



ACIP

Sweet Water High School

Marengo County Board of Education

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Sweet Water, AL 36782

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Executive Summary

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Introduction

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

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

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Description of the School

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

Sweet Water High School is a small rural school located in Marengo County in Southwest Alabama. We have 596 students in grades K4-12. 75% of our students are on the free or reduced lunch program. The large majority of our school families depend upon the timber industry for employment. Our region has the highest unemployment rate in the state of Alabama. These factors have impacted enrollment at Sweet Water during recent years. However, our school enjoys great cooperation and support from our homes and our community. Our school has a long tradition of excellence with our classroom and within our extracurricular teams and groups. In the May 2017 of AFC Cooperative Farming News, Sweet Water High School was featured in an article entitled, "A Treasure in the Forest."

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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.

Sweet Water High School sets high expectations for all students. We stress tremendous work ethic along with strong citizenship to achieve the goals set out in our vision and mission statements. Our faculty is made up of high effective educators who are role models for great work ethic. They work in partnership with administration and homes to provide an excellent learning environment for our students.

Sweet Water High School's vision for our students is that they become contributing members of the global community. Therefore, the school works in cooperation with homes and the community to ensure that all students graduate on time and are properly prepared for the work force, military, technical school, or college. At SWHS our mission is to provide a high quality, comprehensive, and meaningful education for all students so that they are not only college and career ready, but that they also develop character, citizenship, and scholarship..

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Notable Achievements and Areas of Improvement

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

During the past few years, our school has been working to continue to increase rigor in our classrooms as we strive to graduate students College and/or Career Ready. During the past 3 years, we have had 13 students at or above 30 on the ACT. The increased rigor has also resulted in growth on our Scantron Performance Series scores.

We have worked to increase the Career Technical opportunities for our students both on campus and through academic and career tech dual enrollment with an area community college. This has helped increase the number of students that are acquiring Career and Technical Credentials.

We are continuing to strive to ensure that all students read on grade level by the end of third grade. Teachers are utilizing proven instructional strategies within the classroom as well as intervention outside the classroom to address all learning needs.

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Additional Information

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

Our school is a small, rural, and high poverty school located in a district with an extremely low tax base and a student expenditure well below the state average. However, the school enjoys tremendous academic success. When considering how this can be, the dedication, perseverance, and professional skills of the faculty cannot be over emphasized. The work in collaborations with parents and the community to ensure that students receive an outstanding educational experience. Their role is the one that makes the daily difference for our students. At Sweet Water High School, it is not about the brick and mortar, but the people inside that make a difference with children on a daily basis.

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Improvement Plan Stakeholder Involvement

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Introduction

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

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Improvement Planning Process

Improvement Planning Process

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

Sweet Water High School stakeholders are involved in a variety of ways. All groups including administration, faculty, parents, and students were provided with online surveys to complete. The faculty also completes a needs assessment at the end of each academic year that determines areas of strengths and weaknesses that impact organizations and programs for the following year. Parents are encouraged to share school improvement ideas through an "Open Door" policy. A group of four parents also serve on the Parent Advisory Committee and are part of the SWHS Leadership Team.

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

Parents, teachers, and students participated through the completion of surveys. Administration and faculty were responsible for compiling data from a variety of sources and analyzing data and surveys to identify the improvement areas. The school Parent Advisory Committee and the school Leadership Team were active participants in the improvement plan.

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

A link is placed on the school website that allows parents and other stakeholders to open and review the plan at any time. A hard copy of the plan is placed in the school office and the school media center. Parents are notified in the monthly School to Home Connection that the plan is available for their review and feedback. The plan is also reviewed and necessary changes or modification made during monthly faculty meetings.

Student Performance Diagnostic

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Introduction

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

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	<p>Data documents include the following: Kindergarten DIBELS Data (2017-2018 Beginning, Middle, and End of the Year), 2018 Beginning of Year DIBELS Data Scantron Data-Growth and Proficiency Percentage Report for 2016-2017 and 2017-2018 Work Keys Data for 2017-2018 ACT Data for 2013-2018</p> <p>The assessments were administered to fidelity, following the guidelines of the publishing company as well as the security guidelines outlined by the Alabama State Department of Education. The analysis of the data was completed at the local school.</p>	ACT Data 2013-2018 Scantron 2017-2018 Beginning of 2018 Dibels Data Work Keys Data 2017-2018 2017-2018 Dibels Data Scantron 2016-2017

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Evaluative Criteria and Rubrics

Overall Rating: 3.75

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

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

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

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

Areas of Notable Achievement

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

From Spring 2017 to Spring 2018, the percentage of students in grades 3-8 showing growth has increased from 48% to 56% in reading.
From Spring 2017 to Spring 2018, the number of students in grades 3-8 scoring proficient has increased from 56% to 59% in reading.

From Spring 2017 to Spring 2018, the percentage of students in grades 3-8 showing growth has increased from 55% to 77% in math.
From Spring 2017 to Spring 2018, the number of students in grades 3-8 scoring proficient has increased from 65% to 66% in math.

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

Reading Grades in 3, 4, 5, 6, and 7.

Math Grades in 4, 5, 7, and 8

Which area(s) indicate the overall highest performance?

The overall highest performance was math. In the Spring of 2018, 77% of the students in grades 3-8 were proficient in Math and 66% met their growth target.

3rd grade received \$20,000 for third grade reading growth.

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

An increased number of special education students showed average to high growth in both the reading and math assessment targeted goals as shown or as included in their academic portion of their IEPs.

Between which subgroups is the achievement gap closing?

As measured by the 2018 Scantron, students with IEPs demonstrated a much higher level of academic growth than during previous years.

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

Weekly assessments and formative assessments are consistent with the Global Scholar data.

Areas in Need of Improvement

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

Science scores are consistently low in grades 5 and 7.

Kindergarten data demonstrates a high number of students in need of intensive support in reading.

Over time, there has been a decrease in the number of students showing growth and being proficient in reading and math in transition between 4th and 5th grades.

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

Science scores are consistently low in grades 5 and 7.

Kindergarten data demonstrates a high number of students in need of intensive support in reading.

Over time, there has been a decrease in the number of students showing growth and being proficient in reading and math in transition between 4th and 5th grades.

A significant decrease from 79% to 55% of students being proficient in 3rd grade math

Which area(s) indicate the overall lowest performance?

Science in fifth grade, seventh grades, and on the ACT science subtest

48% of Kindergarten did not benchmark in letter naming fluency. 52% of Kindergarten did not benchmark in NWF-CLS. 74% of Kindergarten did not benchmark in NWF-WWR.

ACT in grades 9 - 12 with an intensive focus on math targeted goals.

Reading in seventh and eighth grades

Math in third grade

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

There is an achievement gap between the ELL students and other regular education students.

Between which subgroups is the achievement gap becoming greater?

The percentage of regular education students meeting benchmark proficiency is much greater than students with IEPs that met proficiency in all tested areas. However, based upon the 2018 Scantron Performance Series data, an increased number of IEP students demonstrated average and high growth. Although these students are not meeting benchmark proficiency, they are demonstrating academic growth.

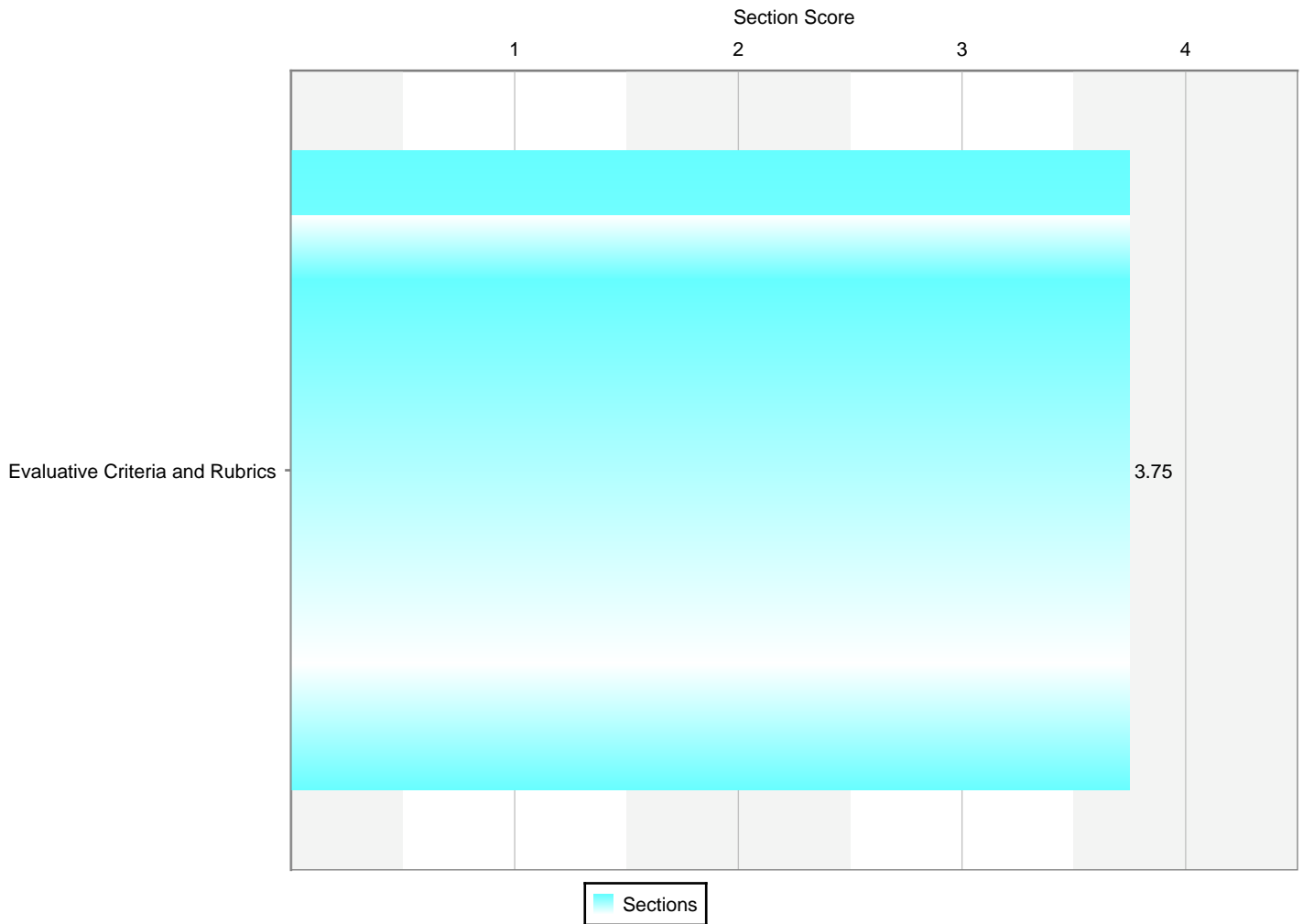
Which of the above reported findings are consistent with findings from other data sources?

The IEP student achievement gap is also demonstrated in the fall 2018 Scantron data.

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Report Summary

Scores By Section



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ACIP Assurances

DRAFT

Introduction

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

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ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		Leadership Team 2018

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		Board Policies

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		Superintendent

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		Parent and Family Engagement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		Front Page of Compact Back Page of Compact

SWHS CIP Plan for 2018-2019

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Overview

Plan Name

SWHS CIP Plan for 2018-2019

Plan Description

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Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	In 2018-2019, Sweet Water High School faculty and staff will empower the learner to become college and career ready graduates.	Objectives: 13 Strategies: 11 Activities: 21	Academic	\$0
2	In 2018-2019, Sweet Water High School will develop support systems that ensure students will become college and career ready.	Objectives: 3 Strategies: 5 Activities: 7	Academic	\$0
3	In 2018-2019, Sweet Water High School will prepare and support teachers and leaders to graduate students college and career ready.	Objectives: 3 Strategies: 10 Activities: 13	Academic	\$0

Goal 1: In 2018-2019, Sweet Water High School faculty and staff will empower the learner to become college and career ready graduates.

Measurable Objective 1:

70% of Kindergarten grade students will demonstrate a proficiency in NWF fluency assessment in Reading by 05/23/2019 as measured by DIBELS.

(shared) Strategy 1:

Intervention - The Intervention Specialist will be hired to implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Intervention Specialist will be hired to implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0	Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Sweet Water High School

The Intervention Specialist, classroom teachers, and Reading Specialist will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers
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Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and iPads to provide extra practice on grade level standards.	Academic Support Program, Technology	08/17/2018	05/17/2019	\$0	Title I Part A	Principal, classroom teachers

Activity - Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Quarterly Leadership Team will meet at the district office to review data to monitor progress toward meeting this goal of the ACIP and for revision of the ACIP as needed.	Academic Support Program, Behavioral Support Program	08/13/2018	05/17/2019	\$0	Title I Part A	Leadership Team, Central Office Staff

Strategy 2:

Class Size Reduction - A third section of Kindergarten will be added to reduce the teacher/pupil ratio.

Category: Other - Teacher/Pupil Ratio

Research Cited: Class Size: What Research Says and What It Means for State Policy by Matthew Chingos and Grover Whitehurst

Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive more small group and one-on-one instruction due to adding a 3rd kindergarten classroom.	Class Size Reduction	08/02/2018	05/23/2019	\$0	Other	Principal, Kindergarten Teacher

Measurable Objective 2:

A total of 7 First grade students will increase student growth decreasing the number from 14 students in Quartile 1 to 7 students in Reading by 05/23/2019 as measured by Scantron Performance Series.

(shared) Strategy 1:

Intervention - The Intervention Specialist will be hired to implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

SY 2018-2019

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Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Intervention Specialist will be hired to implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0	Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach
Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher
Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Intervention Specialist, classroom teachers, and Reading Specialist will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers
Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and iPads to provide extra practice on grade level standards.	Academic Support Program, Technology	08/17/2018	05/17/2019	\$0	Title I Part A	Principal, classroom teachers
Activity - Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

Sweet Water High School

The Quarterly Leadership Team will meet at the district office to review data to monitor progress toward meeting this goal of the ACIP and for revision of the ACIP as needed.	Academic Support Program, Behavioral Support Program	08/13/2018	05/17/2019	\$0	Title I Part A	Leadership Team, Central Office Staff
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Measurable Objective 3:

A 10% increase of First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth in developing student vocabulary in Reading by 05/23/2019 as measured by by Scantron.

Strategy 1:

Vocabulary Development - Classroom teachers will use various strategies to develop vocabulary across the curriculum.

Category: Develop/Implement College and Career Ready Standards

Research Cited: The Influence of Reading on Vocabulary Growth by Duff, Tomblin, and Catts

Activity - Daily Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The classroom teacher in grades 1-8 will use daily vocabulary instruction in the classroom.	Academic Support Program	08/23/2018	08/08/2019	\$0	Other	Principal, Assistant Principal, Instructional Coach, Classroom Teachers

Activity - Vocabulary Station	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each classroom in grades 1-4 will have a station during small group instruction for students centered around vocabulary development using context clues with both fiction and nonfiction passages.	Academic Support Program	08/08/2018	05/23/2019	\$0	Other	Principal, Instructional Coach, Classroom Teachers

Activity - Accelerated Reader Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read AR books and not only take the reading test, but also the vocabulary test.	Academic Support Program	08/08/2018	05/23/2019	\$0	Title I Part A	Principal, Librarian, Instructional Coach, Intervention Specialist, Classroom Teacher

Measurable Objective 4:

A 5% increase of Third grade students will demonstrate a proficiency to reach 60% proficiency in Mathematics by 04/19/2019 as measured by Global Scholar State Assessment..

Strategy 1:

Intervention - Low performing students will be targeted based on the fall Global Scholar assessment for additional support. These students will receive math intervention four days a week.

Category: Develop/Implement Learning Supports

Research Cited: "Defining, Conceptualizing, and Measuring Fidelity of Implementation and Its Relationship to Outcomes in K-12 Curriculum Intervention Research"
Carol L. O'Donnell

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive additional support in math by a certified elementary teacher 4 days a week.	Academic Support Program	09/04/2018	05/17/2019	\$0	Title I Part A	Intervention Teacher, Instructional Coach, Principal, Classroom Teacher

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and IPADS to provide extra practice on grade level stands.	Academic Support Program, Technology	08/13/2018	05/17/2019	\$0	Title I Part A	Principal, classroom teacher

Measurable Objective 5:

70% of First grade students will increase student growth to meet or exceed their growth target goal in Reading by 05/17/2019 as measured by Scantron Performance Series.

(shared) Strategy 1:

Intervention - The Intervention Specialist will be hired to implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Sweet Water High School

The Intervention Specialist will be hired to implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0	Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach
Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher
Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Intervention Specialist, classroom teachers, and Reading Specialist will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers
Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and iPads to provide extra practice on grade level standards.	Academic Support Program, Technology	08/17/2018	05/17/2019	\$0	Title I Part A	Principal, classroom teachers
Activity - Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Quarterly Leadership Team will meet at the district office to review data to monitor progress toward meeting this goal of the ACIP and for revision of the ACIP as needed.	Academic Support Program, Behavioral Support Program	08/13/2018	05/17/2019	\$0	Title I Part A	Leadership Team, Central Office Staff

Measurable Objective 6:

A total of 2 Second grade students will increase student growth decreasing the number from 3 students in Quartile 1 to 1 student in Spring in Reading by 05/17/2019 as measured by Scantron Performance Series.

(shared) Strategy 1:

Intervention - The Intervention Specialist will be hired to implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Intervention Specialist will be hired to implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0	Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Intervention Specialist, classroom teachers, and Reading Specialist will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

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Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and iPads to provide extra practice on grade level standards.	Academic Support Program, Technology	08/17/2018	05/17/2019	\$0	Title I Part A	Principal, classroom teachers
Activity - Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Quarterly Leadership Team will meet at the district office to review data to monitor progress toward meeting this goal of the ACIP and for revision of the ACIP as needed.	Academic Support Program, Behavioral Support Program	08/13/2018	05/17/2019	\$0	Title I Part A	Leadership Team, Central Office Staff

Measurable Objective 7:

75% of Third grade students will increase student growth to meet or exceed their growth target goal in Reading by 05/17/2019 as measured by Scantron Performance Series.

(shared) Strategy 1:

Intervention - The Intervention Specialist will be hired to implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Intervention Specialist will be hired to implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0	Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach
Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher
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Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Intervention Specialist, classroom teachers, and Reading Specialist will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and iPads to provide extra practice on grade level standards.	Academic Support Program, Technology	08/17/2018	05/17/2019	\$0	Title I Part A	Principal, classroom teachers

Activity - Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Quarterly Leadership Team will meet at the district office to review data to monitor progress toward meeting this goal of the ACIP and for revision of the ACIP as needed.	Academic Support Program, Behavioral Support Program	08/13/2018	05/17/2019	\$0	Title I Part A	Leadership Team, Central Office Staff

Measurable Objective 8:

A total of 3 Third grade students will increase student growth decreasing the number from 8 students in Quartile 1 to 5 students in Spring 2019 in Reading by 05/17/2019 as measured by Scantron Performance Series.

(shared) Strategy 1:

Intervention - The Intervention Specialist will be hired to implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Intervention Specialist will be hired to implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0	Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach
Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher
Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Intervention Specialist, classroom teachers, and Reading Specialist will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers
Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and iPads to provide extra practice on grade level standards.	Academic Support Program, Technology	08/17/2018	05/17/2019	\$0	Title I Part A	Principal, classroom teachers
Activity - Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

Sweet Water High School

The Quarterly Leadership Team will meet at the district office to review data to monitor progress toward meeting this goal of the ACIP and for revision of the ACIP as needed.	Academic Support Program, Behavioral Support Program	08/13/2018	05/17/2019	\$0	Title I Part A	Leadership Team, Central Office Staff
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Measurable Objective 9:

A 5% increase of All Students will demonstrate a proficiency through increased benchmark attainment on the ACT in English Language Arts by 05/17/2019 as measured by increasing the number of students that earn a benchmark score.

Strategy 1:

ACT Preparation - Teachers will utilize Kaplan ACT Prep Books provided by GEAR Up for ACT bell rings in grades 9-12.

Category: Develop/Implement College and Career Ready Standards

Activity - ACT Practice Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A full length ACT Practice Test will be administered each semester to students in grades 9-12. Data will be analyzed and utilized for classroom instruction and preparation for the ACT.	Academic Support Program	08/13/2018	05/17/2019	\$0	Title I Part A	High School Teachers, Mrs. Davis

Activity - Stanley Study Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A representative from Stanley Study Skills will give ACT prep tips to high school students to improve their ACT scores.	Academic Support Program, Career Preparation/Orientation	01/07/2019	05/17/2019	\$0	Title I Part A	Principal

Measurable Objective 10:

85% of Tenth, Eleventh and Twelfth grade students will achieve college and career readiness by achieving benchmark on any subtest in Career & Technical by 05/17/2019 as measured by PreACT, ACT, and/or WorkKeys.

Strategy 1:

Enhancing Instruction - Teachers will utilize data to enhance instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Best Practices Center

Activity - ACT Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will implement bellringers in their lesson daily for ACT Prep. A practice ACT test will be given to students in grades 9-12 twice a year. An ACT focus week will take place the week before all Saturday ACT test days. Kaplan resources including online resources will be used.	Academic Support Program, Career Preparation/Orientation, Direct Instruction	08/13/2018	05/17/2019	\$0	No Funding Required	classroom teachers
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Activity - Technology Enhanced Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 7-12 will utilize Chrome Books for collaborative projects, writing projects, ACT Prep, and Work Keys Prep as well as other instructional activities to teach standards for all core subjects.	Academic Support Program, Technology, Direct Instruction	03/01/2019	05/17/2019	\$0	Title I Part A	High School Teachers

Activity - Kindles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity to use Kindles in Learning Stations within the classroom and also check them out of the library to read books and use educational apps to build upon their learning in the classroom.	Academic Support Program, Technology	03/01/2019	05/17/2019	\$0	Title I Part A	Classroom Teachers, librarian

Strategy 2:

Science in Motion - High School Classroom Teachers will be certified in Science in Motion. They will utilize their materials to enhance science instruction by teaching state standards and implement labs that are grade level specific.

Category: Develop/Implement Professional Learning and Support

Research Cited: Best Practices Center

Activity - Implementation of Science in Motion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teacher implementation of science in motion laboratory training based on state standards.	Academic Support Program, Professional Learning	08/13/2018	05/17/2019	\$0	No Funding Required	Science Teachers

Strategy 3:

Interactive Pads - Math and Science Teachers in grades 6-12 will use interactive pads to teach math and science lessons.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Best Practices Center

Activity - Direct Instruction Using Interactive Pads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6-12 grade teachers will use Interactive Pads to teach math and science standards	Academic Support Program, Technology, Behavioral Support Program, Direct Instruction	03/01/2019	05/17/2019	\$0	Title I Part A	6-12 Science and Math Teachers

Measurable Objective 11:

75% of First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in overall scores in Mathematics by 05/17/2019 as measured by Scantron Performance Series data .

Strategy 1:

Intervention Teacher - An intervention teacher will be hired to provide intervention in grades 3-8 in math.

Category: Develop/Implement Learning Supports

Research Cited: Best Practices Center

Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The intervention teacher will provide instruction to students in grades 4-8 .	Academic Support Program, Direct Instruction	08/13/2018	05/17/2019	\$0	Title I Part A	Intervention Teacher

Measurable Objective 12:

A 5% increase of Fifth and Seventh grade students will demonstrate a proficiency in scores in Science by 05/17/2019 as measured by Scantron Performance Series.

Strategy 1:

Additional Science Lab - A new computer lab will be established for grades K-6 students to use to teach science and do scientific investigations using their AMSTI Kits received through professional development.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Best Practices

Activity - AMSTI Science Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-6 science teachers will use AMSTi kits to teach Science standards using hand on activites/experiments in the additional science lab.	Academic Support Program, Direct Instruction	03/01/2019	05/17/2019	\$0	Title I Part A	K-6 Science Teachers

Measurable Objective 13:

75% of First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency of math facts in Mathematics by 05/17/2019 as measured by Weekly Test and Scantron Performance Series.

Strategy 1:

Interactive Learning - Students will learn basic math facts needed to master more difficult math skills in grades 1-6 using an interactive hands on method.

Category: Develop/Implement Learning Supports

Research Cited: Best Practices Center

Activity - Math Facts using LuInteractive System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will become fluent in their basic math facts by using the engaging Lu Interactive System.	Academic Support Program	03/01/2019	05/17/2019	\$0	Title I Part A	Teachers

Goal 2: In 2018-2019, Sweet Water High School will develop support systems that ensure students will become college and career ready.

Measurable Objective 1:

A 5% decrease of All Students will achieve college and career readiness by not exhibiting chronic absenteeism in Practical Living by 05/23/2019 as measured by Chalkable attendance records..

Strategy 1:

Attendance Officer - The Attendance Officer will be hired to monitor student attendance and communicate with administration, parents, and the district attendance officer.

Category: Develop/Implement Student and School Culture Program

Research Cited: Research on School Attendance and Student Achievement: A study of Ohio Schools

Activity - Attendance Officer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Attendance Officer will monitor chronic absenteeism daily by using Chalkable data. Documentation, reports, and letters to parents will be kept to monitor individual students' attendance.	Academic Support Program, Behavioral Support Program, Parent Involvement	08/08/2018	05/23/2019	\$0	Title I Part A	Principal, Assistant Principal, Counselor, Attendance Officer

Activity - Student Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive incentives for their academic success which is a direct reflection of them attending school on a regular basis. Incentives will also be given for their attendance.	Academic Support Program, Policy and Process, Behavioral Support Program, Parent Involvement	08/13/2018	05/17/2019	\$0	Title I Part A	Principal, attendance officer

Measurable Objective 2:

A 5% decrease of All Students will achieve college and career readiness by providing academic support through an after school tutoring program in Mathematics by 05/17/2019 as measured by school failures.

Strategy 1:

After School Tutoring - Students in grades 5-12 will be eligible for free after school tutoring. Tutoring will take place one hour after school on Tuesdays and Thursdays. Teachers will provide tutoring to students.

Category: Develop/Implement Learning Supports

Research Cited: The Peer Tutoring Guiding: Promoting Cooperative Learning K. Topping

Activity - Monitoring Grades of Students Receiving Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor students' grades and standards that are mastered through data meetings to determine the effectiveness of tutoring and to identify students who should be recommended for tutoring.	Academic Support Program	08/17/2018	05/17/2019	\$0	Title I Part A	Guidance Counselor Principal 5th-12th grade teachers Teacher Tutor

Measurable Objective 3:

A 5% increase of All Students will demonstrate a proficiency in 9 week grades in Practical Living by 05/17/2019 as measured by end of 9 weeks grades..

Strategy 1:

Anchor Charts - Teachers will Presentaion Solutions to create anchor charts to teach standards in their classrooms.

Category: Develop/Implement Learning Supports

Research Cited: Best Practices Center

Activity - Supplemental Instructional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will create anchor charts to use in their classrooms to reinforce skills. This will help increase students achievement and their increase student growth and grades.	Academic Support Program, Direct Instruction	03/01/2019	05/17/2019	\$0	Title I Part A	Classroom Teachers
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Strategy 2:

Student Incentives/Parent Communication - Based on 9 week grades, yearly grades and attendance records, students will receive stickers, plaques, and certificates made from Presentation Solutions to encourage and motivate them to succeed academically and to attend school. Signs will also be made to communicate with parents about events at school to encourage parent participation.

Category: Develop/Implement Learning Supports

Research Cited: Best Practices Center

Activity - Award Ceremonies, Honor Roll	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive incentives for behavior, honor roll, attendance, and scholarships at award ceremonies each 9 weeks, Scholarship Night, and Graduation.	Academic Support Program, Behavioral Support Program	03/01/2019	05/17/2019	\$0	Title I Part A	All classroom teachers, guidance counselor, Scholarship Committee, Awards Day Committee

Activity - Display Boards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Display boards will be installed outside all classrooms to showcase student work, activities, and well as a means to communicate with parents what instructional activities are taking place within the classroom. This will help keep parents informed of what is going on at SWHS and help improve parental support.	Community Engagement, Academic Support Program, Parent Involvement	03/01/2019	05/17/2019	\$0	Title I Part A	Classroom Teachers

Strategy 3:

Student Organization - The students will be given an Agenda to record weekly test/assignments to increase student achievement.

Category: Develop/Implement Learning Supports

Research Cited: Best Practices Center

Activity - Student Agendas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will use their personal Agenda to record homework and assignments. The agenda will also have the school calendar and important policies for parents and students.	Community Engagement, Academic Support Program, Career Preparation/Orientation, Parent Involvement	11/29/2018	05/17/2019	\$0	Title I Part A	Homeroom Teachers, students
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Goal 3: In 2018-2019, Sweet Water High School will prepare and support teachers and leaders to graduate students college and career ready.

Measurable Objective 1:

A 10% increase of All Students will increase student growth through professional development to increase reading vocabulary in all reading classrooms in Reading by 05/17/2019 as measured by an increase in the number of students that score proficient in reading..

Strategy 1:

Vocabulary Instruction - Teachers will incorporate vocabulary activities/strategies into their daily reading instruction.

Category: Develop/Implement Professional Learning and Support

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on the use of Daily Vocabulary bellringers to be used daily in their reading instruction.	Academic Support Program, Professional Learning, Direct Instruction	08/08/2018	05/17/2019	\$0		Instructional Coach, teachers

Measurable Objective 2:

75% of All Students will demonstrate a proficiency through professional development in Reading by 05/17/2019 as measured by DIBELS, Scantron Performance, ACT, and Work Keys.

Strategy 1:

Key Leaders Network - The principal will attend the Key Leader Network sessions and will share information and strategies with other administrators.

Category: Develop/Implement Professional Learning and Support

Research Cited: Best Practices Center

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Activity - Turn Around Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will share what she learned at the Key Leader Network sessions with others that have an administrative degree or those working toward one.	Academic Support Program, Behavioral Support Program, Professional Learning	08/13/2018	05/17/2019	\$0	Title I Part A	Principal

Strategy 2:

RTI Training - Classroom teachers will be trained on the implementation of the new RTI procedures and paperwork for students that need intensive instruction.

Category: Develop/Implement Professional Learning and Support

Activity - RTI Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development provided by the LEA to learn about the new RTI Plan for Marengo County to provide instruction for students at all tiers of instruction..	Academic Support Program, Behavioral Support Program, Professional Learning, Direct Instruction	08/13/2018	05/17/2019	\$0	Title I Part A	Principal, Classroom Teachers, Cathy Seale

Activity - RTI Documentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide documentation (completed forms and work samples) in their data binders of students receiving RTI.	Academic Support Program, Behavioral Support Program, Professional Learning, Direct Instruction	08/13/2018	05/17/2019	\$0	Title I Part A	Principal, Classroom teachers, Problem Solving Team

Activity - Extended Data Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Extended data meetings will be held to review data and to make informed instructional decisions. A sub will be provided for these extended data meetings.	Academic Support Program, Behavioral Support Program, Parent Involvement	08/13/2018	05/17/2019	\$0	Title I Part A	Principal, Instructional Coach, Classroom teachers
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Strategy 3:

Mini Bytes - The librarian will provide "minibytes" to teachers each nine weeks to keep them abreast in current trends in technology. She will provide activities that teachers can use across all subject areas.

Category: Develop/Implement College and Career Ready Standards

Activity - Google Suites	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive "Minibyte" lessons on components of Google Suites to incorporate into their classroom.	Academic Support Program, Technology, Career Preparation/Orientation, Behavioral Support Program, Professional Learning, Direct Instruction	08/06/2018	05/17/2019	\$0	Title I Part A	Librarian, classroom teachers

Strategy 4:

Leadership Team Meetings - The Leadership Team will meet quarterly at the district office to review school data and update/revise the ACIP as needed.

Category: Develop/Implement Learning Supports

Research Cited: Best Practices Center

Activity - Leadership Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SWHS Leadership Team will meet quarterly at the district office to analyze data and to update/revise the ACIP based on the needs of SWHS.	Academic Support Program, Behavioral Support Program, Professional Learning	08/13/2018	05/17/2019	\$0	Title I Part A	Leadership Team, District Office

Strategy 5:

Coaching Communities - The Reading Specialist will attend Coaching Communities provided by ARI to be re-tooled based on the updated modules.

Category: Develop/Implement Professional Learning and Support

Research Cited: Best Practices Center

Activity - Coaching of Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Reading Specialist will work with teachers to support classroom instruction and to analyze data to make instructional decisions based on classroom data.	Academic Support Program, Behavioral Support Program	08/13/2018	05/17/2019	\$0	Title I Part A	Reading Specialist, Principal, Classroom Teachers

Activity - Recording of Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will record themselves teaching using the Swivel to critique their lesson to see what changes need to be made in their instruction. They will use the recordings to reflect on their teaching. Teachers will document their findings.	Academic Support Program, Technology, Career Preparation/Orientation, Professional Learning, Direct Instruction	08/13/2018	05/17/2019	\$0	Title I Part A	All classroom teachers, Principal, Instructional Coach

Strategy 6:

Teacher Conferences - 6 Teachers will attend Mega Conference to learn instructional strategies and current trends in education to teach their standards. They will use what they learned from the conferences to turn the information around to other faculty members.

Category: Develop/Implement Professional Learning and Support

Research Cited: Best Practices Center

Activity - Attendance at Mega Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will attend Mega Conference and turn the information gained to other faculty members.	Academic Support Program, Technology, Behavioral Support Program, Professional Learning, Direct Instruction	03/04/2019	07/31/2019	\$0	Title I Part A	Teachers attending the conference
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Strategy 7:

Instructional Leadership Development - The principal will receive training on effective leadership skills.

Category: Develop/Implement Professional Learning and Support

Research Cited: Best Practices Center

Activity - Bailey Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will receive job embedded training on effective leadership strategies and turn it around to the other members of the leadership team.	Academic Support Program, Professional Learning	03/01/2019	05/17/2019	\$0	Title I Part A	Principal

Strategy 8:

Reading Conference - The principal will select teachers to attend the International Reading Conference to keep abreast of successful strategies in the teaching of Reading.

Category: Develop/Implement Professional Learning and Support

Research Cited: Best Practices Center

Activity - Teacher Turn Around Training in Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Those selected to attend the International Reading Conference will share with other faculty members the knowledge they gained while attending the International Reading Conference.	Academic Support Program, Professional Learning	03/01/2019	12/13/2019	\$0	Title I Part A	Principal

Measurable Objective 3:

A 3% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will increase student growth in overall scores in Science by 05/17/2019 as measured by 5th and 7th Grade Scantron Performance Series Data.

Strategy 1:

AMSTI Training - Teachers in grades K-6 will be retooled/trained in AMSTI kits.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Best Practices

Activity - K-6 Science Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-6 will use AMSTI kits to enhance their science instruction.	Academic Support Program, Direct Instruction	08/13/2018	05/10/2019	\$0	Title I Part A	K-6 Science Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Class Size Reduction	Students will receive more small group and one-on-one instruction due to adding a 3rd kindergarten classroom.	Class Size Reduction	08/02/2018	05/23/2019	\$0	Principal, Kindergarten Teacher
Daily Vocabulary	The classroom teacher in grades 1-8 will use daily vocabulary instruction in the classroom.	Academic Support Program	08/23/2018	08/08/2019	\$0	Principal, Assistant Principal, Instructional Coach, Classroom Teachers
Vocabulary Station	Each classroom in grades 1-4 will have a station during small group instruction for students centered around vocabulary development using context clues with both fiction and nonfiction passages.	Academic Support Program	08/08/2018	05/23/2019	\$0	Principal, Instructional Coach, Classroom Teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindles	Students will be given the opportunity to use Kindles in Learning Stations within the classroom and also check them out of the library to read books and use educational apps to build upon their learning in the classroom.	Academic Support Program, Technology	03/01/2019	05/17/2019	\$0	Classroom Teachers, Librarian
Accelerated Reader Vocabulary	Students will read AR books and not only take the reading test, but also the vocabulary test.	Academic Support Program	08/08/2018	05/23/2019	\$0	Principal, Librarian, Instructional Coach, Intervention Specialist, Classroom Teacher

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Award Ceremonies, Honor Roll	Students will receive incentives for behavior, honor roll, attendance, and scholarships at award ceremonies each 9 weeks, Scholarship Night, and Graduation.	Academic Support Program, Behavioral Support Program	03/01/2019	05/17/2019	\$0	All classroom teachers, guidance counselor, Scholarship Committee, Awards Day Committee
Extended Data Meeting	Extended data meetings will be held to review data and to make informed instructional decisions. A sub will be provided for these extended data meetings.	Academic Support Program, Behavioral Support Program, Parent Involvement	08/13/2018	05/17/2019	\$0	Principal, Instructional Coach, Classroom teachers
Math Intervention	The intervention teacher will provide instruction to students in grades 4-8 .	Academic Support Program, Direct Instruction	08/13/2018	05/17/2019	\$0	Intervention Teacher
Supplemental Instructional Resources	Teachers will create anchor charts to use in their classrooms to reinforce skills. This will help increase students achievement and their increase student growth and grades.	Academic Support Program, Direct Instruction	03/01/2019	05/17/2019	\$0	Classroom Teachers
Bailey Group	The principal will receive job embedded training on effective leadership strategies and turn it around to the other members of the leadership team.	Academic Support Program, Professional Learning	03/01/2019	05/17/2019	\$0	Principal
Leadership Team	The Quarterly Leadership Team will meet at the district office to review data to monitor progress toward meeting this goal of the ACIP and for revision of the ACIP as needed.	Academic Support Program, Behavioral Support Program	08/13/2018	05/17/2019	\$0	Leadership Team, Central Office Staff
Math Facts using LuInteractive System	Students will become fluent in their basic math facts by using the engaging Lu Interactive System.	Academic Support Program	03/01/2019	05/17/2019	\$0	Teachers
RTI Professional Development	Teachers will participate in professional development provided by the LEA to learn about the new RTI Plan for Marengo County to provide instruction for students at all tiers of instruction..	Academic Support Program, Behavioral Support Program, Professional Learning, Direct Instruction	08/13/2018	05/17/2019	\$0	Principal, Classroom Teachers, Cathy Seale

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Student Incentives	Students will receive incentives for their academic success which is a direct reflection of them attending school on a regular basis. Incentives will also be given for their attendance.	Academic Support Program, Policy and Process, Behavioral Support Program, Parent Involvement	08/13/2018	05/17/2019	\$0	Principal, attendance officer
RTI Documentation	Teachers will provide documentation (completed forms and work samples) in their data binders of students receiving RTI.	Academic Support Program, Behavioral Support Program, Professional Learning, Direct Instruction	08/13/2018	05/17/2019	\$0	Principal, Classroom teachers, Problem Solving Team
Attendance Officer	The Attendance Officer will monitor chronic absenteeism daily by using Chalkable data. Documentation, reports, and letters to parents will be kept to monitor individual students' attendance.	Academic Support Program, Behavioral Support Program, Parent Involvement	08/08/2018	05/23/2019	\$0	Principal, Assistant Principal, Counselor, Attendance Officer
Technology Enhanced Instruction	Students in grades 7-12 will utilize Chrome Books for collaborative projects, writing projects, ACT Prep, and Work Keys Prep as well as other instructional activities to teach standards for all core subjects.	Academic Support Program, Technology, Direct Instruction	03/01/2019	05/17/2019	\$0	High School Teachers
Direct Instruction Using Interactive Pads	6-12 grade teachers will use Interactive Pads to teach math and science standards	Academic Support Program, Technology, Behavioral Support Program, Direct Instruction	03/01/2019	05/17/2019	\$0	6-12 Science and Math Teachers

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Attendance at Mega Conference	Teachers will attend Mega Conference and turn the information gained to other faculty members.	Academic Support Program, Technology, Behavioral Support Program, Professional Learning, Direct Instruction	03/04/2019	07/31/2019	\$0	Teachers attending the conference
Coaching of Teachers	The Reading Specialist will work with teachers to support classroom instruction and to analyze data to make instructional decisions based on classroom data.	Academic Support Program, Behavioral Support Program	08/13/2018	05/17/2019	\$0	Reading Specialist, Principal, Classroom Teachers
Student Agendas	Students will use their personal Agenda to record homework and assignments. The agenda will also have the school calendar and important policies for parents and students.	Community Engagement, Academic Support Program, Career Preparation/Orientation, Parent Involvement	11/29/2018	05/17/2019	\$0	Homeroom Teachers, students
Teacher Turn Around Training in Reading	Those selected to attend the International Reading Conference will share with other faculty members the knowledge they gained while attending the International Reading Conference.	Academic Support Program, Professional Learning	03/01/2019	12/13/2019	\$0	Principal
K-6 Science Instruction	Teachers in grades K-6 will use AMSTI kits to enhance their science instruction.	Academic Support Program, Direct Instruction	08/13/2018	05/10/2019	\$0	K-6 Science Teachers
Monitoring Grades of Students Receiving Tutoring	Monitor students' grades and standards that are mastered through data meetings to determine the effectiveness of tutoring and to identify students who should be recommended for tutoring.	Academic Support Program	08/17/2018	05/17/2019	\$0	Guidance Counselor Principal 5th-12th grade teachers Teacher Tutor

ACIP

Sweet Water High School

Small Group Instruction	The Intervention Specialist will be hired to implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0	Principal, Intervention Specialist, Assistant Principal, Instructional Coach
Recording of Lessons	Teachers will record themselves teaching using the Swivel to critique their lesson to see what changes need to be made in their instruction. They will use the recordings to reflect on their teaching. Teachers will document their findings.	Academic Support Program, Technology, Career Preparation/Orientation, Professional Learning, Direct Instruction	08/13/2018	05/17/2019	\$0	All classroom teachers, Principal, Instructional Coach
IXL	IXL will be used in learning stations in the classrooms on new Chrome Books and IPADS to provide extra practice on grade level stands.	Academic Support Program, Technology	08/13/2018	05/17/2019	\$0	Principal, classroom teacher
ACT Practice Test	A full length ACT Practice Test will be administered each semester to students in grades 9-12. Data will be analyzed and utilized for classroom instruction and preparation for the ACT.	Academic Support Program	08/13/2018	05/17/2019	\$0	High School Teachers, Mrs. Davis
Leadership Meetings	The SWHS Leadership Team will meet quarterly at the district office to analyze data and to update/revise the ACIP based on the needs of SWHS.	Academic Support Program, Behavioral Support Program, Professional Learning	08/13/2018	05/17/2019	\$0	Leadership Team, District Office
Stanley Study Skills	A representative from Stanley Study Skills will give ACT prep tips to high school students to improve their ACT scores.	Academic Support Program, Career Preparation/Orientation	01/07/2019	05/17/2019	\$0	Principal
Turn Around Training	The principal will share what she learned at the Key Leader Network sessions with others that have an administrative degree or those working toward one.	Academic Support Program, Behavioral Support Program, Professional Learning	08/13/2018	05/17/2019	\$0	Principal

ACIP

Sweet Water High School

Display Boards	Display boards will be installed outside all classrooms to showcase student work, activities, and well as a means to communicate with parents what instructional activities are taking place within the classroom. This will help keep parents informed of what is going on at SWHS and help improve parental support.	Community Engagement, Academic Support Program, Parent Involvement	03/01/2019	05/17/2019	\$0	Classroom Teachers
AMSTI Science Lessons	K-6 science teachers will use AMSTi kits to teach Science standards using hand on activites/experiments in the additional science lab.	Academic Support Program, Direct Instruction	03/01/2019	05/17/2019	\$0	K-6 Science Teachers
Intervention	Students will receive additional support in math by a certified elementary teacher 4 days a week.	Academic Support Program	09/04/2018	05/17/2019	\$0	Intervention Teacher, Instructional Coach, Principal, Classroom Teacher
Google Suites	Teachers will receive "Minibyte" lessons on components of Google Suites to incorporate into their classroom.	Academic Support Program, Technology, Career Preparation/O rientation, Behavioral Support Program, Professional Learning, Direct Instruction	08/06/2018	05/17/2019	\$0	Librarian, classroom teachers
IXL	IXL will be used in learning stations in the classrooms on new Chrome Books and iPads to provide extra practice on grade level standards.	Academic Support Program, Technology	08/17/2018	05/17/2019	\$0	Principal, classroom teachers
Total					\$0	

No Funding Required

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

Sweet Water High School

Small Group Instruction Within the Classroom	The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher
ACT Prep	Teachers will implement bellringers in their lesson daily for ACT Prep. A practice ACT test will be given to students in grades 9-12 twice a year. An ACT focus week will take place the week before all Saturday ACT test days. Kaplan resources including online resources will be used.	Academic Support Program, Career Preparation/Orientation, Direct Instruction	08/13/2018	05/17/2019	\$0	classroom teachers
Implementation of Science in Motion	Science teacher implementation of science in motion laboratory training based on state standards.	Academic Support Program, Professional Learning	08/13/2018	05/17/2019	\$0	Science Teachers
Progress Monitoring/Data Collection and Data Analysis	The Intervention Specialist, classroom teachers, and Reading Specialist will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

DRAFT

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	The Eprove continuous improvement surveys were utilized for all stakeholder groups including students, parents, and faculty members.	2017-2018 DIBELS 2018-2019 DIBELS 2016-2017 Scantron Data 2017-2018 Scantron Data ACT Data Work Keys Data

DRAFT

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

DRAFT

Areas of Notable Achievement

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

The overall highest level of satisfaction is from the faculty. Both parents and student survey data indicate a high level of confidence in the Sweet Water faculty.

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

Stakeholder satisfaction has been high for the past four years of data collection. Satisfaction with the learning environment and a high level of confidence in the faculty remain as the high points in stakeholder feedback.

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

These findings are consistent in all feedback from stakeholders. Both students, parents, and faculty consistently find the climate of SWHS a positive aspect of our school.

Areas in Need of Improvement

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

Ensuring that rigor and a variety of choices in classes continues as a growth area.

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

There is no identified decrease.

What are the implications for these stakeholder perceptions?

SWHS has a great partnership between students, parents, and the school which is a vital component of an organization in a continuous mode of improvement. It is important that all of these stakeholders have a voice in the direction of the our school.

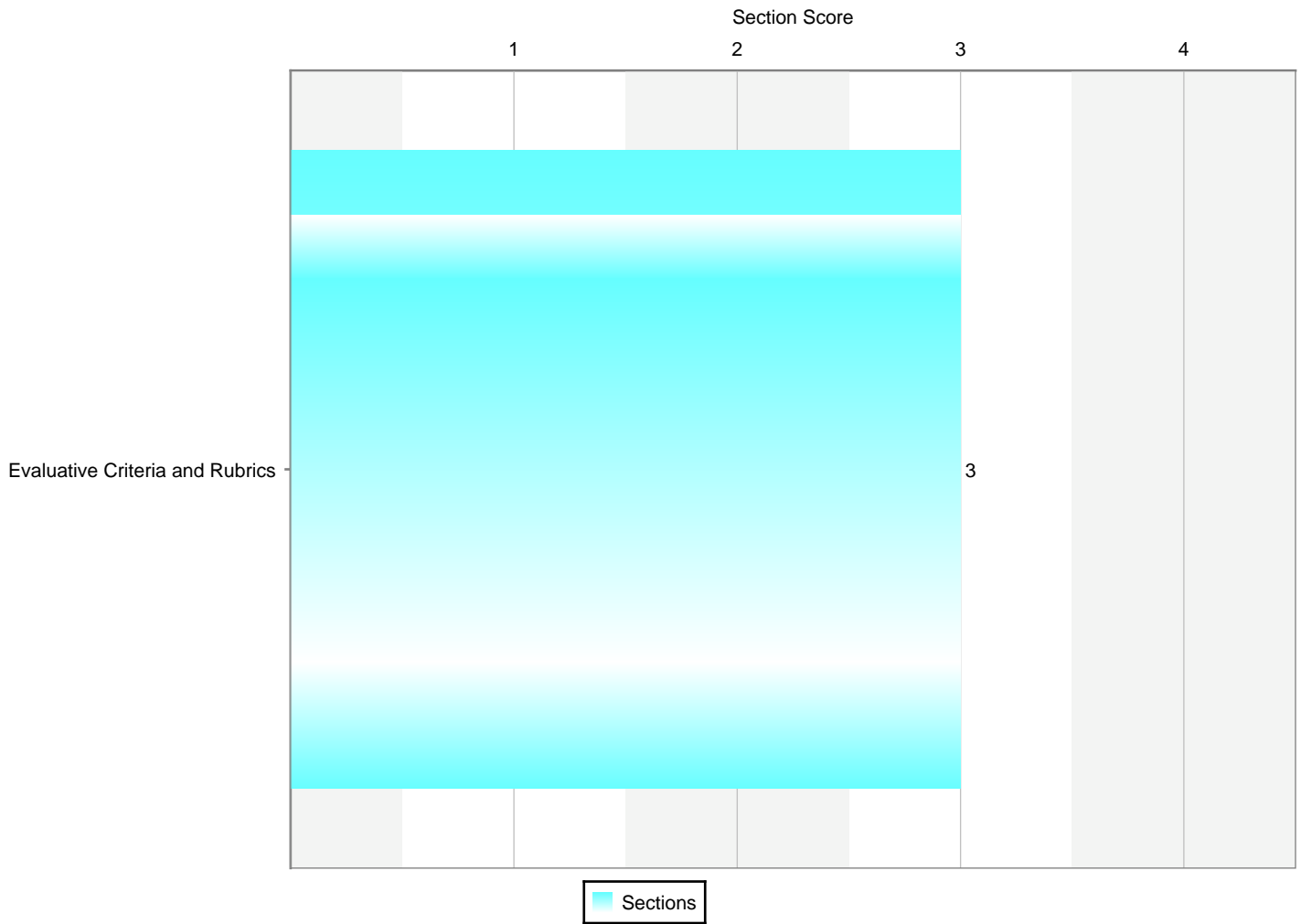
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

All findings are consistent.

DRAFT

Report Summary

Scores By Section



D

Title I Schoolwide Diagnostic

DRAFT

Introduction

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

DRAFT

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

How was the comprehensive needs assessment conducted?

Scantron Performance Series for all tested grades (3-8)were gathered and analyzed. DIBELS was used for Kindergarten, ACT was used for 11th grade, and ACT Work Keys was used for 12th grade.

What were the results of the comprehensive needs assessment?

Strengths and weaknesses were identified and reviewed with the faculty. Faculty members then planned for next steps within the instructional program to build upon the strengths and to address the weaknesses so that student achievement will ultimately increase.

What conclusions were drawn from the results?

Sweet Water High school has demonstrated steady and consistent growth over the past three years based upon ACT Aspire data and Scantron Performance Series.

Also, the 2018 fall Kindergarten data indicates weaknesses in incoming students' phonological awareness, In addition, the 2018 fall first grade data indicates weaknesses in both phonological awareness and comprehension.

7th and 8th grade reading proficiencies was a weakness as well as 3rd and 5th grade math.

As noted in Global Scholar reading data, vocabulary was also an area of weakness.

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

Intervention is being provided to students in the elementary grades to strengthen foundational reading and math skills in an effort to have all students ongrade level by the completion of third grade. An intensive focus will be made to provide additional support for third and fifth grade math. Also, a free of charge after school tutoring program is being offered to assist students in bridging the achievement gap, as well as utilizing the IXL math program online.

Parent and student survey data demonstrates a high level of confidence in the faculty and staff at Sweet Water High School.

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

The weaknesses identified in grades Kindergarten and first will be addressed through differentiation in the regular classroom as well as targeted intervention with an intervention teacher outside the classroom. The weakness in 3rd grade math will be address through an Intervention Specialist to work with students outside the classroom. The weakness in vocabulary as identified by Scantron Performance Series in grades first through eight will be addressed through targeted vocabulary strategies to be implemented by regular classroom teachers. 2017-18 attendance reports indicate a high number of absenteeism in student attendance. An attendance officer will be utilized in tracking student attendance.

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

These goals reflect the analysis of accountability assessments, student growth reports, DIBELS, Scantron Performance Series, PreACT, ACT, and student attendance data from INOW.

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

The analysis included all tested grades within our school, which includes grades 3-8 and 10 as well as DIBELS and Scantron Global Scholar data for grades K-2. Also, 79.1 percent of our student body comes from low socioeconomic homes. Therefore, the large majority of our students are identified in the low socioeconomic sub group and therefore disadvantaged.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

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

Goal 1:

In 2018-2019, Sweet Water High School faculty and staff will empower the learner to become college and career ready graduates.

Measurable Objective 1:

A 10% increase of First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth in developing student vocabulary in Reading by 05/23/2019 as measured by Scantron.

Strategy1:

Vocabulary Development - Classroom teachers will use various strategies to develop vocabulary across the curriculum.

Category: Develop/Implement College and Career Ready Standards

Research Cited: The Influence of Reading on Vocabulary Growth by Duff, Tomblin, and Catts

Activity - Daily Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teacher in grades 1-8 will use daily vocabulary instruction in the classroom.	Academic Support Program	08/23/2018	08/08/2019	\$0 - Other	Principal, Assistant Principal, Instructional Coach, Classroom Teachers

Activity - Vocabulary Station	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each classroom in grades 1-4 will have a station during small group instruction for students centered around vocabulary development using context clues with both fiction and nonfiction passages.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Other	Principal, Instructional Coach, Classroom Teachers

Activity - Accelerated Reader Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read AR books and not only take the reading test, but also the vocabulary test.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Librarian, Instructional Coach, Intervention Specialist, Classroom Teacher

Measurable Objective 2:

A total of 2 Second grade students will increase student growth decreasing the number from 3 students in Quartile 1 to 1 student in Spring in Reading by 05/17/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Measurable Objective 3:

A 5% increase of Third grade students will demonstrate a proficiency to reach 60% proficiency in Mathematics by 04/19/2019 as measured by Global Scholar State Assessment..

Strategy1:

Intervention - Low performing students will be targeted based on the fall Global Scholar assessment for additional support. These students will receive math intervention four days a week.

Category: Develop/Implement Learning Supports

Research Cited: "Defining, Conceptualizing, and Measuring Fidelity of Implementation and Its Relationship to Outcomes in K-12 Curriculum Intervention Research' Carol L. O'Donnell

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and IPADS to provide extra practice on grade level stands.	Technology Academic Support Program	08/13/2018	05/17/2019	\$0 - Title I Part A	Principal, classroom teacher

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive additional support in math by a certified elementary teacher 4 days a week.	Academic Support Program	09/04/2018	05/17/2019	\$0 - Title I Part A	Intervention Teacher, Instructional Coach, Principal, Classroom Teacher

Measurable Objective 4:

70% of First grade students will increase student growth to meet or exceed their growth target goal in Reading by 05/17/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Measurable Objective 5:

70% of Kindergarten grade students will demonstrate a proficiency in NWF fluency assessment in Reading by 05/23/2019 as measured by

DIBELS.

Strategy1:

Class Size Reduction - A third section of Kindergarten will be added to reduce the teacher/pupil ratio.

Category: Other - Teacher/Pupil Ratio

Research Cited: Class Size: What Research Says and What It Means for State Policy by Matthew Chingos and Grover Whitehurst

Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive more small group and one-on-one instruction due to adding a 3rd kindergarten classroom.	Class Size Reduction	08/02/2018	05/23/2019	\$0 - Other	Principal, Kindergarten Teacher

Strategy2:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and iPads to provide extra practice on grade level standards.	Technology Academic Support Program	08/17/2018	05/17/2019	\$0 - Title I Part A	Principal, classroom teachers

Measurable Objective 6:

A total of 3 Third grade students will increase student growth decreasing the number from 8 students in Quartile 1 to 5 students in Spring 2019 in Reading by 05/17/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Measurable Objective 7:

75% of Third grade students will increase student growth to meet or exceed their growth target goal in Reading by 05/17/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Measurable Objective 8:

A total of 7 First grade students will increase student growth decreasing the number from 14 students in Quartile 1 to 7 students in Reading by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

ACIP

Sweet Water High School

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and iPads to provide extra practice on grade level standards.	Technology Academic Support Program	08/17/2018	05/17/2019	\$0 - Title I Part A	Principal, classroom teachers

Goal 2:

In 2018-2019, Sweet Water High School will develop support systems that ensure students will become college and career ready.

Measurable Objective 1:

A 5% decrease of All Students will achieve college and career readiness by not exhibiting chronic absenteeism in Practical Living by 05/23/2019 as measured by Chalkable attendance records.

Strategy1:

Attendance Officer - The Attendance Officer will monitor student attendance and communicate with administration, parents, and the district attendance officer.

Category: Develop/Implement Student and School Culture Program

Research Cited: Research on School Attendance and Student Achievement: A study of Ohio Schools

Activity - Attendance Officer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Attendance Officer will monitor chronic absenteeism daily by using Chalkable data. Documentation, reports, and letters to parents will be kept to monitor individual students' attendance.	Behavioral Support Program Parent Involvement Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Assistant Principal, Counselor, Attendance Officer

Activity - Attendance Matters Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend the Attendance Matters Summit and turn around what they learn to the faculty to help reduce the number of students absent and tardy.	Behavioral Support Program Academic Support Program Parent Involvement Professional Learning	02/18/2019	05/17/2019	\$0 - Title I Part A	Administrative Team

Activity - Student Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive incentives for their academic success which is a direct reflection of them attending school on a regular basis. Incentives will also be given for their attendance.	Behavioral Support Program Academic Support Program Parent Involvement Policy and Process	08/13/2018	05/17/2019	\$0 - Title I Part A	Principal, attendance officer

Measurable Objective 2:

A 5% decrease of All Students will achieve college and career readiness by providing academic support through an after school tutoring program in Mathematics by 05/17/2019 as measured by school failures.

Strategy1:

After School Tutoring - Students in grades 5-12 will be eligible for free after school tutoring. Tutoring will take place one hour after school on Tuesdays and Thursdays. Teachers will provide tutoring to students.

Category: Develop/Implement Learning Supports

Research Cited: The Peer Tutoring Guiding: Promoting Cooperative Learning K. Topping

Activity - Monitoring Grades of Students Receiving Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor students' grades and standards that are mastered through data meetings to determine the effectiveness of tutoring and to identify students who should be recommended for tutoring.	Academic Support Program	08/17/2018	05/17/2019	\$0 - Title I Part A	Guidance Counselor Principal 5th-12th grade teachers Teacher Tutor

Goal 3:

In 2018-2019, Sweet Water High School will prepare and support teachers and leaders to graduate students college and career ready.

Measurable Objective 1:

A 10% increase of All Students will increase student growth through professional development to increase reading vocabulary in all reading classrooms in Reading by 05/17/2019 as measured by an increase in the number of students that score proficient in reading..

Strategy1:

Vocabulary Instruction - Teachers will incorporate vocabulary activities/strategies into their daily reading instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on the use of Daily Vocabulary bellringers to be used daily in their reading instruction.	Direct Instruction Academic Support Program Professional Learning	08/08/2018	05/17/2019		Instructional Coach, teachers

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

Goal 1:

In 2018-2019, Sweet Water High School faculty and staff will empower the learner to become college and career ready graduates.

Measurable Objective 1:

70% of Kindergarten grade students will demonstrate a proficiency in NWF fluency assessment in Reading by 05/23/2019 as measured by DIBELS.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and iPads to provide extra practice on grade level standards.	Technology Academic Support Program	08/17/2018	05/17/2019	\$0 - Title I Part A	Principal, classroom teachers

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Measurable Objective 2:

A total of 2 Second grade students will increase student growth decreasing the number from 3 students in Quartile 1 to 1 student in Spring in Reading by 05/17/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and iPads to provide extra practice on grade level standards.	Technology Academic Support Program	08/17/2018	05/17/2019	\$0 - Title I Part A	Principal, classroom teachers

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Measurable Objective 3:

75% of Third grade students will increase student growth to meet or exceed their growth target goal in Reading by 05/17/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and iPads to provide extra practice on grade level standards.	Technology Academic Support Program	08/17/2018	05/17/2019	\$0 - Title I Part A	Principal, classroom teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Measurable Objective 4:

A 5% increase of Third grade students will demonstrate a proficiency to reach 60% proficiency in Mathematics by 04/19/2019 as measured

by Global Scholar State Assessment..

Strategy1:

Intervention - Low performing students will be targeted based on the fall Global Scholar assessment for additional support. These students will receive math intervention four days a week.

Category: Develop/Implement Learning Supports

Research Cited: "Defining, Conceptualizing, and Measuring Fidelity of Implementation and Its Relationship to Outcomes in K-12 Curriculum Intervention Research' Carol L. O'Donnell

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive additional support in math by a certified elementary teacher 4 days a week.	Academic Support Program	09/04/2018	05/17/2019	\$0 - Title I Part A	Intervention Teacher, Instructional Coach, Principal, Classroom Teacher

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and IPADS to provide extra practice on grade level stands.	Academic Support Program Technology	08/13/2018	05/17/2019	\$0 - Title I Part A	Principal, classroom teacher

Measurable Objective 5:

A total of 3 Third grade students will increase student growth decreasing the number from 8 students in Quartile 1 to 5 students in Spring 2019 in Reading by 05/17/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and iPads to provide extra practice on grade level standards.	Technology Academic Support Program	08/17/2018	05/17/2019	\$0 - Title I Part A	Principal, classroom teachers

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Measurable Objective 6:

A total of 7 First grade students will increase student growth decreasing the number from 14 students in Quartile 1 to 7 students in Reading by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

ACIP

Sweet Water High School

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Measurable Objective 7:

70% of First grade students will increase student growth to meet or exceed their growth target goal in Reading by 05/17/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and iPads to provide extra practice on grade level standards.	Technology Academic Support Program	08/17/2018	05/17/2019	\$0 - Title I Part A	Principal, classroom teachers

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Measurable Objective 8:

A 10% increase of First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth in developing SY 2018-2019

student vocabulary in Reading by 05/23/2019 as measured by by Scantron.

Strategy1:

Vocabulary Development - Classroom teachers will use various strategies to develop vocabulary across the curriculum.

Category: Develop/Implement College and Career Ready Standards

Research Cited: The Influence of Reading on Vocabulary Growth by Duff, Tomblin, and Catts

Activity - Daily Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teacher in grades 1-8 will use daily vocabulary instruction in the classroom.	Academic Support Program	08/23/2018	08/08/2019	\$0 - Other	Principal, Assistant Principal, Instructional Coach, Classroom Teachers

Activity - Vocabulary Station	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each classroom in grades 1-4 will have a station during small group instruction for students centered around vocabulary development using context clues with both fiction and nonfiction passages.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Other	Principal, Instructional Coach, Classroom Teachers

Activity - Accelerated Reader Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read AR books and not only take the reading test, but also the vocabulary test.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Librarian, Instructional Coach, Intervention Specialist, Classroom Teacher

Goal 2:

In 2018-2019, Sweet Water High School will develop support systems that ensure students will become college and career ready.

Measurable Objective 1:

A 5% decrease of All Students will achieve college and career readiness by providing academic support through an after school tutoring program in Mathematics by 05/17/2019 as measured by school failures.

Strategy1:

After School Tutoring - Students in grades 5-12 will be eligible for free after school tutoring. Tutoring will take place one hour after school on Tuesdays and Thursdays. Teachers will provide tutoring to students.

Category: Develop/Implement Learning Supports

Research Cited: The Peer Tutoring Guiding: Promoting Cooperative Learning K. Topping

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Sweet Water High School

Activity - Monitoring Grades of Students Receiving Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor students' grades and standards that are mastered through data meetings to determine the effectiveness of tutoring and to identify students who should be recommended for tutoring.	Academic Support Program	08/17/2018	05/17/2019	\$0 - Title I Part A	Guidance Counselor Principal 5th-12th grade teachers Teacher Tutor

Measurable Objective 2:

10% of All Students will increase student growth through continuous communication with parents and families in Career & Technical by 05/17/2019 as measured by a 10% of the students will have a parent represented at the parent learning opportunity.

Strategy1:

School Cast - The school will utilize the School Cast system to maintain continuous communication with parents and families.

Category: Other - Parent and Family Engagement

Research Cited: Communicating with Parents: Strategies for Teachers S. Graham-Clay

Activity - School Cast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The student contact information in School Cast will be updated annually to insure that all parents receive information about school events and procedures.	Academic Support Program Parent Involvement Community Engagement	08/10/2018	05/17/2019		Guidance Counselor Administration

Measurable Objective 3:

A 5% decrease of All Students will achieve college and career readiness by not exhibiting chronic absenteeism in Practical Living by 05/23/2019 as measured by Chalkable attendance records.

Strategy1:

Attendance Officer - The Attendance Officer will monitor student attendance and communicate with administration, parents, and the district attendance officer.

Category: Develop/Implement Student and School Culture Program

Research Cited: Research on School Attendance and Student Achievement: A study of Ohio Schools

Activity - Attendance Officer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Attendance Officer will monitor chronic absenteeism daily by using Chalkable data. Documentation, reports, and letters to parents will be kept to monitor individual students' attendance.	Behavioral Support Program Parent Involvement Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Assistant Principal, Counselor, Attendance Officer

Goal 3:

In 2018-2019, Sweet Water High School will prepare and support teachers and leaders to graduate students college and career ready.

Measurable Objective 1:

A 10% increase of All Students will increase student growth through professional development to increase reading vocabulary in all reading classrooms in Reading by 05/17/2019 as measured by an increase in the number of students that score proficient in reading..

Strategy1:

Vocabulary Instruction - Teachers will incorporate vocabulary activities/strategies into their daily reading instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on the use of Daily Vocabulary bellringers to be used daily in their reading instruction.	Academic Support Program Direct Instruction Professional Learning	08/08/2018	05/17/2019		Instructional Coach, teachers

Measurable Objective 2:

75% of All Students will increase student growth through professional development in Reading by 05/17/2019 as measured by DIBELS, Scantron Performance, ACT, and Work Keys.

Strategy1:

Mini Bytes - The librarian will provide "minibytes" to teachers each nine weeks to keep them abreast in current trends in technology.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Google Suites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive "Minibyte" lessons on components of Google Suites to incorporate into their classroom.	Professional Learning Direct Instruction Academic Support Program Technology Career Preparation/ Orientation Behavioral Support Program	08/06/2018	05/17/2019	\$0 - Title I Part A	Librarian, classroom teachers

Strategy2:

Key Leaders Network - The principal will attend the Key Leader Network sessions and will share information and strategies with other faculty members that have an administrative degree.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Turn Around Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will share what she learned at the Key Leader Network sessions with others that have an administrative degree or those working toward one.	Professional Learning Behavioral Support Program Academic Support Program	08/13/2018	05/17/2019	\$0 - Title I Part A	Principal

Strategy3:

RTI Training - Classroom teachers will be trained on the implementation of the new RTI procedures and paperwork for students that need intensive instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - RTI Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development provided by the LEA to learn about the new RTI Plan for Marengo County to provide instruction for students at all tiers of instruction..	Professional Learning Direct Instruction Behavioral Support Program Academic Support Program	08/13/2018	05/17/2019	\$0 - Title I Part A	Principal, Classroom Teachers, Cathy Seale

Activity - RTI Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide documentation (completed forms and work samples) in their data binders of students receiving RTI.	Academic Support Program Professional Learning Direct Instruction Behavioral Support Program	08/13/2018	05/17/2019	\$0 - Title I Part A	Principal, Classroom teachers, Problem Solving Team

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

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other

strategies to improve students' skills outside the academic subject areas

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

Goal 1:

In 2018-2019, Sweet Water High School faculty and staff will empower the learner to become college and career ready graduates.

Measurable Objective 1:

A 10% increase of First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth in developing student vocabulary in Reading by 05/23/2019 as measured by by Scantron.

Strategy1:

Vocabulary Development - Classroom teachers will use various strategies to develop vocabulary across the curriculum.

Category: Develop/Implement College and Career Ready Standards

Research Cited: The Influence of Reading on Vocabulary Growth by Duff, Tomblin, and Catts

Activity - Daily Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teacher in grades 1-8 will use daily vocabulary instruction in the classroom.	Academic Support Program	08/23/2018	08/08/2019	\$0 - Other	Principal, Assistant Principal, Instructional Coach, Classroom Teachers

Activity - Accelerated Reader Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read AR books and not only take the reading test, but also the vocabulary test.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Librarian, Instructional Coach, Intervention Specialist, Classroom Teacher

Activity - Vocabulary Station	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each classroom in grades 1-4 will have a station during small group instruction for students centered around vocabulary development using context clues with both fiction and nonfiction passages.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Other	Principal, Instructional Coach, Classroom Teachers

Measurable Objective 2:

A total of 7 First grade students will increase student growth decreasing the number from 14 students in Quartile 1 to 7 students in Reading by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and iPads to provide extra practice on grade level standards.	Technology Academic Support Program	08/17/2018	05/17/2019	\$0 - Title I Part A	Principal, classroom teachers

Measurable Objective 3:

70% of Kindergarten grade students will demonstrate a proficiency in NWF fluency assessment in Reading by 05/23/2019 as measured by DIBELS.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and iPads to provide extra practice on grade level standards.	Academic Support Program Technology	08/17/2018	05/17/2019	\$0 - Title I Part A	Principal, classroom teachers

Strategy2:

Class Size Reduction - A third section of Kindergarten will be added to reduce the teacher/pupil ratio.

Category: Other - Teacher/Pupil Ratio

Research Cited: Class Size: What Research Says and What It Means for State Policy by Matthew Chingos and Grover Whitehurst

Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive more small group and one-on-one instruction due to adding a 3rd kindergarten classroom.	Class Size Reduction	08/02/2018	05/23/2019	\$0 - Other	Principal, Kindergarten Teacher

Measurable Objective 4:

75% of Third grade students will increase student growth to meet or exceed their growth target goal in Reading by 05/17/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and iPads to provide extra practice on grade level standards.	Academic Support Program Technology	08/17/2018	05/17/2019	\$0 - Title I Part A	Principal, classroom teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Measurable Objective 5:

A total of 2 Second grade students will increase student growth decreasing the number from 3 students in Quartile 1 to 1 student in Spring in Reading by 05/17/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and iPads to provide extra practice on grade level standards.	Academic Support Program Technology	08/17/2018	05/17/2019	\$0 - Title I Part A	Principal, classroom teachers

Measurable Objective 6:

A 5% increase of Third grade students will demonstrate a proficiency to reach 60% proficiency in Mathematics by 04/19/2019 as measured by Global Scholar State Assessment.

Strategy1:

Intervention - Low performing students will be targeted based on the fall Global Scholar assessment for additional support. These students will receive math intervention four days a week.

Category: Develop/Implement Learning Supports

Research Cited: "Defining, Conceptualizing, and Measuring Fidelity of Implementation and Its Relationship to Outcomes in K-12 Curriculum Intervention Research" Carol L. O'Donnell

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive additional support in math by a certified elementary teacher 4 days a week.	Academic Support Program	09/04/2018	05/17/2019	\$0 - Title I Part A	Intervention Teacher, Instructional Coach, Principal, Classroom Teacher

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and IPADS to provide extra practice on grade level stands.	Academic Support Program Technology	08/13/2018	05/17/2019	\$0 - Title I Part A	Principal, classroom teacher

Measurable Objective 7:

A total of 3 Third grade students will increase student growth decreasing the number from 8 students in Quartile 1 to 5 students in Spring 2019 in Reading by 05/17/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and iPads to provide extra practice on grade level standards.	Academic Support Program Technology	08/17/2018	05/17/2019	\$0 - Title I Part A	Principal, classroom teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Measurable Objective 8:

70% of First grade students will increase student growth to meet or exceed their growth target goal in Reading by 05/17/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and iPads to provide extra practice on grade level standards.	Academic Support Program Technology	08/17/2018	05/17/2019	\$0 - Title I Part A	Principal, classroom teachers

Goal 2:

In 2018-2019, Sweet Water High School will develop support systems that ensure students will become college and career ready.

Measurable Objective 1:

A 5% decrease of All Students will achieve college and career readiness by providing academic support through an after school tutoring

program in Mathematics by 05/17/2019 as measured by school failures.

Strategy1:

After School Tutoring - Students in grades 5-12 will be eligible for free after school tutoring. Tutoring will take place one hour after school on Tuesdays and Thursdays. Teachers will provide tutoring to students.

Category: Develop/Implement Learning Supports

Research Cited: The Peer Tutoring Guiding: Promoting Cooperative Learning K. Topping

Activity - Monitoring Grades of Students Receiving Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor students' grades and standards that are mastered through data meetings to determine the effectiveness of tutoring and to identify students who should be recommended for tutoring.	Academic Support Program	08/17/2018	05/17/2019	\$0 - Title I Part A	Guidance Counselor Principal 5th-12th grade teachers Teacher Tutor

Measurable Objective 2:

A 5% decrease of All Students will achieve college and career readiness by not exhibiting chronic absenteeism in Practical Living by 05/23/2019 as measured by Chalkable attendance records.

Strategy1:

Attendance Officer - The Attendance Officer will monitor student attendance and communicate with administration, parents, and the district attendance officer.

Category: Develop/Implement Student and School Culture Program

Research Cited: Research on School Attendance and Student Achievement: A study of Ohio Schools

Activity - Student Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive incentives for their academic success which is a direct reflection of them attending school on a regular basis. Incentives will also be given for their attendance.	Parent Involvement Behavioral Support Program Academic Support Program Policy and Process	08/13/2018	05/17/2019	\$0 - Title I Part A	Principal, attendance officer

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Activity - Attendance Matters Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend the Attendance Matters Summit and turn around what they learn to the faculty to help reduce the number of students absent and tardy.	Behavioral Support Program Parent Involvement Academic Support Program Professional Learning	02/18/2019	05/17/2019	\$0 - Title I Part A	Administrative Team

Activity - Attendance Officer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Attendance Officer will monitor chronic absenteeism daily by using Chalkable data. Documentation, reports, and letters to parents will be kept to monitor individual students' attendance.	Behavioral Support Program Parent Involvement Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Assistant Principal, Counselor, Attendance Officer

Goal 3:

In 2018-2019, Sweet Water High School will prepare and support teachers and leaders to graduate students college and career ready.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency based on the Global Scholar assessment in Reading by 04/19/2019 as measured by Global Scholar State Assessment..

Strategy1:

IXL Online Program - Teachers will use the IXL program as a progress monitoring tool to check for mastery of reading standards.

Category: Develop/Implement Learning Supports

Research Cited: "Response-to-Intervention Research. Is the Sum of the Parts as Great as the Whole?" Matthew K. Burns, PhD

Activity - IXL Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teachers will be trained in the use and interpretation of data using IXL in reading.	Academic Support Program Professional Learning	09/04/2018	05/17/2019		Classroom teachers, intervention teachers, special education teachers, instructional coach, principal, librarian

Measurable Objective 2:

75% of All Students will increase student growth through professional development in Reading by 05/17/2019 as measured by DIBELS, Scantron Performance, ACT, and Work Keys.

Strategy1:

Mini Bytes - The librarian will provide "minibytes" to teachers each nine weeks to keep them abreast in current trends in technology.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Google Suites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive "Minibyte" lessons on components of Google Suites to incorporate into their classroom.	Academic Support Program Professional Learning Direct Instruction Technology Career Preparation/ Orientation Behavioral Support Program	08/06/2018	05/17/2019	\$0 - Title I Part A	Librarian, classroom teachers

Strategy2:

RTI Training - Classroom teachers will be trained on the implementation of the new RTI procedures and paperwork for students that need intensive instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - RTI Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development provided by the LEA to learn about the new RTI Plan for Marengo County to provide instruction for students at all tiers of instruction..	Academic Support Program Direct Instruction Behavioral Support Program Professional Learning	08/13/2018	05/17/2019	\$0 - Title I Part A	Principal, Classroom Teachers, Cathy Seale

Activity - RTI Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide documentation (completed forms and work samples) in their data binders of students receiving RTI.	Behavioral Support Program Professional Learning Academic Support Program Direct Instruction	08/13/2018	05/17/2019	\$0 - Title I Part A	Principal, Classroom teachers, Problem Solving Team

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

In 2018-2019, Sweet Water High School faculty and staff will empower the learner to become college and career ready graduates.

Measurable Objective 1:

A 5% increase of Third grade students will demonstrate a proficiency to reach 60% proficiency in Mathematics by 04/19/2019 as measured by Global Scholar State Assessment..

Strategy1:

Intervention - Low performing students will be targeted based on the fall Global Scholar assessment for additional support. These students will receive math intervention four days a week.

Category: Develop/Implement Learning Supports

Research Cited: "Defining, Conceptualizing, and Measuring Fidelity of Implementation and Its Relationship to Outcomes in K-12 Curriculum Intervention Research' Carol L. O'Donnell

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive additional support in math by a certified elementary teacher 4 days a week.	Academic Support Program	09/04/2018	05/17/2019	\$0 - Title I Part A	Intervention Teacher, Instructional Coach, Principal, Classroom Teacher

Measurable Objective 2:

70% of Kindergarten grade students will demonstrate a proficiency in NWF fluency assessment in Reading by 05/23/2019 as measured by DIBELS.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Strategy2:

Class Size Reduction - A third section of Kindergarten will be added to reduce the teacher/pupil ratio.

Category: Other - Teacher/Pupil Ratio

Research Cited: Class Size: What Research Says and What It Means for State Policy by Matthew Chingos and Grover Whitehurst

Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive more small group and one-on-one instruction due to adding a 3rd kindergarten classroom.	Class Size Reduction	08/02/2018	05/23/2019	\$0 - Other	Principal, Kindergarten Teacher

Measurable Objective 3:

A total of 7 First grade students will increase student growth decreasing the number from 14 students in Quartile 1 to 7 students in Reading by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

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Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Measurable Objective 4:

A 10% increase of First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth in developing student vocabulary in Reading by 05/23/2019 as measured by by Scantron.

Strategy1:

Vocabulary Development - Classroom teachers will use various strategies to develop vocabulary across the curriculum.

Category: Develop/Implement College and Career Ready Standards

Research Cited: The Influence of Reading on Vocabulary Growth by Duff, Tomblin, and Catts

Activity - Daily Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teacher in grades 1-8 will use daily vocabulary instruction in the classroom.	Academic Support Program	08/23/2018	08/08/2019	\$0 - Other	Principal, Assistant Principal, Instructional Coach, Classroom Teachers

Activity - Accelerated Reader Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read AR books and not only take the reading test, but also the vocabulary test.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Librarian, Instructional Coach, Intervention Specialist, Classroom Teacher

Activity - Vocabulary Station	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each classroom in grades 1-4 will have a station during small group instruction for students centered around vocabulary development using context clues with both fiction and nonfiction passages.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Other	Principal, Instructional Coach, Classroom Teachers

Measurable Objective 5:

A total of 2 Second grade students will increase student growth decreasing the number from 3 students in Quartile 1 to 1 student in Spring in Reading by 05/17/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Measurable Objective 6:

A total of 3 Third grade students will increase student growth decreasing the number from 8 students in Quartile 1 to 5 students in Spring 2019 in Reading by 05/17/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Measurable Objective 7:

75% of Third grade students will increase student growth to meet or exceed their growth target goal in Reading by 05/17/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Measurable Objective 8:

70% of First grade students will increase student growth to meet or exceed their growth target goal in Reading by 05/17/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Goal 2:

In 2018-2019, Sweet Water High School will develop support systems that ensure students will become college and career ready.

Measurable Objective 1:

A 5% decrease of All Students will achieve college and career readiness by not exhibiting chronic absenteeism in Practical Living by 05/23/2019 as measured by Chalkable attendance records.

Strategy1:

Attendance Officer - The Attendance Officer will monitor student attendance and communicate with administration, parents, and the district attendance officer.

Category: Develop/Implement Student and School Culture Program

Research Cited: Research on School Attendance and Student Achievement: A study of Ohio Schools

Activity - Attendance Officer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Attendance Officer will monitor chronic absenteeism daily by using Chalkable data. Documentation, reports, and letters to parents will be kept to monitor individual students' attendance.	Parent Involvement Behavioral Support Program Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Assistant Principal, Counselor, Attendance Officer

Goal 3:

In 2018-2019, Sweet Water High School will prepare and support teachers and leaders to graduate students college and career ready.

Measurable Objective 1:

A 10% increase of All Students will increase student growth through professional development to increase reading vocabulary in all reading classrooms in Reading by 05/17/2019 as measured by an increase in the number of students that score proficient in reading..

Strategy1:

Vocabulary Instruction - Teachers will incorporate vocabulary activities/strategies into their daily reading instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on the use of Daily Vocabulary bellringers to be used daily in their reading instruction.	Academic Support Program Professional Learning Direct Instruction	08/08/2018	05/17/2019		Instructional Coach, teachers

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

All ELL students here at Sweet Water High School have an onsite interventionist that is available each morning to support student academic achievement and an interpretation liaison. The school has access to TransAct to interpret all documents including student achievement documents into the native language of the student and parent.

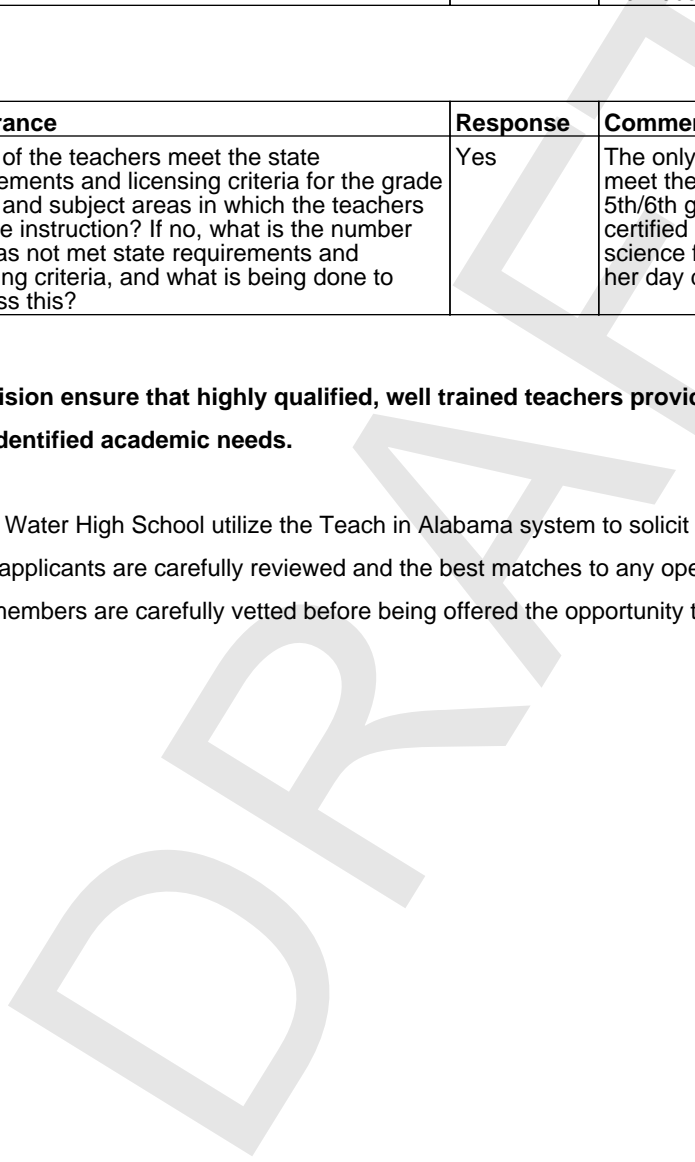
Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes	The only paraprofessionals at SWHS are funded through Special Education and serve the needs of students as outlined by Individual Education Plans.	

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes	The only teachers that do not meet the state requirements is 1 5th/6th grade teacher that is only certified in Math that also teaches science for only a small portion of her day during 1st period.	

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

Marengo County and Sweet Water High School utilize the Teach in Alabama system to solicit applications for any teacher opening in the district/school. At SWHS all applicants are carefully reviewed and the best matches to any open position are brought in for an interview. Potential instructional staff members are carefully vetted before being offered the opportunity to become a part of the instructional staff at SWHS.



Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

Three teachers left the staff at the end of 2018.

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

Principal-17years experience

Assistant Principal-22 years experience

10 Teachers with 20 or more years experience

6 Teachers with 15 -19 years of experience

7 Teachers with 10-14 years of experience

14 Teachers with 9 or less years of experience

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

There is not a high teacher turnover rate.

DRAFT

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

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

Weaknesses in student achievement is identified and professional development provided within those areas.

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

Google Classroom
ACT
New Teacher Mentoring
Remind
RTI Instruction
Key Leaders Network
Conference Turn Around
Mini Bytes

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

We have only four new teachers on the staff for the 2018-2019 academic year. The teachers were assigned a master teacher as a mentor before the school year began. They met on a regular basis during the pre-school professional development days. The master teacher assisted the novice teacher in establishing classroom procedure and rules, in the completion of of syllabus and in the set up of the INOW grade book. The master teacher also assisted the novice teacher in preparation for Open House. The mentor continues to meet with the beginning teacher on a weekly basis or as needed.

Describe how all professional development is "sustained and ongoing."

Professional development is determined by student data and faculty input. It is also embedded in regular faculty meetings.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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

Goal 1:

In 2018-2019, Sweet Water High School faculty and staff will empower the learner to become college and career ready graduates.

Measurable Objective 1:

A total of 7 First grade students will increase student growth decreasing the number from 14 students in Quartile 1 to 7 students in Reading by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Measurable Objective 2:

A total of 3 Third grade students will increase student growth decreasing the number from 8 students in Quartile 1 to 5 students in Spring 2019 in Reading by 05/17/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and iPads to provide extra practice on grade level standards.	Technology Academic Support Program	08/17/2018	05/17/2019	\$0 - Title I Part A	Principal, classroom teachers

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Measurable Objective 3:

A 5% increase of Third grade students will demonstrate a proficiency to reach 60% proficiency in Mathematics by 04/19/2019 as measured by Global Scholar State Assessment..

Strategy1:

Intervention - Low performing students will be targeted based on the fall Global Scholar assessment for additional support. These students will receive math intervention four days a week.

Category: Develop/Implement Learning Supports

Research Cited: "Defining, Conceptualizing, and Measuring Fidelity of Implementation and Its Relationship to Outcomes in K-12 Curriculum Intervention Research' Carol L. O'Donnell

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and IPADS to provide extra practice on grade level stands.	Technology Academic Support Program	08/13/2018	05/17/2019	\$0 - Title I Part A	Principal, classroom teacher

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive additional support in math by a certified elementary teacher 4 days a week.	Academic Support Program	09/04/2018	05/17/2019	\$0 - Title I Part A	Intervention Teacher, Instructional Coach, Principal, Classroom Teacher

Measurable Objective 4:

70% of First grade students will increase student growth to meet or exceed their growth target goal in Reading by 05/17/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and iPads to provide extra practice on grade level standards.	Academic Support Program Technology	08/17/2018	05/17/2019	\$0 - Title I Part A	Principal, classroom teachers

ACIP

Sweet Water High School

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Measurable Objective 5:

70% of Kindergarten grade students will demonstrate a proficiency in NWF fluency assessment in Reading by 05/23/2019 as measured by DIBELS.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Strategy2:

Class Size Reduction - A third section of Kindergarten will be added to reduce the teacher/pupil ratio.

Category: Other - Teacher/Pupil Ratio

Research Cited: Class Size: What Research Says and What It Means for State Policy by Matthew Chingos and Grover Whitehurst

Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive more small group and one-on-one instruction due to adding a 3rd kindergarten classroom.	Class Size Reduction	08/02/2018	05/23/2019	\$0 - Other	Principal, Kindergarten Teacher

Measurable Objective 6:

A 10% increase of First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth in developing student vocabulary in Reading by 05/23/2019 as measured by by Scantron.

Strategy1:

Vocabulary Development - Classroom teachers will use various strategies to develop vocabulary across the curriculum.

Category: Develop/Implement College and Career Ready Standards

Research Cited: The Influence of Reading on Vocabulary Growth by Duff, Tomblin, and Catts

Activity - Vocabulary Station	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each classroom in grades 1-4 will have a station during small group instruction for students centered around vocabulary development using context clues with both fiction and nonfiction passages.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Other	Principal, Instructional Coach, Classroom Teachers

Activity - Accelerated Reader Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read AR books and not only take the reading test, but also the vocabulary test.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Librarian, Instructional Coach, Intervention Specialist, Classroom Teacher

Activity - Daily Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teacher in grades 1-8 will use daily vocabulary instruction in the classroom.	Academic Support Program	08/23/2018	08/08/2019	\$0 - Other	Principal, Assistant Principal, Instructional Coach, Classroom Teachers

Measurable Objective 7:

75% of Third grade students will increase student growth to meet or exceed their growth target goal in Reading by 05/17/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and iPads to provide extra practice on grade level standards.	Academic Support Program Technology	08/17/2018	05/17/2019	\$0 - Title I Part A	Principal, classroom teachers

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Measurable Objective 8:

A total of 2 Second grade students will increase student growth decreasing the number from 3 students in Quartile 1 to 1 student in Spring in Reading by 05/17/2019 as measured by Scantron Performance Series.

Strategy1:

Intervention - The Intervention Specialist will implement research based intervention strategies in small group sessions to meet the individual needs of the students.

Category: Develop/Implement Learning Supports

Research Cited: Randomized Controlled Trial of a Brief Research Based Intervention by Keller C. Abraham

ACIP

Sweet Water High School

Activity - Small Group Instruction Within the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will implement intervention strategies within the regular classroom during small group instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, and Classroom Teacher

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist will implement small group strategies for standards based instruction.	Academic Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Intervention Specialist, Assistant Principal, Instructional Coach

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL will be used in learning stations in the classrooms on new Chrome Books and iPads to provide extra practice on grade level standards.	Academic Support Program Technology	08/17/2018	05/17/2019	\$0 - Title I Part A	Principal, classroom teachers

Activity - Progress Monitoring/Data Collection and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist and classroom teachers will use DIBELS, Scantron data, and other formative assessments to monitor students' progress and analyze data for instructional decisions.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, and Intervention Specialist, and Classroom Teachers

Goal 2:

In 2018-2019, Sweet Water High School will develop support systems that ensure students will become college and career ready.

Measurable Objective 1:

A 5% decrease of All Students will achieve college and career readiness by providing academic support through an after school tutoring program in Mathematics by 05/17/2019 as measured by school failures.

Strategy1:

After School Tutoring - Students in grades 5-12 will be eligible for free after school tutoring. Tutoring will take place one hour after school on Tuesdays and Thursdays. Teachers will provide tutoring to students.

Category: Develop/Implement Learning Supports

Research Cited: The Peer Tutoring Guiding: Promoting Cooperative Learning K. Topping

ACIP

Sweet Water High School

Activity - Monitoring Grades of Students Receiving Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor students' grades and standards that are mastered through data meetings to determine the effectiveness of tutoring and to identify students who should be recommended for tutoring.	Academic Support Program	08/17/2018	05/17/2019	\$0 - Title I Part A	Guidance Counselor Principal 5th-12th grade teachers Teacher Tutor

Measurable Objective 2:

A 5% decrease of All Students will achieve college and career readiness by not exhibiting chronic absenteeism in Practical Living by 05/23/2019 as measured by Chalkable attendance records.

Strategy1:

Attendance Officer - The Attendance Officer will monitor student attendance and communicate with administration, parents, and the district attendance officer.

Category: Develop/Implement Student and School Culture Program

Research Cited: Research on School Attendance and Student Achievement: A study of Ohio Schools

Activity - Student Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive incentives for their academic success which is a direct reflection of them attending school on a regular basis. Incentives will also be given for their attendance.	Academic Support Program Policy and Process Parent Involvement Behavioral Support Program	08/13/2018	05/17/2019	\$0 - Title I Part A	Principal, attendance officer

Activity - Attendance Matters Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend the Attendance Matters Summit and turn around what they learn to the faculty to help reduce the number of students absent and tardy.	Parent Involvement Professional Learning Academic Support Program Behavioral Support Program	02/18/2019	05/17/2019	\$0 - Title I Part A	Administrative Team

Activity - Attendance Officer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Attendance Officer will monitor chronic absenteeism daily by using Chalkable data. Documentation, reports, and letters to parents will be kept to monitor individual students' attendance.	Parent Involvement Academic Support Program Behavioral Support Program	08/08/2018	05/23/2019	\$0 - Title I Part A	Principal, Assistant Principal, Counselor, Attendance Officer

Goal 3:

In 2018-2019, Sweet Water High School will prepare and support teachers and leaders to graduate students college and career ready.

Measurable Objective 1:

75% of All Students will increase student growth through professional development in Reading by 05/17/2019 as measured by DIBELS, Scantron Performance, ACT, and Work Keys.

Strategy1:

Key Leaders Network - The principal will attend the Key Leader Network sessions and will share information and strategies with other faculty members that have an administrative degree.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Turn Around Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will share what she learned at the Key Leader Network sessions with others that have an administrative degree or those working toward one.	Academic Support Program Behavioral Support Program Professional Learning	08/13/2018	05/17/2019	\$0 - Title I Part A	Principal

Strategy2:

Mini Bytes - The librarian will provide "minibytes" to teachers each nine weeks to keep them abreast in current trends in technology.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Google Suites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive "Minibyte" lessons on components of Google Suites to incorporate into their classroom.	Career Preparation/Orientation Behavioral Support Program Professional Learning Academic Support Program Technology Direct Instruction	08/06/2018	05/17/2019	\$0 - Title I Part A	Librarian, classroom teachers

Strategy3:

RTI Training - Classroom teachers will be trained on the implementation of the new RTI procedures and paperwork for students that need intensive instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - RTI Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development provided by the LEA to learn about the new RTI Plan for Marengo County to provide instruction for students at all tiers of instruction..	Behavioral Support Program Academic Support Program Professional Learning Direct Instruction	08/13/2018	05/17/2019	\$0 - Title I Part A	Principal, Classroom Teachers, Cathy Seale

Activity - RTI Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide documentation (completed forms and work samples) in their data binders of students receiving RTI.	Behavioral Support Program Professional Learning Direct Instruction Academic Support Program	08/13/2018	05/17/2019	\$0 - Title I Part A	Principal, Classroom teachers, Problem Solving Team

DRAFT

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

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

Teachers are active participants in data meetings in which the state assessment data is analyzed. They determine the next steps within their classrooms based upon the data analysis.

DRAFT

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

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

The students' individual growth report is analyzed to determine not only whether or not the student met state benchmarks, but also to determine if the student exhibited appropriate academic growth during the course of the academic year.

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?

Differentiation is provided within the classrooms. Intervention, to bridge achievement gaps, is provided within regular classrooms as well as outside the classroom to provide further scaffolding for mastery of the state standards. There is also an after school tutoring program available for students in grades 5-12.

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.

The school offers a free of charge after school tutoring program on Tuesday and Thursday of each week.

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.

Marengo County has plans in place for each of these groups. SWHS follows the procedures outlined by the district to address the needs of these specific students.

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.

SWHS has three career technical programs on campus. All students in grades 9-12 have equal access to these programs regardless of their status in one of the sub groups listed above. The school also participates in career tech dual enrollment through Coastal Alabama Community College. Participating students must meet the state requirements for enrollment in this program. We currently have students with individual education plans who participate in career technical dual enrollment.

DRAFT

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

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

SWHS receives Alabama state foundation funds for teacher units. The school currently receives on Title I class size reduction unit. Title I funds are also utilized for Professional Development and teaching resources such as the Spire Reading intervention program, and educational technology resources. All of these funds directly impact student learning and long term achievement.

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

SWHS does not receive comprehensive support, as we are not identified as either a target or priority school.

DRAFT

Component 10: Evaluation (Sec.1114(b)(3)):

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

Analysis of student achievement and stakeholder feedback from surveys

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

We review all student achievement data including state assessments and student grades. Student grades are reviewed and analyzed at the end of each nine weeks. Decisions concerning in and out of the classroom intervention as well as after school tutoring are made during this process. Annual student achievement and student growth is analyzed to determine longitudinal student growth. This data is utilized when making teaching assignments for the new academic year as well as in determining professional development needs.

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

The individual student growth reports are reviewed to determine if students are making adequate growth. Sub groups are also analyzed to identify achievement gaps that may exist.

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?

Revisions are made, as necessary, throughout the school year as indicated by student achievement data.

Coordination of Resources - Comprehensive Budget

DRAFT

Introduction

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

DRAFT

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	38.7

Provide the number of classroom teachers.

39.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1924290.0

Total

1,924,290.00

DRAFT

Administrator Units

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

Provide the number of administrators.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	75783.0

Total

75,783.00

DRAFT

Assistant Principal

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

Provide the number of Assistant Principals.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	66670.0

Total

66,670.00

DRAFT

Counselor

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

Provide the number of Counselors.

2.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	80956.0

Total

80,956.00

DRAFT

Librarian

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

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	60572.0

Total

60,572.00

DRAFT

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.16

Provide the number of Career and Technical Education Administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	11607.0

Total

11,607.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.00

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

Total

0.00

DRAFT

Technology

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

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

0.00

Label	Question	Value
3.	Provide the total of all funding for Technology.	11256.0

Total

11,256.00

DRAFT

Professional Development

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

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

0.00

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3377.0

Total

3,377.00

DRAFT

EL Teachers

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

Provide the number of EL Teachers.

0.00

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

Total

0.00

DRAFT

Instructional Supplies

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

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

0.00

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	20943.0

Total

20,943.00

DRAFT

Library Enhancement

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

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

0.00

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	3640.0

Total

3,640.00

DRAFT

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	214537.97

Provide a brief explanation and breakdown of expenses.

- Salaries and Benefits
- Purchased Services
- Classroom Supplies
- School Nurse
- Parental Involvement
- Professional Development

DRAFT

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	69821.0

Provide a brief explanation and a breakdown of expenses.

Class size reduction unit 69,060.00

PD funds are divided between the three schools based on need 761.00

DRAFT

Title III

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

Provide a brief explanation and a breakdown of expenses.

None

DRAFT

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

There are no 21st Century Schools in Marengo County.

DRAFT

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	6599.66

Provide a brief explanation and a breakdown of expenses.

A computer technician is employed to work between the three schools to ensure Internet access to the rural students of Marengo County.

DRAFT

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	24655.0

Provide a brief explanation and breakdown of expenses.

The amount is divided between the three schools based on need.

Professional Development 6,000

Classroom Supplies and Equipment 18,655.00

DRAFT

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.

None

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

Provide a brief explanation and breakdown of expenses.

None

DRAFT

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

There are no 21st Century Schools in Marengo County.

DRAFT

Local Funds

Label	Question	Value
1.	Provide the total	153533.0

Provide a brief explanation and breakdown of expenses.

PreK Aid Salary and Benefits

School Nurse Salary and Benefits

DRAFT

Parent and Family Engagement

DRAFT

Introduction

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

DRAFT

Parent and Family Engagement

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

The Marengo County School District Federal Programs Director holds an October meeting to inform parents of the school's participation in Title I and to explain the requirements for the 1% set aside. Information concerning the meeting will be sent home in writing, placed on the school website, and announced to parents through Schoolcast. Also, there will be a link for the meeting information placed on the school's website.

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

A parent committee, made up of representatives from the entire district will have scheduled meetings during the academic year to assist in the decision making process. At the school level, there is a Parent Advisory Committee with representation from the community, each of our grade spans, and special populations.

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

Sweet Water High School utilizes a variety of written, digital, and voice tools to communicate with parents and other stakeholders and to encourage parent and family engagement. All written communication is available in the parent's native language as necessary. A list of the communication tools follows:

- Bi-quarterly progress reports
- Quarterly report cards
- Chalkable Home Portal
- Annual Accountability Assessment Individual Reports
- School Website
- Remind App
- Monthly Home Connection Newsletter
- Syllabi
- Social media Accounts administered by the school to include Facebook and Twitter
- PTA Meetings
- Parent meetings specific to grade levels, extracurricular groups, and/or special interest groups

GEAR Up Parent Meetings

Elementary Weekly Calendars

School Cast

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

The School-Parent Compact serves as an outline to the partnership between the school, students, and parents that is necessary for students to receive an education that leads to that student or students graduating from high school and being college and/or career ready. For achievement to continue to increase there must be great collaboration between home and school. We work to strengthen this partnership through continuous communication and through the review of the compact each year. The ultimate purpose of the compact is to increase parent and family engagement in the learning process.

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

The CIP is placed on our school website and paper copies are made available in our school office and library. Input is solicited from the website. Also, the information gathered in parent surveys and input from the Parent Advisory Committee is incorporated in the CIP.

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

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

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

Parental Involvement begins with great communication from school to home. Therefore, the school employs a variety of communication tools. The school also offers specific parent meetings to assist parents and to further engage parents and families in the learning environment. A list follows:

K4 Parent Orientation

Kindergarten Orientation

Open House for all grades

Title 1 Parent Meeting

FASFA Workshop (Computers are provided.)

Senior Parent Workshop

GEAR UP Parent Education Meetings

Parent Orientation for all athletic groups

Turkey Dash

Grandparents Day

Early Dismissal for Sporting Events so parents can participate

Parenting Day from 1:00-6:00-Early Release Day

The school also provides resources for parents to utilize with their students. These resources are housed in the guidance office.

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

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

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

Sweet Water High School employs an "open door" policy, which encourages parents to provide input on their children's education and to solicit assistance with their child's educational success. Teachers are available during their planning periods, as well as before and after the school day, to hold conferences with parents. Also, all teachers' email addresses are made available to parents from the school website. Parents are encouraged to be active and engaged partners in their child's educational process.

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

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

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

Parent resources are available in the guidance office.

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

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve

student academic achievement, our school:

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

The school will utilize TransACT to translate documents for parents.

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

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

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

The school communicates with parents in a variety of manners to encourage parent and family engagement in the learning process.

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

All written documents will be translated into the native language of the parent. Also, a translator will be made available for parent conferences.

