidence indicates that students are rarely pulled from their regular classroom to receive supplemental instruction (e.g. extended learning opportunities)?**

na

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

**Goal 1:**

Students in grades 2-8 will use web-based assessments to demonstrate gains in both reading

**Measurable Objective 1:**

80% of Kindergarten and First grade students will demonstrate a proficiency for responding to oral assessments in Reading by 05/31/2017 as measured by Accelerated Reader Assessments..

**Strategy1:**

Accelerated Reading Assessments - Students will read library books with an adult and take accelerated reading tests on the computer to assess comprehension.

Category:

Research Cited: Educational researchers have found feedback, whether formative (i.e., providing ongoing assessment that shapes subsequent lessons) or summative (i.e., providing a final assessment of students' skills), can affect students' motivation for continuing with a task and for engaging in that task in the future. Feedback does so by affecting the types of achievement goals students set for themselves (Pintrich & Schunk, 2002). Achievement Goal Theory states there are two types of goal orientations: mastery orientation and performance orientation (Kaplan, Middleton, Urdan, & Midgley, 2002).

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading tutors, including volunteers and foster grandparents, will help struggling readers by encouraging them to read on their instructional level (Lexile) and helping students access Accelerated Reading Tests	Technology Academic Support Program	09/01/2015	05/31/2017	\$0 - Other	Foster grandparents, reading tutors, teachers, parent volunteers

**Measurable Objective 2:**

60% of Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of average performance in Reading by 05/31/2017 as measured by Global Scholar Educational Performance Data.

**Strategy1:**

Global Scholar Performance Assessments - Students in grades 2-8 will take baseline and benchmark assessments utilizing Global Scholar Performance Series for reading.

Global Scholar Performance Series will provide meaningful data to monitor individual student achievement and growth and provide both summative and formative data to guide reading classroom instruction.

Category:

Research Cited: Traditional tests can take weeks or months to return results for use in the classroom.

Performance Series assessments are on the web, so students can practice authentic tests that measure their performance and growth.

Since educators can view the results immediately, they are able to provide appropriate placement and quickly tailor appropriate instruction to best meet each student's individual needs.

Activity - Monitor Implementation of tailored reading instruction (Tiered Instruction)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Global Scholar Performance Series tests to promote growth and achievement through the analysis of data	Technology Academic Support Program	09/01/2015	05/31/2017	\$0 - No Funding Required	Classroom Teachers, Literacy Coach, Principal



## Component 5: Title I and Regular Education Coordination

1. How does coordination with the regular classroom program occur, including transition strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs?

na

### Component 6: 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? What action is being taken to meet this requirement.	No	na	

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? What action is being taken to meet this requirement?	No	na	

## Component 7: High Quality and Ongoing Professional Development

1. Describe opportunities for high-quality ongoing professional development for teachers and other staff who work with participating children in the Title I program or in the regular education program.

na

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

**1. 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.**

na

**2. 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.**

na

**3. 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. (N/A for Elementary Schools)**

na

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

na

**5. 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?**

na

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

na

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

**1. How does the Targeted Assistance program coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments?**

na

**2. In what ways are the programs are coordinated and integrated toward the achievement of the Targeted Assistance goals?**

na

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

na

**4. 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 Targeted Assistance goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

na

## Component 10: Evaluation

1. How does the school evaluate the implementation of the Targeted Assistance program?

na

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

na

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

na

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 Targeted Assistance program?

na

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

na

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

na

# 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:**

	<b>FTE's Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	44.18	49.9	2,359,326.00
Administrator Units	1.00	1	69,988.00
Assistant Principal	1.50	1.5	85,735.00
Counselor	2.00	2	114,313.00
Librarian	1.00	1	48,675.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	3,169.00	0	3,169.00
Professional Development	3,169.00	0	3,169.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	18,570.00	0	18,570.00
Library Enhancement	1,056.00	0	1,056.00
<b>Totals</b>			<b>2,704,001.00</b>

**Title I**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	53840.0

**Provide a brief explanation and breakdown of expenses.**

FTE target instruction in core academic skills in high school.  
Salaries (\$36, 867) benefits ( 16,593) and instructional supplies (\$380)  
In addition, parental involvement monies include (\$1760.92)

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	ARRA Funds Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

na

**Title II**

Label	Question	Value
1.	Professional Development Activites Provide the total.	2000.0

**Provide a brief explanation and a breakdown of expenses.**

Professional development activities will focus on needs identified through needs assessments, student assessment performance data, and CCRS, Common Core Standards, AMSTI and ARI. Funds will be used to pay expenses for instructional staff to participate in local, regional and state activities

**Title III**

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

**Provide a brief explanation and a breakdown of expenses.**

ELL services are provided through other funds. ELL instructional personnel visit the school on a weekly basis to provide instruction, remediation, tutoring, and support for students

## Title IV

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

**Provide a brief explanation and a breakdown of expenses.**

No Title IV funding is received, but the LEA provides safe and drug-free activities and resources including Red Ribbon Week. Character Counts week, Suicide Toolkits, Project Toward No Drugs, SADD, and activities and programs to encourage students to make wise decisions in regards to substance abuse and safety. Students Against Destructive Decision Chapters are active at each high school, which provide activities, programs, and resources. Each school has a nurse and counselor who provide support and resources on this subject.

## Title VI

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	5000.0

**Provide a brief explanation and a breakdown of expenses.**

Title VI funds provide resources for low achieving students to help them improve their core academic performance. We are providing Study Island, Coach Common core ELA instructional/remedial materials, and other resources as needs are identified

### Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

na

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

Provide a brief explanation and breakdown of expenses.

na

**Other**

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	66666.67

**Provide a brief explanation and a breakdown of expenses.**

The TRACKS Afterschool Program is provided through the 21st Century Community Learning Center Grant, which has been operating since 2001. The program provides tutoring, homework help, enrichment activities, remediation for low performing students and support for families through parent involvement. Also included is art activities and recreational activities. The program operates through the summer to provide enrichment activities, educational activities, educational field trips, and extended learning opportunities for low-income disadvantaged students. The budget this year to be divided between three schools is based on the number of students at each school. Red Bay's monies was 1/3 of the total 200,000 grant (66,666.67)

Making Middle Grades Work grant funding provides professional development money for educators to increase the rigor of academics. The budget for the system is \$1,300

## Local Funds

Label	Question	Value
1.	Provide the total	0.0

**Provide a brief explanation and breakdown of expenses**

na

# 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.**

Red Bay has established a Parent Teacher Organization (PTO) that has been communicating with our stakeholders. We begin our each school year (in August) with our annual Parent's/Student Night in the building to create "open lines" of communication with our stakeholder. During September we will meet again to communicate the new year's possible budget and needs within our school.

### **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.**

1.) We are a K-12 School-Wide Title 1 School. We have flexible scheduled parent meetings to allow all stakeholders to view our plan and have input. We do have some parents that are not able to come to meetings due to work, therefore we will meet the parent at work during their time that is convenient for them. We coincide scheduled meetings with other events occurring at school during the year to cut down on multiple trips to school for our parents and students.

2) Parent surveys will be used to determine weaknesses in our communication. We have implemented a school Facebook page, local newspaper, RBHS.com website, Red Bay School sign, parent letters, and a notification system for improved communication between the stakeholder and our school. Our school actively encourages parents to be a part of the school education process through volunteer work, foster grandparents, & after school programs. We encourage a partnership with our community for a better understanding of the educational system. Our Title I plan will be located on our school's website, in the main office.

3) The Parental Involvement funds (\$1600) are being used to purchase folders for grades k-6. The folders are being used to send information home for the parent. Some of the money will be used for Ambassadors in 6th grade.

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

We have parent letters, newspaper, Facebook, school website, School Cast notification system, Red Bay School sign for informational purposes. We have forms available in Spanish if requested by the parents (we have parent volunteer that makes house calls for the Spanish speaking population).

Curriculum-is based on the Alabama Course of Study

Forms of academic assessments-the required state assessment is Aspire (grades 3-8,10) ACT (11th grade), Work Keys (12th grade).

informal assessments are used as benchmark such as Global Scholar, Study Island, Dibels, Also, teacher assessments will be used to address the individual needs of each student.

Achievement Expectations- All children can learn at different paces and means. Each child will be evaluated according to their ability and how it matches Alabama guidelines.

Decisions concerning children-parents are encouraged to be a part of the education process through surveys, PTO meetings, membership on committees, one-on-one conversations.

**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).**

School staff, parents, and students sign a learning compact indicating they will take responsibility for teaching/learning. Mid-Nine Week reports, Nine Week Report Cards, and results from Benchmark Assessments are used to communicate progress among stakeholders. Faculty are available for conferences to collaborate with parents about student achievement. Students take responsibility for their own learning by checking and editing their work. Tiered Instruction is provided to students who are identified in need of additional support.

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

The CIP will be posted on Red Bay School website where parents can access it, and they will be able to submit comments of dissatisfaction to administration through email, phone calls, & scheduled conferences.

**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)**

A partnership has been created through our PTO to increase the school's academics, goals & plans for our school year to build a capacity for parental involvement.

Also, parents can go to the school website to check their child's grades and look at their child's teacher's weekly lesson plans.

Parental Involvement Funds have been used to initiate folders/binders to facilitate communication among parents, teachers, and students.

The school sign, website, and School Cast notification system are all utilized to communicate with parents about meeting, programs, and other school functions.

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

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

**Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as**

**literacy training and using technology, as appropriate, to foster parental involvement. (Describe)**

Folders/binders are used to improve communication among parents, students, and teachers.

Grade level meetings for parents are provided to discuss particular topics of concern.

Parent volunteers work with students to provide additional support and work in computer labs to help younger students gain access to technology.

Foster Grandparents promote academic achievement and provide classroom support.

Reading tutors provide individual attention to students in need of support.

**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)**

Professional development is provided by administration for faculty, office personnel, and other school staff by the LEA and Red Bay School.

On-going professional development is being used in grade levels to understand the new standards created by the State.

-Open House is an event we encourage all parents & students to meet the faculty and administration.

-Faculty meetings & grade level meetings are used to incorporate ideas of fostering parental involvement

-Clean-up Day is used to foster a partnership with our stakeholders to become involved

-PTO is an organization that promotes "transparency" within our school and to allow parents to "have input" within our school

-School Cast- communication system used to let parents know about important events at school

**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)**

PTO meetings will be used to discuss federal programs and funding such as Title 1 (including how those funds will be used).

Our school website include information about the school, programs, calendar of events, activities, Insight Tool (parent's access to the student progress)

**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)**

Forms and parent letters are sent home in a language parents can understand. A person is available to visit parents homes to speak to the parents (ELL) about procedures, concerns, and general knowledge about the school.

**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)**

We encourage parental involvement within our school. We participate in many activities and events though out the year that incorporate parental involvement such as:

Homecoming & parade

Founder's Fest within our city

Grade level plays

PTO

Extra Curricular Activities

Foster Grand Parents

Parent Volunteers within the classroom

Open House

Clean up Day

**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.**

We have access to a person in our community who, at the beginning of each school year, will go out to the homes of the ELL and migratory parents and give them the school's information packets and explain the information contained in the documents. She will explain procedures and answer question about the school and how to get help.

We address all disability concerns with our parents and children (physical & emotion)

