ACIP

Oneonta High School

Oneonta City Schools

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Executive Summary

Introduction

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

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

Description of the School

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

Oneonta High School is located in Oneonta, Alabama, a small community nestled in the mountains just northeast of Birmingham. The city school system was organized in 1953 and since then has grown to approximately 1,500 students K-12, with approximately 150 faculty and staff members. It is located on one 84-acre site which adjoins the city and park recreation facilities. The present school was constructed in 1977, with additions in 1992, 1998, and 2007. The high school serves students in grades 9-12. The school's physical plant includes over 125 classrooms and offices, two media centers, five computer labs, three gyms, a separate band room and an auditorium which seats 804. In addition to the plant, the complex includes a stadium, track, ball fields, and three practice fields. The staff of the system is committed to excellence, with majority holding advanced degrees in their field and many serve as community leaders. Community support for the system is evidenced by the active role parents and community leaders play in the school programs and activities. In addition to the Athletic Booster Club, there is a Band Booster Club, as well as an Academic Booster Club. These organizations work to provide guidance and funding for various student activities.

In the last several years, many capital improvements have been undertaken to update the older portions of the facility to increase the quality of the learning environment. These improvements have included freshly painted interior hallways, installation of safety locks on all classroom doors, new flooring throughout the building, a new roof, improvements to the security system, remodeled bathrooms, and a remodeling of the gym, library, cafeteria, and science lab. In addition, a new sports field house has been erected at Gilbreath Stadium and was funded by the efforts of the Oneonta Booster Club.

In the past ten years, the demographic make-up of the City of Oneonta, as well as Oneonta High School has undergone a tremendous change. In those years, the poverty rate for OCS has almost doubled to its current level of 47%. While the percentage of African American students and white students has stayed basically the same, during the 2017-2018 school year the Hispanic population for OCS changed to 24%, which is also almost double its rate ten years ago. These two changes in the demographics of the school population have been a direct reflection of the change in the City of Oneonta's population shift. This changing demographic presents opportunities for the students to learn from other cultures, yet at the same time there are challenges to be faced with the larger ELL population. Oneonta has an ELL program for students, as well as a full-time interpreter to work with parents who do not speak English. All student forms are printed in two languages to address this language barrier as well.

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.

Oneonta High School is committed to creating a school environment that consistently meets the ever changing needs of our students. Our mission statement, "Committed to Excellence" for students and community, echoes the goals and values of our staff as we strive to prepare our graduates to meet the challenges they will face as adults in a constantly evolving society and job market. It is our vision to be a great school system in a great community. OCS, a small school system rich in tradition and community pride, will ensure each student reaches his or her potential through an unparalleled educational system characterized by an engaging environment, quality instruction, a highly-qualified staff, and a high level of community support. The goal of the Oneonta High School Faculty is to provide a well-rounded educational curriculum in which the intellectual, social, emotional, and physical needs of each student are considered in order to prepare him/her for a successful life as a contributing member of our society.

In order to achieve our goals and fulfill our mission, our system has identified the elements that we believe should be the main components of a well-rounded educational curriculum. We believe all students have the potential to be successful, prepared graduates. All students deserve a challenging curriculum and effective instruction that fosters student engagement. All students are given equitable opportunities to learn in a safe and secure learning environment. All students should have access to state-of-the-art facilities, technology, and resources. All students deserve diverse opportunities in academics, arts, and athletics. Character, ethics, and positive relationships are important components of a well-rounded education. Our community has a responsibility to encourage and contribute to the education of our students. OCS is the foundation of our community.

Oneonta High School supports these areas by the following:

School Safety: Oneonta High School strives to provide a safe and disciplined school in order to insure that every student has an opportunity to engage in appropriate educational activities in an environment that is safe and conducive to learning. OHS's community helps us provide a safe school. We have strong partnerships with the local police department, fire department, and EMA which allow a rapid response in the event of a crisis. Many safety devices are in use that should circumvent potential threats to school safety. A paging system within the school allows quick communication between the office and classrooms. Surveillance equipment is used to monitor the parking lot, hallways, and isolated areas of the school. Access to the building is controlled by a key pad system on every entrance.

Curriculum: The objective of our curriculum is to provide a rigorous curriculum which continues to progress and evolve with the changing demands of our society. In order to achieve this goal, regular and ongoing assessments are thoroughly examined to identify the strengths and weaknesses of our instruction. RTI procedures are used to monitor the progress of students with academic problems. If necessary, students may be placed in tutoring, intervention programs, or Credit Recovery. Career Technical classes are available on campus and at the Blount County Career Tech Center. Numerous class electives are offered at OHS. Students with special needs are served by resource classes with special education or ELL teachers. Pre-Advanced Placement classes are offered in English, math, history, and science. Advanced Placement classes are available in English Language, English Literature, Calculus, Statistics, Biology, Chemistry, and U. S. History. Juniors and seniors may participate in dual enrollment. These classes and programs are designed to meet the needs of all our students.

Great Educators: Oneonta City System strives to maintain a strong teaching staff with a reputation for high quality instruction. Approximately

fifty percent of the faculty has more than 15 years of experience. Our students benefit from the experience and variety that these veteran teachers bring to the classrooms.

Technology: Our goal for technology is to support student learning in the school environment, and to prepare our students to enter the rapidly changing technological world with the necessary skills to function in our advancing society. Currently, our school has three computer labs, and all teachers have at least one computer in their classrooms. All students participate in a one-to-one technology initiative where they are issued chromebooks to use throughout the entire year. All classrooms have wireless capabilities. Other available classroom technology includes smart boards, projectors, and document cameras. An ACCESS lab is open all periods of the day so that students can take online courses in subjects not offered at our school or that cannot fit into a student's schedule.

Extra Curricular Opportunities: Oneonta High School provides its students with many of the same opportunities as students in large school systems. Our teams and organizations compete and perform at a level that meets the high expectations of our community while encouraging our students to stay involved. The arts are stressed in our system with a strong program that provides band, vocal, dram, and visual arts classes. Oneonta has a strong athletic tradition and competes at the state level in most of its sports programs. In addition we offer a wide range of sports for boys and girls. Oneonta High has numerous academic competition teams and clubs, such as Robotics, Scholars Bowl, and Math Team to keep our students constantly engaged and intellectually challenged. We also offer an Ambassador Program for junior and senior students.

Staffing: A well-prepared and highly-qualified staff of support personnel and faculty keep the school facilities and programs running smoothly. The Central Office staff works to coordinate and support the activities of the school. Custodial and maintenance staff keep the school clean and in good repair. The cafeteria workers make sure students are provided a healthy breakfast and lunch.

Facilities: During the last several years, many improvements and repairs have been made to the current facility to accommodate the existing student body and to prepare for future growth. The weight room, science lab, and ACCESS lab have all been renovated/upgraded in the last two years.

Community Support: Community support is an important component in the success of Oneonta High School. Throughout the years we have had great attendance at extra-curricular events, including athletic competitions, musical performances, and recognition ceremonies. Parents and other community members volunteer their time to help in numerous areas. Community leaders are very supportive and care deeply about the school system.

Planning: Through careful planning and management, Oneonta High School maintains high standards in academics and in extra-curricular teams and groups. For the future, continual critical self-evaluation, reflection, and improvement will allow us to maintain these high standards. In March of 2017, the OCS School Board approved a five year strategic plan, with objectives focused on student outcomes, stakeholder satisfaction, employee development, fiscal responsibility, and support systems.

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.

In 2012, we added the administrative position of Curriculum Coordinator to work with our high school faculty in the implementation of the Alabama College- and Career-Ready Standards. Our Curriculum Coordinator is also responsible for researching and providing professional development opportunities for our faculty to improve student literacy skills across the curriculum.

English and math department members are currently in year five and six of full implementation of the new curriculum which aligns with our state College and Career Ready Standards. Our science department is in year three. Graphing calculators are now being used in math classrooms. Our science department has added AP Chemistry and our math department has added AP Statistics as options for our advanced students.

In 2015-2016, Oneonta High School became an A+ College Ready Program school as a part of Cohort 8. As a part of this grant initiative, all Math, Science, and English teachers are in year three and Social Studies teachers are in year two of NMSI's Laying the Foundations training. This rigorous PreAP curriculum is now being implemented in all PreAP Math, Science, English, and History courses at OHS.

Our Business Career Tech Department added the Career Preparedness Computer lab to meet state requirements for all students to complete Career Prep and a four year plan, and we are currently working towards or maintaining BIC in all of our CTE programs (Business, FACS, and Agriscience). Our students are provided with opportunities to earn CTE credentials (such as Microsoft Office and ServSafe), and many of our students attend the Blount County Career Technical Center in areas such as automotive, welding, and cosmetology, to name a few.

Membership in the Redskin band has continued to increase over the past three years, from 146 to the present 165 students. During the past three years, the marching and concert bands have received superior ratings in all competitions entered. With help from the school board and band boosters, we made a major investment in the form of a band truck and purchased new band uniforms, instruments, and band lockers.

OHS students have excelled in many areas of athletics as well. For instance, our golf team won the state championship in 2012 and was state runner up in 2017, and our baseball team has been area champs for the past five years, reaching the state finals and finishing as the state runner up in 2016. Our football team has been in the state playoffs five of the last six years, reaching the state finals in three of the last five years. Basketball has also been an area of excellence, with our varsity girls winning the state championship 2013-2014, and varsity boys reaching the sub-state. OHS tennis, track, softball, soccer, and volleyball have all completed at the state level in the last three years.

Additional Information

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

The mission of Oneonta High School is "Committed to Excellence for students and community." We believe that our school system is rich in tradition and community pride, and we will work to ensure that each student reaches his or her full potential. We do that by offering an unparalleled educational system, characterized by an engaging environment, quality instruction, a highly-qualified staff, and a high level of community support. We believe that:

-all students have the potential to be successful, prepared graduates.

-all students deserve a challenging curriculum and effective instruction that fosters student engagement.

-all students are given equitable opportunities to learn in a safe and secure learning environment.

-all students should have access to state-of-the-art facilities, technology, and resources.

-all students deserve diverse opportunities in academics, arts, and athletics.

-character, ethics, and positive relationships are important components of a well-rounded education.

-our community has a responsibility to encourage and contribute to the education of our students.

-OCS is the foundation of our community.

Our five year strategic plans outlines objectives that we will work towards including:

-providing educational opportunities that enlighten and inspire students to continuously demonstrate growth, reach their full potential, and engage in lifelong learning.

-maintaining a positive, productive, and collaborative relationship with our community and stakeholders.

-maintaining highly qualified personnel through recruitment, development, and retention.

-acquiring and maintaining efficient use of funds to maximize outcomes for students and support sustainable growth

-and maintaining a comprehensive support system that ensures a safe and secures learning environment for all students.

The philosophy of Oneonta High School is that each child is a unique individual with different needs. We believe it is the responsibility of the school system to continuously evaluate our program in light of current research and practice in order to more effectively meet the various needs of all our students. Our commitment is to provide a well-rounded educational curriculum in which the intellectual, social, emotional, and physical needs of each child are considered. We believe the school to be a vital part of the community and therefore recognize the importance of regular communication between the school, parents, and community. It is our ultimate goal to prepare each child to be college and career ready and be a contributing member of society.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Various stakeholders are involved in the development of the school improvement plan. The selection of students is based on their leadership in school. Usually, the president of SGA is selected and meets with the principal to review the improvement plan. The student is given a chance to share any of his/her concerns with the student body and in turn represent the students' opinions to the principal. As far as parents' selection, the principal chooses someone that shows interest, volunteers, and /or participates in the school's academic activities and meetings. The principal shares the improvement plan and discusses the steps stated to make the goals of improvement.

The CIP has a section regarding parent involvement that lists the many ways the school takes advantages of opportunities for the parents to connect with the main office, teachers, and counselors to express their input or concerns regarding their students' progress. These concerns are usually taken into consideration when planning the new year to better our methods of communication.

Parents, students, and teachers are involved in meetings when developing the CIP. A selection of high school teachers (Leadership Team) meet to discuss the goals and progress of the improvement plan. The entire faculty is then presented the improvement plan during a regular faculty meeting. If the parent cannot attend the Leadership Team meeting or faculty meeting, the principal will find an alternate time to meet and discuss the improvement plan. The principal will meet with the SGA President to discuss the improvement plan. At the parent, student, and teacher meetings, stakeholders are asked for input regarding areas of concern and strategies for addressing concerns.

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

The Improvement Planning Team includes administrators, teachers, guidance counselor, parents and students. Teachers that serve on this team are leaders in their departments, and every department (academics, CTE, Fine Arts SPED) is represented. Their responsibilities include analyzing data, developing goals, and creating strategies to meet those goals based upon identified strengths and weaknesses.

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 improvement plan is communicated in various ways. A copy can be found on the school website and a copy is placed in the central office and high school office for any parents to examine. The student assessment data used to develop the CIP is accessible on INOW and individual student reports are sent home. Data interpretations are displayed in a PowerPoint presentation, posted on counselors' website, and shared at the board retreat. Surveys are used to involve students and parents by allowing them to make suggestions and express their opinions. The school website is a great tool of communication for students and parents to connect with faculty members as well as the counselor and relate their concerns.

Monitoring student progress is an integral part of improvement plan evaluation. Academics are monitored through quarterly failure reports,

individual counseling, parent conferences, and RtI. Yearly progress is monitored using state assessment reports and benchmark testing. As changes are made to the improvement plan, the school website is updated and the teachers are informed.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The following assessments were used in the Student Performance Worksheet: - ACT Aspire (2016 and 2017) - ACT (State 2016 and 2017) - ACT (National 2016 and 2017) - ACT Work Keys (2016 and 2017) - Scantron Performance Series (2017)	2017-18 OHS Student Performance Worksheet 10.9.17

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

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

Areas of Notable Achievement

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

2015-16, 2016-17 ACT Aspire 10 English

    70% of students are proficient (both years)

2015-16 ACT State (11th grade) English (benchmark score: 18)

    65% of students met benchmark and are above the state and national average

    Average score: 21

2016-17 ACT State (11th grade) English (benchmark score: 18)

    52% of students met benchmark and are above the state and national average

    Average score: 18.1

2015-16 ACT National (Graduating seniors) English (benchmark score: 18)

    67% of students met benchmark and are above state and national average

    Average score: 21.4

2016-17 ACT National (graduating seniors) English (benchmark score: 18)

    64% of students met benchmark and are above state and national average

    Average score: 21.0

2015-16 ACT Work Keys

    83% of students met benchmark

2016-17 ACT Work Keys

    93% of students met benchmark

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

On the ACT + Writing state test for 11th grade, 49% of students met the benchmark in reading. That's a 4% increase from the previous year.
Also, the average score in reading went from a 19.5 in 2015 to a 21.7 in 2016.

On the ACT + Writing National Test, the number of students meeting the benchmark increase in all four subject areas plus the composite:

English - 62 to 67 to 64

Math - 35 to 38 to 35

Science - 34 to 42 to 37

Reading - 47 to 51 to 47

Composite - 24 to 33 to 20

This data is also above the state average.

On the ACT Work Keys, the number of students making qualifying scores increased from 87% to 93%.

From 2015-16 to 2016-17, all 5 subjects on the ACT Aspire either remained the same or increased in performance:

English - remained at 70%

Math - 23% to 25%

Reading - 37% to 50%

Science - 36% to 44%

Writing - 42% to 54%

Which area(s) indicate the overall highest performance?

ACT Aspire Grade 10

ACT WorkKeys

ACT English

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

ACT National for Graduating Seniors: Hispanic students increased performance from 2015 to 2016 to 2017 in all four subject areas as well as the composite.

English - 15.2 to 18.0 to 16.1

Math - 16.1 to 17.5 to 17.7

Reading - 16.8 to 18.6 to 18.4

Science - 16.7 to 18.9 to 17.8

Composite - 16.3 to 18.4 to 17.6

Between which subgroups is the achievement gap closing?

ACT National: The gap between White and Hispanic students is closing.

From 2015 to 2016

English 7.5 to 4.8 to 7.1

Math - 4.7 to 3.6 to 2.9

Reading - 6.0 to 5.3 to 4.9

Science - 4.9 to 3.2 to 4.3

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

State testing data is consistent with classroom grades and observations.

Areas in Need of Improvement

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

- ACT Aspire 10
    o Math (only 25% of students met benchmark)
    o Science (only 44% of students met benchmark)
- ACT State
    o Math (only 23% of students met benchmark)
    o Reading (only 32% of students met benchmark)
- ACT National
    o Math (only 35% of students met benchmark)
    o Reading (only 47% of students met benchmark)

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

While our ACT Aspire 10 scores are low in math and science, we have not seen any state data to see how we compare to the rest of the state. While we know we want more than 25% and 44% percents of students showing proficiency, we would also like to see how the state did as a whole in order to compare scores.

** On the ACT State and National tests, there were no negative trends.

Which area(s) indicate the overall lowest performance?

ACT Aspire Math
ACT State Math
ACT National Math

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

Only one minority subgroup shows a trend toward decreasing performance; however, only 4 students make up the subgroup (African American). On the ACT state, scores decreased in English and Math, and on the ACT National, African American students decreased in all four areas.

Between which subgroups is the achievement gap becoming greater?

** For ACT State and National, the achievement gap among African Americans widened in English and Math between 2015 and 2016.

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

These findings are consistent with classroom grades.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5
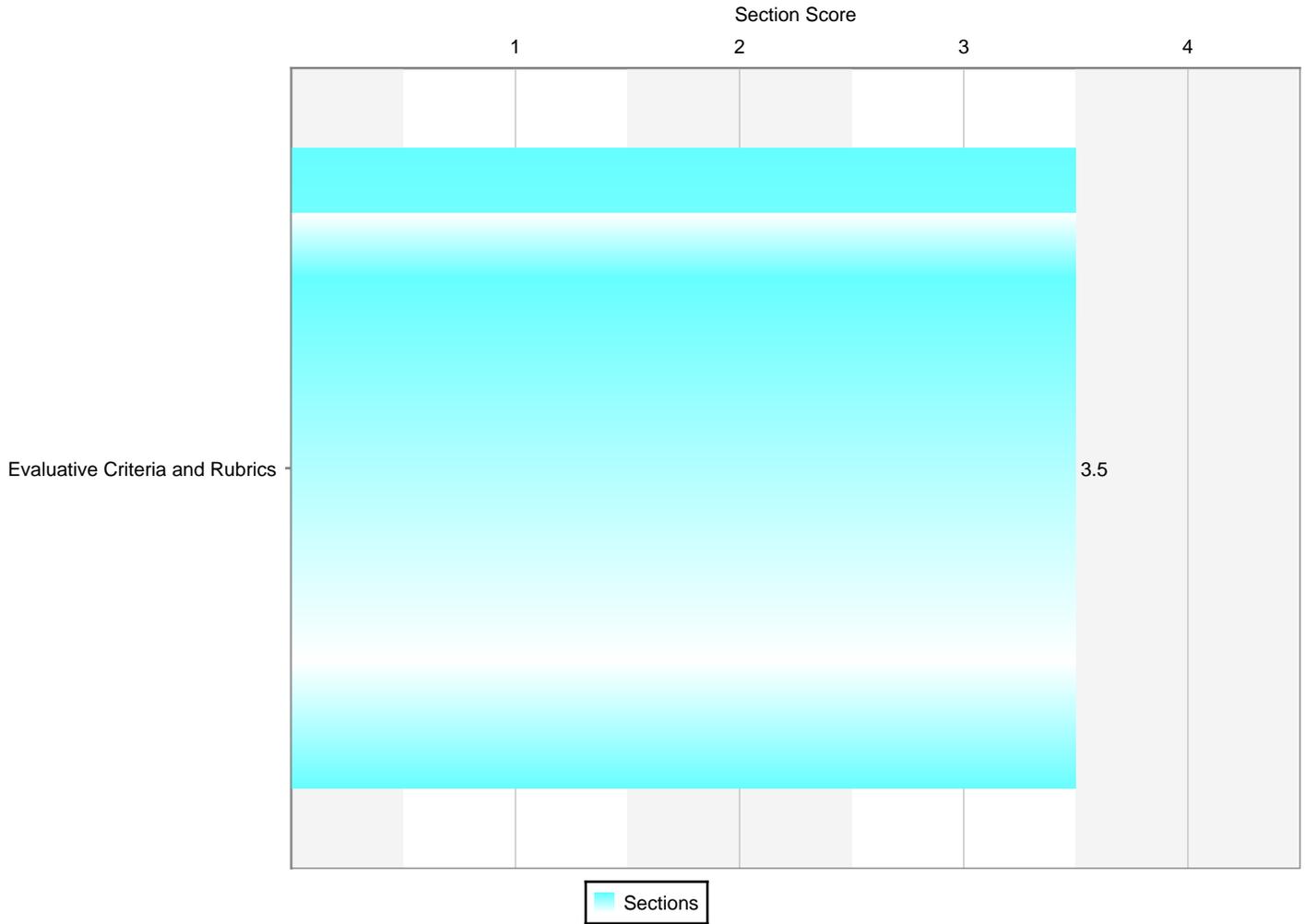
Sections

2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		2017-18 OHS Assurance #1; Leadership Team Signature Page

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		2017-18 OHS Handbook Excerpt pg. 23

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		OHS Assurance #3 2017-18

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

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		OHS 2017-18 School-Parent Compact

2017-18 ACIP

Overview

Plan Name

2017-18 ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Oneonta High School will become college and career ready in mathematics.	Objectives: 2 Strategies: 2 Activities: 8	Academic	$750
2	All students at Oneonta High School will become college and career ready in reading.	Objectives: 2 Strategies: 2 Activities: 8	Academic	$4295
3	Increase the percentage of students who successfully complete treatment and exit the S.H.A.R.E. program.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$13667
4	All ELL students at Oneonta High School will become college and/or career ready.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
5	OHS will provide a learning environment that prepares all students for college and/or career.	Objectives: 1 Strategies: 1 Activities: 10	Organizational	$19539
6	All students at Oneonta High School will become college and career ready in science.	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0

Goal 1: All students at Oneonta High School will become college and career ready in mathematics.

Measurable Objective 1:

26% of Eleventh grade students will demonstrate a proficiency by achieving benchmark in Mathematics by 05/25/2018 as measured by ACT + Writing.

Strategy 1:

Research Based Instruction - Teachers will implement various research-based instructional strategies within the classroom.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Laying the Foundations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All PreAP MSE teachers participated in NMSI's Laying the Foundation training during the summer, with follow-up training throughout the year.	Direct Instruction, Professional Learning	07/01/2017	05/25/2018	$0	No Funding Required	OHS Teachers OHS Administration

Activity - AP Summer Institute	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All AP teachers completed AP Summer Institute training with follow-up throughout the school year.	Direct Instruction, Professional Learning	07/01/2017	05/25/2018	$0	No Funding Required	OHS Teachers OHS Administration

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during common planning time as well as participate in 4 vertical planning meetings grades 6-12 during the year. Part of the professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubrics items on standards-based instruction.	Direct Instruction, Professional Learning	08/10/2017	05/25/2018	$0	No Funding Required	OHS Teachers OHS Administration

Activity - Classroom Walk-throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$0	No Funding Required	OHS Administration

Activity - Pre ACT Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
11th grade students will take a Pre ACT in the fall, with results analyzed and areas remediated in the classroom before the spring state administration of the ACT+ Writing.	Academic Support Program	10/25/2017	03/20/2018	$750	Title I Part A	OHS Teachers OHS Counselor OHS Administration

Measurable Objective 2:

50% of Ninth grade students will increase student growth by meeting annual targets in Mathematics by 05/25/2018 as measured by Scantron Performance Series.

Strategy 1:

Research Based Instruction - Teachers will implement research-based instructional strategies within the classroom.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Laying the Foundation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All PreAP MSE teachers participated in NMSI's Laying the Foundation training during the summer, with follow-up training throughout the year.	Direct Instruction, Professional Learning	07/01/2017	05/25/2018	$0	No Funding Required	OHS Teachers OHS Administration

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during common planning time as well as four times per year with grades 6-12. Part of the professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubrics items on standards-based instruction.	Direct Instruction, Professional Learning	08/10/2017	05/25/2018	$0	No Funding Required	OHS Teachers OHS Administration

Activity - Classroom Walk-throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$0	No Funding Required	OHS Administration

Goal 2: All students at Oneonta High School will become college and career ready in reading.

Measurable Objective 1:

40% of Eleventh grade students will demonstrate a proficiency by achieving benchmark in Reading by 05/25/2018 as measured by ACT + Writing.

Strategy 1:

Research Based Instruction - Teachers will implement various research-based instructional strategies within the classroom.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Laying the Foundations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All PreAP MSE teachers participated in NMSI's Laying the Foundation training during the summer, with follow-up training throughout the year.	Academic Support Program, Professional Learning	07/01/2017	05/25/2018	$0	No Funding Required	OHS Teachers OHS Administration

Activity - AP Summer Institute	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All AP teachers completed AP Summer Institute training with follow-up throughout the school year.	Academic Support Program, Professional Learning	07/01/2017	05/25/2018	$0	No Funding Required	OHS Teachers OHS Administration

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during common planning time as well as vertical planning four times a year with grades 6-12. Part of the professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubric items on standards based instruction.	Academic Support Program, Professional Learning	08/10/2017	05/25/2018	$0	No Funding Required	OHS Teachers OHS Administration

Activity - Classroom Walk-throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$0	No Funding Required	OHS Administrators

Activity - Pre ACT Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
11th grade students will take the Pre ACT in October, with results used for remediation and reteaching before the state administration of the ACT + Writing in March.	Academic Support Program	10/25/2017	03/20/2018	$750	Title I Part A	OHS Teachers OHS Counselor OHS Administration

Measurable Objective 2:

50% of Ninth grade students will increase student growth by meeting annual targets in Reading by 05/25/2018 as measured by Scantron Performance Series.

Strategy 1:

Research Based   Instruction - Teachers will implement various research-based instructional strategies within the classroom.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Laying the Foundation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All PreAP MSE teachers participated in NMSI's Laying the Foundation training during the summer, with follow-up training throughout the year	Direct Instruction, Professional Learning	07/01/2017	05/25/2018	$0	No Funding Required	OHS Teachers OHS Administration

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during common planning time as well as vertical planning four times a year with grades 6-12. Part of the professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubric items on standards-based instruction.	Direct Instruction, Professional Learning	08/10/2017	05/25/2018	$0	No Funding Required	OHS Teachers OHS Administration

Activity - Classroom Walk-throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$3545	No Funding Required, Title I Part A	OHS Administration

Goal 3: Increase the percentage of students who successfully complete treatment and exit the S.H.A.R.E. program.

Measurable Objective 1:

demonstrate a behavior of successful completion of treatment and exit from the S.H.A.R.E. program. by 05/25/2018 as measured by analysis of program completion data.

Strategy 1:

T.A.P. (Teacher Advisement Program) - Students will meet with their homeroom teacher once a month for advisement.

Category: Implement Guidance and Counseling Plan

Research Cited: Project 2015 - ALSDE

Activity - Social/Behavioral Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisement lessons are generated and distributed to the faculty by the guidance counselor using Google Classroom. Lessons are developed according to the state course of study requirements to ensure social success as well as academic college and career readiness. Students meet with their advisor (homeroom teacher) once a month to complete these lessons and discuss attendance, grades, and college/career readiness.	Behavioral Support Program	08/10/2017	05/25/2018	$13667	Title I Part A	OHS Teachers OHS Guidance Counselor OCS Therapist OHS Administration

Activity - Grade level meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each month, one entire grade level meets with the guidance counselor and community representatives to discuss important grade level information pertaining to college and career readiness.	Career Preparation/Orientation, Community Engagement	08/10/2017	05/25/2018	$0	No Funding Required	OHS Counselor

Activity - Career Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A career coach spends one day a week a OHS working with students one-on-one to complete 4 year plans, apply to colleges, and apply for scholarships.	Career Preparation/Orientation	08/10/2017	05/25/2018	$0	No Funding Required	OHS Career Coach OHS Counselor

Goal 4: All ELL students at Oneonta High School will become college and/or career ready.

Measurable Objective 1:

50% of English Learners students will demonstrate a behavior of improving proficiency in Reading by 05/25/2018 as measured by ACCESS.

Strategy 1:

Strategic Reading Instruction - EL Teachers will model and employ varied strategies (i.e. read-alouds, peer tutoring, chunking, etc) in the EL classroom as well as work with teachers across the curriculum to incorporate these strategies into their classrooms.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

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

| OHS EL teacher, along with core academic teachers, will participate in professional learning (presented by ALSDE) with a specific focus on instruction of EL students and redeliver learning to content area teachers. | Professional Learning | 08/10/2017 | 05/25/2018 | $0 | No Funding Required | OHS Administration OHS EL Teacher OHS Teachers |

Goal 5: OHS will provide a learning environment that prepares all students for college and/or career.

Measurable Objective 1:

achieve college and career readiness in at least 95% of the graduating class by 05/25/2018 as measured by CCR Portal.

Strategy 1:

Research Based Instruction - Teachers will implement various research based instructional strategies within classroom instruction in order to maximize student engagement and increase student preparedness for college and career.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Laying the Foundation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All PreAp MSE teachers participated in NMSI's Laying the Foundation training during the summer, with follow-up training throughout the year.	Professional Learning	07/01/2017	05/25/2018	$0	No Funding Required	OHS Teachers OHS Administration

Activity - AP Summer Institute	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All AP teachers completed AP Summer Institute training with follow-up throughout the school year.	Professional Learning	07/01/2017	05/25/2018	$0	No Funding Required	OHS AP Teachers OHS Administration

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during weekly common planning time as well as vertical planning four times a year with grades 6-12. Professional development will include team walkthroughs, where teachers will visit other teachers to look for specific rubric items on standards based instruction.	Professional Learning	08/10/2017	05/25/2018	$0	No Funding Required	OHS Teachers OHS Administration

Activity - Key Train	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OHS seniors will work in KeyTrain to enhance their career readiness skills.	Academic Support Program	08/10/2017	03/01/2018	$0	No Funding Required	OHS Assigned Teachers OHS Administration

Activity - ASVAB	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ASVAB is offered on campus to interested juniors and seniors to identify potential candidates for military recruitment.	Other - Assessment	10/01/2017	12/15/2017	$0	No Funding Required	OHS Counselor

Activity - Career Tech Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OHS students travel to the Blount County Career Technical Center to participate in various programs at the BCCTC and are given the opportunity to earn a business and industry certified credential.	Other - CTE Credentialing Programs	08/10/2017	05/25/2018	$0	No Funding Required	OHS Counselor CTE Administrator

Activity - Classroom Walk-throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$0	No Funding Required	OHS Administrators

Activity - Career Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career Coach meets individually with seniors to discuss post-secondary plans and track student progress.	Academic Support Program	08/10/2017	05/25/2018	$631	Title I Part A	OHS Career Coach OHS Counselor

Activity - Classroom Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be issued a chromebook for us at home and at school. Google Classroom will be utilized in all classes. All teachers will have SMART boards in their classrooms for use in daily instruction. ACCESS Distance Learning Lab will be outfitted with scanner, printer and teacher workstation. Provide replacement calculators for Classroom sets. Renew of Edmentum supplemental online resources (Study Island, Accucess, PLATO)	Technology	08/10/2017	05/25/2018	$18908	Title I Part A, Title I Part A, Title I Part A	Administration OHS AP Teachers OCS Technology Staff

Activity - ACT Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement online ACT prep for 11th and 12th grade students through their English courses.	Direct Instruction	08/10/2017	05/25/2018	$0	No Funding Required	Administration OHS English Teachers

Goal 6: All students at Oneonta High School will become college and career ready in science.

Measurable Objective 1:

30% of Eleventh grade students will demonstrate a proficiency by achieving benchmark in Science by 05/25/2018 as measured by ACT + Writing.

Strategy 1:

Research-Based Instruction - Research-Based Instruction - Teachers will implement various research-based instructional strategies within the classroom.

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

Research Cited: Research cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Laying the Foundations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Pre-AP MSE teachers participated in NMSI's Laying the Foundations training during the summer, with follow-up training throughout the year.	Direct Instruction, Professional Learning	07/01/2017	05/25/2018	$0	No Funding Required	OHS Teachers OHS Administration

Activity - AP Summer Institute	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All AP teachers completed AP Summer Institute training with follow-up throughout the year.	Direct Instruction, Professional Learning	07/01/2017	05/25/2018	$0	No Funding Required	OHS Teachers OHS Administration

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during common planning time, as well as four vertical planning team meetings each year grades 6-12. Part of professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubrics items on standards-based instruction.	Direct Instruction, Professional Learning	07/01/2017	05/25/2018	$0	No Funding Required	OHS Teachers OHS Administration

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

Administrators will conduct classroom walkthroughs on a weekly basis.	Other - Administrative Walkthroughs	08/10/2017	05/25/2018	$0	No Funding Required	OHS Administration

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
Laying the Foundations	All PreAP MSE teachers participated in NMSI's Laying the Foundation training during the summer, with follow-up training throughout the year.	Academic Support Program, Professional Learning	07/01/2017	05/25/2018	$0	OHS Teachers OHS Administration
Samuel Training	OHS EL teacher, along with core academic teachers, will participate in professional learning (presented by ALSDE) with a specific focus on instruction of EL students and redeliver learning to content area teachers.	Professional Learning	08/10/2017	05/25/2018	$0	OHS Administration OHS EL Teacher OHS Teachers
Vertical Team Planning	Teachers will participate in job-embedded professional development within their departments during common planning time as well as vertical planning four times a year with grades 6-12. Part of the professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubric items on standards-based instruction.	Direct Instruction, Professional Learning	08/10/2017	05/25/2018	$0	OHS Teachers OHS Administration
AP Summer Institute	All AP teachers completed AP Summer Institute training with follow-up throughout the year.	Direct Instruction, Professional Learning	07/01/2017	05/25/2018	$0	OHS Teachers OHS Administration
Classroom Walk-throughs	Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$0	OHS Administrators
Classroom Walkthroughs	Administrators will conduct classroom walkthroughs on a weekly basis.	Other - Administrative Walkthroughs	08/10/2017	05/25/2018	$0	OHS Administration
Laying the Foundation Training	All PreAp MSE teachers participated in NMSI's Laying the Foundation training during the summer, with follow-up training throughout the year.	Professional Learning	07/01/2017	05/25/2018	$0	OHS Teachers OHS Administration
Classroom Walk-throughs	Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$0	OHS Administration

Laying the Foundations	All Pre-AP MSE teachers participated in NMSI's Laying the Foundations training during the summer, with follow-up training throughout the year.	Direct Instruction, Professional Learning	07/01/2017	05/25/2018	$0	OHS Teachers OHS Administration
Vertical Team Planning	Teachers will participate in job-embedded professional development within their departments during common planning time as well as four times per year with grades 6-12. Part of the professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubrics items on standards-based instruction.	Direct Instruction, Professional Learning	08/10/2017	05/25/2018	$0	OHS Teachers OHS Administration
ASVAB	The ASVAB is offered on campus to interested juniors and seniors to identify potential candidates for military recruitment.	Other - Assessment	10/01/2017	12/15/2017	$0	OHS Counselor
AP Summer Institute	All AP teachers completed AP Summer Institute training with follow-up throughout the school year.	Professional Learning	07/01/2017	05/25/2018	$0	OHS AP Teachers OHS Administration
Grade level meetings	Each month, one entire grade level meets with the guidance counselor and community representatives to discuss important grade level information pertaining to college and career readiness.	Career Preparation/Orientation, Community Engagement	08/10/2017	05/25/2018	$0	OHS Counselor
ACT Prep	Implement online ACT prep for 11th and 12th grade students through their English courses.	Direct Instruction	08/10/2017	05/25/2018	$0	Administration OHS English Teachers
Career Tech Center	OHS students travel to the Blount County Career Technical Center to participate in various programs at the BCCTC and are given the opportunity to earn a business and industry certified credential.	Other - CTE Credentialing Programs	08/10/2017	05/25/2018	$0	OHS Counselor CTE Administrator
Vertical Team Planning	Teachers will participate in job-embedded professional development within their departments during weekly common planning time as well as vertical planning four times a year with grades 6-12. Professional development will include team walkthroughs, where teachers will visit other teachers to look for specific rubric items on standards based instruction.	Professional Learning	08/10/2017	05/25/2018	$0	OHS Teachers OHS Administration
Laying the Foundation Training	All PreAP MSE teachers participated in NMSI's Laying the Foundation training during the summer, with follow-up training throughout the year.	Direct Instruction, Professional Learning	07/01/2017	05/25/2018	$0	OHS Teachers OHS Administration
Classroom Walk-throughs	Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$0	OHS Administrators

Key Train	OHS seniors will work in KeyTrain to enhance their career readiness skills.	Academic Support Program	08/10/2017	03/01/2018	$0	OHS Assigned Teachers OHS Administration
Vertical Team Planning	Teachers will participate in job-embedded professional development within their departments during common planning time as well as participate in 4 vertical planning meetings grades 6-12 during the year. Part of the professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubrics items on standards-based instruction.	Direct Instruction, Professional Learning	08/10/2017	05/25/2018	$0	OHS Teachers OHS Administration
Laying the Foundation	All PreAP MSE teachers participated in NMSI's Laying the Foundation training during the summer, with follow-up training throughout the year	Direct Instruction, Professional Learning	07/01/2017	05/25/2018	$0	OHS Teachers OHS Administration
Vertical Team Planning	Teachers will participate in job-embedded professional development within their departments during common planning time as well as vertical planning four times a year with grades 6-12. Part of the professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubric items on standards based instruction.	Academic Support Program, Professional Learning	08/10/2017	05/25/2018	$0	OHS Teachers OHS Administration
Classroom Walk-throughs	Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$0	OHS Administration
Career Coach	A career coach spends one day a week a OHS working with students one-on-one to complete 4 year plans, apply to colleges, and apply for scholarships.	Career Preparation/Orientation	08/10/2017	05/25/2018	$0	OHS Career Coach OHS Counselor
Vertical Team Planning	Teachers will participate in job-embedded professional development within their departments during common planning time, as well as four vertical planning team meetings each year grades 6-12. Part of professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubrics items on standards-based instruction.	Direct Instruction, Professional Learning	07/01/2017	05/25/2018	$0	OHS Teachers OHS Administration
Classroom Walk-throughs	Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$0	OHS Administration
AP Summer Institute	All AP teachers completed AP Summer Institute training with follow-up throughout the school year.	Direct Instruction, Professional Learning	07/01/2017	05/25/2018	$0	OHS Teachers OHS Administration

Laying the Foundations	All PreAP MSE teachers participated in NMSI's Laying the Foundation training during the summer, with follow-up training throughout the year.	Direct Instruction, Professional Learning	07/01/2017	05/25/2018	$0	OHS Teachers OHS Administration
AP Summer Institute	All AP teachers completed AP Summer Institute training with follow-up throughout the school year.	Academic Support Program, Professional Learning	07/01/2017	05/25/2018	$0	OHS Teachers OHS Administration
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Pre ACT Test	11th grade students will take the Pre ACT in October, with results used for remediation and reteaching before the state administration of the ACT + Writing in March.	Academic Support Program	10/25/2017	03/20/2018	$750	OHS Teachers OHS Counselor OHS Administration
Classroom Technology	All students will be issued a chromebook for us at home and at school. Google Classroom will be utilized in all classes. All teachers will have SMART boards in their classrooms for use in daily instruction. ACCESS Distance Learning Lab will be outfitted with scanner, printer and teacher workstation. Provide replacement calculators for Classroom sets. Renew of Edmentum supplemental online resources (Study Island, Accucess, PLATO)	Technology	08/10/2017	05/25/2018	$14410	Administration OHS AP Teachers OCS Technology Staff
Classroom Technology	All students will be issued a chromebook for us at home and at school. Google Classroom will be utilized in all classes. All teachers will have SMART boards in their classrooms for use in daily instruction. ACCESS Distance Learning Lab will be outfitted with scanner, printer and teacher workstation. Provide replacement calculators for Classroom sets. Renew of Edmentum supplemental online resources (Study Island, Accucess, PLATO)	Technology	08/10/2017	05/25/2018	$898	Administration OHS AP Teachers OCS Technology Staff

Classroom Technology	All students will be issued a chromebook for us at home and at school. Google Classroom will be utilized in all classes. All teachers will have SMART boards in their classrooms for use in daily instruction. ACCESS Distance Learning Lab will be outfitted with scanner, printer and teacher workstation. Provide replacement calculators for Classroom sets. Renew of Edmentum supplemental online resources (Study Island, Accucess, PLATO)	Technology	08/10/2017	05/25/2018	$3600	Administration OHS AP Teachers OCS Technology Staff
Career Coach	Career Coach meets individually with seniors to discuss post-secondary plans and track student progress.	Academic Support Program	08/10/2017	05/25/2018	$631	OHS Career Coach OHS Counselor
Social/Behavioral Lesson Plans	Advisement lessons are generated and distributed to the faculty by the guidance counselor using Google Classroom. Lessons are developed according to the state course of study requirements to ensure social success as well as academic college and career readiness. Students meet with their advisor (homeroom teacher) once a month to complete these lessons and discuss attendance, grades, and college/career readiness.	Behavioral Support Program	08/10/2017	05/25/2018	$13667	OHS Teachers OHS Guidance Counselor OCS Therapist OHS Administration
Classroom Walk-throughs	Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$3545	OHS Administration
Pre ACT Test	11th grade students will take a Pre ACT in the fall, with results analyzed and areas remediated in the classroom before the spring state administration of the ACT+ Writing.	Academic Support Program	10/25/2017	03/20/2018	$750	OHS Teachers OHS Counselor OHS Administration
				Total	$38251	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	The Stakeholder Feedback Worksheet is not attached because the new survey is not on a 5 point scale, therefore the worksheet is not applicable. Data is attached regarding the new Culture and Climate Survey (student, parent, and teacher), and Teacher and Student Inventory Data is addressed in the following sections.	2017-18 Stakeholder Feedback Document

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	**Response**	**Rating**
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	**Response**	**Rating**
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

With the new Advanc-Ed surveys, the results are much harder to tabulate because they are not on a 5 point scale. There is a Teacher Inventory and a Student Inventory, that ranks items on a 4 point scale, and then there is a Culture and Climate survey for parents, teachers, and students that does not give any numerical values to it's answers. They are strictly a choice of words. This makes quantifying survey results a little more difficult and it also makes the Stakeholder Feedback Worksheet inapplicable.

On the Teacher Inventory, the highest scoring areas were as follows (on a four point scale):
-Students in my class have formal opportunities to develop positive relationships with their peers and/or adults - 3.89
-My lessons are based on high expectations for students - 3.74
-My lessons provide opportunities for students to be actively engaged in their learning - 3.70
-I use formative assessment to monitor student progress - 3.67
-My actions, in and out of the classroom, are aligned to the strategic direction of the school - 3.63

On the Student Inventory, the highest scoring areas were as follows (on a four point scale):
-I have the materials, supplies, and technology I need to be successful - 3.71
-I am safe at school - 3.63
-I complete challenging work - 3.36
-I actively participate in class discussions and activities - 3.16
-I use digital tools to complete assignments, such as conducting research, finding information, communicating, and/or creating something new - 3.12

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

Because these surveys and inventories are new this year, the information gathered is baseline data. There is no trend data at this time.

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

At this time, we do no have any additional findings from other stakeholder feedback sources.

Areas in Need of Improvement

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

With the new Advanc-Ed surveys, the results are much harder to tabulate because they are not on a 5 point scale. There is a Teacher Inventory and a Student Inventory, that ranks items on a 4 point scale, and then there is a Culture and Climate survey for parents, teachers, and students that does not give any numerical values to it's answers. They are strictly a choice of words. This makes quantifying survey results a little more difficult and it also makes the Stakeholder Feedback Worksheet inapplicable.

On the Teacher Inventory, the lowest scoring areas were as follows (on a four point scale):
-I provide multiple opportunities for parents, families, and legal guardians to engage in meaningful activities that support student success - 2.48
-I am involved in a formal process to verify the success of programs at my school, which are implemented to meet the educational, emotional, and personal success of students - 2.56
-I plan lessons that increase students' awareness of and appreciation for other cultures - 2.56
-I have/had access to induction, mentoring, and coaching programs designed to meet my individual professional learning needs - 2.78
-I receive formal training in the interpretation and use of student assessment data - 2.78

On the Student Inventory, the lowest scoring areas were as follows (on a four point scale):
-I use the services of the counseling office - 2.09
-I use a rubric or scoring guide to help me complete an assignment - 2.20
-I work on real-life problems - 2.43
-I give class presentations or share my work with classmates - 2.55
-I receive acknowledgement and/or praise for my strengths or accomplishments - 2.61

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

Because these surveys and inventories are new this year, the information gathered is baseline data. There is no trend data at this time.

What are the implications for these stakeholder perceptions?

The implications of these stakeholder perceptions shows that we need to better communicate and involve all stakeholders in all aspects of the school. If students, staff, and parents feel that their opinions are not wanted or that their voices will not be heard, involvement in education will decrease.

Teachers also need to be supported and trained in the analyzing and interpretation of data, as well as developing mentoring and coaching programs for new teachers. Students need to see the relevance in their work and practice self-assessment.

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

At this time, we have no other stakeholder feedback sources to compare to.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics ─ 4
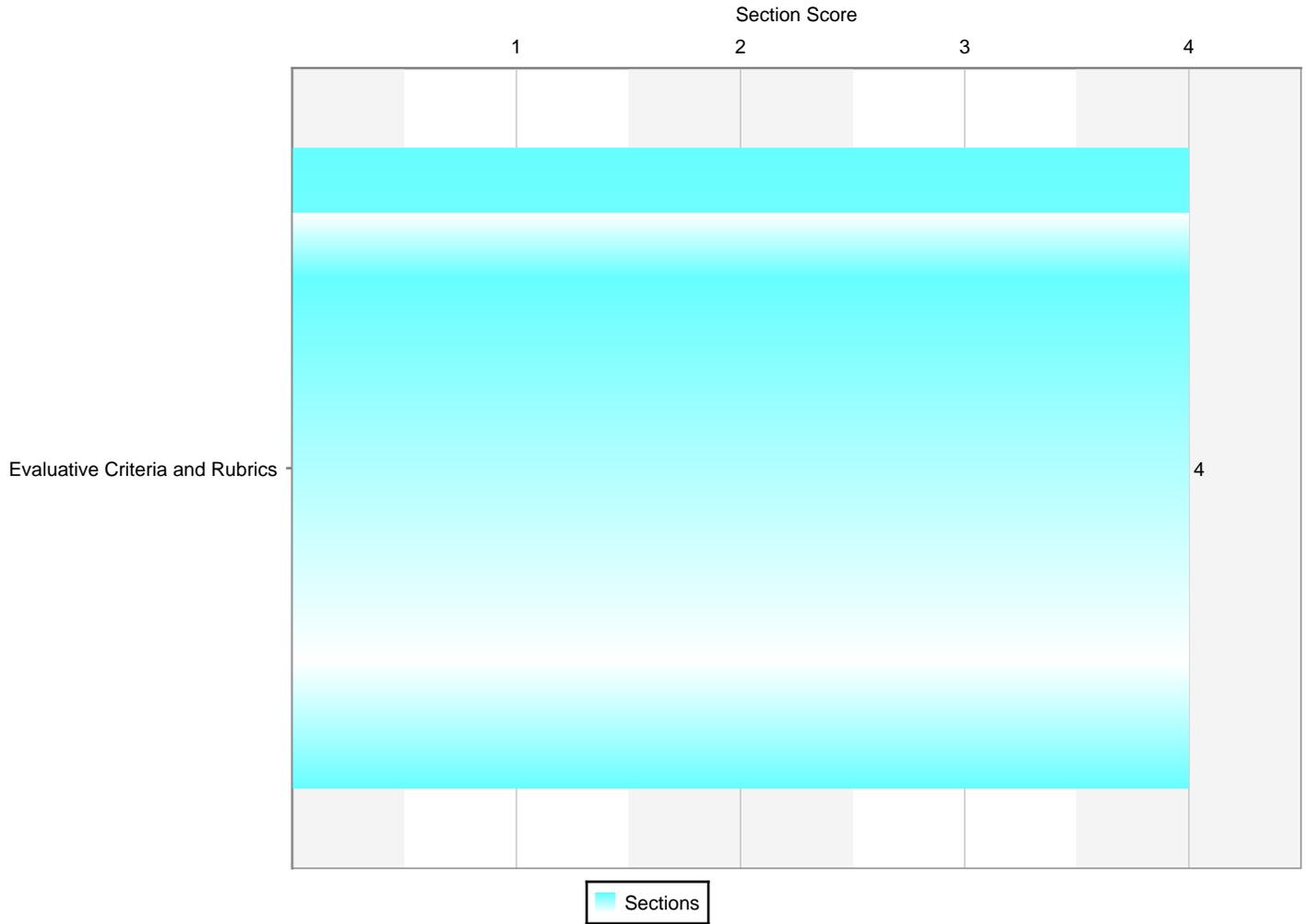
Sections

2017-2018 Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

Multiple sources of data were used to analyze the overall needs of Oneonta High School. Parent Title I surveys, student achievement data, strategic plan surveys, Advanc-Ed surveys, and graduation rate data were all used to develop the ACIP goals for the 2017-18 school year. The school leadership team, with input from all stakeholders, looks at the data to determine areas of strength and areas of improvement, and the goals are developed using data and input.

What were the results of the comprehensive needs assessment?

Our student achievement data clearly shows that math is an area of improvement across all grade levels. Reading tends to be a strength across all grade levels.

Perception/survey data show that while the majority of stakeholders are very satisfied with the education at OHS, we need to work to better involve stakeholders in the decision-making process. We also need to give more opportunities for parental involvement in the school, and some facilities maintenance and upgrade is needed.

What conclusions were drawn from the results?

OHS has determined that we will continue to have goals that focus on reading, math, EL, and college/career readiness. We also decided to add a goal related to science achievement.

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

While the demographics of Oneonta High School have not changed much in the last several years, we have seen a decrease in the achievement gap between white and Hispanic students, particularly in math. We have also looked at data and spent the past year developing a five year strategic plan. That plan will focus on student outcomes, stakeholder satisfaction, employee development, fiscal responsibility, and support systems, and action steps will be created to address each of those areas.

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

Based on the data, it was determined that we will continue to have goals that focus on reading and math, but we added a goal for science. We also continue to look at college and career readiness, as well as our EL population's academic success.

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

Each goal has objectives, strategies, and activities directly tied to current data (student achievement, survey, CCR), and our goals are set to show an increase in student achievement and/or student growth. We look at ACT Aspire 10, ACT (state and national), Scantron Performance Series, and ACT Work Keys data, as well as survey results, to set our goals. Additional goals include increasing reading proficiency for EL students as well as ensuring that graduates are college and career ready.

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

All students are provided with the opportunity to master the same challenging curriculum through rigorous standards-based instruction. All special populations, including economically disadvantaged, homeless, migrant, immigrant, and English-language learners are provided those same opportunities to a free and appropriate public education, with documented accommodations as necessary to achieve those goals.

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

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

Goal 1:

All students at Oneonta High School will become college and career ready in reading.

Measurable Objective 1:

40% of Eleventh grade students will demonstrate a proficiency by achieving benchmark in Reading by 05/25/2018 as measured by ACT + Writing.

Strategy1:

Research Based Instruction - Teachers will implement various research-based instructional strategies within the classroom.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during common planning time as well as vertical planning four times a year with grades 6-12. Part of the professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubric items on standards based instruction.	Academic Support Program Professional Learning	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - Classroom Walk-throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Administrators

Activity - Laying the Foundations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All PreAP MSE teachers participated in NMSI's Laying the Foundation training during the summer, with follow-up training throughout the year.	Academic Support Program Professional Learning	07/01/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - Pre ACT Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
11th grade students will take the Pre ACT in October, with results used for remediation and reteaching before the state administration of the ACT + Writing in March.	Academic Support Program	10/25/2017	03/20/2018	$750 - Title I Part A	OHS Teachers OHS Counselor OHS Administration

Activity - AP Summer Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All AP teachers completed AP Summer Institute training with follow-up throughout the school year.	Academic Support Program Professional Learning	07/01/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Measurable Objective 2:

50% of Ninth grade students will increase student growth by meeting annual targets in Reading by 05/25/2018 as measured by Scantron

Performance Series.

Strategy1:

Research Based   Instruction - Teachers will implement various research-based instructional strategies within the classroom.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-

state-ela-rubric.pdf

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during common planning time as well as vertical planning four times a year with grades 6-12. Part of the professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubric items on standards-based instruction.	Direct Instruction Professional Learning	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - Classroom Walk-throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$3545 - Title I Part A $0 - No Funding Required	OHS Administration

Activity - Laying the Foundation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All PreAP MSE teachers participated in NMSI's Laying the Foundation training during the summer, with follow-up training throughout the year	Direct Instruction Professional Learning	07/01/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Goal 2:

All students at Oneonta High School will become college and career ready in mathematics.

Measurable Objective 1:

50% of Ninth grade students will increase student growth by meeting annual targets in Mathematics by 05/25/2018 as measured by Scantron Performance Series.

Strategy1:

Research Based Instruction - Teachers will implement research-based instructional strategies within the classroom.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Classroom Walk-throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Administration

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during common planning time as well as four times per year with grades 6-12. Part of the professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubrics items on standards-based instruction.	Professional Learning Direct Instruction	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - Laying the Foundation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All PreAP MSE teachers participated in NMSI's Laying the Foundation training during the summer, with follow-up training throughout the year.	Direct Instruction Professional Learning	07/01/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Measurable Objective 2:

26% of Eleventh grade students will demonstrate a proficiency by achieving benchmark in Mathematics by 05/25/2018 as measured by ACT + Writing.

Strategy1:

Research Based Instruction - Teachers will implement various research-based instructional strategies within the classroom.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Classroom Walk-throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Administration

Activity - AP Summer Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All AP teachers completed AP Summer Institute training with follow-up throughout the school year.	Professional Learning Direct Instruction	07/01/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - Pre ACT Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
11th grade students will take a Pre ACT in the fall, with results analyzed and areas remediated in the classroom before the spring state administration of the ACT+ Writing.	Academic Support Program	10/25/2017	03/20/2018	$750 - Title I Part A	OHS Teachers OHS Counselor OHS Administration

Activity - Laying the Foundations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All PreAP MSE teachers participated in NMSI's Laying the Foundation training during the summer, with follow-up training throughout the year.	Direct Instruction Professional Learning	07/01/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during common planning time as well as participate in 4 vertical planning meetings grades 6-12 during the year. Part of the professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubrics items on standards-based instruction.	Direct Instruction Professional Learning	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Goal 3:

All ELL students at Oneonta High School will become college and/or career ready.

Measurable Objective 1:

50% of English Learners students will demonstrate a behavior of improving proficiency in Reading by 05/25/2018 as measured by ACCESS.

Strategy1:

Strategic Reading Instruction - EL Teachers will model and employ varied strategies (i.e. read-alouds, peer tutoring, chunking, etc) in the EL classroom as well as work with teachers across the curriculum to incorporate these strategies into their classrooms.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Samuel Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
OHS EL teacher, along with core academic teachers, will participate in professional learning (presented by ALSDE) with a specific focus on instruction of EL students and redeliver learning to content area teachers.	Professional Learning	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Administration OHS EL Teacher OHS Teachers

Goal 4:

OHS will provide a learning environment that prepares all students for college and/or career.

Measurable Objective 1:

achieve college and career readiness in at least 95% of the graduating class by 05/25/2018 as measured by CCR Portal.

Strategy1:

Research Based Instruction - Teachers will implement various research based instructional strategies within classroom instruction in order to maximize student engagement and increase student preparedness for college and career.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - ACT Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement online ACT prep for 11th and 12th grade students through their English courses.	Direct Instruction	08/10/2017	05/25/2018	$0 - No Funding Required	Administration OHS English Teachers

Activity - AP Summer Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All AP teachers completed AP Summer Institute training with follow-up throughout the school year.	Professional Learning	07/01/2017	05/25/2018	$0 - No Funding Required	OHS AP Teachers OHS Administration

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during weekly common planning time as well as vertical planning four times a year with grades 6-12. Professional development will include team walkthroughs, where teachers will visit other teachers to look for specific rubric items on standards based instruction.	Professional Learning	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - Career Tech Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
OHS students travel to the Blount County Career Technical Center to participate in various programs at the BCCTC and are given the opportunity to earn a business and industry certified credential.	Other - CTE Credentialing Programs	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Counselor CTE Administrator

Activity - Classroom Walk-throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Administrators

Activity - Career Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Coach meets individually with seniors to discuss post-secondary plans and track student progress.	Academic Support Program	08/10/2017	05/25/2018	$631 - Title I Part A	OHS Career Coach OHS Counselor

Activity - ASVAB	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ASVAB is offered on campus to interested juniors and seniors to identify potential candidates for military recruitment.	Other - Assessment	10/01/2017	12/15/2017	$0 - No Funding Required	OHS Counselor

Activity - Key Train	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
OHS seniors will work in KeyTrain to enhance their career readiness skills.	Academic Support Program	08/10/2017	03/01/2018	$0 - No Funding Required	OHS Assigned Teachers OHS Administration

Activity - Classroom Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be issued a chromebook for us at home and at school. Google Classroom will be utilized in all classes. All teachers will have SMART boards in their classrooms for use in daily instruction. ACCESS Distance Learning Lab will be outfitted with scanner, printer and teacher workstation. Provide replacement calculators for Classroom sets. Renew of Edmentum supplemental online resources (Study Island, Accucess, PLATO)	Technology	08/10/2017	05/25/2018	$3600 - Title I Part A $14410 - Title I Part A $898 - Title I Part A	Administration OHS AP Teachers OCS Technology Staff

Activity - Laying the Foundation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All PreAp MSE teachers participated in NMSI's Laying the Foundation training during the summer, with follow-up training throughout the year.	Professional Learning	07/01/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Goal 5:

All students at Oneonta High School will become college and career ready in science.

Measurable Objective 1:

30% of Eleventh grade students will demonstrate a proficiency by achieving benchmark in Science by 05/25/2018 as measured by ACT + Writing.

Strategy1:

Research-Based Instruction - Research-Based Instruction - Teachers will implement various research-based instructional strategies within the classroom.

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

Research Cited: Research cited: Tri-State Quality Review Rubric (2013). Retrieved from

http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Classroom Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walkthroughs on a weekly basis.	Other - Administrative Walkthroughs	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Administration

Activity - Laying the Foundations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Pre-AP MSE teachers participated in NMSI's Laying the Foundations training during the summer, with follow-up training throughout the year.	Direct Instruction Professional Learning	07/01/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during common planning time, as well as four vertical planning team meetings each year grades 6-12. Part of professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubrics items on standards-based instruction.	Professional Learning Direct Instruction	07/01/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - AP Summer Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All AP teachers completed AP Summer Institute training with follow-up throughout the year.	Direct Instruction Professional Learning	07/01/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

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

Goal 1:

All students at Oneonta High School will become college and career ready in mathematics.

Measurable Objective 1:

26% of Eleventh grade students will demonstrate a proficiency by achieving benchmark in Mathematics by 05/25/2018 as measured by ACT + Writing.

Strategy1:

Research Based Instruction - Teachers will implement various research-based instructional strategies within the classroom.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Laying the Foundations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All PreAP MSE teachers participated in NMSI's Laying the Foundation training during the summer, with follow-up training throughout the year.	Direct Instruction Professional Learning	07/01/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - Classroom Walk-throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Administration

Activity - Pre ACT Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
11th grade students will take a Pre ACT in the fall, with results analyzed and areas remediated in the classroom before the spring state administration of the ACT+ Writing.	Academic Support Program	10/25/2017	03/20/2018	$750 - Title I Part A	OHS Teachers OHS Counselor OHS Administration

Activity - AP Summer Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All AP teachers completed AP Summer Institute training with follow-up throughout the school year.	Professional Learning Direct Instruction	07/01/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during common planning time as well as participate in 4 vertical planning meetings grades 6-12 during the year. Part of the professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubrics items on standards-based instruction.	Professional Learning Direct Instruction	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Measurable Objective 2:

50% of Ninth grade students will increase student growth by meeting annual targets in Mathematics by 05/25/2018 as measured by Scantron Performance Series.

Strategy1:

Research Based Instruction - Teachers will implement research-based instructional strategies within the classroom.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Laying the Foundation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All PreAP MSE teachers participated in NMSI's Laying the Foundation training during the summer, with follow-up training throughout the year.	Professional Learning Direct Instruction	07/01/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - Classroom Walk-throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Administration

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during common planning time as well as four times per year with grades 6-12. Part of the professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubrics items on standards-based instruction.	Professional Learning Direct Instruction	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Goal 2:

All students at Oneonta High School will become college and career ready in reading.

Measurable Objective 1:

40% of Eleventh grade students will demonstrate a proficiency by achieving benchmark in Reading by 05/25/2018 as measured by ACT + Writing.

Strategy1:

Research Based Instruction - Teachers will implement various research-based instructional strategies within the classroom.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - AP Summer Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All AP teachers completed AP Summer Institute training with follow-up throughout the school year.	Academic Support Program Professional Learning	07/01/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - Pre ACT Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
11th grade students will take the Pre ACT in October, with results used for remediation and reteaching before the state administration of the ACT + Writing in March.	Academic Support Program	10/25/2017	03/20/2018	$750 - Title I Part A	OHS Teachers OHS Counselor OHS Administration

Activity - Classroom Walk-throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Administrators

Activity - Laying the Foundations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All PreAP MSE teachers participated in NMSI's Laying the Foundation training during the summer, with follow-up training throughout the year.	Academic Support Program Professional Learning	07/01/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during common planning time as well as vertical planning four times a year with grades 6-12. Part of the professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubric items on standards based instruction.	Professional Learning Academic Support Program	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Measurable Objective 2:

50% of Ninth grade students will increase student growth by meeting annual targets in Reading by 05/25/2018 as measured by Scantron Performance Series.

Strategy1:

Research Based   Instruction - Teachers will implement various research-based instructional strategies within the classroom.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during common planning time as well as vertical planning four times a year with grades 6-12. Part of the professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubric items on standards-based instruction.	Direct Instruction Professional Learning	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - Classroom Walk-throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$0 - No Funding Required $3545 - Title I Part A	OHS Administration

Activity - Laying the Foundation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All PreAP MSE teachers participated in NMSI's Laying the Foundation training during the summer, with follow-up training throughout the year	Professional Learning Direct Instruction	07/01/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Goal 3:

All ELL students at Oneonta High School will become college and/or career ready.

Measurable Objective 1:

50% of English Learners students will demonstrate a behavior of improving proficiency in Reading by 05/25/2018 as measured by ACCESS.

Strategy1:

Strategic Reading Instruction - EL Teachers will model and employ varied strategies (i.e. read-alouds, peer tutoring, chunking, etc) in the EL classroom as well as work with teachers across the curriculum to incorporate these strategies into their classrooms.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Samuel Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
OHS EL teacher, along with core academic teachers, will participate in professional learning (presented by ALSDE) with a specific focus on instruction of EL students and redeliver learning to content area teachers.	Professional Learning	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Administration OHS EL Teacher OHS Teachers

Goal 4:

OHS will provide a learning environment that prepares all students for college and/or career.

Measurable Objective 1:

achieve college and career readiness in at least 95% of the graduating class by 05/25/2018 as measured by CCR Portal.

Strategy1:

Research Based Instruction - Teachers will implement various research based instructional strategies within classroom instruction in order to

maximize student engagement and increase student preparedness for college and career.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - AP Summer Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All AP teachers completed AP Summer Institute training with follow-up throughout the school year.	Professional Learning	07/01/2017	05/25/2018	$0 - No Funding Required	OHS AP Teachers OHS Administration

Activity - ASVAB	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ASVAB is offered on campus to interested juniors and seniors to identify potential candidates for military recruitment.	Other - Assessment	10/01/2017	12/15/2017	$0 - No Funding Required	OHS Counselor

Activity - ACT Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement online ACT prep for 11th and 12th grade students through their English courses.	Direct Instruction	08/10/2017	05/25/2018	$0 - No Funding Required	Administration OHS English Teachers

Activity - Key Train	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
OHS seniors will work in KeyTrain to enhance their career readiness skills.	Academic Support Program	08/10/2017	03/01/2018	$0 - No Funding Required	OHS Assigned Teachers OHS Administration

Activity - Laying the Foundation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All PreAp MSE teachers participated in NMSI's Laying the Foundation training during the summer, with follow-up training throughout the year.	Professional Learning	07/01/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - Career Tech Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
OHS students travel to the Blount County Career Technical Center to participate in various programs at the BCCTC and are given the opportunity to earn a business and industry certified credential.	Other - CTE Credentialing Programs	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Counselor CTE Administrator

Activity - Classroom Walk-throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Administrators

Activity - Career Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Coach meets individually with seniors to discuss post-secondary plans and track student progress.	Academic Support Program	08/10/2017	05/25/2018	$631 - Title I Part A	OHS Career Coach OHS Counselor

Activity - Classroom Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be issued a chromebook for us at home and at school. Google Classroom will be utilized in all classes. All teachers will have SMART boards in their classrooms for use in daily instruction. ACCESS Distance Learning Lab will be outfitted with scanner, printer and teacher workstation. Provide replacement calculators for Classroom sets. Renew of Edmentum supplemental online resources (Study Island, Accucess, PLATO)	Technology	08/10/2017	05/25/2018	$14410 - Title I Part A $898 - Title I Part A $3600 - Title I Part A	Administration OHS AP Teachers OCS Technology Staff

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during weekly common planning time as well as vertical planning four times a year with grades 6-12. Professional development will include team walkthroughs, where teachers will visit other teachers to look for specific rubric items on standards based instruction.	Professional Learning	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Goal 5:

All students at Oneonta High School will become college and career ready in science.

Measurable Objective 1:

30% of Eleventh grade students will demonstrate a proficiency by achieving benchmark in Science by 05/25/2018 as measured by ACT + Writing.

Strategy1:

Research-Based Instruction - Research-Based Instruction - Teachers will implement various research-based instructional strategies within the classroom.

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

Research Cited: Research cited: Tri-State Quality Review Rubric (2013). Retrieved from

http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - AP Summer Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All AP teachers completed AP Summer Institute training with follow-up throughout the year.	Professional Learning Direct Instruction	07/01/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - Classroom Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walkthroughs on a weekly basis.	Other - Administrative Walkthroughs	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Administration

Activity - Laying the Foundations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Pre-AP MSE teachers participated in NMSI's Laying the Foundations training during the summer, with follow-up training throughout the year.	Professional Learning Direct Instruction	07/01/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during common planning time, as well as four vertical planning team meetings each year grades 6-12. Part of professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubrics items on standards-based instruction.	Professional Learning Direct Instruction	07/01/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

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

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services,

coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

All students at Oneonta High School will become college and career ready in reading.

Measurable Objective 1:

40% of Eleventh grade students will demonstrate a proficiency by achieving benchmark in Reading by 05/25/2018 as measured by ACT + Writing.

Strategy1:

Research Based Instruction - Teachers will implement various research-based instructional strategies within the classroom.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Classroom Walk-throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Administrators

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during common planning time as well as vertical planning four times a year with grades 6-12. Part of the professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubric items on standards based instruction.	Academic Support Program Professional Learning	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - Pre ACT Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
11th grade students will take the Pre ACT in October, with results used for remediation and reteaching before the state administration of the ACT + Writing in March.	Academic Support Program	10/25/2017	03/20/2018	$750 - Title I Part A	OHS Teachers OHS Counselor OHS Administration

Measurable Objective 2:

50% of Ninth grade students will increase student growth by meeting annual targets in Reading by 05/25/2018 as measured by Scantron Performance Series.

Strategy1:

Research Based   Instruction - Teachers will implement various research-based instructional strategies within the classroom.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Classroom Walk-throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$3545 - Title I Part A $0 - No Funding Required	OHS Administration

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during common planning time as well as vertical planning four times a year with grades 6-12. Part of the professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubric items on standards-based instruction.	Direct Instruction Professional Learning	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Goal 2:

All students at Oneonta High School will become college and career ready in mathematics.

Measurable Objective 1:

50% of Ninth grade students will increase student growth by meeting annual targets in Mathematics by 05/25/2018 as measured by Scantron Performance Series.

Strategy1:

Research Based Instruction - Teachers will implement research-based instructional strategies within the classroom.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Classroom Walk-throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Administration

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during common planning time as well as four times per year with grades 6-12. Part of the professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubrics items on standards-based instruction.	Direct Instruction Professional Learning	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Measurable Objective 2:

26% of Eleventh grade students will demonstrate a proficiency by achieving benchmark in Mathematics by 05/25/2018 as measured by ACT + Writing.

Strategy1:

Research Based Instruction - Teachers will implement various research-based instructional strategies within the classroom.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during common planning time as well as participate in 4 vertical planning meetings grades 6-12 during the year. Part of the professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubrics items on standards-based instruction.	Direct Instruction Professional Learning	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - Classroom Walk-throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Administration

Activity - Pre ACT Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
11th grade students will take a Pre ACT in the fall, with results analyzed and areas remediated in the classroom before the spring state administration of the ACT+ Writing.	Academic Support Program	10/25/2017	03/20/2018	$750 - Title I Part A	OHS Teachers OHS Counselor OHS Administration

Goal 3:

Increase the percentage of students who successfully complete treatment and exit the S.H.A.R.E. program.

Measurable Objective 1:

demonstrate a behavior of successful completion of treatment and exit from the S.H.A.R.E. program. by 05/25/2018 as measured by analysis of program completion data.

Strategy1:

T.A.P. (Teacher Advisement Program) - Students will meet with their homeroom teacher once a month for advisement.

Category: Implement Guidance and Counseling Plan

Research Cited: Project 2015 - ALSDE

Activity - Social/Behavioral Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advisement lessons are generated and distributed to the faculty by the guidance counselor using Google Classroom. Lessons are developed according to the state course of study requirements to ensure social success as well as academic college and career readiness. Students meet with their advisor (homeroom teacher) once a month to complete these lessons and discuss attendance, grades, and college/career readiness.	Behavioral Support Program	08/10/2017	05/25/2018	$13667 - Title I Part A	OHS Teachers OHS Guidance Counselor OCS Therapist OHS Administration

Activity - Grade level meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month, one entire grade level meets with the guidance counselor and community representatives to discuss important grade level information pertaining to college and career readiness.	Community Engagement Career Preparation/ Orientation	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Counselor

Activity - Career Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A career coach spends one day a week a OHS working with students one-on-one to complete 4 year plans, apply to colleges, and apply for scholarships.	Career Preparation/ Orientation	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Career Coach OHS Counselor

Goal 4:

All ELL students at Oneonta High School will become college and/or career ready.

Measurable Objective 1:

50% of English Learners students will demonstrate a behavior of improving proficiency in Reading by 05/25/2018 as measured by ACCESS.

Strategy1:

Strategic Reading Instruction - EL Teachers will model and employ varied strategies (i.e. read-alouds, peer tutoring, chunking, etc) in the EL classroom as well as work with teachers across the curriculum to incorporate these strategies into their classrooms.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Samuel Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
OHS EL teacher, along with core academic teachers, will participate in professional learning (presented by ALSDE) with a specific focus on instruction of EL students and redeliver learning to content area teachers.	Professional Learning	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Administration OHS EL Teacher OHS Teachers

Goal 5:

OHS will provide a learning environment that prepares all students for college and/or career.

Measurable Objective 1:

achieve college and career readiness in at least 95% of the graduating class by 05/25/2018 as measured by CCR Portal.

Strategy1:

Research Based Instruction - Teachers will implement various research based instructional strategies within classroom instruction in order to maximize student engagement and increase student preparedness for college and career.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Classroom Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be issued a chromebook for us at home and at school. Google Classroom will be utilized in all classes. All teachers will have SMART boards in their classrooms for use in daily instruction. ACCESS Distance Learning Lab will be outfitted with scanner, printer and teacher workstation. Provide replacement calculators for Classroom sets. Renew of Edmentum supplemental online resources (Study Island, Accucess, PLATO)	Technology	08/10/2017	05/25/2018	$3600 - Title I Part A $14410 - Title I Part A $898 - Title I Part A	Administration OHS AP Teachers OCS Technology Staff

Activity - ASVAB	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ASVAB is offered on campus to interested juniors and seniors to identify potential candidates for military recruitment.	Other - Assessment	10/01/2017	12/15/2017	$0 - No Funding Required	OHS Counselor

Activity - Career Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Coach meets individually with seniors to discuss post-secondary plans and track student progress.	Academic Support Program	08/10/2017	05/25/2018	$631 - Title I Part A	OHS Career Coach OHS Counselor

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during weekly common planning time as well as vertical planning four times a year with grades 6-12. Professional development will include team walkthroughs, where teachers will visit other teachers to look for specific rubric items on standards based instruction.	Professional Learning	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - Laying the Foundation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All PreAp MSE teachers participated in NMSI's Laying the Foundation training during the summer, with follow-up training throughout the year.	Professional Learning	07/01/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - Career Tech Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
OHS students travel to the Blount County Career Technical Center to participate in various programs at the BCCTC and are given the opportunity to earn a business and industry certified credential.	Other - CTE Credentialing Programs	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Counselor CTE Administrator

Activity - Classroom Walk-throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Administrators

Activity - ACT Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement online ACT prep for 11th and 12th grade students through their English courses.	Direct Instruction	08/10/2017	05/25/2018	$0 - No Funding Required	Administration OHS English Teachers

Activity - Key Train	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
OHS seniors will work in KeyTrain to enhance their career readiness skills.	Academic Support Program	08/10/2017	03/01/2018	$0 - No Funding Required	OHS Assigned Teachers OHS Administration

Activity - AP Summer Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All AP teachers completed AP Summer Institute training with follow-up throughout the school year.	Professional Learning	07/01/2017	05/25/2018	$0 - No Funding Required	OHS AP Teachers OHS Administration

Goal 6:

All students at Oneonta High School will become college and career ready in science.

Measurable Objective 1:

30% of Eleventh grade students will demonstrate a proficiency by achieving benchmark in Science by 05/25/2018 as measured by ACT + Writing.

Strategy1:

Research-Based Instruction - Research-Based Instruction - Teachers will implement various research-based instructional strategies within the classroom.

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

Research Cited: Research cited: Tri-State Quality Review Rubric (2013). Retrieved from

http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Classroom Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walkthroughs on a weekly basis.	Other - Administrative Walkthroughs	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Administration

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during common planning time, as well as four vertical planning team meetings each year grades 6-12. Part of professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubrics items on standards-based instruction.	Professional Learning Direct Instruction	07/01/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

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

Goal 1:

All ELL students at Oneonta High School will become college and/or career ready.

Measurable Objective 1:

50% of English Learners students will demonstrate a behavior of improving proficiency in Reading by 05/25/2018 as measured by ACCESS.

Strategy1:

Strategic Reading Instruction - EL Teachers will model and employ varied strategies (i.e. read-alouds, peer tutoring, chunking, etc) in the EL classroom as well as work with teachers across the curriculum to incorporate these strategies into their classrooms.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Samuel Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
OHS EL teacher, along with core academic teachers, will participate in professional learning (presented by ALSDE) with a specific focus on instruction of EL students and redeliver learning to content area teachers.	Professional Learning	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Administration OHS EL Teacher OHS Teachers

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

All information is sent home in each student's home language (based on home language survey results). We also have an interpreter that can meet with parents to help translate during parent conferences with teachers and counselors.

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

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

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

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

Oneonta City Schools only hires teachers who are highly qualified and places them in the area in which they are highly qualified. Teachers are also provided with professional development opportunities throughout the school year as well as the summer to continue to learn and grow in their fields.

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

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

Oneonta High School's turnover rate this year was 17%.

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

29% - more than 20 years experience

36% - 11-20 years experience

14% - 4-10 years experience

14% - 1-3 years experience

7% - less than one year experience

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

A part of our strategic plan, we have set a goal directly tied to employee development. That goal is to maintain highly qualified personnel through recruitment, development, and retention, and we will do that by

1 - providing high quality, student-focused, and ongoing professional development opportunities for staff

2 - proactively seeking talent

3 - providing a positive environment where our faculty and staff knows they are valued

Action steps will be created to help address these objectives.

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

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

Assessment data is analyzed by departments and the leadership team to determine academic strengths and areas of improvement. Professional development is then designed to address those areas identified. Some professional development is school-wide, to address broad academic, social, and college/career ready goals, which other professional development is targeted to specific content or teacher need.

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

Laying the Foundations training for all Pre AP teachers.
APSI training for all AP teachers.
Vertical planning for all core academic teachers
Eleot training and team walkthroughs for all teachers.
Restraint training for all special education teachers and paraprofessionals.
Samuel Training for EL teachers and selected core academic teachers.
ASIM training for science teachers.
Google for Educators training for interested teachers.
Advanc-Ed Customized training for principal and counselor.

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 Teacher Orientation - prior to the start of school
All teachers meet with administration one-on-one at least once each semester.
Walkthroughs with feedback provided to all teachers.
Common planning time for all core academic teachers.

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

The learning that takes place in professional development is immediately put to use in the classroom. Administrative and team walkthroughs provide opportunities to evaluate the implementation of professional development in curriculum and instruction, and teachers participate in follow up training and instructional coaching with content specialists throughout the year, particularly with AP and Pre-AP.

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

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

Goal 1:

All students at Oneonta High School will become college and career ready in mathematics.

Measurable Objective 1:

50% of Ninth grade students will increase student growth by meeting annual targets in Mathematics by 05/25/2018 as measured by Scantron Performance Series.

Strategy1:

Research Based Instruction - Teachers will implement research-based instructional strategies within the classroom.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Laying the Foundation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All PreAP MSE teachers participated in NMSI's Laying the Foundation training during the summer, with follow-up training throughout the year.	Professional Learning Direct Instruction	07/01/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - Classroom Walk-throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Administration

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during common planning time as well as four times per year with grades 6-12. Part of the professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubrics items on standards-based instruction.	Direct Instruction Professional Learning	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Goal 2:

All students at Oneonta High School will become college and career ready in reading.

Measurable Objective 1:

50% of Ninth grade students will increase student growth by meeting annual targets in Reading by 05/25/2018 as measured by Scantron Performance Series.

Strategy1:

Research Based Instruction - Teachers will implement various research-based instructional strategies within the classroom.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Laying the Foundation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All PreAP MSE teachers participated in NMSI's Laying the Foundation training during the summer, with follow-up training throughout the year	Professional Learning Direct Instruction	07/01/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - Classroom Walk-throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$3545 - Title I Part A $0 - No Funding Required	OHS Administration

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during common planning time as well as vertical planning four times a year with grades 6-12. Part of the professional development will include team walkthroughs, where teachers visit other teachers to look for specific rubric items on standards-based instruction.	Direct Instruction Professional Learning	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Goal 3:

Increase the percentage of students who successfully complete treatment and exit the S.H.A.R.E. program.

Measurable Objective 1:

demonstrate a behavior of successful completion of treatment and exit from the S.H.A.R.E. program. by 05/25/2018 as measured by analysis of program completion data.

Strategy1:

T.A.P. (Teacher Advisement Program) - Students will meet with their homeroom teacher once a month for advisement.

Category: Implement Guidance and Counseling Plan

Research Cited: Project 2015 - ALSDE

Activity - Career Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A career coach spends one day a week a OHS working with students one-on-one to complete 4 year plans, apply to colleges, and apply for scholarships.	Career Preparation/ Orientation	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Career Coach OHS Counselor

Activity - Grade level meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month, one entire grade level meets with the guidance counselor and community representatives to discuss important grade level information pertaining to college and career readiness.	Community Engagement Career Preparation/ Orientation	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Counselor

Activity - Social/Behavioral Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advisement lessons are generated and distributed to the faculty by the guidance counselor using Google Classroom. Lessons are developed according to the state course of study requirements to ensure social success as well as academic college and career readiness. Students meet with their advisor (homeroom teacher) once a month to complete these lessons and discuss attendance, grades, and college/career readiness.	Behavioral Support Program	08/10/2017	05/25/2018	$13667 - Title I Part A	OHS Teachers OHS Guidance Counselor OCS Therapist OHS Administration

Goal 4:

OHS will provide a learning environment that prepares all students for college and/or career.

Measurable Objective 1:

achieve college and career readiness in at least 95% of the graduating class by 05/25/2018 as measured by CCR Portal.

Strategy1:

Research Based Instruction - Teachers will implement various research based instructional strategies within classroom instruction in order to maximize student engagement and increase student preparedness for college and career.

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

Research Cited: Tri-State Quality Review Rubric (2013). Retrieved from http://www.engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf

Activity - Laying the Foundation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All PreAp MSE teachers participated in NMSI's Laying the Foundation training during the summer, with follow-up training throughout the year.	Professional Learning	07/01/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - Classroom Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be issued a chromebook for us at home and at school. Google Classroom will be utilized in all classes. All teachers will have SMART boards in their classrooms for use in daily instruction. ACCESS Distance Learning Lab will be outfitted with scanner, printer and teacher workstation. Provide replacement calculators for Classroom sets. Renew of Edmentum supplemental online resources (Study Island, Accucess, PLATO)	Technology	08/10/2017	05/25/2018	$898 - Title I Part A $14410 - Title I Part A $3600 - Title I Part A	Administration OHS AP Teachers OCS Technology Staff

Activity - Key Train	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
OHS seniors will work in KeyTrain to enhance their career readiness skills.	Academic Support Program	08/10/2017	03/01/2018	$0 - No Funding Required	OHS Assigned Teachers OHS Administration

Activity - Career Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Coach meets individually with seniors to discuss post-secondary plans and track student progress.	Academic Support Program	08/10/2017	05/25/2018	$631 - Title I Part A	OHS Career Coach OHS Counselor

Activity - Classroom Walk-throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walk-throughs on a weekly basis.	Other - Administrative Walk-throughs	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Administrators

Activity - Vertical Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development within their departments during weekly common planning time as well as vertical planning four times a year with grades 6-12. Professional development will include team walkthroughs, where teachers will visit other teachers to look for specific rubric items on standards based instruction.	Professional Learning	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Teachers OHS Administration

Activity - AP Summer Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All AP teachers completed AP Summer Institute training with follow-up throughout the school year.	Professional Learning	07/01/2017	05/25/2018	$0 - No Funding Required	OHS AP Teachers OHS Administration

Activity - ACT Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement online ACT prep for 11th and 12th grade students through their English courses.	Direct Instruction	08/10/2017	05/25/2018	$0 - No Funding Required	Administration OHS English Teachers

Activity - Career Tech Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
OHS students travel to the Blount County Career Technical Center to participate in various programs at the BCCTC and are given the opportunity to earn a business and industry certified credential.	Other - CTE Credentialing Programs	08/10/2017	05/25/2018	$0 - No Funding Required	OHS Counselor CTE Administrator

Activity - ASVAB	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ASVAB is offered on campus to interested juniors and seniors to identify potential candidates for military recruitment.	Other - Assessment	10/01/2017	12/15/2017	$0 - No Funding Required	OHS Counselor

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

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

Monthly Leadership Team meetings

Weekly collaborative planning (offered daily)

Faculty meetings

Quarterly vertical team meetings

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

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

Disaggregation and dissemination of assessment data (both formative and summative) drives the process of identifying struggling students. Teachers have access to a tremendous amount of data to diagnose, and they further support students with difficulty mastering the state standards. They use Scantron Performance data, ACT Aspire, ACT + Writing, classroom assessments, and data is analyzed longitudinally to see not only if students are gaining proficiency but are they achieving academic growth over time.

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?

OHS uses a variety of data to determine students' needs. Scantron Performance Series, ACT Aspire, ACT + Writing, as well as classroom assessment data are all used to identify and further support students struggling with content mastery. Teachers use data to drive and adjust instruction, and they implement a variety of instructional strategies such as use of technology, whole and small group instruction, and differentiation. Teachers also use computer-based programs designed for enrichment and remediation of certain concepts and standards, and students that need additional help are recommended to the RTI team.

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.

Oneonta High School offers teacher-specific after-school tutoring as well as summer school for students needing to recover course credit.

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.

Oneonta High School complies with all federal laws and regulations to serve students with various needs. All homeless, migrant, immigrant, and limited English proficient students have equal access to the same free appropriate public education. Section 504, special education, and EL are three areas to service students with needs. EL and special education teachers work very closely with all teachers to ensure that students are receiving the most appropriate standard based education.

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.

Oneonta High School complies with all federal laws and regulations to serve students with various needs. All students have equal access to the same free appropriate public education. Our counselor works with school and community agencies to identify students that meet the above groups, and the counselor ensures that all students receive what they need in order to be successful in the classroom.

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

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

Local and state programs are supplemented and enhanced by using federal monies. In addition, federal dollars are also used to provide additional programs that would not be available without the federal money, such as credit recovery. Examples of how this money is used include; PLATO/Edmentum for credit recovery and tier 2 and 3 interventions; PreAP and AP training for all core teachers, and technology resources (hardware and software). Other resources used include individualized counseling, scheduling, new student orientation, review of the student handbook, parent night/orientation on advisement and registration, required course tracking for all students, and the Graduation Tracking Portal.

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

The goals are addressed during counseling sessions and in career tech and health courses. Oneonta City Schools provides an onsite therapist who provides therapy and emotional stability for referred students to help them reach their academic, behavioral, and social goals. Outside agencies, such as the Blount County Children's Center, are also available and support students at Oneonta High School.

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

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

Oneonta High School will evaluate the implementation through a monthly review of goals by the Leadership Team as well as stakeholder feedback at the end of the year.

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

The results of the state's annual assessments and other indicators will drive future instruction and professional development. OHS will evaluate the implementation of the CIP through a monthly review of goals by the leadership team.

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?

Oneonta High School will evaluate the implementation through a monthly review of the goals by the school's leadership team. Disaggregated data will be reviewed and adjustments will be made to the schoolwide program based on results.

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 ACIP will be adjusted as necessary to address weaknesses as informed by walkthroughs, data, and leadership team meetings.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	25.06

Provide the number of classroom teachers.

25.31

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1297858.0

Total   1,297,858.00

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	96720.0

Total   96,720.00

Assistant Principal

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

Provide the number of Assistant Principals.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	37923.0

Total   37,923.00

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	62122.84

Total   62,122.84

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	54807.0

Total   54,807.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.25

Provide the number of Career and Technical Education Adminstrators.

.25

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	22542.0

Total   22,542.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total   0.00

Technology

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

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

0

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

Total   0.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2215.0

Total   2,215.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	1.0

Provide the number of EL Teachers.

1

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	54113.0

Total   54,113.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	12038.0

Total   12,038.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	869.0

Total   869.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	38251.89

Provide a brief explanation and breakdown of expenses.

JBS Contract $13,667.00

Edmentum 3-yr agreement $14,410.00

SMARTBoards $3,600.00

Parent Involvement $630.64

AR $3,545.78

Materials & Supplies $2,398.47 (includes $1,500.00 for PreACT)

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	2100.0

Provide a brief explanation and a breakdown of expenses.

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	4690.88

Provide a brief explanation and a breakdown of expenses.

OHS portion of salary and benefits paid to system-wide EL Aide

Title IV

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

Provide a brief explanation and a breakdown of expenses.

Title V

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

Provide a brief explanation and a breakdown of expenses.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	11536.0

Provide a brief explanation and breakdown of expenses.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	9806.0

Provide a brief explanation and breakdown of expenses.

Material & Supplies, instructional equipment

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	1730.0

Provide a brief explanation and breakdown of expenses.

Travel & Training instate

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.

Local Funds

Label	Question	Value
1.	Provide the total	506582.3

Provide a brief explanation and breakdown of expenses.

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

Each fall the school has two meetings at which parents can receive information. Before school starts, OHS hosts Open House for all grades and which includes Freshmen Orientation. At this meeting, parents can meet teachers, counselors, hear presentations about school and system policies, and preview the school year. The second meeting is at the system level, and is a State of the Schools address. At this meeting, all funding is discussed, including Title I, as well as student achievement and demographic data.

Information is also provided to parents on a regular basis through phone calls, newsletters, social media, and the website. All faculty and staff email addresses are made available to parents and community members through the school website.

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

Parent meetings are offered throughout the year and at various times of day. Most large group parent meetings (orientation, Title I, advisement, college night, etc) take place in the evening. Faculty and staff are available during the day to meet with parents individually or in small groups. Parents are always welcome to attend student assemblies during the day as well.

Two parent contact days have been added to this year's school calendar, one in October and one in February. These days are specifically designed for parents and meet with their child's teacher(s) if necessary.

At the beginning of each year, students and parents sign the School/Parent/Student Compact. At the end of each year, Parents are given the opportunity to provide feedback to the school on the Title I Parent Survey. A parent representative serves on the School Leadership Team to help develop the ACIP, and once completed, the ACIP is posted on the school website and printed and housed in the office.

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

School information is sent home with all students at the beginning of the year. This includes student handbook, School/Parent/Student Compact Forms, Free/Reduced Lunch Forms, FERPA information, and Technology Use Agreements. All information is also available in Spanish. Federal programs descriptions are in the student handbook. Teachers also send home information course/class information at the

beginning of the year, and it is also available in Spanish.

At Open House and Freshmen Orientation, parents and students are provided with information pertaining to course offerings, college and career readiness, state assessments, career planning, dual enrollment, advanced placement, and scholarships/financial aid.

At the request of parents, teachers and the counselor are available to meet to discuss student course progress, grades, achievement data, college and career planning, academic advisement, and scholarships/financial aid. there are two parent contact days designated on the school calendar, but conferences can be held at any time.

Printed grading reports are sent home with each student every four and a half weeks. Teachers update grades weekly into the student information system (INow), and both parents and students can obtain logins to check and monitor grades on a regular basis.

The school website maintains up-to-date school information, and the Counselor's Corner section of the website gives very specific details and deadlines regarding academic events, when to apply for college and scholarships, and career planning. Paper copies of students' four year plans are sent home to obtain student and parent signatures. All faculty and staff email addresses are available on the school website.

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

The School/Parent/Student Compact is reviewed each summer before going home with students on the first day of school. Parent feedback is provided at the end of each school year through the Title I survey, adjustment are made, and the compact is signed at the beginning of the following year. Feedback is also generated from students, parents, and staff through the Advanced Ed surveys, and data is collected and shared with stakeholders.

Parents are encouraged to use INow to check students' grades and to check each four and half weeks for progress reports (announcements of when they go home are listed on the school website). Parents and students are encouraged to communicate with teachers concerning any classroom issues and/or set up a parent conference as needed. At the end of each nine weeks, the principal and/or counselor also meet with any students that have a failing grade.

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

Parents can request a meeting with the principal or submit their concerns via email, telephone, or in writing.

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

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

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

Parents are always invited and welcome to any school event or meeting. Parents are encouraged to attend and receive handouts and resources; those that cannot attend are able to obtain resources either by picking them up in person or downloading them from the school website.

The INow home portal is available to all students and parents, and if needed, staff can assist students and parents in learning how to log on and navigate the program. All important school information is posted on the school website and available either in the front office or the counselor's office. parents that need assistance with certain areas can be directed to specific individual or entities that can assist (therapist, career coach, etc).

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

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

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

All faculty and staff are equipped with how to deal with parents of all students, with special training given to deal with situations involving EL, homeless, migrant, and immigrant students. Communication is emphasized at faculty meetings, and expectations are given at the beginning of each year on how best to communicate with all stakeholders.

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

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

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

Parent representatives serve on all school and system committees: strategic planning, school safely, Federal Programs, EL, Leadership, textbook, guidance and counseling. All parents are invited to events that are directly tied to student success: Open House, Freshmen Orientation, College Fair, Scholarship Night, Scheduling/Advisement Night, State of the Schools.

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

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

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

All printed information sent home to parents is provided in both English and Spanish. A Spanish speaking staff member will be on the premises for any parent meeting in order to assist in communication, while helping to clarify expectations, efforts, and supports for students and families.

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

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

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

Parents are encouraged to maintain long-term involvement with school administrators, board members, and teachers be attending school meeting and functions directly tied to students. School faculty and staff are available to meet with parents at their request, and parents are encourage to solicit information through written correspondence, email, and telephone.

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

All printed information sent home to parents is provided in both English and Spanish. A Spanish speaking staff member will be on the premises for any parent meeting in order to assist in communication, while helping to clarify expectations, efforts, and supports for students and families. Accommodations are made for parents with disabilities (can have phone conferences, travel to parents for home visit, etc.)