



**ACIP**

**Pisgah High School**

**Jackson County Board of Education**

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Pisgah, AL 35765

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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?**

Pisgah High School is a K-12 school located in the rural town of Pisgah in northeast Alabama. Our enrollment has grown to 647 students with 329 males and 318 females in grades K-12. Influenced by the below average socioeconomic circumstances of many families in and around the town of Pisgah, 57% of our students receive free or reduced lunch and/or breakfast, and 9% of our students receive lunch and/or breakfast at a reduced price. While we are a K-12 school, we have three feeder schools from which we enroll students as incoming freshmen. From small communities surrounding the town of Pisgah, students from these schools also often come from families with difficult socioeconomic situations as well.

Many of our students do not have home access to technology and/or internet connectivity. Though this picture is changing, it produces challenges for us in providing technological instruction. Although we face the challenge of high poverty rates, our students consistently perform at or above state achievement standards. We feel this is a reflection of the dedication and work ethic of our students, faculty, and parents.

## 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.**

### PURPOSE STATEMENT:

Pisgah High School is committed to encouraging and guiding students to reach their fullest intellectual and social potential in a safe environment, which promotes the advancement of all learners. It is the belief of Pisgah High School that education is essential to the preservation of our local and global culture. Educational efforts must be interwoven with parental support of those we are charged to educate. Students at Pisgah High School should be challenged at every opportunity to develop all aspects of life including academics, the arts, social interaction, and leisure activities to enable them to become productive, competent, and well-rounded citizens. In addition, Pisgah High School believes that every student should meet qualifications for college and career readiness.

### MISSION:

Ultimately, it is the mission of Pisgah High School to develop a community of learners. We encourage students to take responsibility for their learning and to cherish the act of learning as a life-long skill. We are committed to providing students with the support necessary to meet these high standards of accomplishment. Accordingly, the Jackson County Board of Education and Pisgah High School do not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

### VISION:

It is the vision of Pisgah High School that every member of our school community strives for excellence in academic achievement, develops the ability to learn and think independently, and perseveres on challenging tasks. To achieve such success, it is imperative that school staff, students, and parents collaborate with one another to ensure personal responsibility and good citizenship.

### VALUES AND BELIEFS

Students at Pisgah are encouraged to be a part of extracurricular activities. Students achieving high academic honors are eligible to join national organizations such as BETA, Mu Alpha Theta, and the National English Honor Society. Spanish and history clubs are available for interested students, as well as FCCLA and FFA, which relate to our career technical courses. Pisgah High School offers outstanding athletic opportunities. The Pisgah Lady Eagle Softball Program holds eight state championship titles. In addition to softball, students may participate in basketball, baseball, football, volleyball, cross country, track, and cheerleading. We believe that the teamwork and dedication displayed on the field or court will carry over into the classroom. Our active parent organizations affiliated with the sports strengthen the bond between school and community.

## Notable Achievements and Areas of Improvement

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

Our school currently has projectors and interactive whiteboards in every classroom. The elementary portion of our school has been granted the opportunity to participate in the 21st Century Program, which has resulted in the addition of iPad carts and a computer lab accessible to our K-6 students. We hope to increase the number of Apple TV connectors used by teachers in the school. We also will continue to participate in the 21st Century Program and add additional devices to our elementary school.

Pisgah students in grades 5-12 consistently demonstrate superior math skills at the annual Jackson County Math Tournament, and they routinely win first or second place. Grades 3-8 have always performed exceptionally well on state assessments. We are typically at or near the top scoring school in our school system in math and language arts.

Pisgah High School also has implemented a robotics class. High school students develop and enhance skills necessary to compete in local robotics competitions. Another area of improvement for Pisgah School is striving to achieve in the area of writing. Our student performance data show that writing is a weak area for most students, as many are below the benchmark set aside by ACT Aspire Assessment. Over the next 3 years, our staff will meet and collaborate to implement classroom writing techniques which will improve writing scores. We will base writing instruction on research-based techniques and work across the curriculum, as effective writing is needed in every subject area.

## **Additional Information**

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

Pisgah High School is continually seeking opportunities to enhance our students' access to technology and, therefore, their knowledge of technology. We believe this effort will aid our students and our community. We are working to prepare our teachers to implement the new science standards by providing professional development opportunities.

# **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.**

Members met with other school teams and the school district in June of 2015 to discuss the Continuous Improvement Plan. On September 10, 2015, members met to collaborate, review, and update the CIP for the current year. Members of the committee are representatives from all aspects of the school and community. They include administrators, teachers, staff, stakeholders, students, and parents. Team members are asked to serve on the committee based on their expertise and their expressed desire to further the achievement of all students served by the school. Through the collaborative effort of school leaders, a school leadership team was chosen that best represents the diverse population and school demographics of the community. Meetings will be conducted at various times throughout the year to best accommodate all stakeholders. Technology planning was also discussed at each meeting with specific issues addressed by a technology subcommittee.

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

The leadership team is comprised of departments within the school, including secondary content areas, upper elementary, and lower elementary. Parent, community, and student representatives complete the school team. It is the responsibility of the school staff to identify and implement strategies addressing specific academic and cultural needs of the students. Faculty and staff also disseminate information to all stakeholders. Parents, students, and community members provide input throughout the process.

Rhonda Wheeler- Principal...Data collection and Needs Assessment

Billy Duncan - Assistant Principal...Data collection and Needs Assessment

Carol Gann - Counselor...Data collection and distribution

Debbie McRae - School Improvement Specialist...data collection, CIP review, and CIP assistance

Jeff Hawes, English Language Arts Teacher... CIP Chairperson, data collection and data entry

Danyel Hatfield - Elementary Teacher...Needs Assessment

Chrystal Heard - Elementary Teacher...Needs Assessment

Bradley Wilson - History Teacher...Data review

Bettina Goins-Language Arts Teacher...Stakeholder Feedback, data collection, data review

LaShawna Metz - Math Teacher...Stakeholder Feedback

Emily Smith - Science Teacher...Data review

Robert Pritchett - Technology Coordinator...Stakeholder Feedback, data entry, Needs Assessment, Technology Subcommittee Chair

Melissa Hester- CNP Manager...Data review of CIP

Jami Johnson - Classroom Aide...Data review of CIP

Didi Barron - Parent...Parental Involvement review

Kylie Everett - Community Member...Parental Involvement review

Juliana Denes- Student...CIP review

Kelsey Draper - Student...CIP review

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

Copies of the ACIP are available in the school office, on the school website ([www.pisgaheagles.org](http://www.pisgaheagles.org)), and on the Jackson County Schools district website ([www.jackson.k12.al.us](http://www.jackson.k12.al.us)). The A-CIP will be updated as needed. Stakeholders are reminded of ACIP availability several times throughout the year at parent meetings, open house, and orientation meetings. ACIP progress is discussed at each faculty meeting. Changes/adjustments are made as needed.

# 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	The Student Performance Data document has been uploaded.  Attachments: 2015 ACT Aspire Data 2015 ACT Aspire Grade Level Data Breakdown 2015 STAR Reading and Math Assessment Data 2015 ACT Assessment Results Data	2015 Academic ACT Aspire Data 2015 ACT Aspire Grade Level Data 2015 STAR Reading and Math Data 2015 ACT Results Data

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

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

## Areas of Notable Achievement

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

The ACT Aspire English scores of students at Pisgah High School in grades 3-8 were comparable to the achievement level of ACT Aspire test takers in grades 3-8 across Jackson County. Across our school district, student English scores on this assessment were above all other subject area scores. At Pisgah High School, the ACT Aspire indicated that 74% of students who were tested in grades 3-8, were meeting college and career readiness standards in English. The individual breakdown of grade levels reflects:

Grade 3- 67% scored ready  
Grade 4- 77% scored ready  
Grade 5- 68% scored ready  
Grade 6- 84% scored ready  
Grade 7- 86% scored ready  
Grade 8- 63% scored ready

#### Math:

3rd grade 63% met the benchmark of 413  
4th grade-61% met the benchmark of 416  
5th grade-58% met the benchmark of 418  
6th grade-84% met the benchmark of 420  
7th grade-49% met the benchmark of 422  
8th grade- 33% met the benchmark of 425

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

For students who completed the ACT Aspire test at Pisgah High School, English and math scores were consistently at or above the "ready" norm for grades three through eight. Both areas are projected as having a positive emerging pattern from 2014-2015.

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

As stated previously, the ACT Aspire English scores of students at Pisgah High School in grades 3-8 were comparable to the achievement level of ACT Aspire test takers in grades 3-8 across Jackson County. Across our school district, student English scores on this assessment were above all other subject area scores. At Pisgah High School the following ACT Aspire English assessment results were reported.

Grade 3- 74% scored ready  
Grade 4- 86% scored ready  
Grade 5- 75% scored ready  
Grade 6- 84% scored ready

Grade 7- 88% scored ready

Grade 8- 73% scored ready

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

Although our previous subgroup trend indicated minimal difference in math and English scores of boys and girls, this year's results indicate a minimal difference in all grades except grades 4, 5, and 7. Overall, girls in grades 3-8 perform higher in the areas of math and English on the ACT Aspire than boys do. The exceptions in the subjects of math and English on the ACT Aspire are as follows:

Grade 3- English proficiency- females- 52%

English proficiency- males- 57%

Math proficiency- females- 60%

Math proficiency- males- 67%

Grade 5- Math proficiency- females 50%

Math proficiency- males- 69%

Last year, it was noted that scores in math and English were similar in female and male students in all grades 3-8 except grade 5 where boys "showed a stronger performance level than girls." This is not a true statement for our most recent results for this class where the girls performed higher than the boys in these subject areas. However, this year the following results were recorded.

Grade 6- English proficiency- females- 90%

English proficiency- males- 80%

Math proficiency- females- 90 %

Math proficiency- males- 80%

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

Although females scored higher than males in math and English in grades 3-8 on the ACT Aspire in spring of 2015, there may be signs of a closing of the achievement gap in the results for grades 3 and 5.

Grade 3- English proficiency- females- 52%

English proficiency- males- 57%

Grade 5- Math proficiency- females- 50%

Math proficiency- males- 69%

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

The above reported findings are consistent with the STAR assessments. STAR math testing for the sixth grade class which took the ACT Aspire test in the spring of 2015 seems to confirm that females in the class perform higher in math than males. Of the twelve students who

scored the highest score of "exceeding" on the STAR math test this fall, seven were females and five were males.

## Areas in Need of Improvement

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

Across our school district, the ACT Aspire scores in reading were lower than the math and English scores. It will be our goal to improve in this area of testing by incorporating close reading strategies in the classroom while also preparing students for the demands of time restraints involved in the ACT Aspire reading section.

The ACT Aspire reading results for proficiency in grades 3-8 at Pisgah High School are as follows for testing in the spring of 2015:

- Grade 3- Reading proficiency- 23% of students meet college and readiness standards
- Grade 4- Reading proficiency- 42%
- Grade 5- Reading proficiency- 40%
- Grade 6- Reading proficiency- 52%
- Grade 7- Reading proficiency- 44%
- Grade 8- Reading proficiency- 49%

Students at Pisgah School also scored relatively low in the ACT Aspire Writing portion when compared to other areas. It will be our goal to improve in this area of testing by incorporating daily writing strategies in the classroom while also preparing students for the demands of time restraints involved in the ACT Aspire writing section.

The ACT Aspire writing results for proficiency in grades 3-8 at Pisgah High School are as follows for testing in the spring of 2015:

- Grade 3- 7% of students meet college and readiness standards
- Grade 4- 23%
- Grade 5- 32%
- Grade 6- 48%
- Grade 7- 26%
- Grade 8- 4%

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

The ACT Aspire reading section for grades 3-8 where students are asked to read several passages and answer questions related to those passages while under a time restraint, shows a negative emerging pattern not only at our school but across our school district.

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

The areas which indicate the overall lowest performance of students at Pisgah High School are in reading and writing. The ACT Aspire indicated that 42% of students who were tested in grades 3-8 were meeting college and career readiness standards in Reading.

Also, the ACT Aspire indicated that 19% of students who were tested in grades 3-8 were meeting college and career readiness standards in Writing.

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

Only in grades 6 and 7 did male students score higher in reading than female students. Our greatest differences in male and female performance exist in the subject of reading with the exception of math in grade four.

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

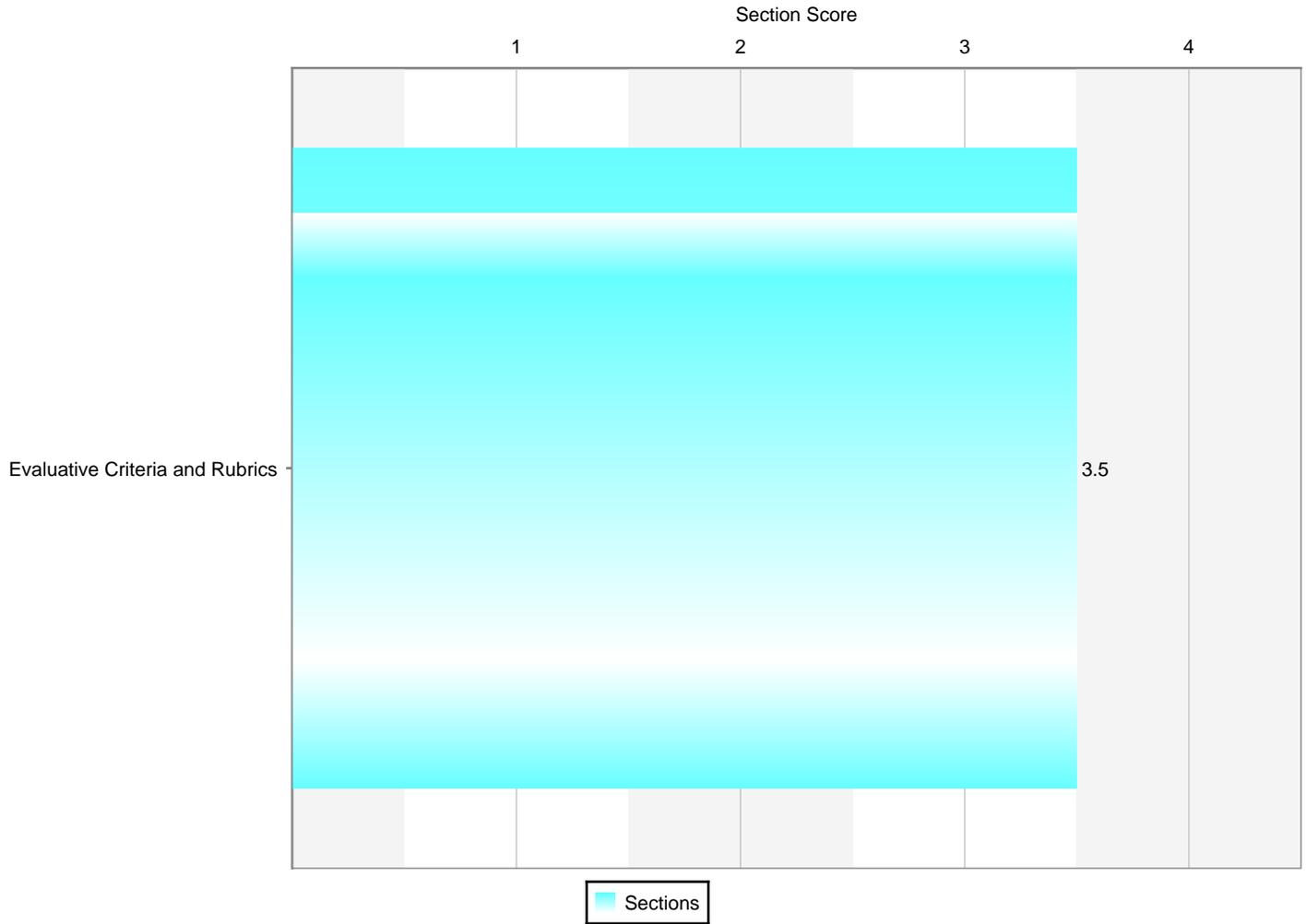
As previously stated, our greatest gaps in achievement between boys and girls appear to be in reading and grade four math.

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

Data sources are different. Reports are different from STAR tests between last year and this year.

## 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	The Continuous Improvement Plan is completed and submitted for review at the district level. When review is complete, the ACIP is submitted to the ALSDE. Attachment: CIP Instructional Leadership Team Members Signature Page	2015 CIP Signature Page

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	Pisgah High School complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education.  Documents are uploaded: Attachment: Federal Programs Plan Attachment: Civil Rights Statement	2015-2016 Federal Programs Plan Civil Rights Statement

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	The Jackson County Board of Education has designated the Special Education Supervisor to coordinate these responsibilities. He may be contacted by mail at: John Williamson Compliance Review Officer Jackson County Board of Education 16003 AL Hwy 35 Scottsboro, AL 35768. Phone: (256) 259-9500. Email: williamsonj@jackson.k12.al.us.  The employee's signature is uploaded.	

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	The District School-Parent Involvement Plan is uploaded. Attachment: Parental Involvement 2015-2016	Parental Involvement Plan 2015

<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	The School-Parent Compact is uploaded. The District Student/Parent Information Guide is uploaded. Attachment: School Parent Compact 2015-2016	Pisgah School Parent Compact 2015 District Student/Parent Information Guide 2015

# **2015-2016 Pisgah High School Continuous Improvement Plan**

## **Overview**

### **Plan Name**

2015-2016 Pisgah High School Continuous Improvement Plan

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2015-2016 Provide multi-discipline, authentic learning in the area of Science, Technology, Engineering, and Mathematics which will increase content knowledge and support the development of critical thinking, problem solving, and collaboration skills	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$0
2	2015-2016 Graduate College and Career Ready Students	Objectives: 3 Strategies: 3 Activities: 7	Academic	\$41500
3	2015-2016 Engage Parents and Community in the Educational Process	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
4	2015-2016 Provide Multi-discipline, authentic learning in the area of Science, Technology, Engineering, and Mathematics which will increase content knowledge and support the development of critical thinking, problem solving, and collaboration skills	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$17975
5	2015-2016 Provide a rigorous and effective instructional program to ensure the academic growth of all students.	Objectives: 11 Strategies: 12 Activities: 17	Academic	\$10000

## Goal 1: 2015-2016 Provide multi-discipline, authentic learning in the area of Science, Technology, Engineering, and Mathematics which will increase content knowledge and support the development of critical thinking, problem solving, and collaboration skills

### Measurable Objective 1:

80% of All Students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking, problem solving, and collaboration skills in Technology, Engineering, Mathematics, and in Science by 05/29/2020 as measured by project rubrics, lesson plans, and classroom observations..

### Strategy 1:

Professional Development for Science, Technology, and Science Teachers - Science, Technology, and Mathematics Teachers will participate in multi-discipline workshops.

Category:

Activity - • Grade Level Workshops for Science, Technology, and Mathematics Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development on project-based learning focused on authentic, real-world problem solving using mathematics, science, and technology.	Professional Learning	10/07/2015	05/29/2020	\$0	No Funding Required	Curriculum Coordinator Principals Teachers
Activity - Workshops will be conducted for high school Science, Technology, and Mathematics Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development on project-based learning focused on authentic, real-world problem solving using mathematics, science, and technology.	Professional Learning	10/07/2015	05/29/2020	\$0	No Funding Required	Curriculum Coordinator, Principal, Staff
Activity - Teacher Training for Middle School Robotics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School Teachers will participate in professional development, which will focus on robotics training to be implemented in the Middle School Classroom.	Professional Learning	10/07/2015	05/29/2020	\$0	No Funding Required	Curriculum Coordinator, Principals, Staff,

### Strategy 2:

Collaborative Planning for STEM learning Projects with Grading Rubrics - Teachers will collaborate to plan multi-discipline STEM Learning Projects which address state standards and incorporate authentic, hands-on learning and solving real world problems.

Category:

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Activity - Grade-Level Collaborative Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in grade-level collaborative planning sessions to address all needs of students.	Professional Learning	10/07/2015	05/29/2020	\$0	No Funding Required	Instructional Coach, Principals, Staff

Activity - Lesson Plans and Grading Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will create and implement lesson plans which meet ALSDE standards and objectives as well as create formative and summative grading rubrics for each respective subject area. For example, English teachers will create a grading rubric, which measures a student's writing content and grammar, based on ALSDE standards and objectives.	Policy and Process	05/07/2020	05/29/2020	\$0	No Funding Required	Instructional Coach, Principals, Staff

Activity - Financial Support for STEM Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will collaborate and seek financial support for STEM projects.	Other	10/07/2015	05/29/2020	\$0	No Funding Required	Instructional Coaches, Principals, Staff

**Strategy 3:**

Professional STEM Speakers - The district will incorporate presentations by STEM Professionals into learning units to enrich instruction and to support its efforts to assist students with College and Career Ready planning.

Category:

Activity - STEM Speakers List	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will collaborate and seek professional STEM speakers to address members of faculty to ensure that STEM objectives and goals are implemented into units of college and career readiness planning.	Professional Learning	10/07/2015	05/29/2020	\$0	No Funding Required	Instructional Coaches, Principals, Staff

**Strategy 4:**

Celebrating STEM Projects - The district will design a forum in which student STEM Projects can be shared with parents and the community.

Category:

Activity - STEM SHARE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and staff will collaborate and create methods for students to display STEM projects as well as encourage students to compete in local and regional STEM project competitions.	Community Engagement	10/07/2015	05/29/2020	\$0	No Funding Required	Instructional Coaches, Principals, Staff

## Goal 2: 2015-2016 Graduate College and Career Ready Students

### Measurable Objective 1:

90% of Twelfth grade students will achieve college and career readiness graduate from high school in Career & Technical by 12/01/2015 as measured by Alabama State Department of Education.

### Strategy 1:

Transition Processes - Our school in a feeder-school pattern will develop, evaluate, and/or enhance the transition processes which support students as they transition from school to school.

Category:

Activity - Transition Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school will establish a committee chaired by the school counselor to develop or examine and enhance the transition program from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten through grade twelve. The first transition meeting for parents and students will be October 29, 2015.	Policy and Process	01/15/2015	05/31/2016	\$1500	District Funding	Principals, Counselors
Activity - Transition Meeting for Kindergarten students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of kindergarten students who will attend Pisgah School will meet with faculty, administration, and staff to ensure that appropriate transitions are made between home, pre-school, and kindergarten. The initial meeting will be August 6, 2015, and once again in the spring during the month of May 2016.	Parent Involvement	08/06/2015	05/31/2016	\$0	No Funding Required	Principals, teachers
Activity - Alabama College Planning Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pisgah High School involves students and parents during Alabama's College and Career Planning week, which was held from Monday, October 26-October 30, 2015. Students and parents have the opportunity to meet with representatives from various colleges and career professions. Examples are: Northeast Alabama Community College, University of Alabama at Huntsville, University of North Alabama, and local business representatives. Every student in grade 12 applied for admissions to at least one college or university. Mr. Hawes will provide a resume class to aid students in creating a working resume for college and/or career. Ms. Cowart (North Alabama Center for Educational Excellence) will provide a financial class to aid students in completing a FAFSA.	Academic Support Program, Parent Involvement	08/01/2015	05/31/2016	\$0	No Funding Required	Counselor, principal, teachers

**Measurable Objective 2:**

100% of Twelfth grade students will improve graduation rate with college and career ready credentials in Career & Technical by 08/01/2016 as measured by Alabama State Department of Education Accountability Program.

**Strategy 1:**

Supporting the Development of Viable Education and Career Plans for Students - All of our students will create a career plan by grade eight that is appropriate, attainable, and adaptable. These career plans will be implemented and adapted as the students progress through high school as needed to meet the needs of the students. Support will be provided for our school counselors and the students as they work through the process of developing the career plans.

Category:

Activity - Career Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school district will employ a career coach who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/06/2016	\$40000	State Funds	Superintendent

Activity - Jackson County Career Expo	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
9th grade students at Pisgah High School will participate in the Jackson County College and Career Expo in Scottsboro, Alabama, on October 27, 2015. The students will have an opportunity to visit with multiple career and college vendors in support of their 4 Year College and Career Readiness Plan.	Career Preparation/Orientation	08/12/2015	05/31/2016	\$0	No Funding Required	Assistant Principal, bus drivers, staff

Activity - Senior Career Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Senior students at Pisgah School will travel to Northeast Alabama Community College to participate in the NACC Career and College Fair in September 2015.	Career Preparation/Orientation	08/12/2015	05/31/2016	\$0	No Funding Required	Counselor, Assistant Principal

**Measurable Objective 3:**

100% of Twelfth grade students will achieve college and career readiness by completing an admissions application to at least one college or university in Career & Technical by 05/31/2016 as measured by Admission applications to colleges and universities.

**Strategy 1:**

Alabama College Planning Week - The school guidance counselor will plan for community colleges, universities, and local business professionals to speak to Pisgah High School seniors and parents. The students will have an opportunity to complete an admissions application to a college of his or her choice.

Category:

Activity - College Application	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Seniors at Pisgah High School will complete an admission application to a college/university of his or her choice. Examples are Northeast Alabama Community College, University of Alabama at Huntsville, and the University of North Alabama.	Career Preparation/Orientation, Parent Involvement	08/06/2015	05/31/2016	\$0	No Funding Required	Counselor, principal, selected staff
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### Goal 3: 2015-2016 Engage Parents and Community in the Educational Process

#### Measurable Objective 1:

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by Parent and Community Surveys.

#### Strategy 1:

Dynamic Website - The district redesign its website to be a more dynamic presentation to the public through a greater use of still graphics and videos.

Category:

Activity - Website Re-design	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will re-design its website interface to more dynamic and engaging through the use of graphic and video presentations.	Community Engagement	01/04/2016	08/05/2016	\$0	No Funding Required	Assistant Technology Coordinator

#### Strategy 2:

Parent Involvement Fundraiser - Parents, students, and staff will collaborate to raise money for Pisgah High School's general fund.

Category:

Activity - Mum Fundraiser	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents, students, and staff will collaborate to raise money for Pisgah High School's general fund. The fundraiser will be completed in October 2015 and will be achieved by selling mums. The overall expected profit for this fundraiser will be \$5,000.	Parent Involvement	10/01/2015	05/31/2016	\$0	No Funding Required	Principals, Staff

### Goal 4: 2015-2016 Provide Multi-discipline, authentic learning in the area of Science, Technology, Engineering, and Mathematics which will increase content knowledge and support the development of critical thinking, problem solving, and collaboration skills

**Measurable Objective 1:**

80% of All Students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking, problem solving, and collaboration skills in Technology, Engineering, Mathematics, and in Science in Career & Technical by 05/29/2020 as measured by Project rubrics, lesson plans, and classroom observations.

**Strategy 1:**

Professional Development for Science, Technology, and Science Teachers - Our science, technology, and mathematics teachers will participate in multi-discipline workshops

Category:

Activity - Grade Level Workshops for Science, Technology, and Mathematics Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level workshops at which science, mathematics, and technology teachers will meet jointly will address strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solve real world (authentic) problems.	Professional Learning	01/04/2016	05/31/2017	\$2000	District Funding	Curriculum Coordinator Technology Coordinator Principals, K-8 Teachers

Activity - Workshops will be conducted for high school Science, Technology, and Mathematics Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Workshops at which our high school science, mathematics, and technology teachers will meet jointly will address strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solve real world (authentic) problems.	Professional Learning	01/04/2016	05/26/2017	\$2000	District Funding	Curriculum Coordinator, Technology Coordinator, Principals, High School Mathematics, Science, and Technology teachers

Activity - Teacher Training for Middle School Robotics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher from our school with the grades 5-8 will be trained in helping students build and program simple robots to perform simple tasks	Professional Learning	10/07/2015	05/31/2016	\$4975	State Funds	Curriculum Coordinator, Principals, Selected teachers

**Strategy 2:**

Collaborative Planning for STEM Learning Projects with Grading Rubrics - Teachers at our school will collaborate to plan multi-discipline STEM Learning Projects which address state standards and incorporate authentic, hands-on learning and solving real world problems.

Category:

Activity - Grade-Level Collaborative Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at our school will collaborate to develop common grade-level STEM Projects which address state standards and incorporate authentic, hands-on learning, and the application of content knowledge to authentic problems.	Policy and Process	01/04/2016	05/26/2017	\$2000	District Funding	Curriculum Coordinator, Technology Coordinator, Principals, Teachers

Activity - Lesson Plans and Grading Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade-level teachers will develop a common Grading Rubric for each STEM unit of instruction.	Policy and Process	11/02/2015	05/26/2017	\$2000	District Funding	Curriculum Coordinator, Teachers

Activity - Financial Support for STEM Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will budget funds for materials and supplies used in STEM projects.	Academic Support Program	10/01/2015	09/30/2016	\$5000	District Funding	District Administration

**Strategy 3:**

Profesional STEM Speakers List - The district will incorporate presentations by STEM Professionals into learning units to enrich instruction and to support its efforts to assist students with College and Career Ready planning.

Category:

Activity - STEM Speakers List	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will develop a list of persons who are STEM professionals and who would be willing to visit schools to inform various STEM projects and to address opportunities in STEM careers.	Career Preparation/O rientation	11/15/2015	05/29/2020	\$0	No Funding Required	Counselors, Mathematics Teachers, Science Teachers, Technology Teachers

**Strategy 4:**

Celebrating STEM Projects - The district will design a forum in which student STEM Projects can be shared with parents and the community.

Category:

Activity - STEM SHARE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district will design and support forums in which student STEM projects can be shared with parents and the community.	Community Engagement	03/01/2016	05/29/2020	\$0	No Funding Required	Superintendent, Central Office Supervisors, Principals, Teachers, Community Leaders
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## Goal 5: 2015-2016 Provide a rigorous and effective instructional program to ensure the academic growth of all students.

### Measurable Objective 1:

62% of Eleventh grade students will demonstrate a proficiency In Reading Comprehension in English Language Arts by 06/01/2020 as measured by ACT Plus Writing.

### Strategy 1:

Professional Development on Reading Comprehension Strategies for Secondary Teachers - Professional Development which focuses on understanding, implementing, and evaluating reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the close reading technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

Category:

Activity - Teacher Collaboration of Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge	Professional Learning	10/15/2015	05/31/2017	\$0	No Funding Required	Principals, Instructional Coach, Teachers

Activity - Embedded Professional Development on Close Reading Strategies for Secondary Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our Instructional Coach will provided embedded professional development on close reading strategies.	Professional Learning	10/15/2015	05/29/2020	\$0	No Funding Required	Principals, Instructional Coaches, ELA Teachers, Curriculum Coordinator

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Pisgah High School

Activity - Face-to-Face Professional Development for Secondary ELA Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing all available resources, our secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	01/02/2017	\$0	No Funding Required	Curriculum Coordinator, Secondary ELA Teachers

**Measurable Objective 2:**

62% of All Students will demonstrate a proficiency English skills in English Language Arts by 06/01/2020 as measured by ACT Plus with Writing.

**Strategy 1:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Activity - Develop and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our high school will evaluate our current ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0	No Funding Required	Principals and ACT Course Instructors

**Measurable Objective 3:**

62% of Eleventh grade students will demonstrate a proficiency in writing in English Language Arts by 06/01/2020 as measured by ACT Plus with Writing.

**(shared) Strategy 1:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Activity - Define and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school will evaluate our existing ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0	No Funding Required	Principals and ACT Elective Instructors

**Measurable Objective 4:**

70% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2020 as measured by ACT Plus Writing.

**(shared) Strategy 1:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

**ACIP**

Pisgah High School

Activity - Define and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school will evaluate our existing ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0	No Funding Required	Principals and ACT Elective Instructors

**Strategy 2:**

Professional Development for Secondary Mathematics Teachers - Professional development on the mathematics practice standards for Alabama's College and Career Ready Standards

Category:

Activity - Face-to-Face professional Development for High School Mathematics Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing AMSTI and other sources, all mathematics teachers will have multiple opportunities for professional development annually.	Professional Learning	08/08/2014	01/02/2017	\$0	No Funding Required	Curriculum Coordinator, Mathematics Teachers

**Strategy 3:**

Implementation of Math Practice Standards - Our teachers will use the math practice standards to support instruction that provides opportunities for multi-step problem solving and real-life applications of mathematics skills.

Category:

Activity - Including Real-Life Problem Solving and Math Application skills in Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our teachers will teach critical thinking skills by using real life, math application strategies.	Direct Instruction	10/05/2014	05/31/2018	\$0	No Funding Required	Principals, teachers

**Measurable Objective 5:**

62% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire assessment.

**Strategy 1:**

Professional Development on Close Reading for K-8 ELA Teachers - Professional Development which focuses on understanding, implementing, and evaluating close reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are high-yield instructional strategies that include active engagement and student collaboration. The strategies require students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions. It includes teacher modeling of high-order thinking skills and hold students accountable for evidence-based answers to probing questions.

Category:

Research Cited: Marazno

Activity - Teacher Collaboration on Effective Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	05/31/2016	\$0	No Funding Required	Principals, Instructional Coach, ELA Teachers, Curriculum Coordinator

Activity - Embedded Professional Development for K-8 ELA Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our Instructional Coach will provide embedded professional development for K-8 English Language Arts Teachers and Content Area Teachers on close reading strategies and text-based questioning techniques that foster critical thinking skills.	Professional Learning	10/16/2014	06/01/2016	\$0	No Funding Required	Curriculum Coordinator, Principals, Instructional Coach

**Strategy 2:**

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All of our ELA teachers in grades K-8 will participate in a careful analysis of the ELA portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA teachers in grades 3-8 will also participate in a careful analysis of the ELA portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Category:

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our teachers in grades K-8 will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0	No Funding Required	Principals, Instructional Coaches, Teachers, Curriculum Coordinator

**Measurable Objective 6:**

70% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by ACT Aspire assessment.

**Strategy 1:**

Professional Development for K-6 Teachers on Mental Math and Computational Strategies - Our Instructional Coach will be trained in helping students build mental math and computation strategies and will turn that training around for K-6 mathematics teachers.

Category:

Activity - Small Group and Embedded Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our Instructional Coach will work with individual teachers and with small groups of teachers during the school day using modeling and collaboration to assist in learning the mental math strategies.	Professional Learning	08/10/2015	01/02/2017	\$0	No Funding Required	Curriculum Coordinator, Principals, Instructional Coach

**Strategy 2:**

Implementation o Math Practice Standards - Our teachers will use the math practice standards to support instruction that provides opportunities for multi-step problem solving and real-life applications of mathematical skills.

Category:

Activity - Including Real-Life Problem Solving and Math Application Skills in Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our teachers will teach critical thinking skills by using real-life, math application strategies.	Direct Instruction	10/05/2014	05/31/2018	\$0	No Funding Required	Principals, teachers

**Measurable Objective 7:**

5% of Students with Disabilities students will demonstrate a proficiency in comprehension in Reading by 05/27/2016 as measured by ACT Aspire assessment.

**(shared) Strategy 1:**

An Examination of Collaborative Efforts - Our school and the Special Education staff will examine the current collaborative practices between classroom teachers and special education teachers regarding instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.

Category:

Activity - School Review of Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school will review the process by which instruction is provided for special populations. We will confer with the Special Education staff to examine the current collaborative practices between classroom teachers and special education teachers regarding the instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.	Policy and Process	11/03/2014	05/31/2016	\$0	No Funding Required	Special Education Director, Special Education staff, Principals, RTI Teams

**Measurable Objective 8:**

62% of English Learners students will demonstrate a proficiency in mathematics in Reading by 09/07/2015 as measured by ACT Aspire assessment.

**(shared) Strategy 1:**

Curricular and Instructional Guidance - Our school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for teachers will be provided as needed.	Academic Support Program, Professional Learning	10/20/2015	05/29/2020	\$5000	Title III	EI Coordinator

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0	No Funding Required	EL Coordinator

**Measurable Objective 9:**

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by ACT Aspire assessment.

**(shared) Strategy 1:**

Curricular and Instructional Guidance - Our school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for teachers will be provided as needed.	Academic Support Program, Professional Learning	10/20/2015	05/29/2020	\$5000	Title III	EI Coordinator

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0	No Funding Required	EL Coordinator

**Measurable Objective 10:**

30% of Eleventh grade students will demonstrate a proficiency in critical thinking in Science by 06/01/2020 as measured by ACT Plus Writing.

**(shared) Strategy 1:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking

strategies.

Category:

Activity - Define and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school will evaluate our existing ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0	No Funding Required	Principals and ACT Elective Instructors

### Strategy 2:

Professional Development for Secondary Science Teachers - Professional development will be provided for our high school science teachers on the new Alabama Science standards and STEM projects.

Category:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	01/02/2017	\$0	No Funding Required	Curriculum Coordinator, AMST Science Teachers

Activity - Face-to-Face Professional Development for Science Teachers in STEM Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will participate in the development and execution of STEM projects	Professional Learning	10/07/2015	01/02/2017	\$5000	District Funding	Curriculum Coordinator, Science Teachers

### Measurable Objective 11:

5% of Students with Disabilities students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2015 as measured by ACT Aspire assessment.

### (shared) Strategy 1:

An Examination of Collaborative Efforts - Our school and the Special Education staff will examine the current collaborative practices between classroom teachers and special education teachers regarding instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.

Category:

Activity - School Review of Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Pisgah High School

Our school will review the process by which instruction is provided for special populations. We will confer with the Special Education staff to examine the current collaborative practices between classroom teachers and special education teachers regarding the instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.	Policy and Process	11/03/2014	05/31/2016	\$0	No Funding Required	Special Education Director, Special Education staff, Principals, RTI Teams
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Senior Career Fair	Senior students at Pisgah School will travel to Northeast Alabama Community College to participate in the NACC Career and College Fair in September 2015.	Career Preparation/Orientation	08/12/2015	05/31/2016	\$0	Counselor, Assistant Principal
Transition Meeting for Kindergarten students	Parents of kindergarten students who will attend Pisgah School will meet with faculty, administration, and staff to ensure that appropriate transitions are made between home, pre-school, and kindergarten. The initial meeting will be August 6, 2015, and once again in the spring during the month of May 2016.	Parent Involvement	08/06/2015	05/31/2016	\$0	Principals, teachers
Define and/or Refine an ACT Skills Elective	Our school will evaluate our existing ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0	Principals and ACT Elective Instructors
College Application	Seniors at Pisgah High School will complete an admission application to a college/university of his or her choice. Examples are Northeast Alabama Community College, University of Alabama at Huntsville, and the University of North Alabama.	Career Preparation/Orientation, Parent Involvement	08/06/2015	05/31/2016	\$0	Counselor, principal, selected staff
• Grade Level Workshops for Science, Technology, and Mathematics Teachers	Teachers will participate in professional development on project-based learning focused on authentic, real-world problem solving using mathematics, science, and technology.	Professional Learning	10/07/2015	05/29/2020	\$0	Curriculum Coordinator Principals Teachers
Develop and/or Refine an ACT Skills Elective	Our high school will evaluate our current ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0	Principals and ACT Course Instructors
Including Real-Life Problem Solving and Math Application skills in Lessons	Our teachers will teach critical thinking skills by using real life, math application strategies.	Direct Instruction	10/05/2014	05/31/2018	\$0	Principals, teachers
WIDA ACCESS Assessment and IELP's	The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0	EL Coordinator
Professional Development on Data Analysis of Formative Assessments	Our teachers in grades K-8 will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0	Principals, Instructional Coaches, Teachers, Curriculum Coordinator

STEM Speakers List	School staff will collaborate and seek professional STEM speakers to address members of faculty to ensure that STEM objectives and goals are implemented into units of college and career readiness planning.	Professional Learning	10/07/2015	05/29/2020	\$0	Instructional Coaches, Principals, Staff
Face-to-Face Professional Development	Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	01/02/2017	\$0	Curriculum Coordinator, AMST Science Teachers
Lesson Plans and Grading Rubrics	School staff will create and implement lesson plans which meet ALSDE standards and objectives as well as create formative and summative grading rubrics for each respective subject area. For example, English teachers will create a grading rubric, which measures a student's writing content and grammar, based on ALSDE standards and objectives.	Policy and Process	05/07/2020	05/29/2020	\$0	Instructional Coach, Principals, Staff
Teacher Training for Middle School Robotics	Middle School Teachers will participate in professional development, which will focus on robotics training to be implemented in the Middle School Classroom.	Professional Learning	10/07/2015	05/29/2020	\$0	Curriculum Coordinator, Principals, Staff,
Teacher Collaboration on Effective Questioning	Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	05/31/2016	\$0	Principals, Instructional Coach, ELA Teachers, Curriculum Coordinator
Mum Fundraiser	Parents, students, and staff will collaborate to raise money for Pisgah High School's general fund. The fundraiser will be completed in October 2015 and will be achieved by selling mums. The overall expected profit for this fundraiser will be \$5,000.	Parent Involvement	10/01/2015	05/31/2016	\$0	Principals, Staff
School Review of Practices	Our school will review the process by which instruction is provided for special populations. We will confer with the Special Education staff to examine the current collaborative practices between classroom teachers and special education teachers regarding the instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.	Policy and Process	11/03/2014	05/31/2016	\$0	Special Education Director, Special Education staff, Principals, RTI Teams
STEM SHARE	Principals and staff will collaborate and create methods for students to display STEM projects as well as encourage students to compete in local and regional STEM project competitions.	Community Engagement	10/07/2015	05/29/2020	\$0	Instructional Coaches, Principals, Staff

**ACIP**

Pisgah High School

Jackson County Career Expo	9th grade students at Pisgah High School will participate in the Jackson County College and Career Expo in Scottsboro, Alabama, on October 27, 2015. The students will have an opportunity to visit with multiple career and college vendors in support of their 4 Year College and Career Readiness Plan.	Career Preparation/Orientation	08/12/2015	05/31/2016	\$0	Assistant Principal, bus drivers, staff
Website Re-design	The district will re-design its website interface to more dynamic and engaging through the use of graphic and video presentations.	Community Engagement	01/04/2016	08/05/2016	\$0	Assistant Technology Coordinator
Embedded Professional Development on Close Reading Strategies for Secondary Teachers	Our Instructional Coach will provide embedded professional development on close reading strategies.	Professional Learning	10/15/2015	05/29/2020	\$0	Principals, Instructional Coaches, ELA Teachers, Curriculum Coordinator
Including Real-Life Problem Solving and Math Application Skills in Lessons	Our teachers will teach critical thinking skills by using real-life, math application strategies.	Direct Instruction	10/05/2014	05/31/2018	\$0	Principals, teachers
Teacher Collaboration of Effective Questions and Higher Order Thinking Skills	Our teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge	Professional Learning	10/15/2015	05/31/2017	\$0	Principals, Instructional Coach, Teachers
Face-to-Face Professional Development for Secondary ELA Teachers	Utilizing all available resources, our secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	01/02/2017	\$0	Curriculum Coordinator, Secondary ELA Teachers
STEM SHARE	The district will design and support forums in which student STEM projects can be shared with parents and the community.	Community Engagement	03/01/2016	05/29/2020	\$0	Superintendent, Central Office Supervisors, Principals, Teachers, Community Leaders
Embedded Professional Development for K-8 ELA Teachers	Our Instructional Coach will provide embedded professional development for K-8 English Language Arts Teachers and Content Area Teachers on close reading strategies and text-based questioning techniques that foster critical thinking skills.	Professional Learning	10/16/2014	06/01/2016	\$0	Curriculum Coordinator, Principals, Instructional Coach

**ACIP**

Pisgah High School

Alabama College Planning Week	Pisgah High School involves students and parents during Alabama's College and Career Planning week, which was held from Monday, October 26-October 30, 2015. Students and parents have the opportunity to meet with representatives from various colleges and career professions. Examples are: Northeast Alabama Community College, University of Alabama at Huntsville, University of North Alabama, and local business representatives. Every student in grade 12 applied for admissions to at least one college or university. Mr. Hawes will provide a resume class to aid students in creating a working resume for college and/or career. Ms. Cowart (North Alabama Center for Educational Excellence) will provide a financial class to aid students in completing a FAFSA.	Academic Support Program, Parent Involvement	08/01/2015	05/31/2016	\$0	Counselor, principal, teachers
Grade-Level Collaborative Planning	Teachers will participate in grade-level collaborative planning sessions to address all needs of students.	Professional Learning	10/07/2015	05/29/2020	\$0	Instructional Coach, Principals, Staff
Financial Support for STEM Projects	School staff will collaborate and seek financial support for STEM projects.	Other	10/07/2015	05/29/2020	\$0	Instructional Coaches, Principals, Staff
Small Group and Embedded Professional Development	Our Instructional Coach will work with individual teachers and with small groups of teachers during the school day using modeling and collaboration to assist in learning the mental math strategies.	Professional Learning	08/10/2015	01/02/2017	\$0	Curriculum Coordinator, Principals, Instructional Coach
Workshops will be conducted for high school Science, Technology, and Mathematics Teachers	Teachers will participate in professional development on project-based learning focused on authentic, real-world problem solving using mathematics, science, and technology.	Professional Learning	10/07/2015	05/29/2020	\$0	Curriculum Coordinator, Principal, Staff
STEM Speakers List	The district will develop a list of persons who are STEM professionals and who would be willing to visit schools to inform various STEM projects and to address opportunities in STEM careers.	Career Preparation/Orientation	11/15/2015	05/29/2020	\$0	Counselors, Mathematics Teachers, Science Teachers, Technology Teachers
Face-to-Face professional Development for High School Mathematics Teachers	Utilizing AMSTI and other sources, all mathematics teachers will have multiple opportunities for professional development annually.	Professional Learning	08/08/2014	01/02/2017	\$0	Curriculum Coordinator, Mathematics Teachers
<b>Total</b>					<b>\$0</b>	

**District Funding**

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

Pisgah High School

Lesson Plans and Grading Rubrics	Grade-level teachers will develop a common Grading Rubric for each STEM unit of instruction.	Policy and Process	11/02/2015	05/26/2017	\$2000	Curriculum Coordinator, Teachers
Grade-Level Collaborative Planning	Teachers at our school will collaborate to develop common grade-level STEM Projects which address state standards and incorporate authentic, hands-on learning, and the application of content knowledge to authentic problems.	Policy and Process	01/04/2016	05/26/2017	\$2000	Curriculum Coordinator, Technology Coordinator, Principals, Teachers
Transition Planning	Our school will establish a committee chaired by the school counselor to develop or examine and enhance the transition program from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten through grade twelve. The first transition meeting for parents and students will be October 29, 2015.	Policy and Process	01/15/2015	05/31/2016	\$1500	Principals, Counselors
Workshops will be conducted for high school Science, Technology, and Mathematics Teachers	Workshops at which our high school science, mathematics, and technology teachers will meet jointly will address strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solve real world (authentic) problems.	Professional Learning	01/04/2016	05/26/2017	\$2000	Curriculum Coordinator, Technology Coordinator, Principals, High School Mathematics, Science, and Technology teachers
Face-to-Face Professional Development for Science Teachers in STEM Projects	Science teachers will participate in the development and execution of STEM projects	Professional Learning	10/07/2015	01/02/2017	\$5000	Curriculum Coordinator, Science Teachers
Financial Support for STEM Projects	The district will budget funds for materials and supplies used in STEM projects.	Academic Support Program	10/01/2015	09/30/2016	\$5000	District Administration
Grade Level Workshops for Science, Technology, and Mathematics Teachers	Grade level workshops at which science, mathematics, and technology teachers will meet jointly will address strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solve real world (authentic) problems.	Professional Learning	01/04/2016	05/31/2017	\$2000	Curriculum Coordinator, Technology Coordinator, Principals, K-8 Teachers
<b>Total</b>					<b>\$19500</b>	

**State Funds**

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

Pisgah High School

Teacher Training for Middle School Robotics	Teacher from our school with the grades 5-8 will be trained in helping students build and program simple robots to perform simple tasks	Professional Learning	10/07/2015	05/31/2016	\$4975	Curriculum Coordinator, Principals, Selected teachers
Career Counseling	The school district will employ a career coach who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/06/2016	\$40000	Superintendent
<b>Total</b>					<b>\$44975</b>	

**Title III**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face-to-Face Professional Development	Professional Development for teachers will be provided as needed.	Academic Support Program, Professional Learning	10/20/2015	05/29/2020	\$5000	EI Coordinator
<b>Total</b>					<b>\$5000</b>	

# 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	The Stakeholder Feedback Data document is uploaded.  Attachment: 2015 Stakeholder Feedback Surveys with Indicators	2015 Surveys with Indicators

## Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	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?

The areas which indicate the overall highest level of satisfaction or approval for Early Elementary (Average Score: 4.96), Elementary (Average Score: 4.50), Middle/High School (Average Score: 3.84), Staff (Average Score: 4.24), and Parents (Average Score: 4.57) are stated below:

Early Elementary: Score: 3.0

An area of strength at Pisgah School is noted by Indicator 1.1 which states: "The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. Pisgah School continues to provide effective results by providing students and faculty with a current school mission and vision. The district and school missions are posted in each teacher's classroom and is positively communicated throughout the school campus. Pisgah High School's campus mission is also listed at the school's front entrance.

Score: 3.0

Another area of strength at Pisgah School is noted by Indicator 2.1, which states: "The governing body establishes policies and supports practices that ensure effective administration of the school." Pisgah School continues to provide effective results by establishing an environment where leadership and administration meet all ethical standards to ensure that all areas of school leadership are met, all guidelines set aside by the Jackson County Board of Education and the Alabama State Department of Education are met and enforced, and that communication to the school staff, students, and community are evident on a regular basis.

Elementary: Score: 2.95

An area of strength at Pisgah School is noted by Indicator 4.5 which states: "The technology infrastructure supports the school's teaching, learning, and operational needs." Pisgah School continues to excel in this area of strength by providing students with numerous iPads, laptop computers, and many other desktop computers provided by the 21st Century Program. Classrooms also have up-to-date projectors, Promethean boards, and some even have Apple TV access.

Score: 2.93

Another area of strength at Pisgah School is noted by Indicator 3.4 which states: "School leaders monitor and support the improvement of instructional practices of teachers to ensure student success." Pisgah School continues to excel in this area of strength by providing numerous professional development opportunities for teachers throughout the school year. The administrators also make routine observations of classroom teachers to ensure that standards, objectives, and student needs' are met. The administrators then provide effective support and suggestions to the staff to further foster an environment of learning.

Score: 2.98

Finally, another area of strength at Pisgah School is noted by Indicator 5.4 which states: "The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level." Pisgah School continues to provide effective results based on student learning and achievement at all levels. The ACT ASPIRE Test is given to elementary grades (3-8) in reading, English, math, and writing. Grades 5-7 are assessed in Science. Students who are Tier 3 students are also monitored for progress on a regular basis. Students who receive special services are also given every opportunity to succeed, as is stated in each student's IEP.

Middle/High School: Score: 4.29

An area of strength at Pisgah School is noted by Indicator 1.3 which states: "The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. Pisgah School continues to provide effective results by communicating clear goals to faculty, students, and parents. Pisgah School strives to maintain excellence in pursuing new ways of supporting student learning and student success both in the classroom and beyond.

Score: 4.1

Another area of strength at Pisgah School is noted by Indicator 2.4 which states: "Leadership and staff foster a culture consistent with the school's purpose and direction." Pisgah School continues to provide effective results by fostering an environment which is based on the school's mission statement as well as the Jackson County School district policy and guidelines.

Score: 2.98

Another area of strength at Pisgah School is noted by Indicator 5.4 which states: "The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. Pisgah School continues to provide effective results by analyzing student data based on ACT ASPIRE and STAR assessments. These results are used to improve student learning and promote success at the current and future classroom levels. Pisgah School also uses the Alabama Career Planning System website ([al.kuder.com](http://al.kuder.com)) to verify and assess student interests and skills for college and career readiness in grades 7-12.

Staff: Score: 4.54

An area of strength at Pisgah School is noted by Indicator 1.1 which states: "The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. Pisgah School continues to provide effective results by providing students and faculty with a current school mission and vision. The district mission is posted in each teacher's classroom and is positively communicated throughout the school campus. Pisgah High School's campus mission is also listed at the school entrance.

Score: 4.54

Another area of strength at Pisgah School is noted by Indicator 1.2 which states: "The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills." Pisgah School continues to provide effective results by providing an environment that is conducive to learning. Teachers ask higher level thinking questions to promote learning, challenge students to exceed classroom objectives and expectations while also fostering life skills, and also provide the necessary support for students with special needs so that all students may succeed.

Score: 4.56

Another area of strength at Pisgah School is noted by Indicator 1.3 which states: "The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning." Pisgah School continues to provide effective results by continuously implementing new teaching strategies that are research-based and student-centered to ensure improvement in all subject areas, all of which are communicated effectively by the school leadership team.

Score: 4.54

Yet another area of strength at Pisgah School is noted by Indicator 2.1 which states: "The governing body establishes policies and supports practices that ensure effective administration of the school." Pisgah School continues to provide effective results by establishing an environment where leadership and administration meet all ethical standards to ensure that all areas of school leadership are met, all

guidelines set aside by the Jackson County Board of Education and the Alabama State Department of Education are met and enforced, and that communication to the school staff, students, and community are evident on a regular basis.

Parents: Score: 4.66

An area of strength at Pisgah School is noted by Indicator 1.3 and is a current emerging pattern among middle/high school students, staff, and parents alike. This indicator states: "The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning." Pisgah School continues to provide effective results by continuously implementing new teaching strategies that are research-based and student-centered to ensure improvement in all subject areas, all of which are communicated effectively by the school leadership team.

Score: 4.65

Another area of strength at Pisgah School is noted by Indicator 4.1 which states: "Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program." Pisgah School continues to provide effective results by continuously holding high standards for teachers and support staff. Teachers at Pisgah School are highly qualified to teach their respective subjects and all have met background qualifications. Teachers and support staff are also appropriately distributed throughout the campus to ensure that teacher/student ratios are balanced.

Score: 4.76

Another area of strength at Pisgah School is noted by Indicator 4.3 which states: "The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. Pisgah School is currently improving this area by ensuring that safety is a top priority for students and employees. Pisgah School has recently begun the construction of a new agriculture science facility. The school has also developed a safer method for car and bus pick up/drop off.

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

With this only being the second year of data retrieved from Stakeholder Feedback at Pisgah School, we do not have trend data at this time. However, we find there is a consistent positive pattern emerging among stakeholders as suggested by Indicator 1.3 which states: "The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning."

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

Findings are consistent with other methods of data compilation, such as informal and formal discussions with parents, staff, and students. For example, Open House, Parent/Teacher Conferences, and community engagement projects are some of the sources which show consistency with findings from stakeholder feedback.



## Areas in Need of Improvement

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

The areas which indicated the overall lowest level of satisfaction or approval from Early Elementary, Elementary, Middle/High School, Staff, and Parents are stated below:

Early Elementary: Score 2.79

An area of improvement at Pisgah School is noted by Indicator 3.8 which states: "The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress." Pisgah School is currently improving this area by sending mid-term comprehensive grading reports, weekly classroom student folders, and communication with parents through email and iNow.

Elementary: Score: 2.07

An area of improvement at Pisgah School is noted by Indicator 3.8 which states: "The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress." Pisgah School is currently improving this area by sending mid-term comprehensive grading reports, weekly classroom student folders, and communication with parents through email and iNow.

Score: 3.10

Also, another area of improvement at Pisgah School is noted by Indicator 3.10 which states: "Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across levels and courses." Pisgah School is currently improving this area by emphasizing and following the grading guidelines set aside by the Jackson County Board of Education. Pisgah School is also working to update our school website so that parents and students can access all teachers' grading rubrics and objectives.

Score: 1.83

Also, another area of improvement at Pisgah School is noted by Indicator 5.1 which states: "The school establishes and maintains a clearly defined and comprehensive student assessment system." Pisgah School is currently improving this area by emphasizing and following the guiding guidelines set aside by the Jackson County Board of Education. Pisgah School is also working to update the school website so that parents and students can access all teachers' objectives, grading rubrics as well as view formative and summative assessments.

Middle/High School: Score: 3.66

An area of improvement at Pisgah School is noted by Indicator 3.3 which states: "Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations." Pisgah School is currently improving this area by providing student-centered lessons, which activate student engagement in the classroom and also promote student led activities.

Score: 3.63

Another area of improvement at Pisgah School is noted by Indicator 4.3 which states: "The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. Pisgah School is currently improving this area by ensuring that safety is a top priority for students and employees. Pisgah School has recently begun the construction of a new agriculture science facility. The school has also developed a safer method for car and bus pick up/drop off.

Score: 3.66

Another area of improvement at Pisgah School is noted by Indicator 4.6 which states: "The school provides support services to meet the physical, social, and emotional needs of the student population being served." Pisgah School is currently improving this area by providing students with easily accessible wheelchair ramps to meet physical needs and accommodations as well as extra time to focus on class counseling. Pisgah School also ensures that all students with special needs have been assessed and proper documentation and support have been provided to meet their specific needs as stated in the student's IEP.

Score: 3.34

Another area of improvement at Pisgah School is noted by Indicator 5.5 which states: "Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders." Pisgah School is currently improving this area by providing current comprehensive reports based on ACT ASPIRE, STAR, and other state-wide assessments. It is very important to Pisgah School that achievement goals are evident in each classroom as well as listed via the school website.

Staff: Score: 3.95

An area of improvement at Pisgah School is noted by Indicator 3.7 which states: "Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning." Pisgah School is currently improving this area by providing teachers with additional instructional strategies and lesson plans through the instructional coach on campus. The instructional coach works closely with teachers and school leadership to ensure that research-based instruction and individualized instruction are apparent in each classroom. Pisgah School also utilizes the Jackson County Career Coach who meets with students who are in grades 7-12 on a bi-weekly basis to assess students' career and college readiness goals. Also, the school leadership also provides effective and essential professional development for its faculty.

Score: 4.03

Another area of improvement at Pisgah School is noted by Indicator 4.2 which states: "Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school." Pisgah School is currently improving this area by providing sufficient instructional time for each class. The leadership team at Pisgah School also looks for ways to ensure that all classroom needs are met such as books for English classes, mathematical and science technology, and necessary technology for career technical courses. The budget committee at Pisgah School also holds meetings on a regular basis to ensure that fiscal needs and balances are met. Pisgah School also utilizes money and resources provided by 21st Century. This money, as noted in the budget, is used for classroom technology, supplies, and after-school tutoring.

Score: 3.9

Another area of improvement at Pisgah School is noted by Indicator 4.5 which states: "The technology infrastructure supports the school's teaching, learning, and operational needs." Pisgah School is currently improving this area by providing the appropriate technology to support classroom learning and teaching. For example, the technology coordinator at Pisgah School is currently installing projectors, Promethean boards, and Apple TV's in many campus classrooms. Teachers at Pisgah School also have access to a state of the art computer lab, and each department has many laptops for student and teacher use as provided by 21st Century.

Parents: Score: 4.43

An area of improvement at Pisgah School is noted by Indicator 3.3 which states: "Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. Pisgah School is currently improving this area by providing student-centered lessons, which activate student engagement in the classroom and also by promoting student led activities.

Score: 4.47

Another area of improvement at Pisgah School is noted by Indicator 3.12 which states: "The school provides and coordinates learning support services to meet the unique learning needs of students." Pisgah School is currently improving this area by providing many different methods of reaching all students' needs. For example, Pisgah School currently utilizes the special education teachers on campus, the district occupational therapist, and the district hearing and speech therapists.

Score: 4.51

Another area of improvement at Pisgah School is noted by Indicator 4.4 which states: "Students and school personnel use a range of media and information to support the school's educational programs. Pisgah School is currently improving this area by providing the appropriate technology to support classroom learning and teaching. For example, the technology coordinator at Pisgah School is currently installing projectors, Promethean boards, and Apple TV's in many campus classrooms. Teachers at Pisgah School also have access to a state of the art computer lab, and each department has many laptops for student and teacher use as provided by 21st Century.

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

With this only being the second year of data retrieved from Stakeholder Feedback at Pisgah School, we do not have trend data at this time. However, we have found an emerging pattern of decline in engaging families in meaningful ways. This is suggested by Indicator 3.8 which states: "The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress."

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

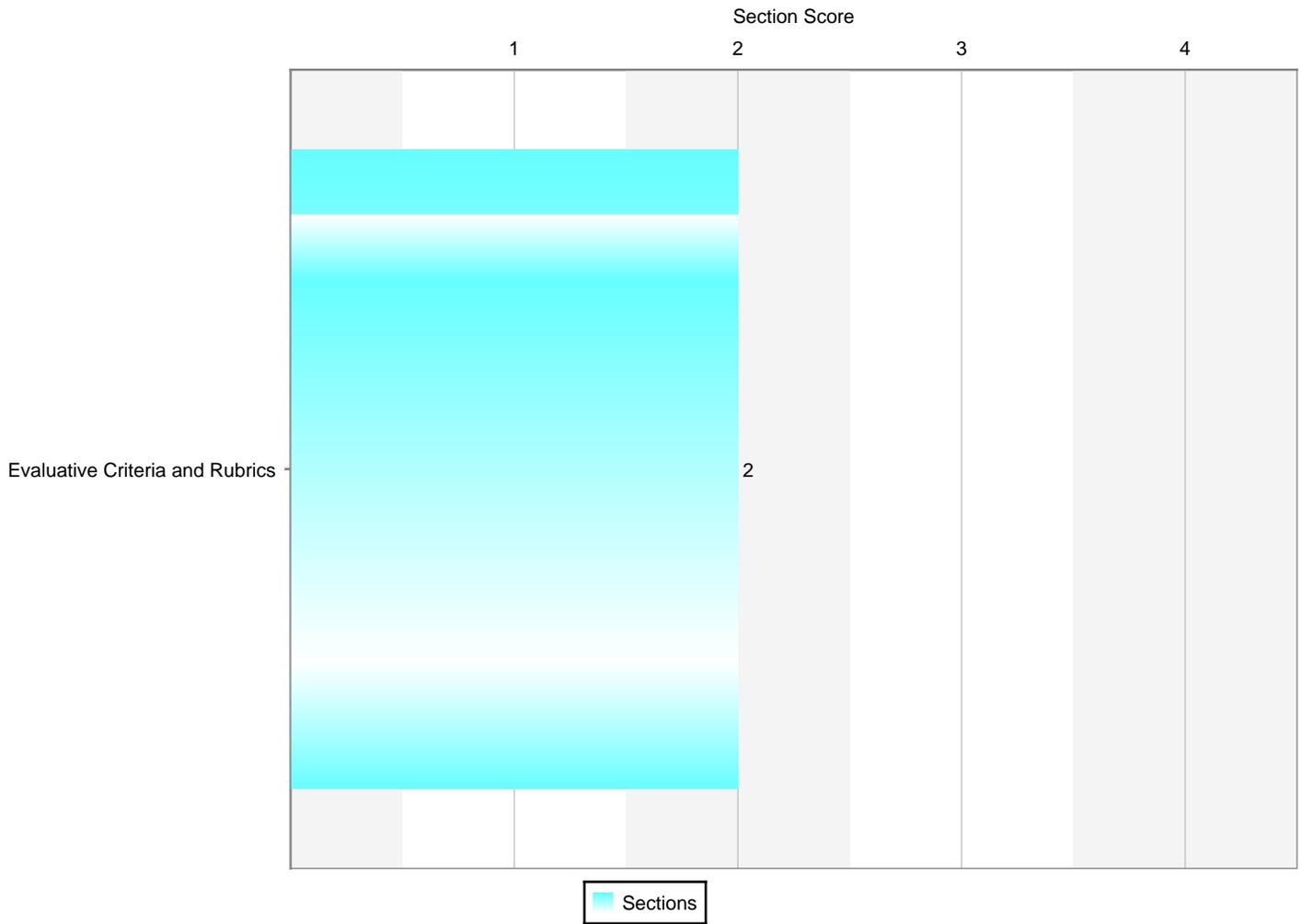
Based on the data results of the Stakeholder Feedback, there is a decrease in involvement by parental stakeholders. They have a perception that Pisgah School thinks their importance as a stakeholder is not wanted or needed. Lower support, lower achievement, and lower attendance are also factors. We will seek to improve rapport and communication with parents, students, and staff members to promote a higher interest in being an active stakeholder at Pisgah School.

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

The previously mentioned indicators were again confirmed by our teacher/class surveys, our Open House for our parents, staff, and students as well as parent/teacher conferences and community outreach projects.

## 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?

Our faculty and staff review the Continuous Improvement Plan during monthly faculty meetings. The document will be sent to the Federal Programs Supervisor, Mr. Mark Guffey. Parent representatives, other stakeholders, students, faculty, and staff are members of the Continuous School Improvement Planning Team and provide input that will be used in the plan. The faculty and staff examined 2014-2015 data that was available from the prior school year to develop the 2015-2016 comprehensive needs assessment. Parents then discussed strengths and weaknesses of the school and participated in the identification of the goals for the coming school year for the CIP plan. Teachers will use state assessment results to define the weaknesses in their curriculum that is currently being taught. They will also identify key weaknesses for their students and target those areas with intensive instruction. Attendance and discipline are analyzed to identify cultural needs.

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

The stakeholder feedback questionnaires showed the following overall averages:

Early Elementary (Average: 4.96)

Elementary ( Average: 4.50)

Middle/ High School (Average: 3.84)

Staff (Average: 4.24)

Parents (Average: 4.57)

With this only being the second year of data retrieved from Stakeholder Feedback at Pisgah School, we do not have trend data at this time. However, we find there is a consistent positive pattern emerging among stakeholders as suggested by Indicator 1.3 which states: "The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning."

We also have found an emerging pattern of decline in engaging families in meaningful ways. This is suggested by Indicator 3.8 which states: "The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress."

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

The ACT Aspire indicated that 42% of students tested in grades 3-8 met college and career readiness standards in Reading. The individual breakdown of grade levels reflects:

3rd grade 23% met the benchmark of 415

4th grade-42% met the benchmark of 417

5th grade- 40% met the benchmark of 420

6th grade- 52% met the benchmark of 421

7th grade- 44% met the benchmark of 423

8th grade- 49% met the benchmark of 422

The ACT Aspire indicated that 74% of students tested in grades 3-8 met college and career readiness standards in English. The individual breakdown of grade levels reflects:

3rd grade-67% met the benchmark of 413

4th grade-77% met the benchmark of 417

5th grade-68% met the benchmark of 419

6th grade- 84% met the benchmark of 420

7th grade-86% met the benchmark of 421

8th grade-63% met the benchmark of 422

The ACT Aspire indicated that 58% of students tested in grades 3-8 met college and career readiness standards in Math. The individual breakdown of grade levels reflects:

3rd grade 63% met the benchmark of 413

4th grade-61% met the benchmark of 416

5th grade-58% met the benchmark of 418

6th grade-84% met the benchmark of 420

7th grade-49% met the benchmark of 422

8th grade- 33% met the benchmark of 425

The ACT Aspire indicated that 19% of students tested in grades 3-8 met college and career readiness standards in Writing. The individual breakdown of grade levels reflects:

3rd grade- 7% met the benchmark of 428

4th grade- 23% met the benchmark of 428

5th grade- 32% met the benchmark of 428

6th grade- 48% met the benchmark of 428

7th grade- 26% met the benchmark of 428

8th grade- 4% met the benchmark of 428

The ACT Aspire indicated that 41% of students tested in grades 3-8 met college and career readiness standards in Science. The individual breakdown of grade levels reflects:

3rd grade 23% met the benchmark of 418

4th grade-42% met the benchmark of 420

5th grade-45% met the benchmark of 422

6th grade-56% met the benchmark of 423

7th grade-40% met the benchmark of 425

8th grade- 39% met the benchmark of 428

STAR Reading Testing Results for 2015:

Grade Level Kindergarten: 21 students were above 55%

1st Grade: 10 students were above 55%

2nd Grade: 17 students were above 40%

3rd Grade: 27 students were above 40%

4th Grade: 26 students were above 40%

## ACIP

Pisgah High School

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5th Grade: 26 students were above 40%  
6th Grade: 28 students were above 40%  
7th Grade: 32 students were above 40%  
8th Grade: 39 students were above 40%  
9th Grade: 53 students were above 40%  
10th Grade: 68 students were above 40%

### STAR Reading Results:

2nd Grade: 15 students scored above 40%  
3rd Grade: 23 students scored above 40%  
4th Grade: 21 students scored above 40%  
5th Grade: 18 students scored above 40%  
6th Grade: 16 students scored above 40%  
7th Grade: 22 students scored above 40%  
8th Grade: 24 students scored above 40%  
9th Grade: 27 students scored above 40%  
10th Grade: 42 students scored above 40%

### ACT Assessment Scores for 2015

English: 17.5, state 18.8

Math: 17.6, state 18.4

Reading: 18.8, state 19.7

Science: 17.7, state 19.1

Composite: 18.0, state 19.1

This assessment shows:

43% of our students are ready for college-level work in English (Nat Average: 53%)

16% of our students are ready for college-level work in Algebra (Nat Average: 23%)

23% of our students are ready for college-level work in Social Science (Nat Average: 34%)

16% of our students are ready for college-level work in Biology (Nat Average: 25%)

9% of our students meet all 4 levels of coursework (Nat Average: 16%)

ACT Aspire as well as STAR Assessment show a positive emerging pattern in both Math and English. Areas of improvement are in Reading and Writing.

Pisgah School's Cumulative Attendance for the 2014-2015 School Year were as follows:

Total Absences--5,174

Total Tardiness--2,640

Pisgah School staff and administration are currently improving and reducing absences by focusing more on the causes for absences and tardiness. We believe that many absences are due to a lack of awareness by parents; therefore, we are striving to form a better means of communication between school and parents. We also strive to promote the importance of being at school and being on time so that all students are college and career ready.

Pisgah School's Cumulative Infraction List (SIR Report) for the 2014-2015 School Year were as follows:

71 Total Infractions

Fighting--15

Unauthorized use of Cell Phone--9

Disorderly Conduct--9

Truancy/ Unexcused Absences--7

Drug Usage/Possession--5

Sexual Offenses--5

Warning by Principal--4

Tobacco Usage--3

Other Incidents--3

Profanity/Vulgarity--2

Defiance of Authority--2

Knife Possession--1

Larceny/Theft--1

Dress Code Nonconformity--1

Bus Conduct--1

Pisgah School staff have noticed a significant decrease in school infractions as shown by 2013-2014 data and compared to 2014-2015. The targeted areas of infractions at Pisgah School are fighting, the unauthorized use of cell phones, and disorderly conduct. We as a staff are diminishing such infractions by being proactive and eliminating problems before they occur.

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

Teachers should be aware of the high percentage of "below average" readers and writers and adjust teaching strategies accordingly in order to help improve reading and writing skills. Reading and writing will continue to be a focus across all grade levels and within all subjects.

School English staff will collaboratively meet with faculty in corresponding curriculum to ensure that effective research-based writing strategies are implemented in each classroom; writing should be used across the curriculum.

Continued focus on attendance procedures is recommended in order to continually decrease unexcused absences. Periodic review of board policy is needed to remind students of cell phone policies.

Based on areas of strength and weakness as suggested by the Stakeholder Feedback Survey, Pisgah High School will also provide a clear purpose for community parent involvement by promoting Open House, parent/teacher conferences, and community engagement activities.

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

A thorough analysis of multiple sources of data is used when writing the goals. Goals will be determined based on the identified and most prevalent needs. Close Reading and other reading strategies will be implemented to improve achievement in all grade levels, especially in ninth grade. Communication between school and parents will be improved by introducing "Notify Me", "Remind", and other communication tools. Specific information about attendance and board policy will be shared through these communication tools. Special opportunities for parents to visit the school and gain information will be offered at various times throughout the year.

Pisgah School is attempting to achieve our school goals by implementing strategies based on the analysis of standardized test results, stakeholder feedback surveys, and school demographic info related to students' attendance, discipline, and overall academic achievement.

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

The goals reflect the priority needs of the school. Achievement scores are analyzed each year to determine areas of greatest success and most needed improvement. Attendance and discipline reports are reviewed each year to help recognize areas where better communication may be needed to stress policies. Feedback from stakeholders is analyzed to identify special needs that may not be noticed by other people in the school.

After careful analysis of multiple types of data, including standardized testing and surveys, it is clear that we need to engage our parents and community in the education process in order to provide an effective instructional program that ensures the academic growth of all students. We need to focus on providing learning experiences that will increase content knowledge and support development of critical thinking, problem solving, communication, and collaboration skills. Our students will achieve college and career readiness standards.

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

Pisgah High School addresses academic needs of each individual student. This is accomplished through local and state testing, formal classroom assessments, and informal classroom assessments. Attendance of all students is monitored and, when necessary, students are counseled on the importance of attendance and the consequences of truancy. Feedback is encouraged by all stakeholders. All students are given the same opportunities and access to resources to achieve classroom goals.

The goals we are aspiring to achieve ensure all students will demonstrate a continuous improvement in academic achievement with an emphasis on closing the gaps between our subgroups. Our goals will help teachers gain the knowledge they need to improve instruction, which will ensure success for all students.

## 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:**

2015-2016 Provide multi-discipline, authentic learning in the area of Science, Technology, Engineering, and Mathematics which will increase content knowledge and support the development of critical thinking, problem solving, and collaboration skills

**Measurable Objective 1:**

80% of All Students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking, problem solving, and collaboration skills in Technology, Engineering, Mathematics, and in Science by 05/29/2020 as measured by project rubrics, lesson plans, and classroom observations..

**Strategy1:**

Collaborative Planning for STEM learning Projects with Grading Rubrics - Teachers will collaborate to plan multi-discipline STEM Learning Projects which address state standards and incorporate authentic, hands-on learning and solving real world problems.

Category:

Research Cited:

Activity - Grade-Level Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in grade-level collaborative planning sessions to address all needs of students.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Instructional Coach, Principals, Staff

Activity - Financial Support for STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff will collaborate and seek financial support for STEM projects.	Other	10/07/2015	05/29/2020	\$0 - No Funding Required	Instructional Coaches, Principals, Staff

Activity - Lesson Plans and Grading Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff will create and implement lesson plans which meet ALSDE standards and objectives as well as create formative and summative grading rubrics for each respective subject area. For example, English teachers will create a grading rubric, which measures a student's writing content and grammar, based on ALSDE standards and objectives.	Policy and Process	05/07/2020	05/29/2020	\$0 - No Funding Required	Instructional Coach, Principals, Staff

**Strategy2:**

Professional STEM Speakers - The district will incorporate presentations by STEM Professionals into learning units to enrich instruction and to support its efforts to assist students with College and Career Ready planning.

Category:

Research Cited:

Activity - STEM Speakers List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff will collaborate and seek professional STEM speakers to address members of faculty to ensure that STEM objectives and goals are implemented into units of college and career readiness planning.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Instructional Coaches, Principals, Staff

**Strategy3:**

Celebrating STEM Projects - The district will design a forum in which student STEM Projects can be shared with parents and the community.

Category:

Research Cited:

Activity - STEM SHARE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and staff will collaborate and create methods for students to display STEM projects as well as encourage students to compete in local and regional STEM project competitions.	Community Engagement	10/07/2015	05/29/2020	\$0 - No Funding Required	Instructional Coaches, Principals, Staff

**Strategy4:**

Professional Development for Science, Technology, and Science Teachers - Science, Technology, and Mathematics Teachers will participate in multi-discipline workshops.

Category:

Research Cited:

Activity - Teacher Training for Middle School Robotics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School Teachers will participate in professional development, which will focus on robotics training to be implemented in the Middle School Classroom.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, Staff,

Activity - Workshops will be conducted for high school Science, Technology, and Mathematics Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development on project-based learning focused on authentic, real-world problem solving using mathematics, science, and technology.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Curriculum Coordinator, Principal, Staff

**ACIP**

Pisgah High School

Activity - • Grade Level Workshops for Science, Technology, and Mathematics Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development on project-based learning focused on authentic, real-world problem solving using mathematics, science, and technology.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

**Goal 2:**

2015-2016 Provide a rigorous and effective instructional program to ensure the academic growth of all students.

**Measurable Objective 1:**

62% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire assessment.

**Strategy1:**

Professional Development on Close Reading for K-8 ELA Teachers - Professional Development which focuses on understanding, implementing, and evaluating close reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are high-yield instructional strategies that include active engagement and student collaboration. The strategies require students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions. It includes teacher modeling of high-order thinking skills and hold students accountable for evidence-based answers to probing questions.

Category:

Research Cited: Marazno

Activity - Teacher Collaboration on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	05/27/2016	\$0 - No Funding Required	Principals, Instructional Coach, ELA Teachers, Curriculum Coordinator

Activity - Embedded Professional Development for K-8 ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Instructional Coach will provide embedded professional development for K-8 English Language Arts Teachers and Content Area Teachers on close reading strategies and text-based questioning techniques that foster critical thinking skills.	Professional Learning	10/16/2014	06/01/2016	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coach

**Strategy2:**

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All of our ELA teachers in grades K-8 will participate in a careful analysis of the ELA portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA teachers in grades 3-8 will also participate in a careful analysis of the ELA portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the

current year.

Category:

Research Cited:

<b>Activity - Professional Development on Data Analysis of Formative Assessments</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Our teachers in grades K-8 will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals, Instructional Coaches, Teachers, Curriculum Coordinator

**Measurable Objective 2:**

70% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2020 as measured by ACT Plus Writing.

**Strategy1:**

Professional Development for Secondary Mathematics Teachers - Professional development on the mathematics practice standards for Alabama's College and Career Ready Standards

Category:

Research Cited:

<b>Activity - Face-to-Face professional Development for High School Mathematics Teachers</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Utilizing AMSTI and other sources, all mathematics teachers will have multiple opportunities for professional development annually.	Professional Learning	08/08/2014	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, Mathematics Teachers

**Strategy2:**

Implementation of Math Practice Standards - Our teachers will use the math practice standards to support instruction that provides opportunities for multi-step problem solving and real-life applications of mathematics skills.

Category:

Research Cited:

<b>Activity - Including Real-Life Problem Solving and Math Application skills in Lessons</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Our teachers will teach critical thinking skills by using real life, math application strategies.	Direct Instruction	10/05/2014	05/31/2018	\$0 - No Funding Required	Principals, teachers

**Strategy3:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

Activity - Define and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will evaluate our existing ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Elective Instructors

**Measurable Objective 3:**

62% of All Students will demonstrate a proficiency English skills in English Language Arts by 06/01/2020 as measured by ACT Plus with Writing.

**Strategy1:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

Activity - Develop and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our high school will evaluate our current ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Course Instructors

**Measurable Objective 4:**

5% of Students with Disabilities students will demonstrate a proficiency in comprehension in Reading by 05/27/2016 as measured by ACT Aspire assessment.

**Strategy1:**

An Examination of Collaborative Efforts - Our school and the Special Education staff will examine the current collaborative practices between classroom teachers and special education teachers regarding instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.

Category:

Research Cited:

**ACIP**

Pisgah High School

Activity - School Review of Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will review the process by which instruction is provided for special populations. We will confer with the Special Education staff to examine the current collaborative practices between classroom teachers and special education teachers regarding the instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.	Policy and Process	11/03/2014	09/07/2015	\$0 - No Funding Required	Special Education Director, Special Education staff, Principals, RTI Teams

**Measurable Objective 5:**

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by ACT Aspire assessment.

**Strategy1:**

Curricular and Instructional Guidance - Our school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$5000 - Title III	EI Coordinator

**Measurable Objective 6:**

70% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by ACT Aspire assessment.

**Strategy1:**

Professional Development for K-6 Teachers on Mental Math and Computational Strategies - Our Instructional Coach will be trained in helping students build mental math and computation strategies and will turn that training around for K-6 mathematics teachers.

Category:

Research Cited:

Activity - Small Group and Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Instructional Coach will work with individual teachers and with small groups of teachers during the school day using modeling and collaboration to assist in learning the mental math strategies.	Professional Learning	08/10/2015	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coach

**Strategy2:**

Implementation o Math Practice Standards - Our teachers will use the math practice standards to support instruction that provides opportunities for multi-step problem solving and real-life applications of mathematical skills.

Category:

Research Cited:

Activity - Including Real-Life Problem Solving and Math Application Skills in Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers will teach critical thinking skills by using real-life, math application strategies.	Direct Instruction	10/05/2014	05/31/2018	\$0 - No Funding Required	Principals, teachers

**Measurable Objective 7:**

62% of English Learners students will demonstrate a proficiency in mathematics in Reading by 09/07/2015 as measured by ACT Aspire assessment.

**Strategy1:**

Curricular and Instructional Guidance - Our school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Professional Learning Academic Support Program	10/20/2015	05/29/2020	\$5000 - Title III	EI Coordinator

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

**Measurable Objective 8:**

5% of Students with Disabilities students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2015 as measured by ACT Aspire assessment.

**Strategy1:**

An Examination of Collaborative Efforts - Our school and the Special Education staff will examine the current collaborative practices between classroom teachers and special education teachers regarding instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.

Category:

Research Cited:

Activity - School Review of Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will review the process by which instruction is provided for special populations. We will confer with the Special Education staff to examine the current collaborative practices between classroom teachers and special education teachers regarding the instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.	Policy and Process	11/03/2014	09/07/2015	\$0 - No Funding Required	Special Education Director, Special Education staff, Principals, RTI Teams

**Measurable Objective 9:**

30% of Eleventh grade students will demonstrate a proficiency in critical thinking in Science by 06/01/2020 as measured by ACT Plus Writing.

**Strategy1:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

Activity - Define and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will evaluate our existing ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Elective Instructors

**Strategy2:**

Professional Development for Secondary Science Teachers - Professional development will be provided for our high school science teachers on the new Alabama Science standards and STEM projects.

Category:

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, AMST Science Teachers

Activity - Face-to-Face Professional Development for Science Teachers in STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will participate in the development and execution of STEM projects	Professional Learning	10/07/2015	01/02/2017	\$5000 - District Funding	Curriculum Coordinator, Science Teachers

**Measurable Objective 10:**

62% of Eleventh grade students will demonstrate a proficiency In Reading Comprehension in English Language Arts by 06/01/2020 as measured by ACT Plus Writing.

**Strategy1:**

Professional Development on Reading Comprehension Strategies for Secondary Teachers - Professional Development which focuses on understanding, implementing, and evaluating reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the close reading technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

Category:

Research Cited:

Activity - Face-to-Face Professional Development for Secondary ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing all available resources, our secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, Secondary ELA Teachers

Activity - Embedded Professional Development on Close Reading Strategies for Secondary Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Instructional Coach will provided embedded professional development on close reading strategies.	Professional Learning	10/15/2015	05/29/2020	\$0 - No Funding Required	Principals, Instructional Coaches, ELA Teachers, Curriculum Coordinator

**ACIP**

Pisgah High School

Activity - Teacher Collaboration of Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge	Professional Learning	10/15/2015	05/31/2017	\$0 - No Funding Required	Principals, Instructional Coach, Teachers

**Measurable Objective 11:**

62% of Eleventh grade students will demonstrate a proficiency in writing in English Language Arts by 06/01/2020 as measured by ACT Plus with Writing.

**Strategy1:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

Activity - Define and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will evaluate our existing ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Elective Instructors

**Goal 3:**

2015-2016 Graduate College and Career Ready Students

**Measurable Objective 1:**

100% of Twelfth grade students will improve graduation rate with college and career ready credentials in Career & Technical by 08/01/2016 as measured by Alabama State Department of Education Accountability Program.

**Strategy1:**

Supporting the Development of Viable Education and Career Plans for Students - All of our students will create a career plan by grade eight that is appropriate, attainable, and adaptable. These career plans will be implemented and adapted as the students progress through high school as needed to meet the needs of the students. Support will be provided for our school counselors and the students as they work through the process of developing the career plans.

Category:

Research Cited:

Activity - Career Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school district will employ a career coach who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/06/2016	\$40000 - State Funds	Superintendent

**Measurable Objective 2:**

90% of Twelfth grade students will achieve college and career readiness graduate from high school in Career & Technical by 12/01/2015 as measured by Alabama State Department of Education.

**Strategy1:**

Transition Processes - Our school in a feeder-school pattern will develop, evaluate, and/or enhance the transition processes which support students as they transition from school to school.

Category:

Research Cited:

Activity - Transition Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will establish a committee chaired by the school counselor to develop or examine and enhance the transition program from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	01/15/2015	10/15/2015	\$1500 - District Funding	Principals, Counselors

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

**Goal 1:**

2015-2016 Provide multi-discipline, authentic learning in the area of Science, Technology, Engineering, and Mathematics which will increase content knowledge and support the development of critical thinking, problem solving, and collaboration skills

**Measurable Objective 1:**

80% of All Students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking, problem solving, and collaboration skills in Technology, Engineering, Mathematics, and in Science by 05/29/2020 as measured by project rubrics, lesson plans, and classroom observations..

**Strategy1:**

Professional Development for Science, Technology, and Science Teachers - Science, Technology, and Mathematics Teachers will participate in multi-discipline workshops.

Category:

Research Cited:

**ACIP**

Pisgah High School

<b>Activity - Workshops will be conducted for high school Science, Technology, and Mathematics Teachers</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 participate in professional development on project-based learning focused on authentic, real-world problem solving using mathematics, science, and technology.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Curriculum Coordinator, Principal, Staff

<b>Activity - Teacher Training for Middle School Robotics</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Middle School Teachers will participate in professional development, which will focus on robotics training to be implemented in the Middle School Classroom.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, Staff,

<b>Activity - • Grade Level Workshops for Science, Technology, and Mathematics Teachers</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 participate in professional development on project-based learning focused on authentic, real-world problem solving using mathematics, science, and technology.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

**Strategy2:**

Celebrating STEM Projects - The district will design a forum in which student STEM Projects can be shared with parents and the community.

Category:

Research Cited:

<b>Activity - STEM SHARE</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Principals and staff will collaborate and create methods for students to display STEM projects as well as encourage students to compete in local and regional STEM project competitions.	Community Engagement	10/07/2015	05/29/2020	\$0 - No Funding Required	Instructional Coaches, Principals, Staff

**Strategy3:**

Collaborative Planning for STEM learning Projects with Grading Rubrics - Teachers will collaborate to plan multi-discipline STEM Learning Projects which address state standards and incorporate authentic, hands-on learning and solving real world problems.

Category:

Research Cited:

<b>Activity - Financial Support for STEM Projects</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
School staff will collaborate and seek financial support for STEM projects.	Other	10/07/2015	05/29/2020	\$0 - No Funding Required	Instructional Coaches, Principals, Staff

Activity - Grade-Level Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in grade-level collaborative planning sessions to address all needs of students.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Instructional Coach, Principals, Staff

Activity - Lesson Plans and Grading Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff will create and implement lesson plans which meet ALSDE standards and objectives as well as create formative and summative grading rubrics for each respective subject area. For example, English teachers will create a grading rubric, which measures a student's writing content and grammar, based on ALSDE standards and objectives.	Policy and Process	05/07/2020	05/29/2020	\$0 - No Funding Required	Instructional Coach, Principals, Staff

**Strategy4:**

Professional STEM Speakers - The district will incorporate presentations by STEM Professionals into learning units to enrich instruction and to support its efforts to assist students with College and Career Ready planning.

Category:

Research Cited:

Activity - STEM Speakers List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff will collaborate and seek professional STEM speakers to address members of faculty to ensure that STEM objectives and goals are implemented into units of college and career readiness planning.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Instructional Coaches, Principals, Staff

**Goal 2:**

2015-2016 Provide a rigorous and effective instructional program to ensure the academic growth of all students.

**Measurable Objective 1:**

70% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2020 as measured by ACT Plus Writing.

**Strategy1:**

Professional Development for Secondary Mathematics Teachers - Professional development on the mathematics practice standards for Alabama's College and Career Ready Standards

Category:

Research Cited:

Activity - Face-to-Face professional Development for High School Mathematics Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing AMSTI and other sources, all mathematics teachers will have multiple opportunities for professional development annually.	Professional Learning	08/08/2014	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, Mathematics Teachers

**Strategy2:**

Implementation of Math Practice Standards - Our teachers will use the math practice standards to support instruction that provides opportunities for multi-step problem solving and real-life applications of mathematics skills.

Category:

Research Cited:

Activity - Including Real-Life Problem Solving and Math Application skills in Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers will teach critical thinking skills by using real life, math application strategies.	Direct Instruction	10/05/2014	05/31/2018	\$0 - No Funding Required	Principals, teachers

**Strategy3:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

Activity - Define and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will evaluate our existing ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Elective Instructors

**Measurable Objective 2:**

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by ACT Aspire assessment.

**Strategy1:**

Curricular and Instructional Guidance - Our school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

**ACIP**

Pisgah High School

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$5000 - Title III	EI Coordinator

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

**Measurable Objective 3:**

62% of Eleventh grade students will demonstrate a proficiency in writing in English Language Arts by 06/01/2020 as measured by ACT Plus with Writing.

**Strategy1:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

Activity - Define and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will evaluate our existing ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Elective Instructors

**Measurable Objective 4:**

5% of Students with Disabilities students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2015 as measured by ACT Aspire assessment.

**Strategy1:**

An Examination of Collaborative Efforts - Our school and the Special Education staff will examine the current collaborative practices between classroom teachers and special education teachers regarding instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.

Category:

Research Cited:

Activity - School Review of Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will review the process by which instruction is provided for special populations. We will confer with the Special Education staff to examine the current collaborative practices between classroom teachers and special education teachers regarding the instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.	Policy and Process	11/03/2014	09/07/2015	\$0 - No Funding Required	Special Education Director, Special Education staff, Principals, RTI Teams

**Measurable Objective 5:**

30% of Eleventh grade students will demonstrate a proficiency in critical thinking in Science by 06/01/2020 as measured by ACT Plus Writing.

**Strategy1:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

Activity - Define and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will evaluate our existing ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Elective Instructors

**Strategy2:**

Professional Development for Secondary Science Teachers - Professional development will be provided for our high school science teachers on the new Alabama Science standards and STEM projects.

Category:

Research Cited:

Activity - Face-to-Face Professional Development for Science Teachers in STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will participate in the development and execution of STEM projects	Professional Learning	10/07/2015	01/02/2017	\$5000 - District Funding	Curriculum Coordinator, Science Teachers

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, AMST Science Teachers

**Measurable Objective 6:**

62% of Eleventh grade students will demonstrate a proficiency In Reading Comprehension in English Language Arts by 06/01/2020 as measured by ACT Plus Writing.

**Strategy1:**

Professional Development on Reading Comprehension Strategies for Secondary Teachers - Professional Development which focuses on understanding, implementing, and evaluating reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the close reading technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

Category:

Research Cited:

Activity - Face-to-Face Professional Development for Secondary ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing all available resources, our secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, Secondary ELA Teachers

Activity - Teacher Collaboration of Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge	Professional Learning	10/15/2015	05/31/2017	\$0 - No Funding Required	Principals, Instructional Coach, Teachers

Activity - Embedded Professional Development on Close Reading Strategies for Secondary Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Instructional Coach will provided embedded professional development on close reading strategies.	Professional Learning	10/15/2015	05/29/2020	\$0 - No Funding Required	Principals, Instructional Coaches, ELA Teachers, Curriculum Coordinator

**Measurable Objective 7:**

62% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire assessment.

**Strategy1:**

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All of our ELA teachers in grades K-8 will participate in a careful analysis of the ELA portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA teachers in grades 3-8 will also participate in a careful analysis of the ELA portions of the ACT Aspire test results for their current students to determine areas in

which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Category:

Research Cited:

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers in grades K-8 will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals, Instructional Coaches, Teachers, Curriculum Coordinator

**Strategy2:**

Professional Development on Close Reading for K-8 ELA Teachers - Professional Development which focuses on understanding, implementing, and evaluating close reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are high-yield instructional strategies that include active engagement and student collaboration. The strategies require students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions. It includes teacher modeling of high-order thinking skills and hold students accountable for evidence-based answers to probing questions.

Category:

Research Cited: Marazno

Activity - Embedded Professional Development for K-8 ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Instructional Coach will provide embedded professional development for K-8 English Language Arts Teachers and Content Area Teachers on close reading strategies and text-based questioning techniques that foster critical thinking skills.	Professional Learning	10/16/2014	06/01/2016	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coach

Activity - Teacher Collaboration on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	05/27/2016	\$0 - No Funding Required	Principals, Instructional Coach, ELA Teachers, Curriculum Coordinator

**Measurable Objective 8:**

62% of All Students will demonstrate a proficiency English skills in English Language Arts by 06/01/2020 as measured by ACT Plus with Writing.

**Strategy1:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

Activity - Develop and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our high school will evaluate our current ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Course Instructors

**Measurable Objective 9:**

62% of English Learners students will demonstrate a proficiency in mathematics in Reading by 09/07/2015 as measured by ACT Aspire assessment.

**Strategy1:**

Curricular and Instructional Guidance - Our school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Professional Learning Academic Support Program	10/20/2015	05/29/2020	\$5000 - Title III	EI Coordinator

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

**Measurable Objective 10:**

70% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by ACT Aspire assessment.

**Strategy1:**

Implementation of Math Practice Standards - Our teachers will use the math practice standards to support instruction that provides opportunities for multi-step problem solving and real-life applications of mathematical skills.

Category:

Research Cited:

Activity - Including Real-Life Problem Solving and Math Application Skills in Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers will teach critical thinking skills by using real-life, math application strategies.	Direct Instruction	10/05/2014	05/31/2018	\$0 - No Funding Required	Principals, teachers

**Strategy2:**

Professional Development for K-6 Teachers on Mental Math and Computational Strategies - Our Instructional Coach will be trained in helping students build mental math and computation strategies and will turn that training around for K-6 mathematics teachers.

Category:

Research Cited:

Activity - Small Group and Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Instructional Coach will work with individual teachers and with small groups of teachers during the school day using modeling and collaboration to assist in learning the mental math strategies.	Professional Learning	08/10/2015	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coach

**Measurable Objective 11:**

5% of Students with Disabilities students will demonstrate a proficiency in comprehension in Reading by 05/27/2016 as measured by ACT Aspire assessment.

**Strategy1:**

An Examination of Collaborative Efforts - Our school and the Special Education staff will examine the current collaborative practices between classroom teachers and special education teachers regarding instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.

Category:

Research Cited:

Activity - School Review of Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will review the process by which instruction is provided for special populations. We will confer with the Special Education staff to examine the current collaborative practices between classroom teachers and special education teachers regarding the instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.	Policy and Process	11/03/2014	09/07/2015	\$0 - No Funding Required	Special Education Director, Special Education staff, Principals, RTI Teams

**Goal 3:**

2015-2016 Graduate College and Career Ready Students

**Measurable Objective 1:**

100% of Twelfth grade students will improve graduation rate with college and career ready credentials in Career & Technical by 08/01/2016 as measured by Alabama State Department of Education Accountability Program.

**Strategy1:**

Supporting the Development of Viable Education and Career Plans for Students - All of our students will create a career plan by grade eight that is appropriate, attainable, and adaptable. These career plans will be implemented and adapted as the students progress through high school as needed to meet the needs of the students. Support will be provided for our school counselors and the students as they work through the process of developing the career plans.

Category:

Research Cited:

Activity - Career Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school district will employ a career coach who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/ Orientation	08/05/2014	06/06/2016	\$40000 - State Funds	Superintendent

**Measurable Objective 2:**

90% of Twelfth grade students will achieve college and career readiness graduate from high school in Career & Technical by 12/01/2015 as measured by Alabama State Department of Education.

**Strategy1:**

Transition Processes - Our school in a feeder-school pattern will develop, evaluate, and/or enhance the transition processes which support students as they transition from school to school.

Category:

Research Cited:

Activity - Transition Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will establish a committee chaired by the school counselor to develop or examine and enhance the transition program from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	01/15/2015	10/15/2015	\$1500 - District Funding	Principals, Counselors

**Goal 4:**

2015-2016 Engage Parents and Community in the Educational Process

**Measurable Objective 1:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by Parent and Community Surveys.

**Strategy1:**

Dynamic Website - The district redesign its website to be a more dynamic presentation to the public through a greater use of still graphics and videos.

Category:

Research Cited:

Activity - Website Re-design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will re-design its website interface to more dynamic and engaging through the use of graphic and video presentations.	Community Engagement	01/04/2016	08/05/2016	\$0 - No Funding Required	Assistant Technology Coordinator

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

**Goal 1:**

2015-2016 Provide a rigorous and effective instructional program to ensure the academic growth of all students.

**Measurable Objective 1:**

5% of Students with Disabilities students will demonstrate a proficiency in comprehension in Reading by 05/27/2016 as measured by ACT Aspire assessment.

**Strategy1:**

An Examination of Collaborative Efforts - Our school and the Special Education staff will examine the current collaborative practices between classroom teachers and special education teachers regarding instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.

Category:

Research Cited:

**ACIP**

Pisgah High School

Activity - School Review of Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will review the process by which instruction is provided for special populations. We will confer with the Special Education staff to examine the current collaborative practices between classroom teachers and special education teachers regarding the instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.	Policy and Process	11/03/2014	09/07/2015	\$0 - No Funding Required	Special Education Director, Special Education staff, Principals, RTI Teams

**Measurable Objective 2:**

30% of Eleventh grade students will demonstrate a proficiency in critical thinking in Science by 06/01/2020 as measured by ACT Plus Writing.

**Strategy1:**

Professional Development for Secondary Science Teachers - Professional development will be provided for our high school science teachers on the new Alabama Science standards and STEM projects.

Category:

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, AMST Science Teachers

Activity - Face-to-Face Professional Development for Science Teachers in STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will participate in the development and execution of STEM projects	Professional Learning	10/07/2015	01/02/2017	\$5000 - District Funding	Curriculum Coordinator, Science Teachers

**Strategy2:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

Activity - Define and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will evaluate our existing ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Elective Instructors

**Measurable Objective 3:**

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by ACT Aspire assessment.

**Strategy1:**

Curricular and Instructional Guidance - Our school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Professional Learning Academic Support Program	10/20/2015	05/29/2020	\$5000 - Title III	EI Coordinator

**Measurable Objective 4:**

62% of All Students will demonstrate a proficiency English skills in English Language Arts by 06/01/2020 as measured by ACT Plus with Writing.

**Strategy1:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

Activity - Develop and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our high school will evaluate our current ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Course Instructors

**Measurable Objective 5:**

70% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2020 as measured by ACT Plus Writing.

**Strategy1:**

Professional Development for Secondary Mathematics Teachers - Professional development on the mathematics practice standards for Alabama's College and Career Ready Standards

Category:

Research Cited:

<b>Activity - Face-to-Face professional Development for High School Mathematics Teachers</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Utilizing AMSTI and other sources, all mathematics teachers will have multiple opportunities for professional development annually.	Professional Learning	08/08/2014	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, Mathematics Teachers

**Strategy2:**

Implementation of Math Practice Standards - Our teachers will use the math practice standards to support instruction that provides opportunities for multi-step problem solving and real-life applications of mathematics skills.

Category:

Research Cited:

<b>Activity - Including Real-Life Problem Solving and Math Application skills in Lessons</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Our teachers will teach critical thinking skills by using real life, math application strategies.	Direct Instruction	10/05/2014	05/31/2018	\$0 - No Funding Required	Principals, teachers

**Strategy3:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

<b>Activity - Define and/or Refine an ACT Skills Elective</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Our school will evaluate our existing ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Elective Instructors

**Measurable Objective 6:**

62% of English Learners students will demonstrate a proficiency in mathematics in Reading by 09/07/2015 as measured by ACT Aspire assessment.

**Strategy1:**

**ACIP**

Pisgah High School

Curricular and Instructional Guidance - Our school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Professional Learning Academic Support Program	10/20/2015	05/29/2020	\$5000 - Title III	EI Coordinator

**Measurable Objective 7:**

62% of Eleventh grade students will demonstrate a proficiency in writing in English Language Arts by 06/01/2020 as measured by ACT Plus with Writing.

**Strategy1:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

Activity - Define and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will evaluate our existing ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Elective Instructors

**Measurable Objective 8:**

62% of Eleventh grade students will demonstrate a proficiency In Reading Comprehension in English Language Arts by 06/01/2020 as measured by ACT Plus Writing.

**Strategy1:**

Professional Development on Reading Comprehension Strategies for Secondary Teachers - Professional Development which focuses on understanding, implementing, and evaluating reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the close reading technique include active engagement, student collaboration, requiring students to

compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

Category:

Research Cited:

Activity - Embedded Professional Development on Close Reading Strategies for Secondary Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Instructional Coach will provided embedded professional development on close reading strategies.	Professional Learning	10/15/2015	05/29/2020	\$0 - No Funding Required	Principals, Instructional Coaches, ELA Teachers, Curriculum Coordinator

Activity - Face-to-Face Professional Development for Secondary ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing all available resources, our secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, Secondary ELA Teachers

Activity - Teacher Collaboration of Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge	Professional Learning	10/15/2015	05/31/2017	\$0 - No Funding Required	Principals, Instructional Coach, Teachers

#### Measurable Objective 9:

5% of Students with Disabilities students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2015 as measured by ACT Aspire assessment.

#### Strategy1:

An Examination of Collaborative Efforts - Our school and the Special Education staff will examine the current collaborative practices between classroom teachers and special education teachers regarding instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.

Category:

Research Cited:

Activity - School Review of Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will review the process by which instruction is provided for special populations. We will confer with the Special Education staff to examine the current collaborative practices between classroom teachers and special education teachers regarding the instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.	Policy and Process	11/03/2014	09/07/2015	\$0 - No Funding Required	Special Education Director, Special Education staff, Principals, RTI Teams

**Measurable Objective 10:**

70% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by ACT Aspire assessment.

**Strategy1:**

Implementation of Math Practice Standards - Our teachers will use the math practice standards to support instruction that provides opportunities for multi-step problem solving and real-life applications of mathematical skills.

Category:

Research Cited:

Activity - Including Real-Life Problem Solving and Math Application Skills in Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers will teach critical thinking skills by using real-life, math application strategies.	Direct Instruction	10/05/2014	05/31/2018	\$0 - No Funding Required	Principals, teachers

**Strategy2:**

Professional Development for K-6 Teachers on Mental Math and Computational Strategies - Our Instructional Coach will be trained in helping students build mental math and computation strategies and will turn that training around for K-6 mathematics teachers.

Category:

Research Cited:

Activity - Small Group and Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Instructional Coach will work with individual teachers and with small groups of teachers during the school day using modeling and collaboration to assist in learning the mental math strategies.	Professional Learning	08/10/2015	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coach

**Measurable Objective 11:**

62% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire assessment.

**Strategy1:**

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All of our ELA teachers in grades K-8 will participate in a careful analysis of the ELA portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA teachers in grades 3-8 will also participate in a careful analysis of the ELA portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Category:

Research Cited:

<b>Activity - Professional Development on Data Analysis of Formative Assessments</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Our teachers in grades K-8 will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals, Instructional Coaches, Teachers, Curriculum Coordinator

**Strategy2:**

Professional Development on Close Reading for K-8 ELA Teachers - Professional Development which focuses on understanding, implementing, and evaluating close reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are high-yield instructional strategies that include active engagement and student collaboration. The strategies require students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions. It includes teacher modeling of high-order thinking skills and hold students accountable for evidence-based answers to probing questions.

Category:

Research Cited: Marazno

<b>Activity - Teacher Collaboration on Effective Questioning</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 in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	05/27/2016	\$0 - No Funding Required	Principals, Instructional Coach, ELA Teachers, Curriculum Coordinator

<b>Activity - Embedded Professional Development for K-8 ELA Teachers</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Our Instructional Coach will provide embedded professional development for K-8 English Language Arts Teachers and Content Area Teachers on close reading strategies and text-based questioning techniques that foster critical thinking skills.	Professional Learning	10/16/2014	06/01/2016	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coach

**Goal 2:**

2015-2016 Graduate College and Career Ready Students

**Measurable Objective 1:**

90% of Twelfth grade students will achieve college and career readiness graduate from high school in Career & Technical by 12/01/2015 as measured by Alabama State Department of Education.

**Strategy1:**

Transition Processes - Our school in a feeder-school pattern will develop, evaluate, and/or enhance the transition processes which support students as they transition from school to school.

Category:

Research Cited:

Activity - Transition Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will establish a committee chaired by the school counselor to develop or examine and enhance the transition program from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	01/15/2015	10/15/2015	\$1500 - District Funding	Principals, Counselors

**Measurable Objective 2:**

100% of Twelfth grade students will improve graduation rate with college and career ready credentials in Career & Technical by 08/01/2016 as measured by Alabama State Department of Education Accountability Program.

**Strategy1:**

Supporting the Development of Viable Education and Career Plans for Students - All of our students will create a career plan by grade eight that is appropriate, attainable, and adaptable. These career plans will be implemented and adapted as the students progress through high school as needed to meet the needs of the students. Support will be provided for our school counselors and the students as they work through the process of developing the career plans.

Category:

Research Cited:

Activity - Career Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school district will employ a career coach who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/ Orientation	08/05/2014	06/06/2016	\$40000 - State Funds	Superintendent

**Goal 3:**

2015-2016 Engage Parents and Community in the Educational Process

**Measurable Objective 1:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by Parent and Community Surveys.

**Strategy1:**

Dynamic Website - The district redesign its website to be a more dynamic presentation to the public through a greater use of still graphics and videos.

Category:

Research Cited:

Activity - Website Re-design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will re-design its website interface to more dynamic and engaging through the use of graphic and video presentations.	Community Engagement	01/04/2016	08/05/2016	\$0 - No Funding Required	Assistant Technology Coordinator

**Goal 4:**

2015-2016 Provide Multi-discipline, authentic learning in the area of Science, Technology, Engineering, and Mathematics which will increase content knowledge and support the development of critical thinking, problem solving, and collaboration skills

**Measurable Objective 1:**

80% of All Students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking, problem solving, and collaboration skills in Technology, Engineering, Mathematics, and in Science in Career & Technical by 05/29/2020 as measured by Project rubrics, lesson plans, and classroom observations.

**Strategy1:**

Celebrating STEM Projects - The district will design a forum in which student STEM Projects can be shared with parents and the community.

Category:

Research Cited:

Activity - STEM SHARE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will design and support forums in which student STEM projects can be shared with parents and the community.	Community Engagement	03/01/2016	05/29/2020	\$0 - No Funding Required	Superintendent, Central Office Supervisors, Principals, Teachers, Community Leaders

**Strategy2:**

Collaborative Planning for STEM Learning Projects with Grading Rubrics - Teachers at our school will collaborate to plan multi-discipline STEM Learning Projects which address state standards and incorporate authentic, hands-on learning and solving real world problems.

Category:

Research Cited:

**ACIP**

Pisgah High School

<b>Activity - Financial Support for STEM Projects</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
The district will budget funds for materials and supplies used in STEM projects.	Academic Support Program	10/01/2015	09/30/2016	\$5000 - District Funding	District Administration

<b>Activity - Grade-Level Collaborative Planning</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers at our school will collaborate to develop common grade-level STEM Projects which address state standards and incorporate authentic, hands-on learning, and the application of content knowledge to authentic problems.	Policy and Process	01/04/2016	05/26/2017	\$2000 - District Funding	Curriculum Coordinator, Technology Coordinator, Principals, Teachers

<b>Activity - Lesson Plans and Grading Rubrics</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Grade-level teachers will develop a common Grading Rubric for each STEM unit of instruction.	Policy and Process	11/02/2015	05/26/2017	\$2000 - District Funding	Curriculum Coordinator, Teachers

**Strategy3:**

Professional Development for Science, Technology, and Science Teachers - Our science, technology, and mathematics teachers will participate in multi-discipline workshops

Category:

Research Cited:

<b>Activity - Teacher Training for Middle School Robotics</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teacher from our school with the grades 5-8 will be trained in helping students build and program simple robots to perform simple tasks	Professional Learning	10/07/2015	12/18/2015	\$4975 - State Funds	Curriculum Coordinator, Principals, Selected teachers

<b>Activity - Workshops will be conducted for high school Science, Technology, and Mathematics Teachers</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Workshops at which our high school science, mathematics, and technology teachers will meet jointly will address strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solve real world (authentic) problems.	Professional Learning	01/04/2016	05/26/2017	\$2000 - District Funding	Curriculum Coordinator, Technology Coordinator, Principals, High School Mathematics, Science, and Technology teachers

Activity - Grade Level Workshops for Science, Technology, and Mathematics Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level workshops at which science, mathematics, and technology teachers will meet jointly will address strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solve real world (authentic) problems.	Professional Learning	01/04/2016	05/31/2017	\$2000 - District Funding	Curriculum Coordinator Technology Coordinator Principals, K-8 Teachers

**Strategy4:**

Professional STEM Speakers List - The district will incorporate presentations by STEM Professionals into learning units to enrich instruction and to support its efforts to assist students with College and Career Ready planning.

Category:

Research Cited:

Activity - STEM Speakers List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will develop a list of persons who are STEM professionals and who would be willing to visit schools to inform various STEM projects and to address opportunities in STEM careers.	Career Preparation/ Orientation	11/15/2015	05/29/2020	\$0 - No Funding Required	Counselors, Mathematics Teachers, Science Teachers, Technology Teachers

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

2015-2016 Provide a rigorous and effective instructional program to ensure the academic growth of all students.

**Measurable Objective 1:**

70% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2020 as measured by ACT Plus Writing.

**Strategy1:**

Professional Development for Secondary Mathematics Teachers - Professional development on the mathematics practice standards for Alabama's College and Career Ready Standards

Category:

Research Cited:

**ACIP**

Pisgah High School

<b>Activity - Face-to-Face professional Development for High School Mathematics Teachers</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Utilizing AMSTI and other sources, all mathematics teachers will have multiple opportunities for professional development annually.	Professional Learning	08/08/2014	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, Mathematics Teachers

**Strategy2:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

<b>Activity - Define and/or Refine an ACT Skills Elective</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Our school will evaluate our existing ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Elective Instructors

**Strategy3:**

Implementation of Math Practice Standards - Our teachers will use the math practice standards to support instruction that provides opportunities for multi-step problem solving and real-life applications of mathematics skills.

Category:

Research Cited:

<b>Activity - Including Real-Life Problem Solving and Math Application skills in Lessons</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Our teachers will teach critical thinking skills by using real life, math application strategies.	Direct Instruction	10/05/2014	05/31/2018	\$0 - No Funding Required	Principals, teachers

**Measurable Objective 2:**

62% of English Learners students will demonstrate a proficiency in mathematics in Reading by 09/07/2015 as measured by ACT Aspire assessment.

**Strategy1:**

Curricular and Instructional Guidance - Our school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

**ACIP**

Pisgah High School

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$5000 - Title III	EI Coordinator

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

**Measurable Objective 3:**

5% of Students with Disabilities students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2015 as measured by ACT Aspire assessment.

**Strategy1:**

An Examination of Collaborative Efforts - Our school and the Special Education staff will examine the current collaborative practices between classroom teachers and special education teachers regarding instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.

Category:

Research Cited:

Activity - School Review of Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will review the process by which instruction is provided for special populations. We will confer with the Special Education staff to examine the current collaborative practices between classroom teachers and special education teachers regarding the instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.	Policy and Process	11/03/2014	09/07/2015	\$0 - No Funding Required	Special Education Director, Special Education staff, Principals, RTI Teams

**Measurable Objective 4:**

62% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire assessment.

**Strategy1:**

Professional Development on Close Reading for K-8 ELA Teachers - Professional Development which focuses on understanding, implementing, and evaluating close reading strategies and questioning techniques that foster critical thinking skills will be provided. The

processes involved in this approach to comprehension are high-yield instructional strategies that include active engagement and student collaboration. The strategies require students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions. It includes teacher modeling of high-order thinking skills and hold students accountable for evidence-based answers to probing questions.

Category:

Research Cited: Marazno

Activity - Embedded Professional Development for K-8 ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Instructional Coach will provide embedded professional development for K-8 English Language Arts Teachers and Content Area Teachers on close reading strategies and text-based questioning techniques that foster critical thinking skills.	Professional Learning	10/16/2014	06/01/2016	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coach

Activity - Teacher Collaboration on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	05/27/2016	\$0 - No Funding Required	Principals, Instructional Coach, ELA Teachers, Curriculum Coordinator

### Strategy2:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All of our ELA teachers in grades K-8 will participate in a careful analysis of the ELA portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA teachers in grades 3-8 will also participate in a careful analysis of the ELA portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Category:

Research Cited:

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers in grades K-8 will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals, Instructional Coaches, Teachers, Curriculum Coordinator

### Measurable Objective 5:

30% of Eleventh grade students will demonstrate a proficiency in critical thinking in Science by 06/01/2020 as measured by ACT Plus Writing.

### Strategy1:

Professional Development for Secondary Science Teachers - Professional development will be provided for our high school science teachers

on the new Alabama Science standards and STEM projects.

Category:

Research Cited:

Activity - Face-to-Face Professional Development for Science Teachers in STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will participate in the development and execution of STEM projects	Professional Learning	10/07/2015	01/02/2017	\$5000 - District Funding	Curriculum Coordinator, Science Teachers

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, AMST Science Teachers

### Strategy2:

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

Activity - Define and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will evaluate our existing ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Elective Instructors

### Measurable Objective 6:

62% of Eleventh grade students will demonstrate a proficiency in writing in English Language Arts by 06/01/2020 as measured by ACT Plus with Writing.

### Strategy1:

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

Activity - Define and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will evaluate our existing ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Elective Instructors

**Measurable Objective 7:**

62% of All Students will demonstrate a proficiency English skills in English Language Arts by 06/01/2020 as measured by ACT Plus with Writing.

**Strategy1:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

Activity - Develop and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our high school will evaluate our current ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Course Instructors

**Measurable Objective 8:**

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by ACT Aspire assessment.

**Strategy1:**

Curricular and Instructional Guidance - Our school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$5000 - Title III	EI Coordinator

**Measurable Objective 9:**

62% of Eleventh grade students will demonstrate a proficiency In Reading Comprehension in English Language Arts by 06/01/2020 as measured by ACT Plus Writing.

**Strategy1:**

Professional Development on Reading Comprehension Strategies for Secondary Teachers - Professional Development which focuses on understanding, implementing, and evaluating reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the close reading technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

Category:

Research Cited:

Activity - Teacher Collaboration of Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge	Professional Learning	10/15/2015	05/31/2017	\$0 - No Funding Required	Principals, Instructional Coach, Teachers

Activity - Face-to-Face Professional Development for Secondary ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing all available resources, our secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, Secondary ELA Teachers

Activity - Embedded Professional Development on Close Reading Strategies for Secondary Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Instructional Coach will provided embedded professional development on close reading strategies.	Professional Learning	10/15/2015	05/29/2020	\$0 - No Funding Required	Principals, Instructional Coaches, ELA Teachers, Curriculum Coordinator

**Measurable Objective 10:**

70% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by ACT Aspire assessment.

**Strategy1:**

Professional Development for K-6 Teachers on Mental Math and Computational Strategies - Our Instructional Coach will be trained in helping students build mental math and computation strategies and will turn that training around for K-6 mathematics teachers.

Category:

Research Cited:

**ACIP**

Pisgah High School

Activity - Small Group and Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Instructional Coach will work with individual teachers and with small groups of teachers during the school day using modeling and collaboration to assist in learning the mental math strategies.	Professional Learning	08/10/2015	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coach

**Strategy2:**

Implementation o Math Practice Standards - Our teachers will use the math practice standards to support instruction that provides opportunities for multi-step problem solving and real-life applications of mathematical skills.

Category:

Research Cited:

Activity - Including Real-Life Problem Solving and Math Application Skills in Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers will teach critical thinking skills by using real-life, math application strategies.	Direct Instruction	10/05/2014	05/31/2018	\$0 - No Funding Required	Principals, teachers

**Measurable Objective 11:**

5% of Students with Disabilities students will demonstrate a proficiency in comprehension in Reading by 05/27/2016 as measured by ACT Aspire assessment.

**Strategy1:**

An Examination of Collaborative Efforts - Our school and the Special Education staff will examine the current collaborative practices between classroom teachers and special education teachers regarding instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.

Category:

Research Cited:

Activity - School Review of Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will review the process by which instruction is provided for special populations. We will confer with the Special Education staff to examine the current collaborative practices between classroom teachers and special education teachers regarding the instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.	Policy and Process	11/03/2014	09/07/2015	\$0 - No Funding Required	Special Education Director, Special Education staff, Principals, RTI Teams

**Goal 2:**

2015-2016 Provide Multi-discipline, authentic learning in the area of Science, Technology, Engineering, and Mathematics which will increase

content knowledge and support the development of critical thinking, problem solving, and collaboration skills

**Measurable Objective 1:**

80% of All Students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking, problem solving, and collaboration skills in Technology, Engineering, Mathematics, and in Science in Career & Technical by 05/29/2020 as measured by Project rubrics, lesson plans, and classroom observations.

**Strategy1:**

Professional STEM Speakers List - The district will incorporate presentations by STEM Professionals into learning units to enrich instruction and to support its efforts to assist students with College and Career Ready planning.

Category:

Research Cited:

Activity - STEM Speakers List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will develop a list of persons who are STEM professionals and who would be willing to visit schools to inform various STEM projects and to address opportunities in STEM careers.	Career Preparation/ Orientation	11/15/2015	05/29/2020	\$0 - No Funding Required	Counselors, Mathematics Teachers, Science Teachers, Technology Teachers

**Strategy2:**

Professional Development for Science, Technology, and Science Teachers - Our science, technology, and mathematics teachers will participate in multi-discipline workshops

Category:

Research Cited:

Activity - Grade Level Workshops for Science, Technology, and Mathematics Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level workshops at which science, mathematics, and technology teachers will meet jointly will address strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solve real world (authentic) problems.	Professional Learning	01/04/2016	05/31/2017	\$2000 - District Funding	Curriculum Coordinator Technology Coordinator Principals, K-8 Teachers

Activity - Teacher Training for Middle School Robotics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher from our school with the grades 5-8 will be trained in helping students build and program simple robots to perform simple tasks	Professional Learning	10/07/2015	12/18/2015	\$4975 - State Funds	Curriculum Coordinator, Principals, Selected teachers

**ACIP**

Pisgah High School

<b>Activity - Workshops will be conducted for high school Science, Technology, and Mathematics Teachers</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Workshops at which our high school science, mathematics, and technology teachers will meet jointly will address strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solve real world (authentic) problems.	Professional Learning	01/04/2016	05/26/2017	\$2000 - District Funding	Curriculum Coordinator, Technology Coordinator, Principals, High School Mathematics, Science, and Technology teachers

**Strategy3:**

Collaborative Planning for STEM Learning Projects with Grading Rubrics - Teachers at our school will collaborate to plan multi-discipline STEM Learning Projects which address state standards and incorporate authentic, hands-on learning and solving real world problems.

Category:

Research Cited:

<b>Activity - Lesson Plans and Grading Rubrics</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Grade-level teachers will develop a common Grading Rubric for each STEM unit of instruction.	Policy and Process	11/02/2015	05/26/2017	\$2000 - District Funding	Curriculum Coordinator, Teachers

<b>Activity - Grade-Level Collaborative Planning</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers at our school will collaborate to develop common grade-level STEM Projects which address state standards and incorporate authentic, hands-on learning, and the application of content knowledge to authentic problems.	Policy and Process	01/04/2016	05/26/2017	\$2000 - District Funding	Curriculum Coordinator, Technology Coordinator, Principals, Teachers

<b>Activity - Financial Support for STEM Projects</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
The district will budget funds for materials and supplies used in STEM projects.	Academic Support Program	10/01/2015	09/30/2016	\$5000 - District Funding	District Administration

**Strategy4:**

Celebrating STEM Projects - The district will design a forum in which student STEM Projects can be shared with parents and the community.

Category:

Research Cited:

<b>Activity - STEM SHARE</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
The district will design and support forums in which student STEM projects can be shared with parents and the community.	Community Engagement	03/01/2016	05/29/2020	\$0 - No Funding Required	Superintendent, Central Office Supervisors, Principals, Teachers, Community Leaders

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

**Goal 1:**

2015-2016 Provide a rigorous and effective instructional program to ensure the academic growth of all students.

**Measurable Objective 1:**

62% of Eleventh grade students will demonstrate a proficiency in writing in English Language Arts by 06/01/2020 as measured by ACT Plus with Writing.

**Strategy1:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

Activity - Define and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will evaluate our existing ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Elective Instructors

**Measurable Objective 2:**

5% of Students with Disabilities students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2015 as measured by ACT Aspire assessment.

**Strategy1:**

An Examination of Collaborative Efforts - Our school and the Special Education staff will examine the current collaborative practices between classroom teachers and special education teachers regarding instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.

Category:

Research Cited:

**ACIP**

Pisgah High School

Activity - School Review of Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will review the process by which instruction is provided for special populations. We will confer with the Special Education staff to examine the current collaborative practices between classroom teachers and special education teachers regarding the instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.	Policy and Process	11/03/2014	09/07/2015	\$0 - No Funding Required	Special Education Director, Special Education staff, Principals, RTI Teams

**Measurable Objective 3:**

62% of English Learners students will demonstrate a proficiency in mathematics in Reading by 09/07/2015 as measured by ACT Aspire assessment.

**Strategy1:**

Curricular and Instructional Guidance - Our school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$5000 - Title III	EI Coordinator

**Measurable Objective 4:**

30% of Eleventh grade students will demonstrate a proficiency in critical thinking in Science by 06/01/2020 as measured by ACT Plus Writing.

**Strategy1:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

**ACIP**

Pisgah High School

Activity - Define and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will evaluate our existing ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Elective Instructors

**Strategy2:**

Professional Development for Secondary Science Teachers - Professional development will be provided for our high school science teachers on the new Alabama Science standards and STEM projects.

Category:

Research Cited:

Activity - Face-to-Face Professional Development for Science Teachers in STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will participate in the development and execution of STEM projects	Professional Learning	10/07/2015	01/02/2017	\$5000 - District Funding	Curriculum Coordinator, Science Teachers

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, AMST Science Teachers

**Measurable Objective 5:**

70% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2020 as measured by ACT Plus Writing.

**Strategy1:**

Professional Development for Secondary Mathematics Teachers - Professional development on the mathematics practice standards for Alabama's College and Career Ready Standards

Category:

Research Cited:

Activity - Face-to-Face professional Development for High School Mathematics Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing AMSTI and other sources, all mathematics teachers will have multiple opportunities for professional development annually.	Professional Learning	08/08/2014	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, Mathematics Teachers

**Strategy2:**

Implementation of Math Practice Standards - Our teachers will use the math practice standards to support instruction that provides

opportunities for multi-step problem solving and real-life applications of mathematics skills.

Category:

Research Cited:

Activity - Including Real-Life Problem Solving and Math Application skills in Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers will teach critical thinking skills by using real life, math application strategies.	Direct Instruction	10/05/2014	05/31/2018	\$0 - No Funding Required	Principals, teachers

**Strategy3:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

Activity - Define and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will evaluate our existing ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Elective Instructors

**Measurable Objective 6:**

70% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by ACT Aspire assessment.

**Strategy1:**

Professional Development for K-6 Teachers on Mental Math and Computational Strategies - Our Instructional Coach will be trained in helping students build mental math and computation strategies and will turn that training around for K-6 mathematics teachers.

Category:

Research Cited:

Activity - Small Group and Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Instructional Coach will work with individual teachers and with small groups of teachers during the school day using modeling and collaboration to assist in learning the mental math strategies.	Professional Learning	08/10/2015	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coach

**Strategy2:**

Implementation o Math Practice Standards - Our teachers will use the math practice standards to support instruction that provides opportunities for multi-step problem solving and real-life applications of mathematical skills.

Category:

Research Cited:

Activity - Including Real-Life Problem Solving and Math Application Skills in Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers will teach critical thinking skills by using real-life, math application strategies.	Direct Instruction	10/05/2014	05/31/2018	\$0 - No Funding Required	Principals, teachers

**Measurable Objective 7:**

62% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire assessment.

**Strategy1:**

Professional Development on Close Reading for K-8 ELA Teachers - Professional Development which focuses on understanding, implementing, and evaluating close reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are high-yield instructional strategies that include active engagement and student collaboration. The strategies require students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions. It includes teacher modeling of high-order thinking skills and hold students accountable for evidence-based answers to probing questions.

Category:

Research Cited: Marazno

Activity - Embedded Professional Development for K-8 ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Instructional Coach will provide embedded professional development for K-8 English Language Arts Teachers and Content Area Teachers on close reading strategies and text-based questioning techniques that foster critical thinking skills.	Professional Learning	10/16/2014	06/01/2016	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coach

Activity - Teacher Collaboration on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	05/27/2016	\$0 - No Funding Required	Principals, Instructional Coach, ELA Teachers, Curriculum Coordinator

**Strategy2:**

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All of our ELA teachers in grades K-8 will participate in a careful analysis of the ELA portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA teachers in grades 3-8 will also participate in a careful analysis of the ELA portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Category:

Research Cited:

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers in grades K-8 will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals, Instructional Coaches, Teachers, Curriculum Coordinator

**Measurable Objective 8:**

62% of Eleventh grade students will demonstrate a proficiency In Reading Comprehension in English Language Arts by 06/01/2020 as measured by ACT Plus Writing.

**Strategy1:**

Professional Development on Reading Comprehension Strategies for Secondary Teachers - Professional Development which focuses on understanding, implementing, and evaluating reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the close reading technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

Category:

Research Cited:

Activity - Face-to-Face Professional Development for Secondary ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing all available resources, our secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, Secondary ELA Teachers

Activity - Teacher Collaboration of Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge	Professional Learning	10/15/2015	05/31/2017	\$0 - No Funding Required	Principals, Instructional Coach, Teachers

Activity - Embedded Professional Development on Close Reading Strategies for Secondary Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Instructional Coach will provided embedded professional development on close reading strategies.	Professional Learning	10/15/2015	05/29/2020	\$0 - No Funding Required	Principals, Instructional Coaches, ELA Teachers, Curriculum Coordinator

**Measurable Objective 9:**

62% of All Students will demonstrate a proficiency English skills in English Language Arts by 06/01/2020 as measured by ACT Plus with Writing.

**Strategy1:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

Activity - Develop and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our high school will evaluate our current ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Course Instructors

**Measurable Objective 10:**

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by ACT Aspire assessment.

**Strategy1:**

Curricular and Instructional Guidance - Our school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Professional Learning Academic Support Program	10/20/2015	05/29/2020	\$5000 - Title III	EI Coordinator

**Measurable Objective 11:**

5% of Students with Disabilities students will demonstrate a proficiency in comprehension in Reading by 05/27/2016 as measured by ACT Aspire assessment.

**Strategy1:**

An Examination of Collaborative Efforts - Our school and the Special Education staff will examine the current collaborative practices between SY 2015-2016

classroom teachers and special education teachers regarding instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.

Category:

Research Cited:

Activity - School Review of Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will review the process by which instruction is provided for special populations. We will confer with the Special Education staff to examine the current collaborative practices between classroom teachers and special education teachers regarding the instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.	Policy and Process	11/03/2014	09/07/2015	\$0 - No Funding Required	Special Education Director, Special Education staff, Principals, RTI Teams

**Goal 2:**

2015-2016 Graduate College and Career Ready Students

**Measurable Objective 1:**

100% of Twelfth grade students will improve graduation rate with college and career ready credentials in Career & Technical by 08/01/2016 as measured by Alabama State Department of Education Accountability Program.

**Strategy1:**

Supporting the Development of Viable Education and Career Plans for Students - All of our students will create a career plan by grade eight that is appropriate, attainable, and adaptable. These career plans will be implemented and adapted as the students progress through high school as needed to meet the needs of the students. Support will be provided for our school counselors and the students as they work through the process of developing the career plans.

Category:

Research Cited:

Activity - Career Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school district will employ a career coach who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/ Orientation	08/05/2014	06/06/2016	\$40000 - State Funds	Superintendent

**Measurable Objective 2:**

90% of Twelfth grade students will achieve college and career readiness graduate from high school in Career & Technical by 12/01/2015 as measured by Alabama State Department of Education.

**Strategy1:**

Transition Processes - Our school in a feeder-school pattern will develop, evaluate, and/or enhance the transition processes which support students as they transition from school to school.

Category:

Research Cited:

Activity - Transition Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will establish a committee chaired by the school counselor to develop or examine and enhance the transition program from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	01/15/2015	10/15/2015	\$1500 - District Funding	Principals, Counselors

**Goal 3:**

2015-2016 Provide Multi-discipline, authentic learning in the area of Science, Technology, Engineering, and Mathematics which will increase content knowledge and support the development of critical thinking, problem solving, and collaboration skills

**Measurable Objective 1:**

80% of All Students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking, problem solving, and collaboration skills in Technology, Engineering, Mathematics, and in Science in Career & Technical by 05/29/2020 as measured by Project rubrics, lesson plans, and classroom observations.

**Strategy1:**

Professional Development for Science, Technology, and Science Teachers - Our science, technology, and mathematics teachers will participate in multi-discipline workshops

Category:

Research Cited:

Activity - Workshops will be conducted for high school Science, Technology, and Mathematics Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Workshops at which our high school science, mathematics, and technology teachers will meet jointly will address strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solve real world (authentic) problems.	Professional Learning	01/04/2016	05/26/2017	\$2000 - District Funding	Curriculum Coordinator, Technology Coordinator, Principals, High School Mathematics, Science, and Technology teachers

**ACIP**

Pisgah High School

Activity - Teacher Training for Middle School Robotics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher from our school with the grades 5-8 will be trained in helping students build and program simple robots to perform simple tasks	Professional Learning	10/07/2015	12/18/2015	\$4975 - State Funds	Curriculum Coordinator, Principals, Selected teachers

Activity - Grade Level Workshops for Science, Technology, and Mathematics Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level workshops at which science, mathematics, and technology teachers will meet jointly will address strategies and the development of multi-discipline lessons which use hands-on learning to construct knowledge and guide students in the application of content knowledge to solve real world (authentic) problems.	Professional Learning	01/04/2016	05/31/2017	\$2000 - District Funding	Curriculum Coordinator Technology Coordinator Principals, K-8 Teachers

**Strategy2:**

Celebrating STEM Projects - The district will design a forum in which student STEM Projects can be shared with parents and the community.

Category:

Research Cited:

Activity - STEM SHARE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will design and support forums in which student STEM projects can be shared with parents and the community.	Community Engagement	03/01/2016	05/29/2020	\$0 - No Funding Required	Superintendent, Central Office Supervisors, Principals, Teachers, Community Leaders

**Strategy3:**

Professional STEM Speakers List - The district will incorporate presentations by STEM Professionals into learning units to enrich instruction and to support its efforts to assist students with College and Career Ready planning.

Category:

Research Cited:

Activity - STEM Speakers List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will develop a list of persons who are STEM professionals and who would be willing to visit schools to inform various STEM projects and to address opportunities in STEM careers.	Career Preparation/Orientation	11/15/2015	05/29/2020	\$0 - No Funding Required	Counselors, Mathematics Teachers, Science Teachers, Technology Teachers

**Strategy4:**

Collaborative Planning for STEM Learning Projects with Grading Rubrics - Teachers at our school will collaborate to plan multi-discipline STEM Learning Projects which address state standards and incorporate authentic, hands-on learning and solving real world problems.

Category:

Research Cited:

Activity - Grade-Level Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at our school will collaborate to develop common grade-level STEM Projects which address state standards and incorporate authentic, hands-on learning, and the application of content knowledge to authentic problems.	Policy and Process	01/04/2016	05/26/2017	\$2000 - District Funding	Curriculum Coordinator, Technology Coordinator, Principals, Teachers

Activity - Financial Support for STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will budget funds for materials and supplies used in STEM projects.	Academic Support Program	10/01/2015	09/30/2016	\$5000 - District Funding	District Administration

Activity - Lesson Plans and Grading Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade-level teachers will develop a common Grading Rubric for each STEM unit of instruction.	Policy and Process	11/02/2015	05/26/2017	\$2000 - District Funding	Curriculum Coordinator, Teachers

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

**Goal 1:**

2015-2016 Provide multi-discipline, authentic learning in the area of Science, Technology, Engineering, and Mathematics which will increase content knowledge and support the development of critical thinking, problem solving, and collaboration skills

**Measurable Objective 1:**

80% of All Students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking, problem solving, and collaboration skills in Technology, Engineering, Mathematics, and in Science by 05/29/2020 as measured by project rubrics, lesson plans, and classroom observations..

**Strategy1:**

Professional STEM Speakers - The district will incorporate presentations by STEM Professionals into learning units to enrich instruction and to support its efforts to assist students with College and Career Ready planning.

Category:

Research Cited:

Activity - STEM Speakers List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff will collaborate and seek professional STEM speakers to address members of faculty to ensure that STEM objectives and goals are implemented into units of college and career readiness planning.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Instructional Coaches, Principals, Staff

**Strategy2:**

Collaborative Planning for STEM learning Projects with Grading Rubrics - Teachers will collaborate to plan multi-discipline STEM Learning Projects which address state standards and incorporate authentic, hands-on learning and solving real world problems.

Category:

Research Cited:

Activity - Grade-Level Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in grade-level collaborative planning sessions to address all needs of students.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Instructional Coach, Principals, Staff

Activity - Lesson Plans and Grading Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff will create and implement lesson plans which meet ALSDE standards and objectives as well as create formative and summative grading rubrics for each respective subject area. For example, English teachers will create a grading rubric, which measures a student's writing content and grammar, based on ALSDE standards and objectives.	Policy and Process	05/07/2020	05/29/2020	\$0 - No Funding Required	Instructional Coach, Principals, Staff

Activity - Financial Support for STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff will collaborate and seek financial support for STEM projects.	Other	10/07/2015	05/29/2020	\$0 - No Funding Required	Instructional Coaches, Principals, Staff

**Strategy3:**

Professional Development for Science, Technology, and Science Teachers - Science, Technology, and Mathematics Teachers will participate in multi-discipline workshops.

Category:

Research Cited:

Activity - Workshops will be conducted for high school Science, Technology, and Mathematics Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development on project-based learning focused on authentic, real-world problem solving using mathematics, science, and technology.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Curriculum Coordinator, Principal, Staff

Activity - Teacher Training for Middle School Robotics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School Teachers will participate in professional development, which will focus on robotics training to be implemented in the Middle School Classroom.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, Staff,

Activity - • Grade Level Workshops for Science, Technology, and Mathematics Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development on project-based learning focused on authentic, real-world problem solving using mathematics, science, and technology.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

**Strategy4:**

Celebrating STEM Projects - The district will design a forum in which student STEM Projects can be shared with parents and the community.

Category:

Research Cited:

Activity - STEM SHARE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and staff will collaborate and create methods for students to display STEM projects as well as encourage students to compete in local and regional STEM project competitions.	Community Engagement	10/07/2015	05/29/2020	\$0 - No Funding Required	Instructional Coaches, Principals, Staff

**Goal 2:**

2015-2016 Provide a rigorous and effective instructional program to ensure the academic growth of all students.

**Measurable Objective 1:**

5% of Students with Disabilities students will demonstrate a proficiency in comprehension in Reading by 05/27/2016 as measured by ACT Aspire assessment.

**Strategy1:**

An Examination of Collaborative Efforts - Our school and the Special Education staff will examine the current collaborative practices between classroom teachers and special education teachers regarding instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.

Category:

Research Cited:

**ACIP**

Pisgah High School

Activity - School Review of Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will review the process by which instruction is provided for special populations. We will confer with the Special Education staff to examine the current collaborative practices between classroom teachers and special education teachers regarding the instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.	Policy and Process	11/03/2014	09/07/2015	\$0 - No Funding Required	Special Education Director, Special Education staff, Principals, RTI Teams

**Measurable Objective 2:**

70% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2020 as measured by ACT Plus Writing.

**Strategy1:**

Implementation of Math Practice Standards - Our teachers will use the math practice standards to support instruction that provides opportunities for multi-step problem solving and real-life applications of mathematics skills.

Category:

Research Cited:

Activity - Including Real-Life Problem Solving and Math Application skills in Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers will teach critical thinking skills by using real life, math application strategies.	Direct Instruction	10/05/2014	05/31/2018	\$0 - No Funding Required	Principals, teachers

**Strategy2:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

Activity - Define and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will evaluate our existing ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Elective Instructors

**Strategy3:**

Professional Development for Secondary Mathematics Teachers - Professional development on the mathematics practice standards for Alabama's College and Career Ready Standards

Category:

Research Cited:

SY 2015-2016

Activity - Face-to-Face professional Development for High School Mathematics Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing AMSTI and other sources, all mathematics teachers will have multiple opportunities for professional development annually.	Professional Learning	08/08/2014	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, Mathematics Teachers

**Measurable Objective 3:**

62% of All Students will demonstrate a proficiency English skills in English Language Arts by 06/01/2020 as measured by ACT Plus with Writing.

**Strategy1:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

Activity - Develop and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our high school will evaluate our current ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Course Instructors

**Measurable Objective 4:**

62% of Eleventh grade students will demonstrate a proficiency in writing in English Language Arts by 06/01/2020 as measured by ACT Plus with Writing.

**Strategy1:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

Activity - Define and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will evaluate our existing ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Elective Instructors

**Measurable Objective 5:**

62% of Eleventh grade students will demonstrate a proficiency In Reading Comprehension in English Language Arts by 06/01/2020 as

measured by ACT Plus Writing.

**Strategy1:**

Professional Development on Reading Comprehension Strategies for Secondary Teachers - Professional Development which focuses on understanding, implementing, and evaluating reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the close reading technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

Category:

Research Cited:

Activity - Teacher Collaboration of Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge	Professional Learning	10/15/2015	05/31/2017	\$0 - No Funding Required	Principals, Instructional Coach, Teachers

Activity - Face-to-Face Professional Development for Secondary ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing all available resources, our secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, Secondary ELA Teachers

Activity - Embedded Professional Development on Close Reading Strategies for Secondary Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Instructional Coach will provided embedded professional development on close reading strategies.	Professional Learning	10/15/2015	05/29/2020	\$0 - No Funding Required	Principals, Instructional Coaches, ELA Teachers, Curriculum Coordinator

**Measurable Objective 6:**

70% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by ACT Aspire assessment.

**Strategy1:**

Implementation o Math Practice Standards - Our teachers will use the math practice standards to support instruction that provides opportunities for multi-step problem solving and real-life applications of mathematical skills.

Category:

Research Cited:

Activity - Including Real-Life Problem Solving and Math Application Skills in Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers will teach critical thinking skills by using real-life, math application strategies.	Direct Instruction	10/05/2014	05/31/2018	\$0 - No Funding Required	Principals, teachers

**Strategy2:**

Professional Development for K-6 Teachers on Mental Math and Computational Strategies - Our Instructional Coach will be trained in helping students build mental math and computation strategies and will turn that training around for K-6 mathematics teachers.

Category:

Research Cited:

Activity - Small Group and Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Instructional Coach will work with individual teachers and with small groups of teachers during the school day using modeling and collaboration to assist in learning the mental math strategies.	Professional Learning	08/10/2015	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coach

**Measurable Objective 7:**

5% of Students with Disabilities students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2015 as measured by ACT Aspire assessment.

**Strategy1:**

An Examination of Collaborative Efforts - Our school and the Special Education staff will examine the current collaborative practices between classroom teachers and special education teachers regarding instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.

Category:

Research Cited:

Activity - School Review of Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will review the process by which instruction is provided for special populations. We will confer with the Special Education staff to examine the current collaborative practices between classroom teachers and special education teachers regarding the instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.	Policy and Process	11/03/2014	09/07/2015	\$0 - No Funding Required	Special Education Director, Special Education staff, Principals, RTI Teams

**Measurable Objective 8:**

62% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by

06/30/2020 as measured by ACT Aspire assessment.

**Strategy1:**

Professional Development on Close Reading for K-8 ELA Teachers - Professional Development which focuses on understanding, implementing, and evaluating close reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are high-yield instructional strategies that include active engagement and student collaboration. The strategies require students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions. It includes teacher modeling of high-order thinking skills and hold students accountable for evidence-based answers to probing questions.

Category:

Research Cited: Marazno

Activity - Embedded Professional Development for K-8 ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Instructional Coach will provide embedded professional development for K-8 English Language Arts Teachers and Content Area Teachers on close reading strategies and text-based questioning techniques that foster critical thinking skills.	Professional Learning	10/16/2014	06/01/2016	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coach

Activity - Teacher Collaboration on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	05/27/2016	\$0 - No Funding Required	Principals, Instructional Coach, ELA Teachers, Curriculum Coordinator

**Strategy2:**

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All of our ELA teachers in grades K-8 will participate in a careful analysis of the ELA portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA teachers in grades 3-8 will also participate in a careful analysis of the ELA portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Category:

Research Cited:

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers in grades K-8 will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals, Instructional Coaches, Teachers, Curriculum Coordinator

**Measurable Objective 9:**

30% of Eleventh grade students will demonstrate a proficiency in critical thinking in Science by 06/01/2020 as measured by ACT Plus Writing.

**Strategy1:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

Activity - Define and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will evaluate our existing ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Elective Instructors

**Strategy2:**

Professional Development for Secondary Science Teachers - Professional development will be provided for our high school science teachers on the new Alabama Science standards and STEM projects.

Category:

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, AMST Science Teachers

Activity - Face-to-Face Professional Development for Science Teachers in STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will participate in the development and execution of STEM projects	Professional Learning	10/07/2015	01/02/2017	\$5000 - District Funding	Curriculum Coordinator, Science Teachers

**Measurable Objective 10:**

62% of English Learners students will demonstrate a proficiency in mathematics in Reading by 09/07/2015 as measured by ACT Aspire assessment.

**Strategy1:**

Curricular and Instructional Guidance - Our school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

**ACIP**

Pisgah High School

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$5000 - Title III	EI Coordinator

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

**Measurable Objective 11:**

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by ACT Aspire assessment.

**Strategy1:**

Curricular and Instructional Guidance - Our school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$5000 - Title III	EI Coordinator

**Goal 3:**

2015-2016 Graduate College and Career Ready Students

**Measurable Objective 1:**

100% of Twelfth grade students will improve graduation rate with college and career ready credentials in Career & Technical by 08/01/2016 as measured by Alabama State Department of Education Accountability Program.

**Strategy1:**

Supporting the Development of Viable Education and Career Plans for Students - All of our students will create a career plan by grade eight that is appropriate, attainable, and adaptable. These career plans will be implemented and adapted as the students progress through high school as needed to meet the needs of the students. Support will be provided for our school counselors and the students as they work through the process of developing the career plans.

Category:

Research Cited:

Activity - Career Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school district will employ a career coach who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/06/2016	\$40000 - State Funds	Superintendent

**Measurable Objective 2:**

90% of Twelfth grade students will achieve college and career readiness graduate from high school in Career & Technical by 12/01/2015 as measured by Alabama State Department of Education.

**Strategy1:**

Transition Processes - Our school in a feeder-school pattern will develop, evaluate, and/or enhance the transition processes which support students as they transition from school to school.

Category:

Research Cited:

Activity - Transition Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will establish a committee chaired by the school counselor to develop or examine and enhance the transition program from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	01/15/2015	10/15/2015	\$1500 - District Funding	Principals, Counselors

**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:**

2015-2016 Provide multi-discipline, authentic learning in the area of Science, Technology, Engineering, and Mathematics which will increase content knowledge and support the development of critical thinking, problem solving, and collaboration skills

**Measurable Objective 1:**

80% of All Students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking, problem solving, and collaboration skills in Technology, Engineering, Mathematics, and in Science by 05/29/2020 as measured by project rubrics, lesson plans, and classroom observations..

**Strategy1:**

Professional Development for Science, Technology, and Science Teachers - Science, Technology, and Mathematics Teachers will participate in multi-discipline workshops.

Category:

Research Cited:

Activity - • Grade Level Workshops for Science, Technology, and Mathematics Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development on project-based learning focused on authentic, real-world problem solving using mathematics, science, and technology.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Activity - Workshops will be conducted for high school Science, Technology, and Mathematics Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development on project-based learning focused on authentic, real-world problem solving using mathematics, science, and technology.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Curriculum Coordinator, Principal, Staff

Activity - Teacher Training for Middle School Robotics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School Teachers will participate in professional development, which will focus on robotics training to be implemented in the Middle School Classroom.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Curriculum Coordinator, Principals, Staff,

**Strategy2:**

Collaborative Planning for STEM learning Projects with Grading Rubrics - Teachers will collaborate to plan multi-discipline STEM Learning Projects which address state standards and incorporate authentic, hands-on learning and solving real world problems.

Category:

Research Cited:

Activity - Financial Support for STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff will collaborate and seek financial support for STEM projects.	Other	10/07/2015	05/29/2020	\$0 - No Funding Required	Instructional Coaches, Principals, Staff

**ACIP**

Pisgah High School

Activity - Lesson Plans and Grading Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff will create and implement lesson plans which meet ALSDE standards and objectives as well as create formative and summative grading rubrics for each respective subject area. For example, English teachers will create a grading rubric, which measures a student's writing content and grammar, based on ALSDE standards and objectives.	Policy and Process	05/07/2020	05/29/2020	\$0 - No Funding Required	Instructional Coach, Principals, Staff

Activity - Grade-Level Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in grade-level collaborative planning sessions to address all needs of students.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Instructional Coach, Principals, Staff

**Strategy3:**

Professional STEM Speakers - The district will incorporate presentations by STEM Professionals into learning units to enrich instruction and to support its efforts to assist students with College and Career Ready planning.

Category:

Research Cited:

Activity - STEM Speakers List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff will collaborate and seek professional STEM speakers to address members of faculty to ensure that STEM objectives and goals are implemented into units of college and career readiness planning.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Instructional Coaches, Principals, Staff

**Strategy4:**

Celebrating STEM Projects - The district will design a forum in which student STEM Projects can be shared with parents and the community.

Category:

Research Cited:

Activity - STEM SHARE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and staff will collaborate and create methods for students to display STEM projects as well as encourage students to compete in local and regional STEM project competitions.	Community Engagement	10/07/2015	05/29/2020	\$0 - No Funding Required	Instructional Coaches, Principals, Staff

**Goal 2:**

2015-2016 Provide a rigorous and effective instructional program to ensure the academic growth of all students.

**Measurable Objective 1:**

62% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire assessment.

**Strategy1:**

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All of our ELA teachers in grades K-8 will participate in a careful analysis of the ELA portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA teachers in grades 3-8 will also participate in a careful analysis of the ELA portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

Category:

Research Cited:

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers in grades K-8 will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals, Instructional Coaches, Teachers, Curriculum Coordinator

**Strategy2:**

Professional Development on Close Reading for K-8 ELA Teachers - Professional Development which focuses on understanding, implementing, and evaluating close reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are high-yield instructional strategies that include active engagement and student collaboration. The strategies require students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions. It includes teacher modeling of high-order thinking skills and hold students accountable for evidence-based answers to probing questions.

Category:

Research Cited: Marazno

Activity - Embedded Professional Development for K-8 ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Instructional Coach will provide embedded professional development for K-8 English Language Arts Teachers and Content Area Teachers on close reading strategies and text-based questioning techniques that foster critical thinking skills.	Professional Learning	10/16/2014	06/01/2016	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coach

Activity - Teacher Collaboration on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge.	Professional Learning	08/08/2014	05/27/2016	\$0 - No Funding Required	Principals, Instructional Coach, ELA Teachers, Curriculum Coordinator

**Measurable Objective 2:**

62% of Eleventh grade students will demonstrate a proficiency in writing in English Language Arts by 06/01/2020 as measured by ACT Plus

with Writing.

**Strategy1:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

Activity - Define and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will evaluate our existing ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Elective Instructors

**Measurable Objective 3:**

5% of Students with Disabilities students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2015 as measured by ACT Aspire assessment.

**Strategy1:**

An Examination of Collaborative Efforts - Our school and the Special Education staff will examine the current collaborative practices between classroom teachers and special education teachers regarding instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.

Category:

Research Cited:

Activity - School Review of Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will review the process by which instruction is provided for special populations. We will confer with the Special Education staff to examine the current collaborative practices between classroom teachers and special education teachers regarding the instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.	Policy and Process	11/03/2014	09/07/2015	\$0 - No Funding Required	Special Education Director, Special Education staff, Principals, RTI Teams

**Measurable Objective 4:**

70% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/01/2020 as measured by ACT Plus Writing.

**Strategy1:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

Activity - Define and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will evaluate our existing ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Elective Instructors

**Strategy2:**

Implementation of Math Practice Standards - Our teachers will use the math practice standards to support instruction that provides opportunities for multi-step problem solving and real-life applications of mathematics skills.

Category:

Research Cited:

Activity - Including Real-Life Problem Solving and Math Application skills in Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers will teach critical thinking skills by using real life, math application strategies.	Direct Instruction	10/05/2014	05/31/2018	\$0 - No Funding Required	Principals, teachers

**Strategy3:**

Professional Development for Secondary Mathematics Teachers - Professional development on the mathematics practice standards for Alabama's College and Career Ready Standards

Category:

Research Cited:

Activity - Face-to-Face professional Development for High School Mathematics Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing AMSTI and other sources, all mathematics teachers will have multiple opportunities for professional development annually.	Professional Learning	08/08/2014	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, Mathematics Teachers

**Measurable Objective 5:**

70% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by ACT Aspire assessment.

**Strategy1:**

Professional Development for K-6 Teachers on Mental Math and Computational Strategies - Our Instructional Coach will be trained in helping SY 2015-2016

students build mental math and computation strategies and will turn that training around for K-6 mathematics teachers.

Category:

Research Cited:

Activity - Small Group and Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Instructional Coach will work with individual teachers and with small groups of teachers during the school day using modeling and collaboration to assist in learning the mental math strategies.	Professional Learning	08/10/2015	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Instructional Coach

### Strategy2:

Implementation o Math Practice Standards - Our teachers will use the math practice standards to support instruction that provides opportunities for multi-step problem solving and real-life applications of mathematical skills.

Category:

Research Cited:

Activity - Including Real-Life Problem Solving and Math Application Skills in Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers will teach critical thinking skills by using real-life, math application strategies.	Direct Instruction	10/05/2014	05/31/2018	\$0 - No Funding Required	Principals, teachers

### Measurable Objective 6:

62% of Eleventh grade students will demonstrate a proficiency In Reading Comprehension in English Language Arts by 06/01/2020 as measured by ACT Plus Writing.

### Strategy1:

Professional Development on Reading Comprehension Strategies for Secondary Teachers - Professional Development which focuses on understanding, implementing, and evaluating reading strategies and questioning techniques that foster critical thinking skills will be provided. The processes involved in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in the close reading technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inference, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions.

Category:

Research Cited:

Activity - Embedded Professional Development on Close Reading Strategies for Secondary Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Instructional Coach will provided embedded professional development on close reading strategies.	Professional Learning	10/15/2015	05/29/2020	\$0 - No Funding Required	Principals, Instructional Coaches, ELA Teachers, Curriculum Coordinator

**ACIP**

Pisgah High School

Activity - Face-to-Face Professional Development for Secondary ELA Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing all available resources, our secondary ELA teachers will participate in face-to-face professional development and collaboration annually.	Professional Learning	08/10/2015	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, Secondary ELA Teachers

Activity - Teacher Collaboration of Effective Questions and Higher Order Thinking Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge	Professional Learning	10/15/2015	05/31/2017	\$0 - No Funding Required	Principals, Instructional Coach, Teachers

**Measurable Objective 7:**

62% of English Learners students will demonstrate a proficiency in mathematics in Reading by 09/07/2015 as measured by ACT Aspire assessment.

**Strategy1:**

Curricular and Instructional Guidance - Our school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$5000 - Title III	EI Coordinator

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

**Measurable Objective 8:**

30% of Eleventh grade students will demonstrate a proficiency in critical thinking in Science by 06/01/2020 as measured by ACT Plus Writing.

**Strategy1:**

Professional Development for Secondary Science Teachers - Professional development will be provided for our high school science teachers on the new Alabama Science standards and STEM projects.

Category:

Research Cited:

Activity - Face-to-Face Professional Development for Science Teachers in STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will participate in the development and execution of STEM projects	Professional Learning	10/07/2015	01/02/2017	\$5000 - District Funding	Curriculum Coordinator, Science Teachers

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Secondary Science teachers will participate in AMSTI training about the new Alabama Science Standards.	Professional Learning	10/01/2015	01/02/2017	\$0 - No Funding Required	Curriculum Coordinator, AMST Science Teachers

**Strategy2:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

Activity - Define and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will evaluate our existing ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Elective Instructors

**Measurable Objective 9:**

62% of All Students will demonstrate a proficiency English skills in English Language Arts by 06/01/2020 as measured by ACT Plus with Writing.

**Strategy1:**

Provide Students with Additional Skills Practice and Test-Taking Strategies - Our school will provide students with extended learning time and instruction on test-taking strategies.

Category:

Research Cited:

Activity - Develop and/or Refine an ACT Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our high school will evaluate our current ACT elective course to ensure that students are receiving extended time to practice skills for all disciplines addressed on the ACT.	Academic Support Program	10/15/2014	08/01/2017	\$0 - No Funding Required	Principals and ACT Course Instructors

**Measurable Objective 10:**

5% of Students with Disabilities students will demonstrate a proficiency in comprehension in Reading by 05/27/2016 as measured by ACT SY 2015-2016

Aspire assessment.

**Strategy1:**

An Examination of Collaborative Efforts - Our school and the Special Education staff will examine the current collaborative practices between classroom teachers and special education teachers regarding instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.

Category:

Research Cited:

Activity - School Review of Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will review the process by which instruction is provided for special populations. We will confer with the Special Education staff to examine the current collaborative practices between classroom teachers and special education teachers regarding the instruction received by special populations. The review will consider the level of communication between the regular education teacher and the special education teacher, the role of RTI, the cohesiveness of the instruction provided, the time on task, the nature of the tasks, and the degree to which content standards are addressed.	Policy and Process	11/03/2014	09/07/2015	\$0 - No Funding Required	Special Education Director, Special Education staff, Principals, RTI Teams

**Measurable Objective 11:**

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by ACT Aspire assessment.

**Strategy1:**

Curricular and Instructional Guidance - Our school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$5000 - Title III	EI Coordinator

**ACIP**

Pisgah High School

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessment and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

**Goal 3:**

2015-2016 Graduate College and Career Ready Students

**Measurable Objective 1:**

90% of Twelfth grade students will achieve college and career readiness graduate from high school in Career & Technical by 12/01/2015 as measured by Alabama State Department of Education.

**Strategy1:**

Transition Processes - Our school in a feeder-school pattern will develop, evaluate, and/or enhance the transition processes which support students as they transition from school to school.

Category:

Research Cited:

Activity - Transition Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will establish a committee chaired by the school counselor to develop or examine and enhance the transition program from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	01/15/2015	10/15/2015	\$1500 - District Funding	Principals, Counselors

**Measurable Objective 2:**

100% of Twelfth grade students will improve graduation rate with college and career ready credentials in Career & Technical by 08/01/2016 as measured by Alabama State Department of Education Accountability Program.

**Strategy1:**

Supporting the Development of Viable Education and Career Plans for Students - All of our students will create a career plan by grade eight that is appropriate, attainable, and adaptable. These career plans will be implemented and adapted as the students progress through high school as needed to meet the needs of the students. Support will be provided for our school counselors and the students as they work through the process of developing the career plans.

Category:

Research Cited:

**ACIP**

Pisgah High School

Activity - Career Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school district will employ a career coach who will assist local school counselors as they guide students in the development of Educational and Career Plans.	Career Preparation/Orientation	08/05/2014	06/06/2016	\$40000 - State Funds	Superintendent

**Goal 4:**

2015-2016 Engage Parents and Community in the Educational Process

**Measurable Objective 1:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by Parent and Community Surveys.

**Strategy1:**

Dynamic Website - The district redesign its website to be a more dynamic presentation to the public through a greater use of still graphics and videos.

Category:

Research Cited:

Activity - Website Re-design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will re-design its website interface to more dynamic and engaging through the use of graphic and video presentations.	Community Engagement	01/04/2016	08/05/2016	\$0 - No Funding Required	Assistant Technology Coordinator

### 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	All instructional paraprofessionals meet the NCLB requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes	Teacher employment decisions at Pisgah School are decided by the school principal. Highly qualified teachers are assigned to positions in their respective field of expertise.	

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

All staffing decisions are made at the district level. Teaching assignments are decided by the school principal, ensuring that highly qualified, well trained teachers provide instruction. All teachers follow the Alabama State Course of Study for their respective subject areas to meet identified academic needs.

## Component 4: Strategies to Attract Highly Qualified Teachers

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

Our school does not experience a high rate of teacher turnover.

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

12 key teaching and learning personnel have a Bachelor's degree.

31 key teaching and learning personnel have a Master's degree.

4 key teaching and learning personnel have an Educational Specialist Degree.

4 key teaching and learning personnel are National Board Certified Teachers.

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

We do not experience a high turnover rate. All employment decisions are made at the district level.

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

When new teachers are hired, every effort is made to employ those most qualified for each position. Applicants are selected based on merit, qualifications, and ability. Teacher's schedules and certificates are checked at the beginning of school to ensure certification is correct. An annual LEAPS report is submitted to ALSDE to ensure teachers hold and maintain credentials for highly qualified.

### 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?

We do not have a high turnover rate.

## 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?

1. Prof develop which focuses on understanding, implementing, and evaluating close reading strategies and question techniques that foster critical thinking skills will be provided for all teachers. The research based instructional strategies embedded in close reading techniques include active engagement, student collaboration, teacher modeling of higher order thinking skills and holds students accountable for evidence based answers to probing questions.

2. Professional development for math teachers focusing on best practices that help our students develop the skills necessary for problem solving. The problem solving behaviors include making connections, precision, persistence, reasoning, etc....

3. Prof devel for science teachers with focus on STEM instruction, which will increase content knowledge and support development of critical thinking, problem solving, and collaboration skills.

Pisgah High School Professional Development for 2015 consists of:

March 3 and March 4, 2015:

All science teachers K-12, attended the ASTA 2015 Science Conference--"Imagine the Possibilities" with Billy Shelton (Instructor) 16 hours credit.

February 20 and 23, 2015:

Writing Effective Lesson Plans, All Pisgah Staff K-12 with Mark Guffey (Instructor) 1 hour credit

January 5, 2015:

Methods and Practice for Teaching Science, all science teachers K-12 attended with Billy Shelton (Instructor) 2 hours credit.

May 15, 2015:

Mathematical Learning Progression and Standards Shifts, K-6 teachers with Marie Millican (Instructor) 2 hours credit.

January 20 to May 29, 2015

A Book Study: Close Reading, K-12 staff and Writing From Sources with Marie Millican (Instructor) 7 hours credit.

February 10, 2015:

Effective Questioning Techniques, k-12 staff with Marie Millican (Instructor) 1 hour credit.

February 10, 2015 Online Resources for Science Teachers, K-12 science teachers with Billy Shelton (Instructor) 1 hour credit.

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

Teachers principals, para-pros and other staff attended Job Alike Prof Develop on Aug 10 and Oct 14. English, reading, and content area teachers all attended workshops on close reading strats. Math teachers attended workshops for implementing math practice standards for their specific grade levels. Principals are receiving prof develop on career practices that should be observed in the classroom.

**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.**

New or inexperienced teahers are given support from instructional coach and or an assigned master teacher as needed.

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

The instructional coach will provide embedded professional development for all teachers as needed. Opportunities will be provided for teachers to collaborate on reasearch based instructional strategies and standards.

## 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.**

Junior high students from feeder schools spend a day on our campus to help with the fall transition. There is also an eighth grade parent night. We also have Freshman Orientation for our rising ninth graders. Each spring, a "Special Day" is set aside for our eighth grade class to spend with our counselor, helping to prepare each of them for high school. Middle school students from local feeder schools also attend the annual Career Fair held at Pisgah. The counselor provides guidance to all seniors and their parents. During October 26-30, our school recognizes Alabama College Application Week. A representative from various college campuses addresses the senior class and assists in registration. A representative from the North Alabama Educational Excellence Center provides assistance for students as they complete FAFSAs and Mr. Hawes, the senior English teacher, assists students with completing resumes and letters of recommendations. We also have an orientation day, whereby kindergarten students spend the day on the school campus. WE also host an eighth grade parent night where students are parents are introduced to and familiarized with the Alabama Career Planning System website ([al.kuder.com](http://al.kuder.com)), which assists students with career path planning, including their 4 Year Plan. Within the community, there are several pre-school programs that many of our kindergarten children attend. Transition plans will be reviewed and updated at the district level during 2015-2016.

## 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?

All teachers are assigned to a committee to analyze our ACT Aspire test data. Teachers will participate in subject based meetings to determine needs of improvement and create school wide goals or ideas to address these needs. Teachers will meet to develop a plan of action for each specific grade level. They will meet with teachers above the current grade level as well as the grade level below them to discuss their data and plans of action. Our goal is to create a connected learning progression for each subject area K-8.

## **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?**

Every student in grade K-10 is given a STAR assessment at beginning of the year. This data is used to determine which students need Tier 3 intervention. Students are progressed monitored every month to check progress. If performing at grade level, they are taken out of intervention. Every 4 and 1/2 weeks, teachers complete a Timely Assistance Form for students who do not have at least a 70% average in each subject area. Teachers document strategies they will use to help individual students meet his or her academic goals. The students who are not performing are referred to the PST (Problem Solving Team). PST will develop a plan and monitor student performance. If the student doesn't show improvement, PST will start the referral process for special services. The PST meets monthly to discuss students who aren't meeting academic standards and/or having behavior difficulties. The PST is comprised of the school principal, assistant principal, counselor, instructional coach, and classroom teachers. The PST is responsible for decisions which ensure all students receive instruction and interventions matched to their identified academic or behavioral needs.

### **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 who experience problems mastering the state academic standards receive tier 3 instruction. They are monitored on a regular basis to determine if intervention is working. If they are making adequate progress, they are moved to Tier 2 intervention and eventually moved to Tier 1. PST meets monthly to discuss student performance and suggests strategies to be used for intervention. If the student is not making adequate progress, the PST starts the referral process for specific services.

Students scoring 69 or below are provided additional support as documented by the classroom teacher. If grades fall below a 59, the classroom teacher contacts the parents to plan for support they can provide at home.

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

The instructional coach meets with teachers to discuss specific student data to ensure individual needs are being addressed. Differentiated instruction is provided through intervention, small group instruction, peer tutoring, and one on one in the classroom. Computer programs such as Success Maker are used to meet individuals at their level.

Four times per year, we give the STAR reading and math assessment to students in grades 2-10. Four times per year, we give the STAR Early Literacy test to grades K-1. These computer based tests are used as a screening process to help decide if a student needs additional support. If a student scores below the 25th percentile on any component of the screening measure, he or she will be considered for Tier II intervention in the identified area of need. He or she will receive an additional 30 minutes of small group instruction with his or her regular teacher.

If a student scores below the 10th percentile on any component of the screening measure, he or she will be considered for Tier III intervention in the identified area of need. He or she will receive an additional 30 minutes of small group instruction outside his or her

classroom with the Reading/Instructional Coach or with another certified teacher. He or she will be monitored every few weeks with the STAR testing and progress monitoring.

Students that are recommended for Tier III instruction are done by the PST team. The PST (Problem Solving Team) meets each month to review student progress. They look at the data and talk with the student's classroom teachers. If the student makes progress, he or she can be moved out of Tier III. If he or she does not make progress, sometimes a student has to be referred for special education testing. This all occurs with parent conferences and parent permission. Students in grades K-6 are offered tiered instruction on a daily basis.

**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.**

Pisgah School offers after school tutoring provided by the 21st Century Program. It offers a chance for students to receive support and reinforcement for academic skills beyond the regular school day.

**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.**

All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. Migrant, EL, and homeless students access any programs that the other student population uses. Examples include Accelerated Reading, Accelerated Math, Nova Net, and Math Facts in a Flash. Ms. Anderson, our Spanish teacher, interprets for EL parents and tutors EL students as needed. These services are also provided by Ms. Elizondo who comes to Pisgah School once a week. Mr. Pittman, the elementary counselor, ensures that all needs are met for all sub group students. Economically disadvantaged students may also attend the 21st Century Program, which provides after school tutoring services. EPs guide instruction for special education students.

ELL students have a plan that helps teachers make the necessary accommodations to meet the students' needs.

**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.**

We did not receive Carl D. Perkins funds for school year 2015-2016.

Disadvantaged families are made to feel welcome. Many opportunities are provided at various times for parent participation such as Open House, etc....Aides are provided to assist disabled students. Our school applies for grants to include latest innovative activities at our school. We take advantage of field trips that cover costs for disadvantaged families and for Title I schools.

All facilities at Pisgah High School are in compliance with state code in regard to student accessibility. Career counseling is provided to encourage students to consider nontraditional fields of study. The Ernest Pruitt Center of Technology (EPCOT) offers and encourages opportunities for students to participate in courses that have typically been sought out by a select group of individuals. These federal funds

are used for technical schools and, on a rotating basis, in high school technical programs.

## **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?**

Federal funds along with funding from state and local sources will be coordinated and integrated to provide a total program designed to foster educational improvement and high academic achievement for all students. A school wide plan is developed and revised as needed. The school wide committee is comprised of representatives from the school, community, parents, support staff, and students. The federal programs provide input about allocation of funds, set asides, administrative costs and overall implementation of the program. A committee at each school is responsible for designing school programs and designing school budgets.

Pisgah High School will utilize all available resources to achieve both local and state goals. Federal funds, along with funding from state and local sources, will be coordinated and integrated to provide a total program designed to foster educational improvement and high academic achievement for all students. In order to further the effort, a consolidated plan is developed and revised yearly by Jackson County Schools, to utilize federal funds to provide maximum benefit to all students. The purpose of the plan is to ensure that all students are served in the best possible fashion, enabling them to meet challenging content and performance standards.

The plan will remain in effect for one year. A thorough review of each program will then be conducted and analyzed for effectiveness and necessary changes made. The Federal Programs Planning Committee will again be solicited for input on fund allocation, ideas to improve program design, implementation, and evaluation. Necessary revisions will be made as indicated by the review.

### **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.**

Funds from a variety of sources will be used to implement the overall CIP plan. Ongoing collaboration across programs and alignment of state, local and federal efforts will increase effectiveness, eliminate duplication, and combine services. Title funds will provide academic programs to assist students to meet state standards and coordinate with other educational services to ensure that the needs of students are met. Services for students with limited English proficiency, special education students, immigrant, migratory, and or homeless students will receive proper services when enrolled in the school system. Research based programs such as Success Maker Enterprise, Accelerated Math, and after school tutoring services through 21st Century Programs will continue to be utilized. Effective professional development will be funded by utilizing moneys from Title I, Title II, and state and local funds. Student performance on state assessments will serve as the overall evaluation of the effectiveness of professional development.

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

The students who qualify for free or reduced lunch prices according to guidelines set forth by the child nutrition program determines the allocation for each school. The 2015 fiscal allocation is as follows:

Need amounts.....

Title I: Part A- \$1, 452,009

74%-instruction and instructional support

SY 2015-2016

**ACIP**Pisgah High School

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\$288.00 PPA (Per Pupil Allotment)

Title I Set Asides- \$285,932

% 14 Admin

% School Improvement Specialist 6

% Parent Involvement/ Consulting Teacher 6

A program administrator (.75FTE), a secretary (.50FTE), a consulting teacher (1.0 FTE), and related administrative costs (including a .50 FTE Title III program specialist, and 1.0 School Improvement Specialist) will be paid from the Title I funds.

Title II: Part A- Teacher and Principal Training- \$285,932

99% Class Size Reduction-Instruction

1% Professional Devel

Title III-Language Instruction for limited English proficient and immigrant students - \$22,302

22% EL Instruction and Instructional support

36% EL Instructional Hardware and Software

42% Staff Prof Development

Title VI- Rural and Low Income-pending receipt of allocation

95% Class size reduction-instruction

5%-Prof Develop

Title VII- Indian Education- \$ 86,408

100%- Instruction and Instructional Support

## Component 10: Evaluation

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

The implementation of the school wide program is evaluated through observations and walkthroughs conducted by administration and testing data such as (stakeholder surveys). Monthly data meetings are held to evaluate and revise the plan as needed. All academic, discipline and attendance data is analyzed for improvement.

### 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?

The results of the school wide program are evaluated through yearly analysis of standardized test data and improvement in academics as evidenced by diagnostics and report cards. Local assessments such as STAR reading and math are also used to evaluate the effectiveness of the schoolwide 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?

Faculty and administrators meet to determine if methods written into the school wide program were effective in increasing the achievement of students who are furthest from meeting standards.

### 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?

Monthly data meetings are held to review, edit, and revise the plan as necessary to ensure continuous improvement of students. A reflection projection meeting is held in the spring to formulate a plan for the next year.

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

We are keeping the following goals in our 2015-2016 Plan:

Engage Parents and Community in the Educational Process: According to our stakeholder surveys, engaging parents in meaningful ways is still a need and priority to our school. We wish as a district to redesign our website to be a more dynamic presentation to the public through a greater use of still graphics and videos. We will also collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County and Pisgah Schools students using a variety of delivery methods as measured by parent and community surveys.

the transition process for feeder schools as they transition from school to school. We also wish to support the development of viable education and career plans for students by allowing students to develop a career plan by eighth grade that is appropriate, attainable, and adaptable. They will be implemented and adapted as the students progress through high school as needed to meet the needs of the students. Support will be provided for school counselors and the students as they work through the process of developing the career plans.

Provide a rigorous and effective instructional program to ensure the academic growth of all students. We wish to accomplish this by having professional development on reading comprehension strategies for secondary teachers, which focuses on understanding, implementing, and evaluating reading strategies and questioning techniques that foster critical thinking skills. The processes in this approach to comprehension are supported by research as highly effective teaching strategies. The high yield instructional strategies embedded in close reading technique include active engagement, student collaboration, requiring students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions. It includes teacher modeling of high order thinking skills and holds students accountable for evidence-based answers to probing questions. We will also provide students with additional skills practice and test-taking strategies. We will also provide professional development for secondary mathematics teachers on the mathematics practices standards for Alabama's College and Career Ready Standards.

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

Pisgah School did not change or delete any previous year's goals.

# 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	35.63	35.63	2,380,288.50
Administrator Units	1.00	1.0	114,570.00
Assistant Principal	1.00	1.0	80,240.00
Counselor	1.50	1.5	111,745.50
Librarian	1.00	1.0	73,450.00
Career and Technical Education Administrator	0.00	0.0	0.00
Career and Technical Education Counselor	0.00	0.0	0.00
Technology	0.00	0.0	2,560.00
Professional Development	0.00	0.0	2,560.00
State ELL Funds	0.00	0.0	0.00
Instructional Supplies	0.00	0.0	15,000.00
Library Enhancement	0.00	0.0	853.00
<b>Totals</b>			<b>2,781,267.00</b>

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**Title I**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	113472.0

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

A. Instruction

Certified Instructors (2) \$112, 534.00

B. Materials and Supplies

1. Instructional \$938.00

C. Equipment

1. Capitalized

2. Non-Capitalized

D. Total \$113,472.00

PPA-288.00

Parental Involvement-1655.00-

\*Parental Involvement funds are utilized countywide to enhance Parental Involvement by the Parental Involvement Consulting Teacher.

<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.**

ARRA Funds are not available this year.

**Title II**

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

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

Professional Development- County Allocation is TBA.

Certified Instructors 0.66, salary and fringes 40,095.

**Title III**

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

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

The County Allocation amount is \$22,302.00 is utilized countywide to best meet the needs of all EL 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.**

Title IV Funds not available.

## Title VI

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

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

Title VI allocation TBA

### 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.**

Pisgah School did not receive Perkins Grant funds for the 2015-2016 year.

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

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

Pisgah School did not receive Perkins Grant funds for the 2015-2016 year.

**Other**

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	100000.0

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

Total Budget/ Expenditures: \$100,000.00

Salaries: \$51,793.00

Employee Benefits:

FICA (6.2%, 1.45%) \$3,965.00

Retirement (11.94%) \$4,104.00

Unemployment Compensation \$26.00

Travel:

Training/Professional Develop \$2,000.00

Other (staff) \$2,000.00

Transportation:

Bus/Gas/Driver Salary/Etc.... \$250.00

Materials and Supplies: \$22,512.00

Non-Instructional Software \$1,000.00

Non-Capitalized Equipment \$12,000.00

Indirect Cost \$350.00

## Local Funds

Label	Question	Value
1.	Provide the total	247200.0

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

Public- 143,700.00

Non Public- 103,500.00

# 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.**

During the start of each school year, our principal, when scheduling allows, is assisted by the Parental Involvement Consulting Teacher during Back to School Nights, Open House, etc. in which the Annual Title I Meeting is held. During this time, information explaining participation and requirements of Title I, 1% set asides, and Parents Rights to be involved are discussed in detail.

**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.**

The Parental Involvement Consulting Teacher conducts a minimum of two meetings a year at Pisgah High School. One meeting is scheduled during the day and the other is scheduled at night to provide flexible hours to meet the needs of working parents. Also, where there are high numbers of Spanish speaking families, an interpreter will also be provided.

The Federal Programs Advisory Committee is comprised of parents, teachers, administrators, and community members. The purpose of this committee is to utilize federal funds to provide the maximum benefits to all the students at Pisgah High School as well as across Jackson County. The committee discusses strategies, various federal programs available, and budgets allotted to fund them. All committee members are given the opportunity to offer opinions and suggestions.

At Pisgah School, our principal agrees to combine the allocated Parental Involvement Funds to allow the Federal Programs Consulting Teacher to be responsible for all Parental Involvement activities. These funds include not only her salary, but also maintaining materials and supplies for both the Parent Center and fulfilling parent requests for additional resources to be used at home.

**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.**

All documents related to Federal Programs are made available in both English and Spanish. Interpreters are available at schools with high Spanish speaking populations to further assist in any other explanations necessary; however, we do not have a high Spanish speaking community at Pisgah School. Information regarding curriculum, classroom standards, homework policies and assessments are provided in the Jackson County Schools Student Handbook. All students receive a handbook on the first day of school and must return the Parental Acknowledgement form which is filed in their cumulative records. Parents are provided with additional information throughout the school year.

i.e., progress reports, report cards, assessment reports. Progress reports are sent home every 4.5 weeks and report cards are sent home every 9 weeks. Teachers make at least one parent contact per semester/year. Parents may request a conference to voice any concerns or suggestions related to the education of their child.

**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).**

Pisgah High School has a local committee, the Leadership Team, comprised of parents, teachers, administrators, and community members. This committee is responsible for designing, implementing, and evaluating Parental Involvement Plans, Student Parent Compacts and the Continuous Improvement Plans for each LEA.

Pisgah High School also involves students and parents during Alabama's College and Career Planning week, which was held from Monday, October 26-October 30, 2015. Students and parents have the opportunity to meet with representatives from various colleges and career professions. Examples are: Northeast Alabama Community College, University of Alabama at Huntsville, University of North Alabama, and local business representatives. Every student in grade 12 applied for admissions to at least one college or university.

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

Contact information for both the Jackson County Board of Education and the Alabama State Department of Education is provided and is made available on the Jackson County School District Website ([www.jackson.k12.al.us](http://www.jackson.k12.al.us)). Here is a copy of the statement provided:

"If you have any comments or concerns, you may call the Jackson County Board of Education at (256) 259-9500. If you desire to talk to someone at the Alabama State Department of Education you should call the Federal Programs Section at (334) 242-8199."

Local contact person is Mr. Mark Guffey, Federal Programs Supervisor and/ or Mr. John Williamson, Special Education Supervisor.

**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)**

The Federal Programs Parental Involvement Consulting Teacher will conduct parent meetings and offer training sessions covering many topics designed to aid parents in becoming more involved in their child's education. If our principal has a specific need at our school, the Consulting Teacher will ensure that topic is discussed. The Consulting Teacher conducts one parent meeting per semester at times convenient for all parents to attend. Flyers of upcoming meetings and training sessions will be distributed on a timely basis to ensure parents

are afforded the opportunities for participation. Newsletters for parents of elementary, middle, and high school students containing valuable and age appropriate strategies for better parenting are distributed monthly. Parents can also access the school website to stay informed and involved with the school. Also, where there are high numbers of Spanish speaking families, an interpreter will also be provided to assist parents; however we do not have a high number of Spanish speaking families at Pisgah High School.

**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)**

The Federal Programs Parental Involvement Consulting Teacher operates the Jackson County Schools Parent Center which contains videos, games, books, and other educational resource tools for both parents and teachers to check-out. When parents are unable to come to the center, the Consulting Teacher will deliver requested materials to the school for the parent to pick up.

**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)**

Teachers at Pisgah High School understand the importance of parental involvement in the education of their children. This is discussed informally and formally at faculty meetings, Title I meetings and parent training sessions provided by the Parent Center. To ensure effective involvement of parents and to support a partnership among the school, parents, and the community, thus ensuring academic achievements, Pisgah has found new ways of keeping our stakeholders informed. Currently we utilize Notify Me text and through email. Any individual enrolled will receive a message about important information pertaining to Pisgah High School. Many teachers have encouraged our students to take part in the Remind program where students can receive a text message about scheduled events. Our school website ([www.pisgaheagles.org](http://www.pisgaheagles.org)) is updated regularly as an additional informational resource. Currently, we have volunteer opportunities that allow parents and community members to contribute to the achievement of our students. Pisgah has started a new Parent Teacher Organization (PTO) that will strengthen the bond between parents and teachers, which in turn will add to the success of our students. Recently, Pisgah High School collaborated with staff, parents, and students to participate in a school-wide fundraiser. The collaborative persons sold mums during the month of October 2015, to help support the school's general fund. The approximate amount profited was \$5,000. The funds will be used for needs of the students such as clothing, food, and academic resources to meet all students' needs.

**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.)**

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)**

A letter is disseminated in English and Spanish at the beginning of the school year, making parents/guardians aware of the Parent Center and the materials available. This information is also discussed at each meeting held at the school. Sample materials are also available at these meetings.

The Parental Involvement Consulting Teacher assists the principal in providing information to the parents about programs and resources available to encourage and support parents in participating in the education of their child.

**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)**

The Jackson County Board of Education provides each student with a Student Handbook at the beginning of each school year. The handbook provides clear detailed descriptions of rules, regulations, and expectations that are set by the Jackson County Board of Education. At the beginning of each school year a parent meeting is held at every school in which the Title I program is explained to parents. During this meeting the need for parental involvement is explained with the desire to foster positive family and community relationships. Parents are given the opportunity to voice concerns and ask questions. A letter explaining the materials available at the Parent Center is sent home at the beginning of the school year inviting parents to use the facility. Newsletters with age-appropriate activities are sent to the parents each month. These letters, available in English and Spanish, can also be found on the Jackson County website.

**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)**

The Parent Center, located at the Jackson County Board of Education, provides materials to assist parents with academic and social issues. Parents are made aware of the Parent Center by flyers sent out and materials distributed on a regular basis. Parents can call the Parents Center and request materials to be used to work with their children. Materials can be delivered to the school to be sent home with the child, or parents are invited to come to the Parent Center to look at all available materials.

Information related to school programs, meetings, and other activities is communicated through class and school newsletters, emails, school website, SchoolCast, and Remind 101.

Pisgah High School also involves students and parents during Alabama's College and Career Planning week, which was held from Monday, October 26-October 30, 2015. Students and parents have the opportunity to meet with representatives from various colleges and career professions. Examples are: Northeast Alabama Community College, University of Alabama at Huntsville, University of North Alabama, and local business representatives. Every student in grade 12 applied for admissions to at least one college or university.

**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.**

Materials are disseminated in an understandable and uniform format in a language that parents can understand. Interpreters are also available when necessary.

\*\* Every effort will be made to accommodate parents with disabilities so they are able to play a participatory role in the education of their child.