



ACIP

North Mobile County K-8

Mobile County Board of Education

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Executive Summary

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Introduction

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

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

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Description of the School

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

North Mobile County K-8 School is located in rural north Mobile County. Currently there are 503 students enrolled. At the end of the 2014-2015 school year, Belsaw-Mt. Vernon school closed its middle school and we acquired 52 new students from them for 2015-2016. At the end of the 2015-2016 school year Belsaw-Mt. Vernon closed their elementary school and we acquired 89 new students for the 2016-2017 school year. Most of our parents are blue collar workers or are unemployed. Many students live in single-parent homes or with grandparents. Fifty-five percent of our students are white, thirty-eight percent are black, five percent are American Indian, one percent Hispanic, and one-half percent Asian and one-half percent other.

Currently there are 19 classroom teachers, 3 physical ed teachers, a school counselor, a media specialist, a band teacher, a technology teacher, 1 assistant principal, and 1 principal. We have 2 self-contained special ed teachers, 2 special ed resource teachers, 4 para support teachers and 4 paras that serve as 1 on 1 aides, and a speech and gifted ed teacher.

Alabama Power, SSAB and AMNS/Calvert serve as our school's Partners in Education.

The school was established in 2010 as a 6-8 middle school. In 2012, as a result of the establishment of Satsuma City School System, NMC School was reconfigured as a K-8 school. As a school and community, we have been through several major transitions related to school zone attendance. As a result, our student population has constantly changed presenting new challenges to academics and parent involvement.

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.

Students will participate in learning experiences that will promote the development of basic skills, academic excellence, and potential careers in professional, vocational, environmental and technological areas. The faculty and staff are committed to assisting every student in reaching his/her potential academically, socially, emotionally, and physically. The community shall be encouraged to actively participate in all aspects of the school program by establishing and fostering relationships with both internal and external stakeholders to maximize the schools successful launch of operations and academic success. As a result, our school mission, motto, and shared values are:

The mission of North Mobile County K-8 is to provide educational experiences which foster individuality, educational growth and responsible young adults. A responsive instructional program that stresses discovering communicating and cooperating shall be provided. The community of North Mobile County K-8 Titans will prepare all students to become productive members of a global society who demonstrate a strong commitment to honesty, responsibility, motivation, integrity, and respect. They will be prepared to engage in life-long learning, to be innovative, tolerant of others and their differences and to show competency in all endeavors.

Our school's motto is "Everyone for Everyone Towards 100% Proficiency."

Our Top Five Shared Values are: Respect, Honesty, Responsibility, Motivation, and Integrity.

North Mobile K-8 School embodies its purpose and expectations through the Titan Way:

Responsible Titans....

Take pride in school matters by being respectful to yourself, others, and school property.

If you are having problems with another student, seek assistance from an adult..

Think before acting, by displaying self-control in the things you say and do.

Always respect those in authority by following directions without hesitation or argument.

Never neglect your obligation to obtain an education that will help develop the skill required to become a productive member of a global society.

Strive for academic excellence by being on time and prepared for class daily.

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.

Physical Plant

In 2013, North Mobile School received a \$100,000 grant from the county commissioner. This grant was used to not only improve the physical plant facilities for the school but also for the community. An athletic complex which included a baseball field, softball field, a track, playground equipment, and upgrades to the football field were built with this grant. Our goal is for our students, parents, and community to be able to use these facilities throughout the year.

Technology

*We have purchased a cart of 30 laptops for classroom check-out.

*Many of our teachers are using Moodle for a more consistent presentation of information to their students and parents.

*All classrooms are equipped with teacher laptops, SMART boards, and document cameras.

We spent over \$80,000 towards the purchase of new computers for the library, teachers, the middle school computer lab and to establish an elementary computer lab.

Academics

*All instructional practice begins with our School Improvement Plan with support from our PLP Goals and professional development opportunities, coupled with data driven information for individual student improvement.

*Strategic Planning brings endless possibilities to our school and community.

*Formative assessments are working to guide instruction and enhance our Guided Study/Intervention period. STAR, DIBELS, and teacher assessments are the tools currently being utilized for this.

*A student experiencing classroom difficulties in academics or behavior may be referred to PST (Problem Solving Team). This team of teachers and administrators work together to begin the RTI process (Response to Intervention), determining strategies for the teacher to use with the student as well as intervention resources. (Math Intervention teacher, pull-out by para-professionals, guided study class)

Character Education & Relationships

*PBIS (Positive Behavior Incentive System) is used to create a culture of mutual respect following the Titan Way and always being our best.

*Student of the Month for every class is selected by teachers for hard work, diligence, and positive behavior.

*Character Ed lessons are presented by our school counselor or a guest speaker on a regular basis.

*Our school counselor collaborates with our local stakeholders to provide our First Priority Club. This club cultivates positive character education traits through speakers/mentors involvement three times a week.

*Participate in Red Ribbon Week yearly.

Professional Development

*Our professional development has focused on integrating AdvancEd, Educate Alabama/PLP integration.

*We are reviewing the College and Career Ready standards and maximizing the implementation of these standards based on the abilities of our students.

*We are currently a part of the Alabama Math, Science, and Technology Initiative (AMSTI), the Alabama Department of Education's initiative to improve math and science teaching statewide. Our math and science students do a STEM project (Science, Technology, Engineering, & SY 2016-2017

Math) at least twice a year.

Our main focus of improvement for the next three years will be to increase reading and math proficiency on the ASPIRE for all grade levels. We will also focus on improving writing across the curriculum.

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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.

Parent Involvement

*Our newly configured parent organization is excited about the year ahead. PTO meetings are held quarterly. They are planning the following fundraisers for our school: Fall Festival, Spring Fling, Valentine Candy Grams.

Feeder Pattern

*MCPSS is moving towards a feeder pattern contingency. This involves the elementary and middle schools that feed into a particular high school based on school zoning. The administrators of these schools meet monthly to discuss issues facing each individual school and develop plans to address these issues as a community group. The CCRS is one area of commonality being addressed at feeder pattern meetings.

Through these meeting, the schools' Partners In Education are unified in working with a feeder pattern to develop community involvement and to provide resources for academic and future career planning.

Our school will use Common Formative assessments which are required district wide.

Our main focus for the next three years will be to increase reading and math proficiency on the ASPIRE for all grade levels. We will also focus on improving writing across the curriculum.

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.

We used the AdvancEd Survey from all students, parents and staff to engage a variety of stakeholders in the beginning process of our improvement plan. The survey was placed on the website and an opportunity to complete the survey was given during a parent meeting to make sure availability existed for all participants. Teachers were given an opportunity in faculty meeting to provide verbal recommendations for the improvement plan. Parent volunteers were invited to attend a meeting to provide additional input to the plan. The committee reviewed the information given by both faculty and parent volunteers to develop the plan in a meeting held during school to accommodate all committee members. The committee included the principal, assistant principal, school counselor/title 1 facilitator, 1 regular education teacher and the media specialist

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

Student survey data was used to provide information for concerns in areas of improvement as it related to their needs. Parent survey data was used to provide information for concerns in areas of improvement as it related to their needs and the needs of their child(ren) in the school. Parent volunteers met with the school principal to discuss the areas of strength and areas of weakness related to school improvement. Faculty input was used to address the academic needs of the school and to identify professional development opportunities that would directly correlate to these improvements. The committee met frequently and extensively to disseminate the data/information to create the school 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.

The final improvement plan was presented to the faculty during a faculty meeting. It was then presented to the parents and students during our annual Open House. To make sure all stakeholders are aware of the improvement plan, a copy will be made available in the parent center as well as published on our school website. Parents will also be invited to participate in quarterly and mid-year reviews of the plan. After each review of the plan, stakeholders will be notified thru school messenger, school newsletter, and postings on the school website.

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	The data used for evaluation is the STAR Reading and Star 2015-16 Assessment Proficiency Report, the Star Reading and Star Math 2016-17 Universal Screening Proficiency Reports, and ASPIRE 2015-2016 data.	Star 1st Qtr 2016-17 Star 1st Qtr Math 2016-17 Star Math 2015-2016 Star 4th Reading 2015-16 Aspire Data 2015-16 Training sign in Souday System ACCESS scores

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Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

Areas of Notable Achievement

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

According to the results of the STAR Assessment Proficiency 2016-17 in Math grades 2,3, and 4 scored at or above 50% proficiency and in Star Reading grades 2 and 4 scored at or above 50% proficiency.

For the 2016-17 school year, the STAR Math 1st Benchmark Universal Screening Assessment Proficiency shows grades 3,4 and 8 at or above 50% proficiency in Math.

Our ASPIRE data shows an overall 6 point increase in Math and 8 point increase in Reading scores for the entire school.

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

The trend between the 2015-16 Star Data and the first benchmark for 2016-17 shows that grades 3 and 4 continue to score at or above 50% proficiency. This shows that grades 3 and 4 are retaining knowledge from one year to the next and we did not see any major decline in proficiency due to the summer break.

The trend for our 2015 ASPIRE scores and our 2016 ASPIRE scores shows growth in both Math and Reading for the school as a whole. The second graders increased from 14% in 2015 to 41% in 2016, the 5th graders from 13 to 26, and the 4th graders increased from 24% to 36% in Reading and in Math the 2nd graders increased from 26% to 59%, the 3rd graders from 49% to 63%, and the 5th graders from 21% to 46%.

Which area(s) indicate the overall highest performance?

70% of our 2nd graders scored proficiency in Math and 60% of our 2nd graders scored proficiency in Reading on the Star.

The second graders increased from 14% in 2015 to 41% in 2016, the 5th graders from 13 to 26, and the 4th graders increased from 24% to 36% in Reading and in Math the 2nd graders increased from 26% to 59%, the 3rd graders from 49% to 63%, and the 5th graders from 21% to 46%

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

Based on the data no subgroup made any significant increase in performance.

Between which subgroups is the achievement gap closing?

Not applicable at this time.

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

Not applicable at this time.

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Areas in Need of Improvement

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

According to our ASPIRE data 6th and 8th grade showed a decline in proficiency of -3 and -1 in Reading respectively. Sixth grade also showed a -6 in proficiency in Math.

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

According to our ASPIRE data 6th and 8th grade showed a decline in proficiency of -3 and -1 in Reading respectively. Sixth grade also showed a -6 in proficiency in Math.

Which area(s) indicate the overall lowest performance?

Reading achievement scores in 6th and 8th grade show the lowest performance.

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

Not applicable at this time.

Between which subgroups is the achievement gap becoming greater?

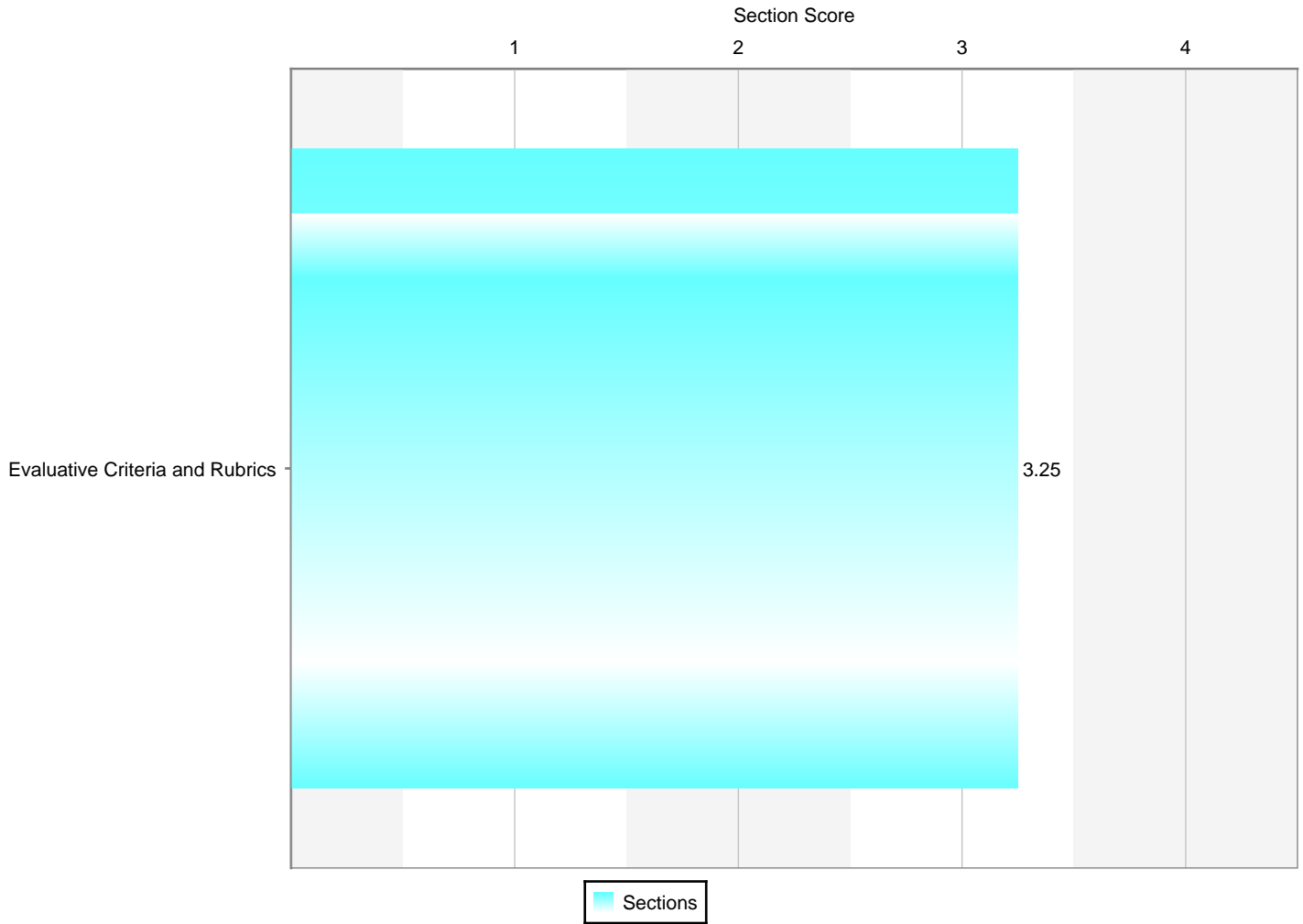
When the STAR data for Fall of 2015 was compared to the Spring of 2015 there wasn't any noticeable achievement gap between subgroups becoming greater.

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

Not applicable.

Report Summary

Scores By Section



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ACIP Assurances

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Introduction

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

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ACIP Assurances

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

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	North Mobile County K8 School 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.	Signature pages

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	North Mobile county K8 School has designated an employee too coordinate efforts to comply with and carry out non-discrimination responsibilities. Paige Mixon 1950 Salco Road W Axis, Al 36505 251-221-2000	Signature pages

ACIP

North Mobile County K-8

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

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

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ACIP 2016-17

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Overview

Plan Name

ACIP 2016-17

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	LSI- Increase participation in KUDER from 1% to 100% by June 1, 2017 for all 8th grade students.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Engage and Empower the Learner	Objectives: 4 Strategies: 6 Activities: 21	Organizational	\$57532
3	Prepare and support teachers to graduate CCRS students.	Objectives: 3 Strategies: 3 Activities: 3	Organizational	\$10220
4	Provide digital tools and resources to all educators and students.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$16000
5	Prepare and support students through student support services.	Objectives: 2 Strategies: 2 Activities: 6	Organizational	\$35340

Goal 1: LSI- Increase participation in KUDER from 1% to 100% by June 1, 2017 for all 8th grade students.

Status	Progress Notes	Created On	Created By
N/A	95% of students have completed their 4 year plans. Plans will be updated after the high school counselor meets with them.	January 03, 2017	Tammera Carbo

Measurable Objective 1:

100% of Eighth grade students will complete a portfolio or performance by having 100% of eighth grade students complete their 4- year Educational Plan using the KUDER process, in Career & Technical by 06/02/2017 as measured by the final Approved Student List KUDER report .

Status	Progress Notes	Created On	Created By
N/A	95% of students have completed their 4 year plans. Plans will be updated after the high school counselor meets with them.	January 03, 2017	Tammera Carbo

Strategy 1:

Strategy 1 - Implementation of the KUDER through the Alabama Career Planning System- All 8th grade students will participate in completing their 4-year Educational Plan using the KUDER process through the Alabama Career Planning System.

Students will complete the KUDER process in stages. The first quarter activity requires students to complete the Interest Survey. Second quarter students will explore career opportunities related to the results of the Interest Survey. During the third quarter students will begin to develop their 4 year educational plan. Fourth quarter will require students to complete their four year high school plan and begin to connect the results in the KUDER to the Mobile County Public School System Signature Academies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: The development of a Four Year Plan by 8th grade students has contributed to the increase in the Mobile County Public School System's graduation rate from 70% in 2012 to 86% in 2015.

Status	Progress Notes	Created On	Created By
N/A	95% of students have begun their 4 year plan.	January 03, 2017	Tammera Carbo
N/A	Students attended WOO to begin to think about 4 year plan.	October 26, 2016	Tammera Carbo

Activity - Kuder	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All 8th grade students will participate in completing their 4-year Educational Plan which includes completing the KUDER Career Interest Assessment, the KUDER Skills Confidence Assessment, selecting 3 pathways of occupation, and completing their Educational Plan.	Career Preparation/Orientation	08/10/2016	06/02/2017	\$0	No Funding Required	Carbo, Lewis
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Status	Progress Notes	Created On	Created By
In Progress	95% of students began their 4 year plan.	January 03, 2017	Tammera Carbo

Goal 2: Engage and Empower the Learner

Status	Progress Notes	Created On	Created By
N/A	Early Literacy +.30, reading grades 2-5 .+.05, grades 6-8 +.33 increases from 1st Quarter until now.	February 16, 2017	Tammera Carbo
N/A	Although we are showing an increase in our STAR scores, we are implementing the "WONDER " program to continue to see a greater increase. Early Literacy +.30, reading grades 2-5 .+.05, grades 6-8 +.33	January 03, 2017	Tammera Carbo

Measurable Objective 1:

demonstrate a proficiency of 5% increase in reading comprehension skills for 3rd, 4th 5th 6th 7th and 8th grade students by 06/02/2017 as measured by ASPIRE test scores in Reading .

Status	Progress Notes	Created On	Created By
Not Met	Early Literacy +.30, reading grades 2-5 .+.05, grades 6-8 +.33 increase from 1st Quarter until now.	February 16, 2017	Tammera Carbo
N/A	Although we are showing an increase in our STAR scores, we are implementing the "WONDER " program to continue to see a greater increase. Early Literacy +.30, reading grades 2-5 .+.05, grades 6-8 +.33	January 03, 2017	Tammera Carbo

Strategy 1:

Reading Comprehension - All teachers will collaborate focusing on reading comprehension skills for all students.

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

Research Cited: Alabama Course of Study

Status	Progress Notes	Created On	Created By
N/A	Early Literacy +.30, reading grades 2-5 .+.05, grades 6-8 +.33 from 1st Quarter until now.	February 16, 2017	Tammera Carbo
N/A	Although we are showing an increase in our STAR scores, we are implementing the "WONDER " program to continue to see a greater increase. Early Literacy +.30, reading grades 2-5 .+.05, grades 6-8 +.33	January 03, 2017	Tammera Carbo

Activity - Writing Traits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement Writing Traits lessons that include a read aloud component that requires students to use listening and comprehension skills to apply to the 6 Writing Traits.	Direct Instruction	08/17/2016	06/01/2017	\$2500	Title I Schoolwide	Administrators, teachers

Status	Progress Notes	Created On	Created By
In Progress	Although we are showing an increase in our STAR scores, we are implementing the "WONDER " program to continue to see a greater increase. Early Literacy +.30, reading grades 2-5 .+.05, grades 6-8 +.33	January 03, 2017	Tammera Carbo

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in the Accelerated Reader Program. Students will be given daily independent reading time to reach their AR goals. Teachers will monitor progress through reading log documentation. Teachers will offer an in-service for parents to help them understand the AR process.	Academic Support Program	08/17/2016	06/02/2017	\$2000	Title I Schoolwide	Librarian, teachers, administrators

Status	Progress Notes	Created On	Created By
In Progress	New books have been purchased to improve students engagement in AR.	January 03, 2017	Tammera Carbo

Activity - Sondag System for Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

North Mobile County K-8

K-5 teachers will implement the Soday Program, focusing on reading foundation skills as part of their curriculum. Train new K-5 teachers and 6-8 teachers in the Soday System reading program.	Professional Learning, Direct Instruction	08/17/2016	06/02/2017	\$1000	Title I Schoolwide	District Reading Coach, K-8 teachers, Administrators
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Status	Progress Notes	Created On	Created By
In Progress	The Soday System is now being used as an intervention for struggling learners. Base data has been collected and will be compared at the end of the semester.	February 16, 2017	Tammera Carbo
In Progress	The Soday System has been implemented in all elementary classrooms.	January 03, 2017	Tammera Carbo

Activity - Literacy Frameworks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers K-5 will implement the Literacy Frameworks guidelines in their lesson plans for Reading/Language Arts.	Academic Support Program	08/17/2016	06/02/2017	\$2500	Title I Schoolwide	K-5 Reading/Language Arts teachers, administrators

Status	Progress Notes	Created On	Created By
In Progress	Although we are showing an increase in our STAR scores, we are implementing the "WONDER " program to continue to see a greater increase. Early Literacy +.30, reading grades 2-5 +.05, grades 6-8 +.33	January 03, 2017	Tammera Carbo

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers in Close Reading. All teachers will implement Closed Reading regularly.	Academic Support Program, Professional Learning	08/17/2016	06/02/2017	\$2200	Title I Schoolwide	Teachers, administrators

Status	Progress Notes	Created On	Created By
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ACIP

North Mobile County K-8

In Progress	Although we are showing an increase in our STAR scores, we are implementing the "WONDER " program to continue to see a greater increase. Early Literacy +.30, reading grades 2-5 .+.05, grades 6-8 +.33	January 03, 2017	Tammera Carbo
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Activity - "Wonders"	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elementary teachers will be trained and then implement the "Wonders" reading program.	Academic Support Program	01/04/2017	06/02/2017	\$0	Title I Schoolwide	Administration , elementary teachers, Central office staff

Status	Progress Notes	Created On	Created By
In Progress	Although we are showing an increase in our STAR scores, we are implementing the "WONDER " program to continue to see a greater increase. Early Literacy +.30, reading grades 2-5 .+.05, grades 6-8 +.33	January 03, 2017	Tammera Carbo

(shared) Strategy 2:

Response to Instruction (RTI) - All K-8 and SpEd teachers will utilize data to drive instruction for all students.

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

Research Cited: Quality Core

Status	Progress Notes	Created On	Created By
N/A	PST has met monthly. PST-86, referrals 18, 5 students have been removed due to academic improvement.	January 03, 2017	Tammera Carbo

Activity - Problem solving Team (PST)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in collaborative PST meetings to analyze student performance measures and identify research-based interventions.	Academic Support Program	08/17/2016	06/02/2017	\$0	No Funding Required	Teachers, Administrator s, Counselor

Status	Progress Notes	Created On	Created By
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ACIP

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N/A	PST has met monthly. PST-86, referrals 18, 5 students have been removed due to academic improvement.	January 03, 2017	Tammera Carbo
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Activity - Student Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use data to plan and provide effective instruction/intervention in class and facilitate remediation for Tier II and Tier III students who are not proficient in Mathematics.	Academic Support Program	08/17/2016	06/02/2017	\$0	No Funding Required	Teachers, SpEd teachers, Paraprofessionals, Administrators

Status	Progress Notes	Created On	Created By
N/A	Small group and individual interventions are in place for students whose scores continue to remain below grade level. They are also referred for PST, testing.	January 03, 2017	Tammera Carbo

Measurable Objective 2:

demonstrate a proficiency in Math achievement in Mathematics by having a 5% increase in third, fourth, fifth, sixth, seventh, and eighth grade student achievement by 06/02/2017 as measured by ASPIRE test scores in Math .

Status	Progress Notes	Created On	Created By
Not Met	Math STAR scores have increased by +.2%. from 1st quarter until now.	February 16, 2017	Tammera Carbo
N/A	Math STAR scores have increased by +.33 for grades K-5 and +.2% for grades 6-8. We will continue to implement current strategies.	January 03, 2017	Tammera Carbo

(shared) Strategy 1:

Response to Instruction (RTI) - All K-8 and SpEd teachers will utilize data to drive instruction for all students.

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

Research Cited: Quality Core

Status	Progress Notes	Created On	Created By
N/A	PST has met monthly. PST-86, referrals 18, 5 students have been removed due to academic improvement.	January 03, 2017	Tammera Carbo

Activity - Problem solving Team (PST)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in collaborative PST meetings to analyze student performance measures and identify research-based interventions.	Academic Support Program	08/17/2016	06/02/2017	\$0	No Funding Required	Teachers, Administrators, Counselors

Status	Progress Notes	Created On	Created By
N/A	PST has met monthly. PST-86, referrals 18, 5 students have been removed due to academic improvement.	January 03, 2017	Tammera Carbo

Activity - Student Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use data to plan and provide effective instruction/intervention in class and facilitate remediation for Tier II and Tier III students who are not proficient in Mathematics.	Academic Support Program	08/17/2016	06/02/2017	\$0	No Funding Required	Teachers, SpEd teachers, Paraprofessionals, Administrators

Status	Progress Notes	Created On	Created By
N/A	Small group and individual interventions are in place for students whose scores continue to remain below grade level. They are also referred for PST, testing.	January 03, 2017	Tammera Carbo

Strategy 2:

Best Practices in Math - All teachers will collaborate focusing on math procedures and problem solving skills for all students through the implementation of effective instructional practices and best practices in Math.

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

Research Cited: Quality Core, Common core

Status	Progress Notes	Created On	Created By
N/A	Math STAR scores have increased by +.33 for grades K-5 and +.2% for grades 6-8 from 1st Quarter until now.	February 16, 2017	Tammera Carbo

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N/A	Math STAR scores have increased by +.2%. We will continue to implement current strategies.	January 03, 2017	Tammera Carbo
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Activity - Lesson Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4-8 grade math teachers will be trained and then use Formative Assessment Lessons (FALS-MDC) to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction.	Direct Instruction	08/17/2016	06/02/2017	\$2000	Title I Schoolwide	All Math teachers, Administrators

Status	Progress Notes	Created On	Created By
N/A	Math STAR scores have increased by +.2%. We will continue to implement current strategies.	January 03, 2017	Tammera Carbo

Activity - Numbers and Operations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will provide opportunities for mastery of basic math facts. Timed assessments will be given to evaluate student learning.	Direct Instruction	08/17/2016	06/02/2017	\$2500	Title I Schoolwide	Math teachers, administrators

Status	Progress Notes	Created On	Created By
N/A	Math STAR scores have increased by +.2%. We will continue to implement current strategies.	January 03, 2017	Tammera Carbo

Activity - Ready Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade 3-5 teachers will implement Ready Math lessons in their lesson plans.	Academic Support Program	08/17/2016	06/02/2017	\$4646	Title I Schoolwide	grade 3-5 Math teachers, Administrators

Status	Progress Notes	Created On	Created By
N/A	Math STAR scores have increased by +.2%. We will continue to implement current strategies.	January 03, 2017	Tammera Carbo

Activity - Instructional time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to have increased daily math instructional time (8% or 30 minutes additional) for K-8 so that teachers and students have time to focus on the understanding of math concepts, to develop procedures, and to apply mathematics in real world meaningful contexts.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	K-8 Math teachers, administrators

Status	Progress Notes	Created On	Created By
N/A	Math STAR scores have increased by +.2%. We will continue to implement current strategies.	January 03, 2017	Tammera Carbo

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will implement research based strategies daily. Lessons will follow the cycle of instruction and include problem solving, cooperative group activities, and the use of manipulatives.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	All math teachers, administrators

Status	Progress Notes	Created On	Created By
N/A	Math STAR scores have increased by +.2%. We will continue to implement current strategies.	January 03, 2017	Tammera Carbo

Activity - Close reading strategies for Mathematics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will implement Close reading strategies for Mathematics as part of their instruction.	Academic Support Program	08/17/2016	06/02/2017	\$2500	Title I Schoolwide	Mathematics teachers, administration

Status	Progress Notes	Created On	Created By
N/A	Math STAR scores have increased by +.33 for grades K-5 and +.2% for grades 6-8. We will continue to implement current strategies.	January 03, 2017	Tammera Carbo

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Activity - Parent In-service	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In-service will be offered to parents by teachers to provide resources for homework support.	Academic Support Program	10/31/2016	06/02/2017	\$1146	Title I Schoolwide	Identified Math teachers, Administration

Status	Progress Notes	Created On	Created By
N/A	Math STAR scores have increased by +.33 for grades K-5 and +.2% for grades 6-8. We will continue to implement current strategies.	January 03, 2017	Tammera Carbo

Strategy 3:

FALS - MDC - Teachers will implement FALS-MDC as an ongoing instructional practice.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Common core

Status	Progress Notes	Created On	Created By
N/A	Math STAR scores have increased by +.33 for grades K-5 and +.2% for grades 6-8. We will continue to implement current strategies.	January 03, 2017	Tammera Carbo

Activity - Scaffolding Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase difficulty of scaffolding instruction for different readiness levels.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Math teachers, administration

Status	Progress Notes	Created On	Created By
N/A	Math STAR scores have increased by +.33 for grades K-5 and +.2% for grades 6-8. We will continue to implement current strategies.	January 03, 2017	Tammera Carbo

Activity - Reteach-Remediate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Use data from FALS-MDC to drive re-teaching and remediation.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Math teachers, administration
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Status	Progress Notes	Created On	Created By
N/A	Math STAR scores have increased by +.33 for grades K-5 and +.2% for grades 6-8. We will continue to implement current strategies.	January 03, 2017	Tammera Carbo

Measurable Objective 3:

demonstrate a proficiency for English Learners of 55% to meet or exceed the state APLA in English Language Arts by 06/02/2017 as measured by Access for ELL state mandated assessment..

Status	Progress Notes	Created On	Created By
N/A	ESL student is maintaining a B/C average in all classes.	January 03, 2017	Tammera Carbo

Strategy 1:

Implementation of the Core Program - English learners will meet or exceed the state APLA of 55% on the ACCESS for ELL through the effective implementation of Tier I instruction utilizing Specially Designed Academic Instruction in English.

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

Research Cited: WIDA World Class Instructional Design and Assessment

Status	Progress Notes	Created On	Created By
N/A	ESL student is maintaining a B/C average in all classes.	January 03, 2017	Tammera Carbo

Activity - ELL Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Effective implementation of Tier I instruction for all ELL students.	Direct Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	Content teachers, administrators, EL coordinator

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Status	Progress Notes	Created On	Created By
N/A	ESL student is maintaining a B/C average in all classes.	January 03, 2017	Tammera Carbo

Activity - ELL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Designated teacher will attend ELL training at Central Office.	Professional Learning	08/10/2016	06/02/2017	\$0	No Funding Required	Teacher, Central Office ELL personnel, administration

Status	Progress Notes	Created On	Created By
N/A	ESL student is maintaining a B/C average in all classes.	January 03, 2017	Tammera Carbo

Measurable Objective 4:

demonstrate a behavior of effectively and responsibly using standards -based digital media (e.g., online textbooks, interactives, games and informational materials) to learn and communicate real-world applications of concepts and processes in Reading by 100% of all students by 06/02/2017 as measured by classroom/student observations..

Status	Progress Notes	Created On	Created By
Met	Students were educated on internet safety, the dangers and proper use of social media.	January 03, 2017	Tammera Carbo

Strategy 1:

Digital Resources - Continue to expand accessibility and quantity of high quality, engaging, standards-based, digital media resources for students.

Category: Develop/Implement Learning Supports

Research Cited: Transform 2020 Surveys

Status	Progress Notes	Created On	Created By
N/A	An elementary computer lab is now active. Tablets have been ordered.	January 03, 2017	Tammera Carbo

Activity - Digital Media	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be provided access to online textbooks, educational games, websites or informational materials to complete specific classroom assignments. A paraprofessional will be assigned to the computer lab to aid in this process.	Technology	10/31/2016	06/02/2017	\$33540	Title I Schoolwide	teachers, administrators, paraprofessional, media specialist
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Status	Progress Notes	Created On	Created By
N/A	an elementary lab has been established and tablets have been ordered.	January 03, 2017	Tammera Carbo

Activity - STEM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train and implement STEM activities in grades K-8	Technology	09/30/2016	06/02/2017	\$1000	Title I Schoolwide	Science and Math teachers, administrators

Status	Progress Notes	Created On	Created By
N/A	A parent training was held for STEM by teachers. STEM has been implemented in the classroom.	January 03, 2017	Tammera Carbo

Goal 3: Prepare and support teachers to graduate CCRS students.

Status	Progress Notes	Created On	Created By
N/A	Teachers have attended professional development on the new "Wonders" program and will implement in January.	January 11, 2017	Tammera Carbo

Measurable Objective 1:

demonstrate a proficiency in the knowledge and implementation of curriculum standards as determined by the district by 06/02/2017 as measured by administrators conducting classroom observations to monitor implementation of professional development activities.

Status	Progress Notes	Created On	Created By
Met	In progress. Administrators have observed classroom implementation of curriculum. Teachers are attending professional development for new program implementation.	January 11, 2017	Tammera Carbo

Strategy 1:

Professional Development Opportunities - Teachers will attend professional development throughout the year on content areas specific to grade level.

Category: Develop/Implement Professional Learning and Support

Research Cited: Transform 2020 Survey, Alabama Course of Study

Status	Progress Notes	Created On	Created By
N/A	Staff meeting and STI professional development have been attended by all teachers.	January 11, 2017	Tammera Carbo

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The LEA will provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance. Substitutes will be utilized for teachers to attend meetings during the day and a stipend will be paid for specific professional development meetings after school.	Professional Learning	08/17/2016	06/02/2017	\$9220	Title I Schoolwide	Faculty, administrators, Central office personnel

Status	Progress Notes	Created On	Created By
In Progress	Staff meeting and STI professional development have been attended by all teachers.	January 11, 2017	Tammera Carbo

Measurable Objective 2:

collaborate to utilize instruction and activities in all content areas to advance student learning, creativity and innovation in all learning environments by 06/02/2017 as measured by project based learning and classroom observation.

Status	Progress Notes	Created On	Created By
Met	Teachers meet by grade level and subject to collaborate and evaluate current interventions. PST meetings are held monthly to discuss interventions for high risk students.	January 11, 2017	Tammera Carbo

Strategy 1:

Support Professional Learning - Teachers will use technology and digital resources to utilize standards based instruction and authentic learning activities in content areas to facilitate real life experiences that advance student learning, creativity and innovation in all learning outcomes.

Category: Develop/Implement Professional Learning and Support

Research Cited: Transform 2020 Survey, Alabama Course of Study

Status	Progress Notes	Created On	Created By
N/A	Staff meeting and STI professional development have been attended by all teachers	January 11, 2017	Tammera Carbo

Activity - New Technology Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge and empower students to learn in a variety of ways. Technology may include SMART equipment, Office 365, BYOD and Moodle.	Professional Learning	08/17/2016	06/02/2017	\$1000	Title I Schoolwide	Faculty, Administration, Central Office, Resource teachers

Status	Progress Notes	Created On	Created By
In Progress	Professional development has occurred through the media specialist and has been offered through STIPD	January 11, 2017	Tammera Carbo

Measurable Objective 3:

demonstrate a behavior that engages teachers in on-going collaborative opportunities to design Common Formative Assessments for each grade level by 06/02/2017 as measured by observations conducted by administrative walk-throughs, lesson plans and student samples.

Status	Progress Notes	Created On	Created By
Met	Teachers meet by grade level and subject to collaborate and evaluate current interventions. PST meeting are held monthly to discuss interventions for high risk students.	January 11, 2017	Tammera Carbo

Strategy 1:

Professional Learning - Principal and assistant principal will provide professional development to insure the integration and application of Common Formative Assessments is utilized.

Category: Develop/Implement Professional Learning and Support

Research Cited: Ainsworth & Viegut/How to Connect Standards Based Instruction & Assessment

Status	Progress Notes	Created On	Created By
N/A	Staff meeting and STI professional development have been attended by all teachers	January 11, 2017	Tammera Carbo

Activity - Common Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will provide professional development to ensure that the integration and application of Common Formative Assessments (CFAs) are utilized to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction.	Professional Learning	08/17/2016	06/02/2017	\$0	No Funding Required	Principal, Assistant principal, Teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers are implementing CFA in the classroom. Administration observes and evaluates all CFA	January 11, 2017	Tammera Carbo

Goal 4: Provide digital tools and resources to all educators and students.

Status	Progress Notes	Created On	Created By
N/A	An elementary computer lab is now active. Tablets have been ordered.	January 03, 2017	Tammera Carbo

Measurable Objective 1:

demonstrate a behavior that ensures all students and educators will have access to a comprehensive infrastructure for learning and productivity using digital tools by 06/02/2017 as measured by Transform 2020 Survey results and our technology inventory report..

Status	Progress Notes	Created On	Created By
N/A	An elementary computer lab is now active. Tablets have been ordered.	January 03, 2017	Tammera Carbo

Strategy 1:

Digital Resources - Expand accessibility and quantity of high quality, engaging, standards-based digital media resources for students and teachers.

Category: Develop/Implement Learning Supports

Research Cited: Transform 2020 Plan

Status	Progress Notes	Created On	Created By
N/A	An elementary computer lab is now active. Tablets have been ordered.	January 03, 2017	Tammera Carbo

Activity - Digital Hardware	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase additional computers, tablets and educational software so that every student, teacher and administrator has access to an Internet Connected Device.	Technology	08/17/2016	06/02/2017	\$16000	Title I Schoolwide	Administrator, Teachers, Media Specialist Title I Facilitator

Status	Progress Notes	Created On	Created By
N/A	An elementary computer lab is now active. Tablets have been ordered.	January 03, 2017	Tammera Carbo

Activity - Digital Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use digital component as part of their cycle of instruction.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Teachers, Administration

Status	Progress Notes	Created On	Created By
N/A	An elementary computer lab is now active. Tablets have been ordered.	January 03, 2017	Tammera Carbo

Goal 5: Prepare and support students through student support services.

Status	Progress Notes	Created On	Created By
N/A	began implementation of retract program	January 03, 2017	Tammera Carbo
N/A	First Quarter Honor's Day in October, Student of the month September, October, November	January 03, 2017	Tammera Carbo
N/A	Penelope House, Terry King came in December to speak to students. Classroom guidance on bullying was implemented in December.	January 03, 2017	Tammera Carbo

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N/A	Student council helped run a Christmas Store for underprivileged students and their families.	January 03, 2017	Tammera Carbo
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Measurable Objective 1:

collaborate to create an environment that encourages increased attendance, positive behavior, and academic achievement by 06/02/2017 as measured by school attendance, academic, and discipline reports..

Status	Progress Notes	Created On	Created By
N/A	First Quarter Honor's Day in October, Student of the month September, October, November	January 03, 2017	Tammera Carbo

Strategy 1:

Positive Behavior Incentive System - Programs will be implemented designed to address student attendance, positive behaviors, and academic achievement which will include counseling and career programs.

Category: Develop/Implement Student and School Culture Program

Research Cited: Transform 2020 Plan

Status	Progress Notes	Created On	Created By
N/A	First Quarter Honor's Day in October, Student of the month September, October, November	January 03, 2017	Tammera Carbo

Activity - Behavior interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom, individual and small group guidance provided by school counselor, Alta Pointe counselor and community resources.	Behavioral Support Program	08/17/2016	06/02/2017	\$0	No Funding Required	School counselor, Alta Pointe Counselor, PST team, administrators , community resources

Status	Progress Notes	Created On	Created By
N/A	Penelope House, Terry King came in December to speak to students. Classroom guidance on bullying was implemented in December.	January 03, 2017	Tammera Carbo

Activity - Student Leadership Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The student leadership group consists of middle school students who are trained by the school counselor and teachers to engage our K-5 students in academic success by building relationships through tutoring, mentoring, and providing assemblies promoting increased attendance and academic achievement.	Behavioral Support Program	08/17/2016	06/02/2017	\$0	No Funding Required	School counselor, administrators, Student Leadership Group, elementary teachers

Status	Progress Notes	Created On	Created By
N/A	6 middle school students tutor and support elementary classrooms Student council helped run a Christmas Store for underprivileged students and their families.	January 03, 2017	Tammera Carbo

Activity - Retract/Academic support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Retract/Academic Support program will provide behavioral and academic incentives to encourage middle school students to engage in the academic process in a way that will lead to CCRS.	Behavioral Support Program	10/31/2016	06/02/2017	\$35040	Title I Schoolwide, Title I Schoolwide	Title I facilitator, Administrator, retract personnel, teachers, school counselor

Status	Progress Notes	Created On	Created By
In Progress	began implementation of retract program	October 26, 2016	Tammera Carbo

Activity - Positive incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will use special assemblies, special recognition, Honor's Day, and Academic Pep Rallies to increase attendance, positive behavior, and academic achievement.	Behavioral Support Program	09/30/2016	06/02/2017	\$300	Other	School Counselor, Administrator s, Teachers, PTO

Status	Progress Notes	Created On	Created By
N/A	First Quarter Honor's Day in October, Student of the month September, October, November	January 03, 2017	Tammera Carbo

Measurable Objective 2:

demonstrate a behavior to increase cultural awareness and respect for diversity in the student population by 06/02/2017 as measured by the presentation of our Black History Program and our participation in Culture Fest.

Status	Progress Notes	Created On	Created By
N/A	Students attended the International Festival in November.	January 03, 2017	Tammera Carbo

Strategy 1:

Culture Awareness - Elementary students will attend Culture Fest held at Calcedaver Elementary School in November, 2016 to learn about the American-Indian heritage. In February, during national Black history month, we will include quotes by famous African Americans in our daily announcements and culminate the celebration of Black History month with a Black History program presented by our students to the parents, staff and student body.

Category: Develop/Implement Student and School Culture Program

Research Cited: USDOE, American Psychological Association

Status	Progress Notes	Created On	Created By
N/A	Students attended the International Festival in November.	January 03, 2017	Tammera Carbo

Activity - Black History Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Black history Program presented by K-8 students to increase awareness of the contributions of Famous African Americans to our country and local community.	Community Engagement	02/01/2017	02/28/2017	\$0	No Funding Required	Administrators, teachers, counselor

Status	Progress Notes	Created On	Created By
Completed	Black History Program completed February 24.	March 06, 2017	Tammera Carbo

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Activity - International Festival	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend the International Festival at the Mobile Civic Center to experience different cultures.	Community Engagement	11/17/2016	11/17/2016	\$0	Title I Schoolwide	Teachers, Administration

Status	Progress Notes	Created On	Created By
In Progress	Students attended the International Festival in November.	January 03, 2017	Tammera Carbo

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Formative Assessments	Administration will provide professional development to ensure that the integration and application of Common Formative Assessments (CFAs) are utilized to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction.	Professional Learning	08/17/2016	06/02/2017	\$0	Principal, Assistant principal, Teachers
Problem solving Team (PST)	All teachers will participate in collaborative PST meetings to analyze student performance measures and identify research-based interventions.	Academic Support Program	08/17/2016	06/02/2017	\$0	Teachers, Administrators, Counselors
Kuder	All 8th grade students will participate in completing their 4-year Educational Plan which includes completing the KUDER Career Interest Assessment, the KUDER Skills Confidence Assessment, selecting 3 pathways of occupation, and completing their Educational Plan.	Career Preparation/Orientation	08/10/2016	06/02/2017	\$0	Carbo, Lewis
Student Leadership Group	The student leadership group consists of middle school students who are trained by the school counselor and teachers to engage our K-5 students in academic success by building relationships through tutoring, mentoring, and providing assemblies promoting increased attendance and academic achievement.	Behavioral Support Program	08/17/2016	06/02/2017	\$0	School counselor, administrators, Student Leadership Group, elementary teachers
Behavior interventions	Classroom, individual and small group guidance provided by school counselor, Alta Pointe counselor and community resources.	Behavioral Support Program	08/17/2016	06/02/2017	\$0	School counselor, Alta Pointe Counselor, PST team, administrators, community resources
Instructional Practices	All math teachers will implement research based strategies daily. Lessons will follow the cycle of instruction and include problem solving, cooperative group activities, and the use of manipulatives.	Academic Support Program	08/10/2016	06/02/2017	\$0	All math teachers, administrators
Reteach-Remediate	Use data from FALS-MDC to drive re-teaching and remediation.	Academic Support Program	08/10/2016	06/02/2017	\$0	Math teachers, administration

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Instructional time	Continue to have increased daily math instructional time (8% or 30 minutes additional) for K-8 so that teachers and students have time to focus on the understanding of math concepts, to develop procedures, and to apply mathematics in real world meaningful contexts.	Academic Support Program	08/10/2016	06/02/2017	\$0	K-8 Math teachers, administrators
Digital Literacy	Teachers will use digital component as part of their cycle of instruction.	Academic Support Program	08/10/2016	06/02/2017	\$0	Teachers, Administration
Black History Program	Black history Program presented by K-8 students to increase awareness of the contributions of Famous African Americans to our country and local community.	Community Engagement	02/01/2017	02/28/2017	\$0	Administrator s, teachers, counselor
Student Intervention	All teachers will use data to plan and provide effective instruction/intervention in class and facilitate remediation for Tier II and Tier III students who are not proficient in Mathematics.	Academic Support Program	08/17/2016	06/02/2017	\$0	Teachers, SpEd teachers, Paraprofessionals, Administrators
Scaffolding Instruction	Increase difficulty of scaffolding instruction for different readiness levels.	Academic Support Program	08/10/2016	06/02/2017	\$0	Math teachers, administration
ELL Training	Designated teacher will attend ELL training at Central Office.	Professional Learning	08/10/2016	06/02/2017	\$0	Teacher, Central Office ELL personnel, administration
ELL Direct Instruction	Effective implementation of Tier I instruction for all ELL students.	Direct Instruction	08/10/2016	06/02/2017	\$0	Content teachers, administrators , EL coordinator
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Lesson Assessments	4-8 grade math teachers will be trained and then use Formative Assessment Lessons (FALS-MDC) to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction.	Direct Instruction	08/17/2016	06/02/2017	\$2000	All Math teachers, Administrators
Writing Traits	All teachers will implement Writing Traits lessons that include a read aloud component that requires students to use listening and comprehension skills to apply to the 6 Writing Traits.	Direct Instruction	08/17/2016	06/01/2017	\$2500	Administrators, teachers

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Accelerated Reader	All students will participate in the Accelerated Reader Program. Students will be given daily independent reading time to reach their AR goals. Teachers will monitor progress through reading log documentation. Teachers will offer an in-service for parents to help them understand the AR process.	Academic Support Program	08/17/2016	06/02/2017	\$2000	Librarian, teachers, administrators
Retract/Academic support	A Retract/Academic Support program will provide behavioral and academic incentives to encourage middle school students to engage in the academic process in a way that will lead to CCRS.	Behavioral Support Program	10/31/2016	06/02/2017	\$1500	Title I facilitator, Administrator, retract personnel, teachers, school counselor
Ready Math	All grade 3-5 teachers will implement Ready Math lessons in their lesson plans.	Academic Support Program	08/17/2016	06/02/2017	\$4646	grade 3-5 Math teachers, Administrators
Retract/Academic support	A Retract/Academic Support program will provide behavioral and academic incentives to encourage middle school students to engage in the academic process in a way that will lead to CCRS.	Behavioral Support Program	10/31/2016	06/02/2017	\$33540	Title I facilitator, Administrator, retract personnel, teachers, school counselor
Digital Media	Students will be provided access to online textbooks, educational games, websites or informational materials to complete specific classroom assignments. A paraprofessional will be assigned to the computer lab to aid in this process.	Technology	10/31/2016	06/02/2017	\$33540	teachers, administrators, paraprofessional, media specialist
Professional Development	The LEA will provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance. Substitutes will be utilized for teachers to attend meetings during the day and a stipend will be paid for specific professional development meetings after school.	Professional Learning	08/17/2016	06/02/2017	\$9220	Faculty, administrators, Central office personnel
New Technology Training	Provide professional learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge and empower students to learn in a variety of ways. Technology may include SMART equipment, Office 365, BYOD and Moodle.	Professional Learning	08/17/2016	06/02/2017	\$1000	Faculty, Administration, Central Office, Resource teachers
"Wonders"	Elementary teachers will be trained and then implement the "Wonders" reading program.	Academic Support Program	01/04/2017	06/02/2017	\$0	Administration, elementary teachers, Central office staff

ACIP

North Mobile County K-8

Sunday System for Reading	K-5 teachers will implement the Sunday Program, focusing on reading foundation skills as part of their curriculum. Train new K-5 teachers and 6-8 teachers in the Sunday System reading program.	Professional Learning, Direct Instruction	08/17/2016	06/02/2017	\$1000	District Reading Coach, K-8 teachers, Administrators
Digital Hardware	Purchase additional computers, tablets and educational software so that every student, teacher and administrator has access to an Internet Connected Device.	Technology	08/17/2016	06/02/2017	\$16000	Administrator, Teachers, Media Specialist Title I Facilitator
Literacy Frameworks	All teachers K-5 will implement the Literacy Frameworks guidelines in their lesson plans for Reading/Language Arts.	Academic Support Program	08/17/2016	06/02/2017	\$2500	K-5 Reading/Language Arts teachers, administrators
Close Reading	Train teachers in Close Reading. All teachers will implement Closed Reading regularly.	Academic Support Program, Professional Learning	08/17/2016	06/02/2017	\$2200	Teachers, administrators
International Festival	Students will attend the International Festival at the Mobile Civic Center to experience different cultures.	Community Engagement	11/17/2016	11/17/2016	\$0	Teachers, Administration
Close reading strategies for Mathematics	Math teachers will implement Close reading strategies for Mathematics as part of their instruction.	Academic Support Program	08/17/2016	06/02/2017	\$2500	Mathematics teachers, administration
Numbers and Operations	All teachers will provide opportunities for mastery of basic math facts. Timed assessments will be given to evaluate student learning.	Direct Instruction	08/17/2016	06/02/2017	\$2500	Math teachers, administrators
Parent In-service	In-service will be offered to parents by teachers to provide resources for homework support.	Academic Support Program	10/31/2016	06/02/2017	\$1146	Identified Math teachers, Administration
STEM	Train and implement STEM activities in grades K-8	Technology	09/30/2016	06/02/2017	\$1000	Science and Math teachers, administrators
Total					\$118792	

Other

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

North Mobile County K-8

Positive incentives	We will use special assemblies, special recognition, Honor's Day, and Academic Pep Rallies to increase attendance, positive behavior, and academic achievement.	Behavioral Support Program	09/30/2016	06/02/2017	\$300	School Counselor, Administrators, Teachers, PTO
Total					\$300	

DRAFT

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	AdvancEd survey summary is attached.	Stakeholder Feedback Data document AdvancEd Survey

DRAFT

Evaluative Criteria and Rubrics

Overall Rating: 1.5

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

DRAFT

Areas of Notable Achievement

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

Students' overall highest level of satisfaction or approval was perception of teachers especially with teachers caring about how they do their work and that their teachers effectively teach their subject. Middle school students also scored high when rating whether the school provides them with challenging curriculum and learning experiences.

Teachers' overall highest level of satisfaction or approval was that the school's purpose is clearly focused on student success.

The parent survey is not applicable to due a lack of participation in the survey.

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

Determining trends at this point is once again difficult because of the many transitions we continue to encounter on a yearly basis. our population has again changed with the acquiring of the Belsaw-Mt. Vernon elementary school students. Although we are excited about the challenge of new students and the adjustment that creates it is difficult to judge the satisfaction or dissatisfaction of stakeholders. It may however explain the lack of parental involvement in the survey.

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

Not applicable. There were no other surveys conducted for comparison; as well, we have to continue to find ways to encourage our parent to participate in the survey.

Areas in Need of Improvement

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

The students' lowest level of satisfaction was in the area of technology. The survey relayed that students do not feel technology is sufficiently accessible to meet their needs.

The staff's lowest level of satisfaction of satisfaction or approval was in believing the school board maintains a distinction between its roles and responsibilities and those of school leadership.

Parent survey data in not applicable due to a lack of participation.

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

Students satisfaction concerning access to technology has decreased. However this area has been remedied through the purchase of additional computers.

Teachers feel there is a growing gap between the School Board's understanding of their day to day struggles and the reality of the same.

What are the implications for these stakeholder perceptions?

Purchase additional technology, which has been done and will continue.

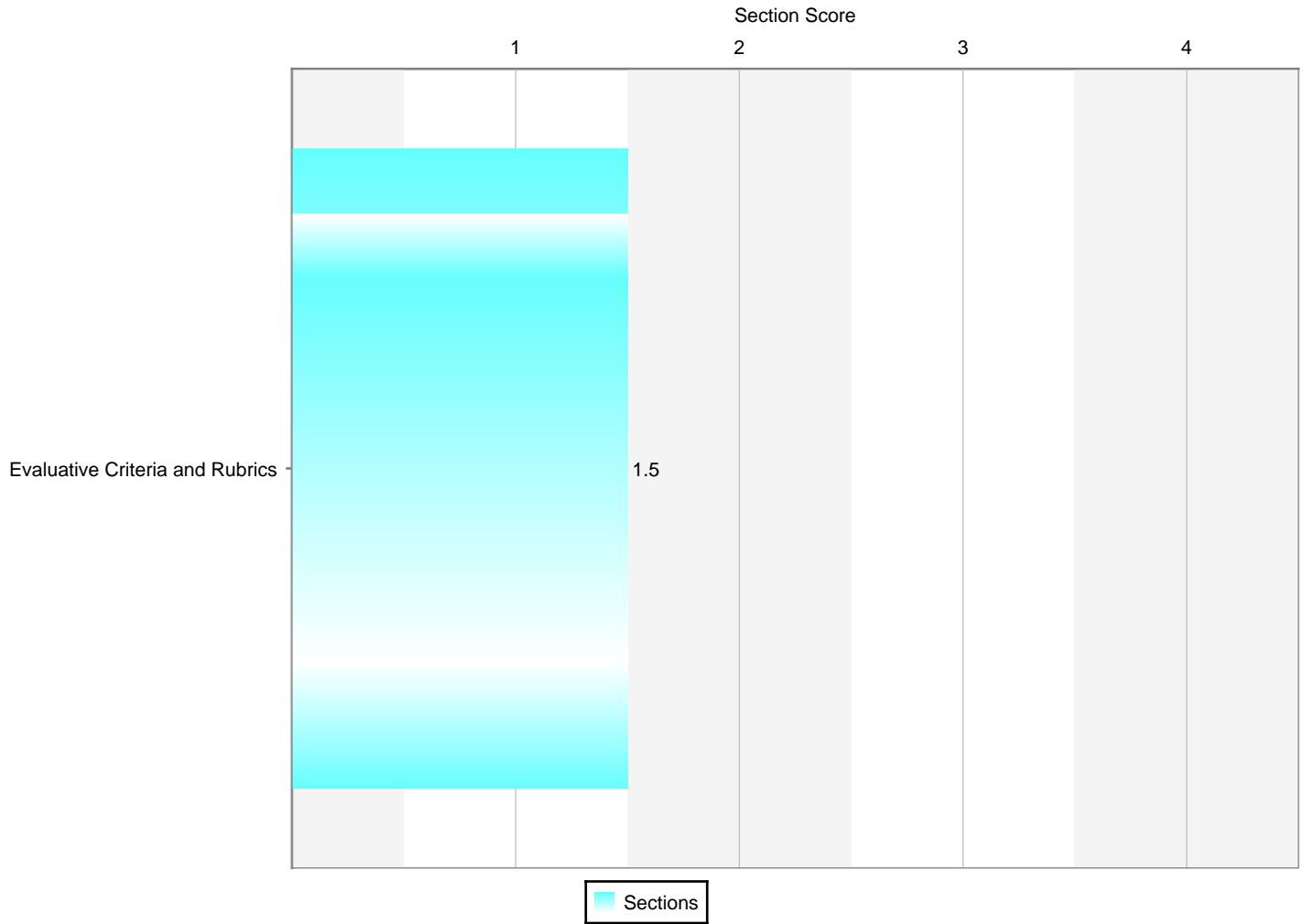
Remind teachers they are welcome to attend school board functions and express concerns directly.

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

Not applicable. We do not have other data besides the AdvancEd survey.

Report Summary

Scores By Section



DRAFT

Title I Schoolwide Diagnostic

DRAFT

Introduction

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

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Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The NMCK-8 CIP committee worked together to analyze our 2015-16 STAR Reading and Math data; 2016 ASPIRE data; and AdvancEd survey data. We formed subcommittees to determine our needs assessment for reading, math and school culture. When the draft was completed, the information was shared with the faculty and staff for input modifications or revisions.

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

The results of the CNA showed that:

1. Star
 - a. There was a .87 GL increase in Early Literacy
 - b. There was a .27 GL increase in Star Reading
 - c. There was a .76 GL increase in Star Math
 - d. There was a .3 GL increase in AR
2. ASPIRE
 - a. There was a 7% increase in Math ASPIRE scores
 - b. There was a 7.4% increase in Reading Aspire Scores.
3. Out of school suspensions increased from 35 to 63 students.
4. Average daily attendance increased from 93.6% to 93.9%.
5. Although computers have been purchased to address the need for teachers, the library and students, additional laptops and tablets are needed to continue to improve our use of technology.

3. What conclusions were drawn from the results?

We concluded that:

1. Reading and math deficiencies will be addressed through specific teacher training; implementing research based strategies for students interventions and after-school tutoring; using Writing Traits and Souday System for reading; improving the implementation of the Accelerated Reading Program; continue to use increased math instructional time through creative scheduling and implement the Ready Math and Ready Reading programs.
2. Continue to identify low achieving reading and math students through PST.
3. Continue implementing our PBIS and develop an in-school suspension program to reduce out of school suspensions.
4. Address attendance issues through continued positive incentives as well as using our student leadership group to promote attendance and academic achievement.
4. Purchase new teacher and student computers and tablets.

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

North Mobile County K-8 School is located in rural north Mobile County. Currently there are 503 students enrolled. At the end of the 2014-2015 school year, Belsaw-Mt. Vernon school closed its middle school and we acquired 52 new students from them for 2015-2016. At the end of the 2015-2016 school year, they closed their elementary school and we acquired 89 new students for the 2016-2017 school year. The school was established in 2010 as a 6-8 middle school. In 2012, as a result of the establishment of Satsuma City School System, NMC School was reconfigured as a K-8 school. As a school and community, we have been through several major transitions related to school zone attendance. As a result, our student population has constantly changed presenting new challenges to academics and parent involvement.

Our data shows improvements based on our population from the 2015-2016 school year. As we evaluate combined data from both schools our scores expose deficits in reading and math. Our school attendance rate was 93.9% for 2015-16 and our number of suspension was 63. The totality of this data was used to develop our goals and plans for continuous improvement.

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

The school goals are connected to priority needs and the needs assessment due to the fact that it addresses strategies that can be used to improve student achievement and to graduate students who are college and career ready.

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

Data was disaggregated, discussed, and analyzed by stakeholders and the ACIP committee. This information was used to develop specific goals that would address areas of deficiency and concern.

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

The goals address the needs of the whole school population and disadvantaged children through Tier II and Tier III intervention. During PST meetings, all students who are struggling in math/or reading and have not been identified as SpEd are identified. Through Tier II intervention, these identified students are given small group instruction separate from core instruction time by their classroom teacher. Intervention methods and strategies are specifically identified to meet individual student needs. Tier III students are those students who are also Tier II students but have significant academic deficits and need more intensive instruction. Tier III intervention is provided by the classroom teacher or a regular education paraprofessional.

Student with special needs shall be provided appropriate, individual intensive instruction to enable them to eventually perform at all levels comparable to their peer groups. The percentage of students served by special education programs shall be consistent with state and national averages, and students should be exited from the program as soon as possible. We currently have 2 self-contained classrooms, 2 Special Education resource teachers, 1 Speech/Language teacher, 3 one on one paraprofessionals and 5 paraprofessionals.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

Engage and empower the learner through high quality K-8 aligned CCRS, instruction, and assessment for all core content areas.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in Math achievement in Mathematics by 06/01/2016 as measured by ASPIRE test scores in Math.

Strategy1:

Best Practices in Math - All teachers will collaborate focusing on math procedures and problem solving skills for all students through the implementation of effective instructional strategies and best practices in math.

Category:

Research Cited: Quality Core, Common Core

Activity - Numbers and Operations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will provide opportunities for mastery of basic facts.	Direct Instruction	08/10/2015	06/01/2016	\$0 - No Funding Required	All Math Teachers, Math Intervention Teacher

Activity - Instructional Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will increase daily math instructional time for K-8 by 8% (30 minutes) so that teachers and students have time to focus on the understanding of math concepts, to develop procedures, and to apply mathematics in real world meaningful contexts.	Other - Organizational Support	08/10/2015	06/01/2016	\$0 - No Funding Required	Administrators, K-8 math teachers

Activity - Lesson Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 math teachers will use Common Formative Assessments (CFA's) and 6th-8th grade math teachers will use Formative Assessment Lessons (FAL's) to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction.	Direct Instruction	08/17/2015	06/01/2016	\$0 - No Funding Required	All Math Teachers, Administrators,

Strategy2:

Response to Instruction (RtI) - All Math teachers K-8 and SpEd teachers will utilize data to drive instruction for all students.

Category:

Research Cited: Quality Core

Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers, SpEd teachers, paraprofessionals, and the math intervention teacher will use data to plan and provide effective instruction/intervention in class and to facilitate remediation for Tier II and Tier III students identified with a math deficiency during PST.	Academic Support Program	08/17/2015	06/01/2016	\$70821 - Title I Schoolwide	All Math teachers, SpEd teachers, paraprofessionals, and Title 1 Math Intervention teachers

Activity - Problem Solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers and SpEd will participate in collaborative PST meetings to analyze student performance measures and identify research based interventions.	Academic Support Program	08/17/2015	06/01/2016	\$0 - No Funding Required	Math Teachers, SpEd teachers, administrators

Measurable Objective 2:

55% of English Learners students will demonstrate a proficiency to meet or exceed the state APLA in English Language Arts by 06/02/2016 as measured by ACCESS for ELL state mandated assessment.

Strategy1:

Implementation of the Core Program - English Learners will meet or exceed the state APLA of 55% on the ACCESS for ELL through the effective implementation of Tier I instruction utilizing Specially Designed Academic Instruction in English.

Category:

Research Cited: WIDA World Class Instructional Design and Assessment

Activity - ELL Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Effective implementation of Tier I instruction for all ELL students.	Direct Instruction	08/10/2015	06/02/2016	\$0 - District Funding	Content teachers, administrators, EL coordinator

Measurable Objective 3:

100% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a behavior of effectively and responsibly using standards-based digital media (e.g., online textbooks, interactives, games, and informational materials) to learn and communicate real-world applications of concepts and processes in Reading by 06/01/2016 as measured by classroom/student observations.

Strategy1:

Digital Resources - Expand accessibility and quantity of high-quality, engaging, standards-based, digital media resources for students.

Category:

Research Cited: Transform 2020 Surveys

ACIP

North Mobile County K-8

Activity - Digital Media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade 3-8 teachers will provide students access to online textbooks, educational games and websites, and informational materials to complete specific classroom assignments.	Technology	08/10/2015	06/01/2016	\$0 - No Funding Required	Grade 3-8 teachers, media specialist, technology teacher, administrators

Measurable Objective 4:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in Reading achievement in Reading by 06/01/2016 as measured by ASPIRE test scores in Reading.

Strategy1:

Reading Comprehension - All teachers will collaborate focusing on reading comprehension skills for all students.

Category:

Research Cited: Alabama Course of Study

Activity - Sondag System for Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train K-5 teachers in the Sondag System reading program, focusing on reading foundation skills.	Direct Instruction Professional Learning	08/17/2015	06/01/2016	\$500 - Title I Schoolwide	District Reading Coaches, K-5 Teachers, Administrators

Activity - Writing Traits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement Writing Traits lessons that include a read aloud component that requires students to use listening and comprehension skills to apply to the 6 Writing Traits.	Direct Instruction	08/17/2015	06/01/2016	\$0 - No Funding Required	Administrators, teachers,

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate in the Accelerated Reader program. Students will be given daily independent reading time to reach their AR goals. Teachers will monitor student progress through reading log documentation.	Academic Support Program	08/10/2015	06/01/2016	\$808 - State Funds	Librarian, teachers, administrators

Goal 2:

A 2% increase of third, fourth, fifth, sixth, seventh and eighth grade students will demonstrate a proficiency in Reading achievement by 6/1/2016 as measured by the ASPIRE Reading test scores.

Measurable Objective 1:

demonstrate a behavior of effectively and responsibly using standards-based digital media (e.g., online textbooks, interactives, games and informational materials) to learn and communicate real-world applications of concepts and processes in Reading by 100% of all students by 06/02/2017 as measured by classroom/student observations..

Strategy1:

Digital Resources - Continue to expand accessibility and quantity of high quality, engaging, standards-based, digital media resources for students.

Category: Develop/Implement Learning Supports

Research Cited: Transform 2020 Surveys

Activity - Digital Media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided access to online textbooks, educational games, websites or informational materials to complete specific classroom assignments. A paraprofessional will be assigned to the computer lab to aid in this process.	Technology	10/31/2016	06/02/2017	\$16500 - Title I Schoolwide	teachers, administrators, paraprofessional, media specialist

Measurable Objective 2:

demonstrate a proficiency for English Learners of 55% to meet or exceed the state APLA in English Language Arts by 06/02/2017 as measured by Access for ELL state mandated assessment..

Strategy1:

Implementation of the Core Program - English learners will meet or exceed the state APLA of 55% on the ACCESS for ELL through the effective implementation of Tier I instruction utilizing Specially Designed Academic Instruction in English.

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

Research Cited: WIDA World Class Instructional Design and Assessment

Activity - ELL Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Effective implementation of Tier I instruction for all ELL students.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Content teachers, administrators, EL coordinator

Measurable Objective 3:

collaborate to have all teachers focus on reading comprehension skills for all students by 06/02/2017 as measured by ASPIRE test scores in Reading .

Strategy1:

Response to Instruction (RTI) - All K-8 and SpEd teachers will utilize data to drive instruction for all students.

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

Research Cited: Quality Core

ACIP

North Mobile County K-8

Activity - Problem solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in collaborative PST meetings to analyze student performance measures and identify research-based interventions.	Academic Support Program	08/17/2016	06/02/2017	\$0 - No Funding Required	Teachers, Administrators, Counselor

Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use data to plan and provide effective instruction/intervention in class and facilitate remediation for Tier II and Tier III students who are not proficient in Mathematics.	Academic Support Program	08/17/2016	06/02/2017	\$0 - No Funding Required	Teachers, SpEd teachers, Paraprofessionals, Administrators

Strategy2:

Reading Comprehension - All teachers will collaborate focusing on reading comprehension skills for all students.

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

Research Cited: Alabama Course of Study

Activity - Sondag System for Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers will implement the Sondag Program, focusing on reading foundation skills as part of their curriculum. Train new K-5 teachers and 6-8 teachers in the Sondag System reading program.	Direct Instruction Professional Learning	08/17/2016	06/02/2017	\$0 - Title I Schoolwide	District Reading Coach, K-8 teachers, Administrators

Activity - Closed Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in Closed Reading. All teachers will implement Closed Reading regularly.	Academic Support Program Professional Learning	08/17/2016	06/02/2017	\$500 - Title I Schoolwide	Teachers, administrators

Activity - Literacy Frameworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers K-5 will implement the Literacy Frameworks guidelines in their lesson plans for Reading/Language Arts.	Academic Support Program	08/17/2016	06/02/2017	\$0 - No Funding Required	K-5 Reading/Language Arts teachers, administrators

Activity - Writing Traits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement Writing Traits lessons that include a read aloud component that requires students to use listening and comprehension skills to apply to the 6 Writing Traits.	Direct Instruction	08/17/2016	06/01/2017	\$0 - No Funding Required	Administrators, teachers

ACIP

North Mobile County K-8

Activity - Ready Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers will implement Ready Reading in their lesson plans.	Academic Support Program	08/17/2016	06/02/2017	\$2000 - Title I Schoolwide	K-5 teachers, administrators

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate in the Accelerated Reader Program. Students will be given daily independent reading time to reach their AR goals. Teachers will monitor progress through reading log documentation.	Academic Support Program	08/17/2016	06/02/2017	\$0 - State Funds	Librarian, teachers, administrators

Measurable Objective 4:

demonstrate a proficiency in Math achievement in Mathematics by having a 2% increase in third, fourth, fifth, sixth, seventh, and eighth grade student achievement by 06/02/2017 as measured by ASPIRE test scores in Math .

Strategy1:

Response to Instruction (RTI) - All K-8 and SpEd teachers will utilize data to drive instruction for all students.

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

Research Cited: Quality Core

Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use data to plan and provide effective instruction/intervention in class and facilitate remediation for Tier II and Tier III students who are not proficient in Mathematics.	Academic Support Program	08/17/2016	06/02/2017	\$0 - No Funding Required	Teachers, SpEd teachers, Paraprofessionals, Administrators

Activity - Problem solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in collaborative PST meetings to analyze student performance measures and identify research-based interventions.	Academic Support Program	08/17/2016	06/02/2017	\$0 - No Funding Required	Teachers, Administrators, Counselor

Strategy2:

Best Practices in Math - All teachers will collaborate focusing on math procedures and problem solving skills for all students through the implementation of effective instructional practices and best practices in Math.

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

Research Cited: Quality Core, Common core

Activity - Ready Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement Ready Math lessons in their lesson plans.	Academic Support Program	08/17/2016	06/02/2017	\$2000 - Title I Schoolwide	All Math teachers, Administrators

Activity - Instructional time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to have increased daily math instructional time (8% or 30 minutes additional) for K-8 so that teachers and students have time to focus on the understanding of math concepts, to develop procedures, and to apply mathematics in real world meaningful contexts.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	K-8 Math teachers, administrators

Activity - Numbers and Operations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will provide opportunities for mastery of basic math facts.	Direct Instruction	08/17/2016	06/02/2017	\$0 - No Funding Required	Math teachers, administrators

Activity - Lesson Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 math teachers will use Common Formative Assessments (CFAs) and 6-8 grade math teachers will use Formative Assessment Lessons (FALS) to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction.	Direct Instruction	08/17/2016	06/02/2017	\$0 - No Funding Required	All Math teachers, Administrators

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

Goal 1:

Engage and empower the learner through high quality K-8 aligned CCRS, instruction, and assessment for all core content areas.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in Reading achievement in Reading by 06/01/2016 as measured by ASPIRE test scores in Reading.

Strategy1:

Reading Comprehension - All teachers will collaborate focusing on reading comprehension skills for all students.

Category:

Research Cited: Alabama Course of Study

Activity - Literacy Frameworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers K-5 will implement the Literacy Frameworks guidelines in their lesson plans for Reading/Language Arts.	Academic Support Program	08/17/2015	06/01/2016	\$0 - No Funding Required	K-5 Reading/Language Arts teachers, administrators

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in Math achievement in Mathematics by 06/01/2016 as measured by ASPIRE test scores in Math.

Strategy1:

Best Practices in Math - All teachers will collaborate focusing on math procedures and problem solving skills for all students through the implementation of effective instructional strategies and best practices in math.

Category:

Research Cited: Quality Core, Common Core

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will implement research based strategies daily. Lessons will follow the cycle of instruction and include problem solving, cooperative group activities, and the use of manipulatives.	Academic Support Program	08/17/2015	06/01/2016	\$0 - No Funding Required	All math teachers, administrators,

Goal 2:

Prepare and support teachers to graduate CCRS students.

Measurable Objective 1:

demonstrate a behavior that engages teachers in on-going collaborative opportunities to design common formative assessment for each grade level by 06/01/2016 as measured by observations conducted by administrative walk-throughs, lesson plans, and student samples.

Strategy1:

Professional Learning - Principal and Assistant Principal will provide professional development to ensure that the integration and application of Common Formative Assessments is utilized.

Category:

Research Cited: Ainsworth & Viegut/How to Connect Standards-Based Instruction & Assessment

Activity - Common Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will provide professional development to ensure that the integration and application of Common Formative Assessments (CFA's) are utilized to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction.	Professional Learning	08/17/2015	06/01/2016	\$0 - No Funding Required	Principal, Assistant Principal, Teachers

Measurable Objective 2:

collaborate to utilize instruction and activities in all content areas to advance student learning, creativity and innovation in all learning environments by 06/01/2016 as measured by project based learning and classroom observation.

Strategy1:

Support Professional Learning - Teachers will use technology and digital resources to utilize standards based instruction and authentic learning activities in content areas to facilitate real life experiences that advance student learning, creativity and innovation in all learning outcomes.

Category:

Research Cited: Transform 2020 Survey, Alabama Course of Study

Activity - New Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge and empower students to learn in a variety of ways. Technology may include SMART equipment, Office 365, BYOD, and Moodle.	Professional Learning	08/10/2015	06/01/2016	\$0 - District Funding	Faculty, Administration, IT Resource Teachers

Goal 3:

A 2% increase of third, fourth, fifth, sixth, seventh and eighth grade students will demonstrate a proficiency in Reading achievement by 6/1/2016 as measured by the ASPIRE Reading test scores.

Measurable Objective 1:

demonstrate a proficiency in Math achievement in Mathematics by having a 2% increase in third, fourth, fifth, sixth, seventh, and eighth grade student achievement by 06/02/2017 as measured by ASPIRE test scores in Math .

Strategy1:

Best Practices in Math - All teachers will collaborate focusing on math procedures and problem solving skills for all students through the implementation of effective instructional practices and best practices in Math.

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

Research Cited: Quality Core, Common core

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will implement research based strategies daily. Lessons will follow the cycle of instruction and include problem solving, cooperative group activities, and the use of manipulatives.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	All math teachers, administrators

Measurable Objective 2:

collaborate to have all teachers focus on reading comprehension skills for all students by 06/02/2017 as measured by ASPIRE test scores in Reading .

Strategy1:

Reading Comprehension - All teachers will collaborate focusing on reading comprehension skills for all students.

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

Research Cited: Alabama Course of Study

Activity - Literacy Frameworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers K-5 will implement the Literacy Frameworks guidelines in their lesson plans for Reading/Language Arts.	Academic Support Program	08/17/2016	06/02/2017	\$0 - No Funding Required	K-5 Reading/Language Arts teachers, administrators

Goal 4:

Prepare and support teachers to graduate CCRS students.

Measurable Objective 1:

demonstrate a proficiency in the knowledge and implementation of curriculum standards as determined by the district by 06/02/2017 as measured by administrators conducting classroom observations to monitor implementation of professional development activities.

Strategy1:

Professional Development Opportunities - Teachers will attend professional development throughout the year on content areas specific to grade level.

Category: Develop/Implement Professional Learning and Support

Research Cited: Transform 2020 Survey, Alabama Course of Study

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LEA will provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance. Substitutes will be utilized for teachers to attend meetings during the day and a stipend will be paid for specific professional development meetings after school.	Professional Learning	08/17/2016	06/02/2017	\$2500 - Title I Schoolwide	Faculty, administrators, Central office personnel

Measurable Objective 2:

collaborate to utilize instruction and activities in all content areas to advance student learning, creativity and innovation in all learning environments by 06/02/2017 as measured by project based learning and classroom observation.

Strategy1:

Support Professional Learning - Teachers will use technology and digital resources to utilize standards based instruction and authentic learning activities in content areas to facilitate real life experiences that advance student learning, creativity and innovation in all learning outcomes.

Category: Develop/Implement Professional Learning and Support

Research Cited: Transform 2020 Survey, Alabama Course of Study

Activity - New Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge and empower students to learn in a variety of ways. Technology may include SMART equipment, Office 365, BYOD and Moodle.	Professional Learning	08/17/2016	06/02/2017	\$500 - Title I Schoolwide	Faculty, Administration, Central Office, Resource teachers

Measurable Objective 3:

demonstrate a behavior that engages teachers in on-going collaborative opportunities to design Common Formative Assessments for each grade level by 06/02/2017 as measured by observations conducted by administrative walk-throughs, lesson plans and student samples.

Strategy1:

Professional Learning - Principal and assistant principal will provide professional development to insure the integration and application of Common Formative Assessments is utilized.

Category: Develop/Implement Professional Learning and Support

Research Cited: Ainsworth & Viegut/How to Connect Standards Based Instruction & Assessment

Activity - Common Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will provide professional development to ensure that the integration and application of Common Formative Assessments (CFAs) are utilized to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction.	Professional Learning	08/17/2016	06/02/2017	\$0 - No Funding Required	Principal, Assistant principal, Teachers

Goal 5:

Provide digital tools and resources to all educators and students.

Measurable Objective 1:

demonstrate a behavior that ensures all students and educators will have access to a comprehensive infrastructure for learning and productivity using digital tools by 06/02/2017 as measured by Transform 2020 Survey results and our technology inventory report..

Strategy1:

Digital Resources - Expand accessibility and quantity of high quality, engaging, standards-based digital media resources for students and teachers.

Category: Develop/Implement Learning Supports

Research Cited: Transform 2020 Plan

Activity - Digital Hardware	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase additional computers, tablets and educational software so that every student, teacher and administrator has access to an Internet Connected Device.	Technology	08/17/2016	06/02/2017	\$8000 - Title I Schoolwide	Administrator, Teachers, Media Specialist Title I Facilitator

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

Goal 1:

A 2% increase of third, fourth, fifth, sixth, seventh and eighth grade students will demonstrate a proficiency in Reading achievement by 6/1/2016 as measured by the ASPIRE Reading test scores.

Measurable Objective 1:

collaborate to have all teachers focus on reading comprehension skills for all students by 06/02/2017 as measured by ASPIRE test scores in Reading .

Strategy1:

Response to Instruction (RTI) - All K-8 and SpEd teachers will utilize data to drive instruction for all students.

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

Research Cited: Quality Core

Activity - Problem solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in collaborative PST meetings to analyze student performance measures and identify research-based interventions.	Academic Support Program	08/17/2016	06/02/2017	\$0 - No Funding Required	Teachers, Administrators, Counselor

Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use data to plan and provide effective instruction/intervention in class and facilitate remediation for Tier II and Tier III students who are not proficient in Mathematics.	Academic Support Program	08/17/2016	06/02/2017	\$0 - No Funding Required	Teachers, SpEd teachers, Paraprofessionals, Administrators

Strategy2:

Reading Comprehension - All teachers will collaborate focusing on reading comprehension skills for all students.

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

Research Cited: Alabama Course of Study

ACIP

North Mobile County K-8

Activity - Ready Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers will implement Ready Reading in their lesson plans.	Academic Support Program	08/17/2016	06/02/2017	\$2000 - Title I Schoolwide	K-5 teachers, administrators

Activity - Sondag System for Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers will implement the Sondag Program, focusing on reading foundation skills as part of their curriculum. Train new K-5 teachers and 6-8 teachers in the Sondag System reading program.	Professional Learning Direct Instruction	08/17/2016	06/02/2017	\$0 - Title I Schoolwide	District Reading Coach, K-8 teachers, Administrators

Activity - Writing Traits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement Writing Traits lessons that include a read aloud component that requires students to use listening and comprehension skills to apply to the 6 Writing Traits.	Direct Instruction	08/17/2016	06/01/2017	\$0 - No Funding Required	Administrators, teachers

Activity - Closed Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in Closed Reading. All teachers will implement Closed Reading regularly.	Academic Support Program Professional Learning	08/17/2016	06/02/2017	\$500 - Title I Schoolwide	Teachers, administrators

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate in the Accelerated Reader Program. Students will be given daily independent reading time to reach their AR goals. Teachers will monitor progress through reading log documentation.	Academic Support Program	08/17/2016	06/02/2017	\$0 - State Funds	Librarian, teachers, administrators

Activity - Literacy Frameworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers K-5 will implement the Literacy Frameworks guidelines in their lesson plans for Reading/Language Arts.	Academic Support Program	08/17/2016	06/02/2017	\$0 - No Funding Required	K-5 Reading/Language Arts teachers, administrators

Measurable Objective 2:

demonstrate a proficiency in Math achievement in Mathematics by having a 2% increase in third, fourth, fifth, sixth, seventh, and eighth grade student achievement by 06/02/2017 as measured by ASPIRE test scores in Math .

Strategy1:

Best Practices in Math - All teachers will collaborate focusing on math procedures and problem solving skills for all students through the

implementation of effective instructional practices and best practices in Math.

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

Research Cited: Quality Core, Common core

Activity - Lesson Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 math teachers will use Common Formative Assessments (CFAs) and 6-8 grade math teachers will use Formative Assessment Lessons (FALS) to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction.	Direct Instruction	08/17/2016	06/02/2017	\$0 - No Funding Required	All Math teachers, Administrators

Activity - Instructional time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to have increased daily math instructional time (8% or 30 minutes additional) for K-8 so that teachers and students have time to focus on the understanding of math concepts, to develop procedures, and to apply mathematics in real world meaningful contexts.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	K-8 Math teachers, administrators

Activity - Ready Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement Ready Math lessons in their lesson plans.	Academic Support Program	08/17/2016	06/02/2017	\$2000 - Title I Schoolwide	All Math teachers, Administrators

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will implement research based strategies daily. Lessons will follow the cycle of instruction and include problem solving, cooperative group activities, and the use of manipulatives.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	All math teachers, administrators

Activity - Numbers and Operations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will provide opportunities for mastery of basic math facts.	Direct Instruction	08/17/2016	06/02/2017	\$0 - No Funding Required	Math teachers, administrators

Strategy2:

Response to Instruction (RTI) - All K-8 and SpEd teachers will utilize data to drive instruction for all students.

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

Research Cited: Quality Core

ACIP

North Mobile County K-8

Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use data to plan and provide effective instruction/intervention in class and facilitate remediation for Tier II and Tier III students who are not proficient in Mathematics.	Academic Support Program	08/17/2016	06/02/2017	\$0 - No Funding Required	Teachers, SpEd teachers, Paraprofessionals, Administrators

Activity - Problem solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in collaborative PST meetings to analyze student performance measures and identify research-based interventions.	Academic Support Program	08/17/2016	06/02/2017	\$0 - No Funding Required	Teachers, Administrators, Counselor

Goal 2:

Prepare and support teachers to graduate CCRS students.

Measurable Objective 1:

demonstrate a proficiency in the knowledge and implementation of curriculum standards as determined by the district by 06/02/2017 as measured by administrators conducting classroom observations to monitor implementation of professional development activities.

Strategy1:

Professional Development Opportunities - Teachers will attend professional development throughout the year on content areas specific to grade level.

Category: Develop/Implement Professional Learning and Support

Research Cited: Transform 2020 Survey, Alabama Course of Study

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LEA will provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance. Substitutes will be utilized for teachers to attend meetings during the day and a stipend will be paid for specific professional development meetings after school.	Professional Learning	08/17/2016	06/02/2017	\$2500 - Title I Schoolwide	Faculty, administrators, Central office personnel

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

A 2% increase of third, fourth, fifth, sixth, seventh and eighth grade students will demonstrate a proficiency in Reading achievement by 6/1/2016 as measured by the ASPIRE Reading test scores.

Measurable Objective 1:

demonstrate a behavior of effectively and responsibly using standards-based digital media (e.g., online textbooks, interactives, games and informational materials) to learn and communicate real-world applications of concepts and processes in Reading by 100% of all students by 06/02/2017 as measured by classroom/student observations..

Strategy1:

Digital Resources - Continue to expand accessibility and quantity of high quality, engaging, standards-based, digital media resources for students.

Category: Develop/Implement Learning Supports

Research Cited: Transform 2020 Surveys

Activity - Digital Media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided access to online textbooks, educational games, websites or informational materials to complete specific classroom assignments. A paraprofessional will be assigned to the computer lab to aid in this process.	Technology	10/31/2016	06/02/2017	\$16500 - Title I Schoolwide	teachers, administrators, paraprofessional, media specialist

Measurable Objective 2:

demonstrate a proficiency for English Learners of 55% to meet or exceed the state APLA in English Language Arts by 06/02/2017 as measured by Access for ELL state mandated assessment..

Strategy1:

Implementation of the Core Program - English learners will meet or exceed the state APLA of 55% on the ACCESS for ELL through the effective implementation of Tier I instruction utilizing Specially Designed Academic Instruction in English.

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

Research Cited: WIDA World Class Instructional Design and Assessment

Activity - ELL Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Effective implementation of Tier I instruction for all ELL students.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Content teachers, administrators, EL coordinator

Measurable Objective 3:

demonstrate a proficiency in Math achievement in Mathematics by having a 2% increase in third, fourth, fifth, sixth, seventh, and eighth grade student achievement by 06/02/2017 as measured by ASPIRE test scores in Math .

Strategy1:

Response to Instruction (RTI) - All K-8 and SpEd teachers will utilize data to drive instruction for all students.

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

Research Cited: Quality Core

Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use data to plan and provide effective instruction/intervention in class and facilitate remediation for Tier II and Tier III students who are not proficient in Mathematics.	Academic Support Program	08/17/2016	06/02/2017	\$0 - No Funding Required	Teachers, SpEd teachers, Paraprofessionals, Administrators

Activity - Problem solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in collaborative PST meetings to analyze student performance measures and identify research-based interventions.	Academic Support Program	08/17/2016	06/02/2017	\$0 - No Funding Required	Teachers, Administrators, Counselor

Strategy2:

Best Practices in Math - All teachers will collaborate focusing on math procedures and problem solving skills for all students through the implementation of effective instructional practices and best practices in Math.

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

Research Cited: Quality Core, Common core

Activity - Ready Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement Ready Math lessons in their lesson plans.	Academic Support Program	08/17/2016	06/02/2017	\$2000 - Title I Schoolwide	All Math teachers, Administrators

Activity - Instructional time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to have increased daily math instructional time (8% or 30 minutes additional) for K-8 so that teachers and students have time to focus on the understanding of math concepts, to develop procedures, and to apply mathematics in real world meaningful contexts.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	K-8 Math teachers, administrators

Activity - Lesson Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 math teachers will use Common Formative Assessments (CFAs) and 6-8 grade math teachers will use Formative Assessment Lessons (FALS) to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction.	Direct Instruction	08/17/2016	06/02/2017	\$0 - No Funding Required	All Math teachers, Administrators

ACIP

North Mobile County K-8

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will implement research based strategies daily. Lessons will follow the cycle of instruction and include problem solving, cooperative group activities, and the use of manipulatives.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	All math teachers, administrators

Activity - Numbers and Operations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will provide opportunities for mastery of basic math facts.	Direct Instruction	08/17/2016	06/02/2017	\$0 - No Funding Required	Math teachers, administrators

Measurable Objective 4:

collaborate to have all teachers focus on reading comprehension skills for all students by 06/02/2017 as measured by ASPIRE test scores in Reading .

Strategy1:

Response to Instruction (RTI) - All K-8 and SpEd teachers will utilize data to drive instruction for all students.

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

Research Cited: Quality Core

Activity - Problem solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in collaborative PST meetings to analyze student performance measures and identify research-based interventions.	Academic Support Program	08/17/2016	06/02/2017	\$0 - No Funding Required	Teachers, Administrators, Counselor

Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use data to plan and provide effective instruction/intervention in class and facilitate remediation for Tier II and Tier III students who are not proficient in Mathematics.	Academic Support Program	08/17/2016	06/02/2017	\$0 - No Funding Required	Teachers, SpEd teachers, Paraprofessionals, Administrators

Strategy2:

Reading Comprehension - All teachers will collaborate focusing on reading comprehension skills for all students.

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

Research Cited: Alabama Course of Study

Activity - Closed Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in Closed Reading. All teachers will implement Closed Reading regularly.	Academic Support Program Professional Learning	08/17/2016	06/02/2017	\$500 - Title I Schoolwide	Teachers, administrators

Activity - Literacy Frameworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers K-5 will implement the Literacy Frameworks guidelines in their lesson plans for Reading/Language Arts.	Academic Support Program	08/17/2016	06/02/2017	\$0 - No Funding Required	K-5 Reading/Language Arts teachers, administrators

Activity - Ready Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers will implement Ready Reading in their lesson plans.	Academic Support Program	08/17/2016	06/02/2017	\$2000 - Title I Schoolwide	K-5 teachers, administrators

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate in the Accelerated Reader Program. Students will be given daily independent reading time to reach their AR goals. Teachers will monitor progress through reading log documentation.	Academic Support Program	08/17/2016	06/02/2017	\$0 - State Funds	Librarian, teachers, administrators

Activity - Writing Traits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement Writing Traits lessons that include a read aloud component that requires students to use listening and comprehension skills to apply to the 6 Writing Traits.	Direct Instruction	08/17/2016	06/01/2017	\$0 - No Funding Required	Administrators, teachers

Activity - Sondag System for Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers will implement the Sondag Program, focusing on reading foundation skills as part of their curriculum. Train new K-5 teachers and 6-8 teachers in the Sondag System reading program.	Direct Instruction Professional Learning	08/17/2016	06/02/2017	\$0 - Title I Schoolwide	District Reading Coach, K-8 teachers, Administrators

Goal 2:

Prepare and support teachers to graduate CCRS students.

Measurable Objective 1:

collaborate to utilize instruction and activities in all content areas to advance student learning, creativity and innovation in all learning environments by 06/02/2017 as measured by project based learning and classroom observation.

Strategy1:

Support Professional Learning - Teachers will use technology and digital resources to utilize standards based instruction and authentic learning activities in content areas to facilitate real life experiences that advance student learning, creativity and innovation in all learning

outcomes.

Category: Develop/Implement Professional Learning and Support

Research Cited: Transform 2020 Survey, Alabama Course of Study

Activity - New Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge and empower students to learn in a variety of ways. Technology may include SMART equipment, Office 365, BYOD and Moodle.	Professional Learning	08/17/2016	06/02/2017	\$500 - Title I Schoolwide	Faculty, Administration, Central Office, Resource teachers

Measurable Objective 2:

demonstrate a proficiency in the knowledge and implementation of curriculum standards as determined by the district by 06/02/2017 as measured by administrators conducting classroom observations to monitor implementation of professional development activities.

Strategy1:

Professional Development Opportunities - Teachers will attend professional development throughout the year on content areas specific to grade level.

Category: Develop/Implement Professional Learning and Support

Research Cited: Transform 2020 Survey, Alabama Course of Study

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LEA will provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance. Substitutes will be utilized for teachers to attend meetings during the day and a stipend will be paid for specific professional development meetings after school.	Professional Learning	08/17/2016	06/02/2017	\$2500 - Title I Schoolwide	Faculty, administrators, Central office personnel

Measurable Objective 3:

demonstrate a behavior that engages teachers in on-going collaborative opportunities to design Common Formative Assessments for each grade level by 06/02/2017 as measured by observations conducted by administrative walk-throughs, lesson plans and student samples.

Strategy1:

Professional Learning - Principal and assistant principal will provide professional development to insure the integration and application of Common Formative Assessments is utilized.

Category: Develop/Implement Professional Learning and Support

Research Cited: Ainsworth & Viegut/How to Connect Standards Based Instruction & Assessment

Activity - Common Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will provide professional development to ensure that the integration and application of Common Formative Assessments (CFAs) are utilized to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction.	Professional Learning	08/17/2016	06/02/2017	\$0 - No Funding Required	Principal, Assistant principal, Teachers

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

Goal 1:

A 2% increase of third, fourth, fifth, sixth, seventh and eighth grade students will demonstrate a proficiency in Reading achievement by 6/1/2016 as measured by the ASPIRE Reading test scores.

Measurable Objective 1:

demonstrate a proficiency in Math achievement in Mathematics by having a 2% increase in third, fourth, fifth, sixth, seventh, and eighth grade student achievement by 06/02/2017 as measured by ASPIRE test scores in Math .

Strategy1:

Response to Instruction (RTI) - All K-8 and SpEd teachers will utilize data to drive instruction for all students.

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

Research Cited: Quality Core

Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use data to plan and provide effective instruction/intervention in class and facilitate remediation for Tier II and Tier III students who are not proficient in Mathematics.	Academic Support Program	08/17/2016	06/02/2017	\$0 - No Funding Required	Teachers, SpEd teachers, Paraprofessionals, Administrators

Activity - Problem solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in collaborative PST meetings to analyze student performance measures and identify research-based interventions.	Academic Support Program	08/17/2016	06/02/2017	\$0 - No Funding Required	Teachers, Administrators, Counselor

Strategy2:

Best Practices in Math - All teachers will collaborate focusing on math procedures and problem solving skills for all students through the implementation of effective instructional practices and best practices in Math.

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

Research Cited: Quality Core, Common core

Activity - Ready Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement Ready Math lessons in their lesson plans.	Academic Support Program	08/17/2016	06/02/2017	\$2000 - Title I Schoolwide	All Math teachers, Administrators

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will implement research based strategies daily. Lessons will follow the cycle of instruction and include problem solving, cooperative group activities, and the use of manipulatives.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	All math teachers, administrators

Activity - Lesson Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 math teachers will use Common Formative Assessments (CFAs) and 6-8 grade math teachers will use Formative Assessment Lessons (FALS) to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction.	Direct Instruction	08/17/2016	06/02/2017	\$0 - No Funding Required	All Math teachers, Administrators

Activity - Instructional time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to have increased daily math instructional time (8% or 30 minutes additional) for K-8 so that teachers and students have time to focus on the understanding of math concepts, to develop procedures, and to apply mathematics in real world meaningful contexts.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	K-8 Math teachers, administrators

Activity - Numbers and Operations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will provide opportunities for mastery of basic math facts.	Direct Instruction	08/17/2016	06/02/2017	\$0 - No Funding Required	Math teachers, administrators

Measurable Objective 2:

collaborate to have all teachers focus on reading comprehension skills for all students by 06/02/2017 as measured by ASPIRE test scores in Reading .

Strategy1:

Response to Instruction (RTI) - All K-8 and SpEd teachers will utilize data to drive instruction for all students.

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

Research Cited: Quality Core

Activity - Problem solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in collaborative PST meetings to analyze student performance measures and identify research-based interventions.	Academic Support Program	08/17/2016	06/02/2017	\$0 - No Funding Required	Teachers, Administrators, Counselor

Activity - Student Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use data to plan and provide effective instruction/intervention in class and facilitate remediation for Tier II and Tier III students who are not proficient in Mathematics.	Academic Support Program	08/17/2016	06/02/2017	\$0 - No Funding Required	Teachers, SpEd teachers, Paraprofessionals, Administrators

Measurable Objective 3:

demonstrate a proficiency for English Learners of 55% to meet or exceed the state APLA in English Language Arts by 06/02/2017 as measured by Access for ELL state mandated assessment..

Strategy1:

Implementation of the Core Program - English learners will meet or exceed the state APLA of 55% on the ACCESS for ELL through the effective implementation of Tier I instruction utilizing Specially Designed Academic Instruction in English.

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

Research Cited: WIDA World Class Instructional Design and Assessment

Activity - ELL Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Effective implementation of Tier I instruction for all ELL students.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Content teachers, administrators, EL coordinator

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

A 2% increase of third, fourth, fifth, sixth, seventh and eighth grade students will demonstrate a proficiency in Reading achievement by 6/1/2016 as measured by the ASPIRE Reading test scores.

Measurable Objective 1:

demonstrate a proficiency for English Learners of 55% to meet or exceed the state APLA in English Language Arts by 06/02/2017 as measured by Access for ELL state mandated assessment..

Strategy1:

Implementation of the Core Program - English learners will meet or exceed the state APLA of 55% on the ACCESS for ELL through the

effective implementation of Tier I instruction utilizing Specially Designed Academic Instruction in English.

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

Research Cited: WIDA World Class Instructional Design and Assessment

Activity - ELL Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Effective implementation of Tier I instruction for all ELL students.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Content teachers, administrators, EL coordinator

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

Goal 1:

LSI- Increase participation in KUDER from 1% to 100% by June 1, 2017 for all 8th grade students.

Measurable Objective 1:

100% of Eighth grade students will complete a portfolio or performance by having 100% of eighth grade students complete their 4- year Educational Plan using the KUDER process, in Career & Technical by 06/02/2017 as measured by the final Approved Student List KUDER report .

Strategy1:

Strategy 1 - Implementation of the KUDER through the Alabama Career Planning System- All 8th grade students will participate in completing their 4-year Educational Plan using the KUDER process through the Alabama Career Planning System.

Students will complete the KUDER process in stages. The first quarter activity requires students to complete the Interest Survey. Second quarter students will explore career opportunities related to the results of the Interest Survey. During the third quarter students will begin to develop their 4 year educational plan. Fourth quarter will require students to complete their four year high school plan and begin to connect the results in the KUDER to the Mobile County Public School System Signature Academies.

Category: Develop/Implement College and Career Ready Standards

Research Cited: The development of a Four Year Plan by 8th grade students has contributed to the increase in the Mobile County Public School System's graduation rate from 70% in 2012 to 86% in 2015.

Activity - Kuder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 8th grade students will participate in completing their 4-year Educational Plan which includes completing the KUDER Career Interest Assessment, the KUDER Skills Confidence Assessment, selecting 3 pathways of occupation, and completing their Educational Plan.	Career Preparation/ Orientation	08/10/2016	06/02/2017	\$0 - No Funding Required	Carbo, Lewis

Goal 2:

A 2% increase of third, fourth, fifth, sixth, seventh and eighth grade students will demonstrate a proficiency in Reading achievement by 6/1/2016 as measured by the ASPIRE Reading test scores.

Measurable Objective 1:

demonstrate a behavior of effectively and responsibly using standards -based digital media (e.g., online textbooks, interactives, games and informational materials) to learn and communicate real-world applications of concepts and processes in Reading by 100% of all students by 06/02/2017 as measured by classroom/student observations..

Strategy1:

Digital Resources - Continue to expand accessibility and quantity of high quality, engaging, standards-based, digital media resources for students.

Category: Develop/Implement Learning Supports

Research Cited: Transform 2020 Surveys

Activity - Digital Media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided access to online textbooks, educational games, websites or informational materials to complete specific classroom assignments. A paraprofessional will be assigned to the computer lab to aid in this process.	Technology	10/31/2016	06/02/2017	\$16500 - Title I Schoolwide	teachers, administrators, paraprofessional, media specialist

Measurable Objective 2:

demonstrate a proficiency in Math achievement in Mathematics by having a 2% increase in third, fourth, fifth, sixth, seventh, and eighth grade student achievement by 06/02/2017 as measured by ASPIRE test scores in Math .

Strategy1:

Best Practices in Math - All teachers will collaborate focusing on math procedures and problem solving skills for all students through the implementation of effective instructional practices and best practices in Math.

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

Research Cited: Quality Core, Common core

Activity - Lesson Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 math teachers will use Common Formative Assessments (CFAs) and 6-8 grade math teachers will use Formative Assessment Lessons (FALS) to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction.	Direct Instruction	08/17/2016	06/02/2017	\$0 - No Funding Required	All Math teachers, Administrators

ACIP

North Mobile County K-8

Activity - Numbers and Operations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will provide opportunities for mastery of basic math facts.	Direct Instruction	08/17/2016	06/02/2017	\$0 - No Funding Required	Math teachers, administrators

Activity - Ready Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement Ready Math lessons in their lesson plans.	Academic Support Program	08/17/2016	06/02/2017	\$2000 - Title I Schoolwide	All Math teachers, Administrators

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will implement research based strategies daily. Lessons will follow the cycle of instruction and include problem solving, cooperative group activities, and the use of manipulatives.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	All math teachers, administrators

Activity - Instructional time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to have increased daily math instructional time (8% or 30 minutes additional) for K-8 so that teachers and students have time to focus on the understanding of math concepts, to develop procedures, and to apply mathematics in real world meaningful contexts.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	K-8 Math teachers, administrators

Measurable Objective 3:

collaborate to have all teachers focus on reading comprehension skills for all students by 06/02/2017 as measured by ASPIRE test scores in Reading .

Strategy1:

Reading Comprehension - All teachers will collaborate focusing on reading comprehension skills for all students.

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

Research Cited: Alabama Course of Study

Activity - Closed Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in Closed Reading. All teachers will implement Closed Reading regularly.	Professional Learning Academic Support Program	08/17/2016	06/02/2017	\$500 - Title I Schoolwide	Teachers, administrators

ACIP

North Mobile County K-8

Activity - Sondag System for Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers will implement the Sondag Program, focusing on reading foundation skills as part of their curriculum. Train new K-5 teachers and 6-8 teachers in the Sondag System reading program.	Direct Instruction Professional Learning	08/17/2016	06/02/2017	\$0 - Title I Schoolwide	District Reading Coach, K-8 teachers, Administrators

Activity - Ready Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers will implement Ready Reading in their lesson plans.	Academic Support Program	08/17/2016	06/02/2017	\$2000 - Title I Schoolwide	K-5 teachers, administrators

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate in the Accelerated Reader Program. Students will be given daily independent reading time to reach their AR goals. Teachers will monitor progress through reading log documentation.	Academic Support Program	08/17/2016	06/02/2017	\$0 - State Funds	Librarian, teachers, administrators

Activity - Literacy Frameworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers K-5 will implement the Literacy Frameworks guidelines in their lesson plans for Reading/Language Arts.	Academic Support Program	08/17/2016	06/02/2017	\$0 - No Funding Required	K-5 Reading/Language Arts teachers, administrators

Activity - Writing Traits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement Writing Traits lessons that include a read aloud component that requires students to use listening and comprehension skills to apply to the 6 Writing Traits.	Direct Instruction	08/17/2016	06/01/2017	\$0 - No Funding Required	Administrators, teachers

Component 3: Instruction by Qualified Staff

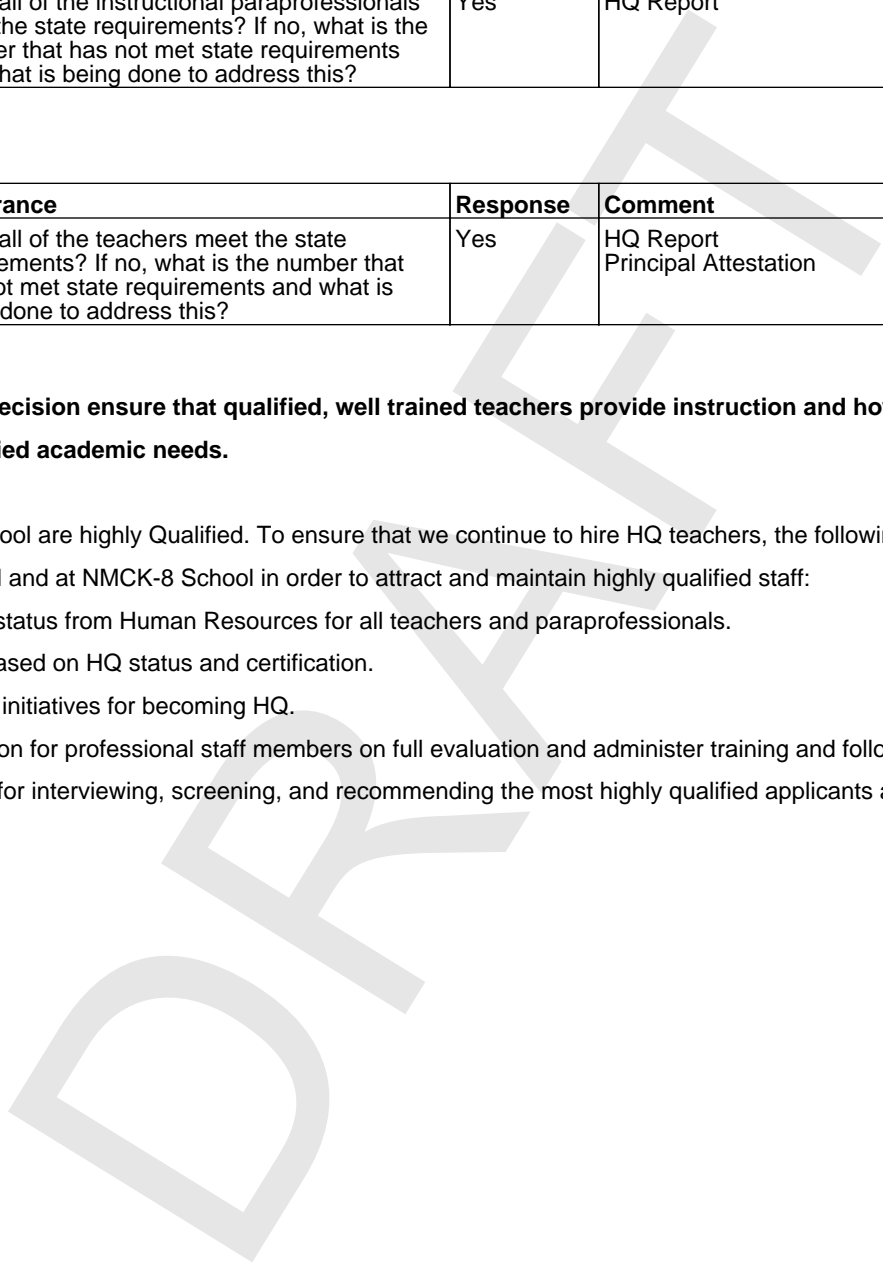
Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes	HQ Report	HQ Report

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers 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	HQ Report Principal Attestation	HQ Report Principal attestation

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

All teachers at NMCK-8 School are highly Qualified. To ensure that we continue to hire HQ teachers, the following strategies have been put into place at the district level and at NMCK-8 School in order to attract and maintain highly qualified staff:

- Secure official annual HQ status from Human Resources for all teachers and paraprofessionals.
- Ensure assignments are based on HQ status and certification.
- Communicate district level initiatives for becoming HQ.
- Educate Alabama orientation for professional staff members on full evaluation and administer training and follow-up, as required by the state. Establish procedures for interviewing, screening, and recommending the most highly qualified applicants at the district and local level.



Component 4: Strategies to Attract Qualified Teachers

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

We have added another third grade unit and reduced our middle staff to one science, one social studies, 2 math and 2 Language arts. We had one retiree and three transfers out and 2 transfers into our school.

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

We have 0 to 35 years of experience in our building with the average being around 10-12 years. All our teachers are highly qualified.

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

Although our turnover rate is not high, administration uses the following strategies to assure faculty are highly qualified and are retained in our school:

1. Secure annual HQ status from Human Resources for all teachers and paraprofessionals.
2. Ensure assignments are based on HQ status and certification.
3. Educate Alabama orientation for professional staff members on full evaluation and administer follow-up as required by state.
4. Communicate district level initiatives for becoming HQ.
5. Establish mentor teachers for teachers new to school and/or new to district.
6. Establish procedures for interviewing, screening, and recommending the most highly qualified applicants at the district level.
7. Create an safe and open environment where teachers can communicate ideas and concerns with administration.

Component 5: High Quality and Ongoing Professional Development

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

High Quality, ongoing professional development activities will include:

- Sunday system training for reading foundation skills
- Writing traits
- Technology training
- Common Formative Assessments
- Formative Assessment Lessons
- SNAP

Teachers will also receive professional development as needed to address Rigor/Relevance, Common Core standards, and classroom management.

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

Our school faculty will be addressing the following:

1. Listening and comprehension skills to apply to the 6 writing traits
2. Focusing on reading foundation skills
3. Providing effective instruction and intervention using research based interventions for Tier II and Tier III.
4. Assisting learners in meeting learning targets and adjusting instruction through the use of Common Formative Assessments and Formal Learning Assessments.
5. Title 1 money set aside for teachers to attend professional development opportunities on content specific to their grade level.
6. Professional learning for technology training.

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

New or inexperienced teachers are assigned mentors within the school for the first three years and are monitored all three years by administration and central office staff. All new teachers are required by the district to attend new teacher workshops. We have 2 new teachers this year. Our band teacher is paired with our PACE teacher and our new third grade teacher is paired with an experienced third grade teacher. They both meet with their administrator throughout the year to improve teaching practices, classroom management, and for any other professional development or advice.

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

This professional development is sustained and on-going throughout the year as new teachers will meet with their mentors and/or

administrators monthly to discuss and reflect on best practices in education, strategies they are using in the classroom, and how to best connect their teaching to the curricular goals of the school.

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Component 6: Transition Strategies

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

For eighth grade students, the feeder pattern high school counselor visits with our students and parents to discuss schedules and the opportunities available to them. Our eighth grade students will also participate in completing their 4-year Educational Plan using the KUDER process which will help increase their knowledge of career opportunities and will provide an informed choice for signature academy involvement in high school leading to career and college ready students. We provide transition for K-8 through Camp Titan held each summer. We also provide pre-registration for Kindergarten and all new students which allows the student and parent(s) to take a tour of the school and meet with administration and the school counselor to answer any questions.

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Component 7: Teacher Participation in Making Assessment Decisions

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

NMCK-8 School faculty provide their input on the ASPIRE data during their grade level data meeting. The PST team uses this data as well as other factors to determine if there are any indicators that would warrant more in-depth testing or referral for special education services.

Teachers are also provided opportunities to give input for the CIP through faculty meetings, AdvancEd surveys, and grade level meetings.

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

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

Students failing to make sufficient progress follow the Response to Intervention (RTI) process - they are referred to the Problem Solving Team(PST). Information related to the students in need of academic support is presented by the classroom teacher to the PST. This team collaborates to provide the classroom teacher with additional interventions and supports for struggling learners. PST interventions are recommended and followed.

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

NMCK-8 School offers additional assistance to students who are experiencing difficulty mastering standards. Students may receive Tier II/III intervention as recommended by the PST. The special education staff, paraprofessionals, and classroom teachers provide daily intervention, in addition to regularly scheduled instruction, to those students who have been referred to PST. After school tutoring is also offered to these students.

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

Students' individual needs are addressed through a variety of instructional methods such as multi-leveled small group instruction, co-teaching, and mentor teaching.

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

NMCK-8 School provides after-school tutoring for students grades 3-8 on Tuesdays and Thursdays from 2:45-4:15. This program is funded by the district's Redirect program. We have 2 teachers that provide homework help as well as math and reading interventions during this time. the students are divided into an elementary group and a middle school group. Students are identified through PST, teacher recommendation and parent inquiry.

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

The Board of Education provides resource personnel on an individual basis. All homeless, migratory, delinquent, neglected and LEP students have equal access to the same free and appropriate Alabama education. All homeless, migratory, delinquent, neglected and LEP students

are provided with the opportunity to meet the same challenging state content and performance standards which all students are held without isolation or bein stigmatized. Comprehensive services for each of these sub0groups (Migrant, Limited English Proficient, Neglected or Delinquent, and Homeless) are provided through the following district wide initiatives: 1. Migrant-Dept. of special Programs. 2. LEP-Dept. of Special Programs. 3. Delinquent or Neglected -Division of Federal Programs 4. Homeless-Student Support Services.

Migrant:

Equal Access: The MCPSS ensures that Migrant students will not be denied access to any programs or opportunities offered within the Mobile County Schools on the basis of their migratory status. Migrant students must have access to instructional programs and related services for special populations including, but not limited to, pre-school programs, career/technical programs, special education programs, and extracurricular activities. All student support programs and services are available to Migrant students on the same basis that they are available to other students in a school.

Migrant students participate in all local and state assessments on the same basis as other students. Migrant students' academic progress reports are monitored on a quarterly basis by Migrant personnel to ensure that they are meeting state academic content standards.

Service Delivery Plan:

-Services funded under Migrant Education Part C fall into two areas - instructional and supportive/advocacy. Schools enrolling Migrant students employ a variety of strategies to meet the unique needs of Migrants at each school. However, the overarching goals of the program at each school are to prepare students for academic success and help reduce the educational disruptions resulting from repeated moves.

-The MCPSS Migrant Program recognizes that it must support the literacy of the entire family if it is to impact the school-age student. For this reason, pre-K programs have been developed to serve Migrant families. The Migrant Home/School Liaisons have been trained in the Mother Read Family Literacy Program and provide Mother Read literacy sessions with pre-school children and their mothers in Migrant homes. -Extended Day and Summer School Activities at schools provide academic support to Migrant students in reading and mathematics.

English Learners:

NMCK-8 serves one ELL student. We do not have an ESL teacher assigned to our school. fluently and does assist in communications with the student, parent, and school when needed. We provide Tier I services.

In the MCPSS System of Support Framework, ELs receive the Tier I first delivery of instruction from the classroom teacher with appropriate instructional and assessment accommodations. Tier II services are provided through ESL pull-out or inclusion classes. Tier III services are provided through an IELP (Individualized English Learning Plan).

Homeless: The MCPSS Homeless Education Program provides the following for homeless students and families:

- . Provide case management, direct and indirect services (uniforms & school supplies), advocacy, enrollment assistance, provision of resources and community referrals to and for homeless students and their families.
- . Provide tutoring assistance to homeless children and youth with the intent of maintaining and/or positively impacting student achievement levels.
- . Provide to parents/guardians of homeless children and youth a cooperative and supportive program that will target areas of need in order for their students to achieve educational success.
- . Provide educational training to parents/guardians of homeless children and youth on their rights as defined by McKinney-Vento.
- . Provide educational training to school personnel, community agencies and community stakeholders on the rights of homeless children, youth and parents.
- . Provide summer enrichment opportunities for homeless students to sustain/maintain their academic achievement levels. Provide transportation to school of origin for homeless students.

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

displaced homemakers, and individuals with limited English proficiency.

Not Applicable

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Component 9: Coordination and Integration of Federal, State and Local Programs and Resources**1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?**

Sources that are integrated and coordinated into the financial management and instructional planning of North Mobile K-8 come from federal, state and local funding. The following is a comprehensive list of fund resources with an explanation of their usage.

1. Federal Funding: Title 1 Part A - \$119,092
2. Title II - \$5000 - extended care
3. State of Alabama School Foundation Program: this funds teacher units based on student enrollment. For the 2016-17 year, the state is funding 29 units, 1 administrator, .5 counselor unit, 1 librarian unit, and .5 assistant principal unit, technology, professional development, instructional supplies, and library enhancement. The grand total of foundation money is \$1,696,357.00. A budget detail is enclosed in this plan.

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

NMCK-8 School is a bully-free zone. We have zero tolerance policy and our counselor provides guest speakers who provide students with skills that promote positive, bully-free behavior. MCPSS provides free lunch and breakfast to all students so their daily nutrition is met.

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

NMCK-8 School is a bully-free zone. We have a zero tolerance policy of bullying and our counselor schedules guest speakers that provide information to each grade level that promotes positive, bully-free behavior. MCPSS provides free lunch and breakfast to all students so their daily nutrition is met.

Component 10: Evaluation

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

The school leadership team reviews the previous years' CIP to assess the implemented strategies that were utilized in an effort to determine areas of need to be included in the current year plan. The school leadership team, school staff, and interested parents begin analyzing information from a variety of data sources including standardized assessment, ASSIST Survey, WE Survey, STAR assessments, and other local school records. The information collected from this data is then used for decision making, goal setting, and the appropriate allocation of funding and other resources

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

NMCK-8 School Leadership Team collects and analyzes data in order to accurately assess school-wide needs. When standardized assessment data becomes available, the committee begins meeting to analyze the assessment data, evaluate the total school program, consider plans that will target areas of greatest need, and make recommendations to the faculty as a whole. The information is then used to appropriately allocate money and other resources. This committee is responsible for : 1) collecting, analyzing, and reporting assessment data from ASPIRE, STAR Reading and Math assessments. 2) Distribution and implementation of the Continuous Improvement Plan. 3) Allocating funds for activities, programs, and materials based on the results of the school-wide needs assessment. 4) Distributing information to the staff regarding professional development opportunities such as workshops and in-service.

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

Through weekly assessments, progress report monitoring, End of Quarter tests, daily observations, monthly PST data meetings, daily interventions, DIBELS benchmarks and progress monitoring, and STAR universal benchmark screenings, we evaluate student progress to determine if the students are achieving academic growth. If no academic growth is observable, data is then used to determine the best course of action, and the student's plan is changed to ensure academic growth is occurring.

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

The CIP committee will meet on a quarterly basis to analyze any recent school data. This information will then be used to make any changes, updates, or clarifications needed in order to better implement the plan and meet our school needs. Progress notes will be added and documents uploaded to the plan.

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

Goal 1: Engage and empower the learner through high-quality K-8 aligned CCRS, instruction, and assessment for all content core areas.

Activity) Accelerated Reader--we are continuing this activity because it is a vital part of our library and reading program.

PST--this is vital to us identifying struggling students and to provide interventions and strategies.

Student Interventions-- we will continue to provide Tier II/III interventions.

Goal 2: Prepare and support teachers to graduate CCRS students

Activity) Professional Development-- it is vitally important that we continue to fund and provide professional development for our faculty and staff.

Goal 3: Provide digital tools and resources to all educators and students.

Activity) Digital Hardware-- we will continue to find ways to fund the upkeep and upgrade of computers and technology.

Goal 4: Prepare and support students through student support services.

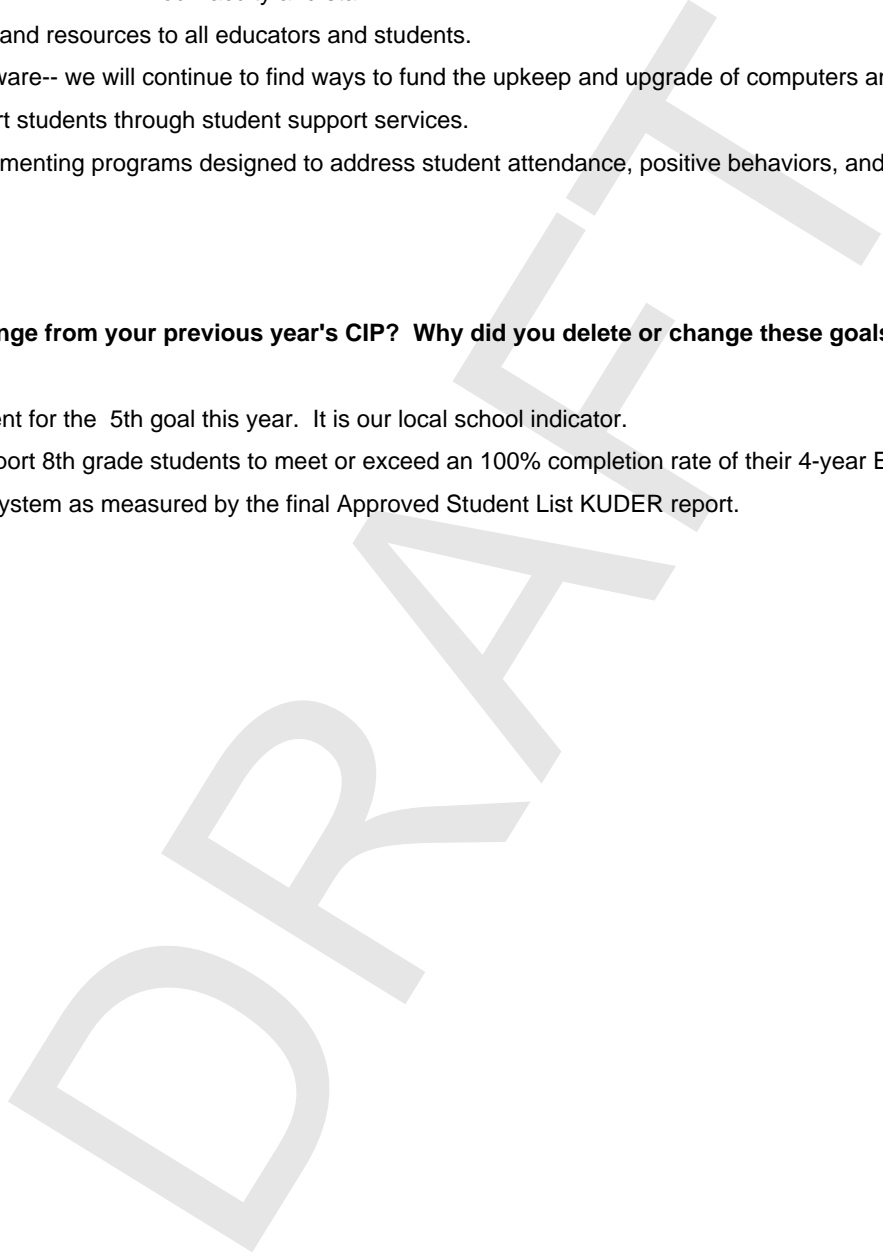
Activity) PBIS-- implementing programs designed to address student attendance, positive behaviors, and academic achievement

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

We increased the requirement for the 5th goal this year. It is our local school indicator.

Goal 5: To prepare and support 8th grade students to meet or exceed an 100% completion rate of their 4-year Education Plan through the Alabama Career Planning System as measured by the final Approved Student List KUDER report.

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Coordination of Resources - Comprehensive Budget

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Introduction

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

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I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	30.91	30	1,397,783.00
Administrator Units	1.00	1	83,939.00
Assistant Principal	0.00	0	0.00
Counselor	1.00	1	52,232.00
Librarian	1.00	1	53,426.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	6,120.00
Professional Development	0.00	0	2,304.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	14,616.00
Library Enhancement	0.00	0	792.00
Totals			1,611,212.00

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Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	124376.0

Provide a brief explanation and breakdown of expenses.

10 Aide 2.00 37865.00
18 Substitutes 6,964.00
19 Suppl/OT/Other 9,450.00
20 Employee Benefits 29,478.00
34 Property Services 10,000.00
41 Instruction Supplies 9959.00
49 Non-Capitalized Equipment 21080.00

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

n/a

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

DRAFT

Title III

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

Provide a brief explanation and a breakdown of expenses.

n/a

DRAFT

Title IV

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

Provide a brief explanation and a breakdown of expenses.

n/a

DRAFT

Title VI

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

n/a

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.

n/a

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

Provide a brief explanation and breakdown of expenses.

n/a

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.

n/a

DRAFT

Local Funds

Label	Question	Value
1.	Provide the total	446415.4

Provide a brief explanation and breakdown of expenses

01 Teacher 2.00 94,405.00
03 Asst Principal 1.00 76,174.00
10 Aide 2.00 38,208.00
19 Suppl/OT/Other 14,751.00
20 Employee Benefits 92,036.00
34 Property Services 1,397.93
37 Utilities 127,443.47
41 Instruction Supplies 2,000.00

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Strategies to Increase Parental Involvement

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Introduction

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

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Strategies to Increase Parental Involvement

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

During the first quarter that school is in session, North Mobile County K-8 School holds its required annual meeting of Title 1 parents. Parents are notified of the meeting through (1) written notice sent home with students, (2) school messenger message sent by principal, and (3) meeting posted on school website. To assist in providing the opportunity for all parents to attend, the meeting is offered at two separate times--once during the school day and once in the evening. Topics to be discussed at this year's meeting are:

*What it means to be a Title 1 School

*The 1% Set-Aside

*Requesting Qualifications of your Child's Teacher

*The LEA Title 1 Plan

*Notifications of teachers who are not Highly Qualified

*The LEA Parental Involvement Plan

*Introduction of Parent Leaders/Committee

*The ACip Plan

*The School Parental Improvement Plan

*School-Parent Compacts

*The process for how all Title 1 parents may have involvement in the 1% Set-Aside, the LEA Title 1 Plan, the LEA and School Parental Improvement Plan, and the Annual Evaluation of the LEA Parental Involvement Plan

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

1) The leadership and staff of NMCK_8 have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual Title 1 meeting for parents of participating children will be offered at two separate times--once during the day and once in the evening. In addition, our parent center located in the library will be open every school day from 7:30 - 2:30 for parents to pick up materials and information.

2) NMCK-8 believes in involving parents in all aspects of its Title 1 programs. Our process to involve parents in the decision making is as follows: We have a parent committee (parents of students representing a cross section of grades K-8, school counselor, Title 1 facilitator, and administrator) who have been trained on Title 1, parental involvement, and parents' rights. They serve as representatives on decision-making committees and as contact persons for Title 1 parents to answer questions about parental involvement and parents' rights. They assist in evaluating the parental involvement plan and keeping parents informed of committee decisions. Title 1 parents are introduced to the committee members at the annual Title 1 meeting held at the beginning of the school year. Parents are reminded of involvement activities going on each month thru the school website and written notices sent home.

3) NMCK-8 uses its parental involvement funds as follows: to fund all materials and supplies for the parent center and copier needs for parent communications.

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

At parent meetings throughout the fall, NMK-8 presents information about its Title 1 programs, the curriculum, and forms of academic assessment used. Parents learn about EQT reading/language/math proficiency scores; common core standards; ACT Aspire. They also learn about how to schedule parent-teacher conferences and reminded about how they can participate in decisions related to the education of their child.

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

A parent-teacher conference will be held with each parent (starting with summer registration and on-going thru out the first semester) to discuss the compact and how it relates to their child's achievement. Parents will be asked to sign the compacts signifying their commitment to working in partnership with the school in ensuring their child is successful in school. Each teacher will then be given the responsibility to explain the compact to their homeroom students and obtain the students' signature. The teachers will sign the compacts and house the white copy in their classroom, while the yellow copy will be retained by the Title 1 facilitator and the pink copy given to the parent.

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

In May of each year, NMCK-8 brings in its CIP Committee to review, evaluate, and revise its Continuous Improvement Plan. There are two parents on the committee. During the review process, all parents are notified of the review through school messenger. The automated phone message makes parents aware that the plan is under review, that a copy of the plan is available for review in the parent center, and that parents have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office at the same time the CIP is submitted.

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

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

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

To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, NMCK-8 will accomplish this through its required annual Title 1 parent meeting held at the beginning of the school year, as well as with additional Title 1 parent meetings held throughout the fall of the school year. Parents will receive an overview of the state academic content standards, academic achievement standards and assessments. In addition, an explanation will be given regarding Title 1, what services will be offered, and how parents have the right to be involved in their child's education. Parents will learn about their role in helping their child to be successful and the best ways to work in partnership with their child's teacher.

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

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

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

NMCK-8 CIP Committee works to ensure that all parent materials and training is closely aligned with our schools' identified goals. For the 2016-17 school year, the parent center will be located in the library. The center will be open daily from 7:30-2:30 for parents to check out materials, videos, etc. that will help them learn how they can help their child be successful. An internet-access computer will be available in the parent center for the parents to use.

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

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

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

NMCK-8 will continue to work with its teachers and staff through in-services, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and that parents are our partners.

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

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

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

NMCK-8 coordinates its parent involvement program for all Title 1 parents. Parents will be encouraged to use the parent resource center as a main avenue in learning how to fully participate in the education of their child.

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

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

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

At the present time, NMCK-8 has 1 ESL student. Information on all school meetings, parent notices, etc., is sent to the parent of this child in English.

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

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

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

NMCS makes every effort to work with parents in meeting their requests as related to their involvement in their child's education. Parent surveys conducted in the second semester of the school year are used to help determine any new accommodations and plans concerning parental involvement.

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

NMCK-8, to the extent practical, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. NMCK-8 presently has 1 ESL student who speaks English and has an English speaking parent/guardian. At this time, NMCS does not have any migrant students. Every effort is made to accommodate parents with disabilities. NMCK-8 is a handicapped-accessible building.