



# ACIP

## Pike County High School Pike County Board of Education

Mr. Willie Wright  
552 South Main Street  
Brundidge, AL 36010

# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information .....	8

## **Improvement Plan Stakeholder Involvement**

Introduction.....	10
Improvement Planning Process.....	11

## **Student Performance Diagnostic**

Introduction.....	14
Student Performance Data.....	15
Evaluative Criteria and Rubrics.....	16
Areas of Notable Achievement.....	17
Areas in Need of Improvement.....	20
Report Summary.....	23

## **2017-2018 ACIP Assurances**

Introduction ..... 25

ACIP Assurances ..... 26

**2017-18 Plan for ACIP**

Overview ..... 28

Goals Summary ..... 29

- Goal 1: Goal 1 2017-18 Provide excellence in education producing graduates ready for college, careers, and lifelong success ..... 30
- Goal 2: Goal 2 2017-18 Focus on Literacy ..... 31
- Goal 3: Goal 3: 2017-18 Focus on Math Skills ..... 32
- Goal 4: Goal 4: 2017-18 Student Support Systems ..... 34
- Goal 5: Goal 5: 2017-2018--Comprehensive Guidance & Career Exploration ..... 36
- Goal 6: Goal 6: 2017-2018-- Effective Instructional Leadership ..... 39
- Goal 7: Goal 7: 2017-2018-- Lessen the Academic Gap between Special Education Subgroup and Regular Education Subgroup ..... 41
- Goal 8: Goal 8: 2017-18 Student Mentoring Program ..... 43

Activity Summary by Funding Source ..... 45

**Stakeholder Feedback Diagnostic**

Introduction ..... 53

Stakeholder Feedback Data ..... 54

Evaluative Criteria and Rubrics ..... 55

Areas of Notable Achievement ..... 56

Areas in Need of Improvement ..... 57

Report Summary ..... 58

**2017-2018 Title I Schoolwide Diagnostic**

Introduction..... 60

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))..... 61

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))..... 63

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))..... 107

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))..... 108

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV)).... 109

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))..... 110

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))..... 117

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))..... 118

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))..... 121

Component 10: Evaluation (Sec.1114(b)(3)):. 122

**2017-2018 Coordination of Resources - Comprehensive Budget**

Introduction..... 124

FTE Teacher Units..... 125

Administrator Units..... 126

Assistant Principal..... 127

Counselor..... 128

Librarian..... 129

Career and Technical Education Administrator..... 130

Career and Technical Education Counselor..... 131

Technology..... 132

Professional Development..... 133

EL Teachers..... 134

Instructional Supplies..... 135

Library Enhancement..... 136

Title I..... 137

Title II..... 138

Title III..... 139

Title IV..... 140

Title V..... 141

Career and Technical Education-Perkins IV..... 142

Career and Technical Education-Perkins IV..... 143

Other..... 144

Local Funds..... 145

**2017-2018 Parent and Family Engagement**

Introduction..... 147

Parent and Family Engagement..... 148

# 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?**

Pike County High School is located on Main Street in the small town of Brundidge, Alabama. Brundidge was home to 2,076 residents during the 2010 census. The demographic breakdown is as follows: 46% female, 54% male, 63% African American, 34% white and 3% Hispanic. School children ages 5 to 17 account for 14% of the population, while 59% of the residents are between the ages of 18 and 64. Persons over the age of 65 comprise 21% of the population. Due to a decline in population, Brundidge recently lost its status as a city. In May of 2017, the unemployment rate was 4.3% which was slightly above the state rate of 4.2%.

Brundidge is unique in that, for such a small town, it boasts a great deal of cultural centers and activities including an art gallery, a community theater that hosts an annual Storytelling Festival, an annual Peanut Butter Festival that is held in October, antique galleries, and a new library addition with many multimedia resources. Brundidge, a self-proclaimed "Unique city with a small town atmosphere," cultivates a small tourist industry from its many antique shops.

Pike County High School currently has an enrollment of 438 students which is down from August of 2016. The enrollment in August of 2016 was slightly up from 2015 to 474 students. In the four years prior to 2015 the enrollment has steadily decreased from 500 in October of 2011 to 481 in October of 2012 to 474 in October of 2013 to 470 in August of 2014. The majority of students, 86%, are economically depressed and receive free or reduced lunch. In August 2017 the demographic breakdown of the student body was as follows: 55% male, 45% female, 61% African American, 32% white, 1% American Indian, 1% Multi Race, and 5% Hispanic.

The school has experienced an increase in stability over the past seven years with our administrative staff. Mr. Wight returned as principal in 2011 and Mrs. Shondra Whitaker as vice principal, and both are currently serving in those same positions. For the 2017 school year, PCHS experienced a 10% turnover which was a decrease over the previous years which were due to various different reasons. In 2016 school year PCHS had a 16% faculty turnover rate mostly due to retirement of veteran educators. In prior years, the majority of faculty turnovers were due to athletic changes: 33% in 2011, 24% in 2012, 20% in 2013, 19% in 2014 and 15% in 2015. Other factors that have had an impact on Pike County High include the transition from the Alabama Course of Study to the College and Career Readiness Standards, the transition from the AHSGE to End of Course Testing, the addition of a fine arts facility and an athletic facility (which included updates to the football stadium), and the Pike County Schools' acquisition of the management of the Brundidge Parks and Recreation Department.

Serving the children of Brundidge presents unique challenges as well special opportunities. All stakeholders are concerned with the effects of high poverty rates, truancy, and the lack of parental involvement. In spite of these challenges, Pike County High School receives a great deal of support from the community. The Brundidge Business Association, the Brundidge Women's Study Group, Piggly Wiggly, Griffin-Wilkes Insurance, First National Bank of Brundidge, Southern Classic Foods, WalMart distribution center, and local churches often donate to the school. A local restaurant, Crowe's Chicken is a sponsor of our Pike County Athletics webpage. The Brundidge Business Association donated the sound system for the theater in appreciation for the Pike Theatre's partnership in the Miss Brundidge Pageant. First National Bank of Brundidge partners with the PCHS Business and Finance Academy to operate a small bank within the school. The support from these and other businesses, as well as other community organizations is vitally important and greatly appreciated.





## 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.**

The PCHS Mission Statement is located on the first page of the faculty handbook and is posted in the classrooms. It states: "The mission of Pike County High School is to provide excellence in education, producing graduates ready for college, careers and lifelong success." The PCHS faculty unanimously believes in the vision statement, "Pike County High School Pursuing excellence every day for every student."

The PCHS Mission Statement resonates throughout all activities at PCHS. PCHS provides many unique educational opportunities designed to prepare students for college or future careers through Troy-Pike Center for Technology course offerings, various academy programs (Business and Finance Academy, First in Flight Aviation Academy, Fine Arts Academy, the Agricultural Academy, Exercise and Health Science), Dual-Enrollment programs with Enterprise State Community College, Wallace Community College-Hanceville and Troy University, as well as an innovative Virtual High School program. This year Pike County School System is offering a STEM Academy to qualified 7th through 9th grade students. Eligible 10th graders will be able to participate in Dual Enrollment STEM program this fall. PCHS is also a "GEAR UP" school for our 10th grade class and the 9th graders transitioning from Banks School which will allow them various opportunities to explore careers and colleges. The 7th and 8th graders will also be participating in a fine arts and career technical rotation throughout the school year.

Throughout all course offerings, PCHS is committed to supporting all learners and their different needs through a variety services (special education, ELL, and special teacher groups). The Problem Solving Team (PST) is a group of teachers who meet monthly to collaborate on specially-designed, individualized support plans that contain a variety of strategies aimed at assisting struggling students. This year PCHS will continue to have a PST team for middle school and grade level teams for high school. The members of each team will be teachers that teach at that level. In addition, on Tuesdays and Thursdays PCHS offers students opportunities for remediation and/or enrichment through discovery block classes (i.e., special interest courses such as Coaching Principles, Yearbook, Personal Fitness, Survival Skills and Crafting, or small-group remediation classes in math and reading. PCHS also provides counseling services, career readiness testing, and character education in addition to the regular curriculum offerings.)

Extracurricular activities are very important to students' social development and are encouraged at Pike County High School. PCHS offers a variety of sports and clubs including: football, baseball, softball, volleyball, girls' and boys' basketball, weightlifting, girls' and boys' track, Art Club, Spanish Club, SGA, Bulldog TV, Yearbook, Cheerleading, FBLA, Junior Red Cross, Drama Club, Bulldog Ambassadors, Robotics Team, Scholars Bowl, Pride of Pike Marching Band, Jazz Band, Sound of Thunder Drum Line, PCHS Singers, Student Council Association, 4-H, Miracle League Baseball Team, Special Olympics team, Diamond Dolls, and Diamond Dawgs.

The faculty and leadership of PCHS strongly believe in sharing responsibility for advancing the school's mission with parents and the community. PCHS partners with First National Bank in Brundidge to have a bank branch at PCHS run by the Business and Finance Academy students. The school has sponsored other parental involvement activities during the year including, but not limited to, Open House, two report card-conference nights, and the annual Pike County Schools' Parent Expo at the Cattlemen's Association.

## 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.**

Pike County High School is very proud of its student body and their achievements. PCHS was awarded a bronze medal by the U.S. News and World Reports as part of the magazine's "Best High School" review throughout the United States in both 2008, 2009 and 2016. In March 2011, PCHS was featured in a technology article in the Gaggle News magazine for its innovative use of technology. In 2015, PCHS was chosen to be a "Mix It Up Model School." In 2016 PCHS won the recycling challenge sponsored by Alabama Department of Environmental Management. The students and community collected close to 6,900 pounds of recyclable materials in a 2 week period. PCHS was also recognized by the Yellowhammer News as one of the top 25 Safest High Schools in Alabama. In April of 2017, PCHS was presented the "Safe School Award" by the Attorney General Steven T. Marshall. The Alabama Department of Environmental Management chose Pike County High School to host its "Earth Day" Celebration where students got to see first-hand different career possibilities that ADEM offers. In July of 2017 Pike County received recognition from SREB for "Making Middle Grades Work" at their conference in Nashville, Tennessee.

Many talented students have received awards during their tenure at Pike County High. Among the most notable recognitions were a seventh grader, Jace Brooks, will receive state recognition for his Duke Talent Search ACT score, PCHS also has numerous students receive EverFi certification in the areas of Digital Citizenship and/or Financial Literacy for the past several years. For the past couple of years, Pike County High School has sponsored a Scholar's Bowl team that attended several competitions. The PCHS Art Department has students who actively participate and place in various local art competitions. In 2014, the PCHS Jazz Band competed at Walt Disney World in the Festival Disney Program. Recently, Pike County High School's facilities have been improved through the addition of two new buildings: a new athletic facility which houses the student weight room, locker rooms, and football stadium restrooms and concession stands and a new fine arts complex that boasts a theater, as well as choral, band and art classrooms. In 2016, PCHS guys basketball team made its first ever appearance in the Alabama High School Athletics Final-Four Tournament in Birmingham. Lastly, one of our upcoming 10th graders is a member of the Student Ambassadors for ASF Foundation.

The teachers and leaders at PCHS believe in constant reflection and progress. Through the Assist Continuous Improvement Plan (ACIP), PCHS has targeted key areas on which to focus since the 2014-2015 school year when PCHS aligned our ACIP goals with the SREB Making Middle Grades Work and High School that work goals. Each year these goals are being revised as needed. First, PCHS strives to provide students with a safe learning environment through the development and implementation of the school safety plan; anti-bullying programs, and professional development opportunities for teachers. Each year teachers participate in a book study/article review. This year the faculty will be reading and discussing articles dealing with peer observations. Second, PCHS is working to improve the graduation rate through truancy monitoring, small group instruction, one-on-one student meetings with the career coach, and student assignment to the Virtual High School. PCHS faculty use research-based teaching strategies and other proven methods to ensure that students not only graduate on time, but also graduate with their cohort ready for either the workforce or for college. Third, teachers are focused on improving the ACT scores of all students. PCHS teachers have recently developed a plan to use various programs (Study Island, March 2 Success, ACT Prep Online, etc.) to incorporate ACT preparation during students' core classes beginning in the 9th grade. Teachers are also analyzing ACT Aspire scores, ACT Interim scores and Aspire Classroom Scores in order to increase the scores on the state mandated testing in the spring of the year. Core subject area teachers worked throughout the summer to update curriculum pacing guides to include the Alabama College and Career Ready Standards.



## **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 faculty, administration, and staff at Pike County High School are dedicated to the students they serve. Most members work far more than the required 7:30 A.M. - 3:30 P.M. Most faculty members coordinate two or more additional responsibilities such as serving on committees, sponsoring a club or other student organization, and/or coaching an academic or sports team. In addition to these responsibilities, many teachers provide before or after-school tutoring, clothing, food, prom dresses, and/or financial assistance to students in need. Everyone at Pike County High School from the administration to the support staff is in agreement that the well-being of the whole student, not just his or her academic performance, is the number one priority at this school.

# **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.**

Faculty members from all disciplines were selected to be on the ACIP team. Team representatives and administrators met to evaluate and disaggregate school data from various standardized tests (i.e., ASPIRE, ACT, and WorkKeys.) as well as local data (course grades, Global Scholar results, attendance, student incidents, etc.). The AdvancED chairperson and core department representatives worked together with the faculty to identify weaknesses and strengths and to develop goals and action steps for the plan. During the spring and fall of 2017 Pike County High School administered the AdvancED stakeholder surveys. These surveys were conducted during various programs in the spring of 2017 and by sending letters home in the fall of 2017. A Parental Advisory Team was selected to represent parents who have students in various grades. Invitations to the August 31, 2017, ACIP parent meeting were mailed to those parents, and the PCHS secretary personally called each parent to follow-up on the invitations to the meeting on August 31, 2017.

The PCHS Bulldog Ambassadors serve as the Student Advisory Council. This group provides valuable input on culture goals as well as academic goals which is vital to the plan's success. Meetings were held during school hours to facilitate attendance from all representatives. With valuable input from these groups, strengths and weaknesses were identified, and school-wide goals were drafted. The previous year's ACIP was also reviewed for successful strategies and interventions. Afterwards, reform strategies, benchmarks, interventions, and resources were developed for the current year.

The ACIP report will be discussed with parents at a Title 1 meeting, August 29, 2017 to provide them with an opportunity to give input on the culture goals and academic goals.

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

The teacher representatives were selected from each department at PCHS. Each core subject department worked together to identify weaknesses and strengths and to create goals and action steps for their subject. The four department heads/representatives brought this information back to the ACIP team.

The ACIP team members are as follows:

Goal 1 --J. Kilpatrick, J. Sonmor, D. Holland,

Goal 2-- R. Shepherd, B. Gilmer, C. Gholston,

Goal 3--M. Defee, A. Beck, A. Eiland,

Goal 4-- A. Fuller, F. Maddox, F. Sims, D. Fleming,

Goal 5--S. Sullivan, T. Barnes, C. Morris, A. Young, T. Reynolds, and K. Dunn

Goal 6--S. Whitaker, W. Wright, J. Oliver,

Goal 7--B. Kennedy, P. Cockerham, C. McLaney, H. Clifford, J. Bailey, and Sped.,

Goal 8--T. Goss and Whitaker

Data Analysis--H. Clifford, J. Bailey,

Survey Analysis--H. Minton

Tammy Goss--ACIP Chairperson



Collaboration with the faculty members, guidance counselor, parents, students, and administrators to complete the rest of the ACIP.

Parents who visited the PCHS office, PCHS Awards Day, PCHS Senior Day, and football games were invited to take the parent survey. A link to the survey was sent home by homeroom teachers. Middle school students were also sent home with a separate letter for parents containing a link to the survey.

Parents were invited to join the ACIP Parent Advisory Team. This group is responsible for reviewing the parental involvement section of the ACIP and the culture goals of the ACIP. Their input on the academic goals is also valued. The ACIP was discussed at the Title 1 Parent Meeting on August 29, 2017. Parents were asked to submit any suggestions in writing at that meeting. After the Title 1 Parent Meeting, an ACIP Parent Meeting was held.

The PCHS Bulldog Ambassadors serve as the ACIP Student Advisory Team. This group is responsible for reviewing the culture goals of the CIP and offering suggestions. Their input on the academic goals is also valued.

**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 ACIP report will be discussed with parents at the Title 1 Parent Meeting to provide them with an opportunity to give input on the culture goals and academic goals before the plan is submitted to the state.

The final ACIP is posted on the PCHS school website to facilitate widespread access. Progress toward ACIP goals is communicated to stakeholders on the PCHS website under the News tab. In addition, an overview of the ACIP will be sent home with the parents on Parent Conference/Report Card Night in October.

# **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		2017-2018 ACIP Student Performance Data

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

## Areas of Notable Achievement

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

- 7th grade reading, English, writing, science, and math scores exceeded the national average.
- 8th grade reading, math, and science scores exceeded the national average.

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

- 7th grade English scores increased from 85% ready or exceeding to 88%.
- 7th grade writing scores increased from 31% to 33%.
- 7th grade math increased from 55% to 57%.
- 7th grade science increased from 34% to 42%.
- 8th grade reading increased from 33% to 52%.
- 8th grade English increased from 48% to 69%.
- 8th grade writing increased from 6% to 15%.
- 8th grade math increased from 32% to 50%.
- 8th grade science increased from 31% to 44%.
- 10th grade reading increased from 21% to 32%.
- 10th grade math scores increased from 11% to 12%.
- 10th grade science increased from 14% to 20%.
- ACT English scores increased by 0.7.
- ACT math scores increased by 0.6.
- ACT reading scores increased by 1.5.
- ACT science scores increased by 0.1.
- The overall ACT composite score increased by 0.5.
- The percentage of students score 5 or higher on the locating information section of the ACT Workkeys increased from 10% in 2016 to 13% in 2017.
- The percentage of students score 5 or higher on the reading for information section of the ACT Workkeys increased from 57% in 2016 to 61% in 2017.

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

- 7th grade English scores showed that 88% of students scored ready or exceeding.
- 8th grade English scores showed that 69% of students scored ready or exceeding; this is up from 48 percent in 2016.
- On the ACT Workkeys, 61% of students scored a 5 or higher on the reading for information section.

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

1. In the 7th grade male subgroup, reading scores increased from 41% ready or exceeding in 2016 to 52% in 2017.
2. In the 7th grade white subgroup, reading scores increased from 50% ready or exceeding in 2016 to 73% in 2017.
3. In the 7th grade male subgroup, English scores showed a 9% increase in the percentage of students who scored ready or exceeding from 2016 to 2017.
4. In the 7th grade male subgroup, writing scores increased from 17% ready or exceeding in 2016 to 33% in 2017.
5. In the 7th grade black subgroup, writing scores increased from 23% ready or exceeding in 2016 to 29% in 2017.
6. In the 7th grade male subgroup, math scores increased from 48% ready or exceeding in 2016 to 64% in 2017.
7. In the 7th grade white subgroup, math scores increased from 50% ready or exceeding in 2016 to 86% in 2017.
8. In the 7th grade male subgroup, science scores increased from 31% ready or exceeding in 2016 to 52% in 2017.
9. In the 7th grade white subgroup, science scores increased from 58% ready or exceeding in 2016 to 73% in 2017.
10. In the 7th grade black subgroup, science scores increased from 26% ready or exceeding in 2016 to 30% in 2017.
11. In the 7th grade special education subgroup, reading scores increased from 20% ready or exceeding in 2016 to 75% in 2017.
12. In the 7th grade special education subgroup, math scores increased from 20% ready or exceeding in 2016 to 75% in 2017.
13. In the 7th grade special education subgroup, science scores increased from 20% ready or exceeding in 2016 to 75% in 2017.
14. In the 8th grade female subgroup, reading scores increased from 54% ready or exceeding in 2016 to 82% in 2017.
15. In the 8th grade male subgroup, reading scores increased from 19% ready or exceeding in 2016 to 39% in 2017.
16. In the 8th grade black subgroup, reading scores increased from 35% ready or exceeding in 2016 to 45% in 2017.
17. In the 8th grade white subgroup, reading scores increased from 21% ready or exceeding in 2016 to 53% in 2017.
18. In the 8th grade female subgroup, English scores increased from 77% ready or exceeding in 2016 to 88% in 2017.
19. In the 8th grade male subgroup, English scores increased from 28% ready or exceeding in 2016 to 61% in 2017.
20. In the 8th grade black subgroup, English scores increased from 49% ready or exceeding in 2016 to 72% in 2017.
21. In the 8th grade white subgroup, English scores increased from 36% ready or exceeding in 2016 to 53% in 2017.
22. In the 8th grade female subgroup, writing scores increased from 15% ready or exceeding in 2016 to 38% in 2017.
23. In the 8th grade male subgroup, writing scores increased from 0% ready or exceeding in 2016 to 6% in 2017.
24. In the 8th grade black subgroup, writing scores increased from 7% ready or exceeding in 2016 to 12% in 2017.
25. In the 8th grade white subgroup, writing scores increased from 7% ready or exceeding in 2016 to 8% in 2017.
26. In the 8th grade female subgroup, math scores increased from 42% ready or exceeding in 2016 to 76% in 2017.
27. In the 8th grade male subgroup, math scores increased from 25% ready or exceeding in 2016 to 38% in 2017.
28. In the 8th grade black subgroup, math scores increased from 28% ready or exceeding in 2016 to 51% in 2017.
29. In the 8th grade white subgroup, math scores increased from 29% ready or exceeding in 2016 to 38% in 2017.
30. In the 8th grade female subgroup, science scores increased from 46% ready or exceeding in 2016 to 69% in 2017.
31. In the 8th grade male subgroup, science scores increased from 19% ready or exceeding in 2016 to 34% in 2017.
32. In the 8th grade black subgroup, science scores increased from 26% ready or exceeding in 2016 to 39% in 2017.
33. In the 8th grade white subgroup, science scores increased from 25% ready or exceeding in 2016 to 44% in 2017.
34. In the 8th grade special education subgroup, reading scores increased from 9% ready or exceeding in 2016 to 20% in 2017.
35. In the 8th grade special education subgroup, English scores increased from 0% ready or exceeding in 2016 to 40% in 2017.
36. In the 8th grade special education subgroup, science scores increased from 0% ready or exceeding in 2016 to 20% in 2017.
37. In the 10th grade female subgroup, reading scores increased from 21% ready or exceeding in 2016 to 32% in 2017.
38. In the 10th grade male subgroup, reading scores increased from 20% ready or exceeding in 2016 to 32% in 2017.
39. In the 10th grade black subgroup, reading scores increased from 13% ready or exceeding in 2016 to 24% in 2017.
40. In the 10th grade white subgroup, reading scores increased from 30% ready or exceeding in 2016 to 44% in 2017.

41. In the 10th grade male subgroup, math scores increased from 10% ready or exceeding in 2016 to 18% in 2017.
42. In the 10th grade black subgroup, math scores increased from 5% ready or exceeding in 2016 to 12% in 2017; the percentage of students who scored in need of support decreased by 19%.
43. In the 10th grade white subgroup, math scores increased from 18% ready or exceeding in 2016 to 21% in 2017.
44. In the 10th grade male subgroup, science scores increased from 16% ready or exceeding in 2016 to 29% in 2017.
45. In the 10th grade black subgroup, science scores increased from 4% ready or exceeding in 2016 to 9% in 2017.
46. In the 10th grade white subgroup, science scores increased from 27% ready or exceeding in 2016 to 32% in 2017.
47. In the 10th grade special education subgroup, English scores increased from 8% ready or exceeding in 2016 to 11% in 2017.
48. On the ACT math section, the special education subgroup increased scores by 1.15 points from 2016 to 2017.
49. ACT Workkeys showed an 8% increase in the applied mathematics scores for the white subgroup.
50. ACT Workkeys showed a 9% increase in the locating information scores for the black subgroup.
51. ACT Workkeys showed a 6% increase in the locating information scores for the male subgroup.
52. ACT Workkeys showed a 7% increase in the reading for information scores for the white subgroup.
53. ACT Workkeys showed a 1% increase in the reading for information scores for the black subgroup.
54. ACT Workkeys showed a 6% increase in the reading for information scores for the male subgroup.

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

1. In 7th grade English, the females traditionally outscore the males; however, in 2017, the males outperformed the females by 9%.
2. In 7th grade writing, the gap between male and female scores decreased from 31% to 0%; however, this was due to a significant drop in female scores.
3. In 7th grade writing, the gap between black and white scores decreased from 27% to 14%.
4. In 7th grade math, the gap between male and female score decreased by 3%; however, in 2016, the females outperformed the males, and in 2017, the males outperformed the females.
5. In 8th grade reading, the gap between black and white scores decreased from 14% to 8%.
6. In 8th grade English, the gap between male and female scores decreased from 49% to 27%.
7. In 10th grade reading, the gap between female and male scores disappeared.
8. In 10th grade English, the gap between female and male scores decreased from 10% to 1%.
9. In 10th grade writing, the gap between white and black scores decreased from 20% to 12%.
10. In 10th grade math, the gap between white and black scores decreased from 13% to 9%.
11. On the ACT Workkeys, the gap between the white and black subgroups decreased by 13% on the locating information section.
12. On the ACT Workkeys, the gap between the white and black subgroups decreased by 10% on the reading for information section.

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

As evidenced by ASPIRE classrooms, ASPIRE interims, and practice ACT



## Areas in Need of Improvement

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

8th grade writing scores showed that only 15% of students scored ready.  
10th grade math scores showed that only 12% of students scored ready.  
8th grade science scores showed that only 20% of students scored ready.

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

- 7th grade reading showed a 2% decrease in ready or exceeding students.
- 10th grade English scores decreased from 48% to 42%.
- 10th grade writing scores decreased from 34% to 28%.
- The percentage of students score 5 or higher on the applied mathematics section of the ACT Workkeys decreased from 48% in 2016 to 35% in 2017.

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

8th grade special education subgroup, scored 0% proficient in writing and math in 2016 and 2017  
8th grade writing scores showed that only 15% of students scored ready.  
10th grade math scores showed that only 12% of students scored ready.  
8th grade science scores showed that only 20% of students scored ready.

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

1. In the 7th grade female subgroup, reading scores decreased from 48% ready or exceeding in 2016 to 33% in 2017.
2. In the 7th grade black subgroup, reading scores decreased from 42% ready or exceeding in 2016 to 30% in 2017.
3. In the 7th grade female subgroup, English scores showed a 5% decrease in the percentage of students who scored ready or exceeding from 2016 to 2017.
4. In the 7th grade female subgroup, writing scores decreased from 48% ready or exceeding in 2016 to 33% in 2017.
5. In the 7th grade white subgroup, writing scores decreased from 50% ready or exceeding in 2016 to 43% in 2017.
6. In the 7th grade female subgroup, math scores decreased from 65% ready or exceeding in 2016 to 50% in 2017.
7. In the 7th grade black subgroup, math scores decreased from 61% ready or exceeding in 2016 to 44% in 2017.
8. In the 7th grade female subgroup, science scores decreased from 39% ready or exceeding in 2016 to 34% in 2017.
9. In the 7th grade special education subgroup, English scores decreased from 80% ready or exceeding in 2016 to 50% in 2017.
10. In the 7th grade special education subgroup, writing scores decreased from 20% ready or exceeding in 2016 to 0% in 2017.

11. In the 10th grade female subgroup, English scores decreased from 53% ready or exceeding in 2016 to 43% in 2017.
12. In the 10th grade male subgroup, English scores decreased from 43% ready or exceeding in 2016 to 42% in 2017.
13. In the 10th grade black subgroup, English scores decreased from 38% ready or exceeding in 2016 to 35% in 2017.
14. In the 10th grade white subgroup, English scores decreased from 58% ready or exceeding in 2016 to 57% in 2017.
15. In the 10th grade female subgroup, writing scores decreased from 40% ready or exceeding in 2016 to 36% in 2017.
16. In the 10th grade male subgroup, writing scores decreased from 29% ready or exceeding in 2016 to 18% in 2017.
17. In the 10th grade black subgroup, writing scores decreased from 25% ready or exceeding in 2016 to 23% in 2017.
18. In the 10th grade white subgroup, writing scores decreased from 45% ready or exceeding in 2016 to 35% in 2017.
19. In the 10th grade female subgroup, math scores decreased from 12% ready or exceeding in 2016 to 11% in 2017; however, the percentage of females who scored in need of support decreased from 77% to 60%.
20. In the 10th grade special education subgroup, reading scores decreased from 8% ready or exceeding in 2016 to 0% in 2017.
21. In the 10th grade special education subgroup, writing scores decreased from 8% ready or exceeding in 2016 to 0% in 2017.
22. In the 10th grade special education subgroup, science scores decreased from 9% ready or exceeding in 2016 to 0% in 2017.
23. In the special education subgroup, there was a 0.55-point decrease in the composite scores, a 0.4 point decrease in the science scores, a 1.2 point decrease in the reading scores, and a 1 point decrease in the English scores.
24. ACT Workkeys showed an 18% decrease in the applied mathematics scores for the black subgroup.
25. ACT Workkeys showed a 10% decrease in the applied mathematics scores for the male subgroup.
26. ACT Workkeys showed a 17% decrease in the applied mathematics scores for the female subgroup.
27. ACT Workkeys showed a 4% decrease in the locating information scores for the white subgroup.

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

1. 7th grade English-last year black students outperformed white students, but this year, the scores flipped and white students outperformed black students by 8%.
2. In 7th grade math, the gap between black students and white students increased from an 11% difference to a 46% difference.
3. In 7th grade science, the gap between black students and white students increased from 43% to 32%; however, both groups make significant gains in their scores.
4. In 8th grade reading, the gap between female and male scores increased from 35% to 43%.
5. In 8th grade English, the gap between white and black scores increased from 13% to 19%.
6. In 8th grade writing, the gap between female and male scores increased from 15% to 32%.
7. In 8th grade writing, the gap between white and black scores increased from 0% to 4%.
8. In 8th grade math, the gap between male and female scores increased from 17% to 38%.
9. In 8th grade math, the gap between black and white scores increased from 1% to 13% with the black subgroup outperforming the white subgroup.
10. In 8th grade science, the gap between female and male scores increased from 27% to 35%; the females outscored the males which is a reversal from 2016.
11. In 8th grade science, the gap between white and black scores increased from 1% to 5%.
12. In 10th grade reading, the gap between white and black scores increased from 17% to 20%.
13. In 10th grade English, the gap between white and black scores increased from 20% to 22%.
14. In 10th grade writing, the gap between female and male scores increased from 11% to 18%.
15. In 10th grade math, the gap between male and female scores increased from 2% to 7% with males outscoring females which is a reversal from 2016.

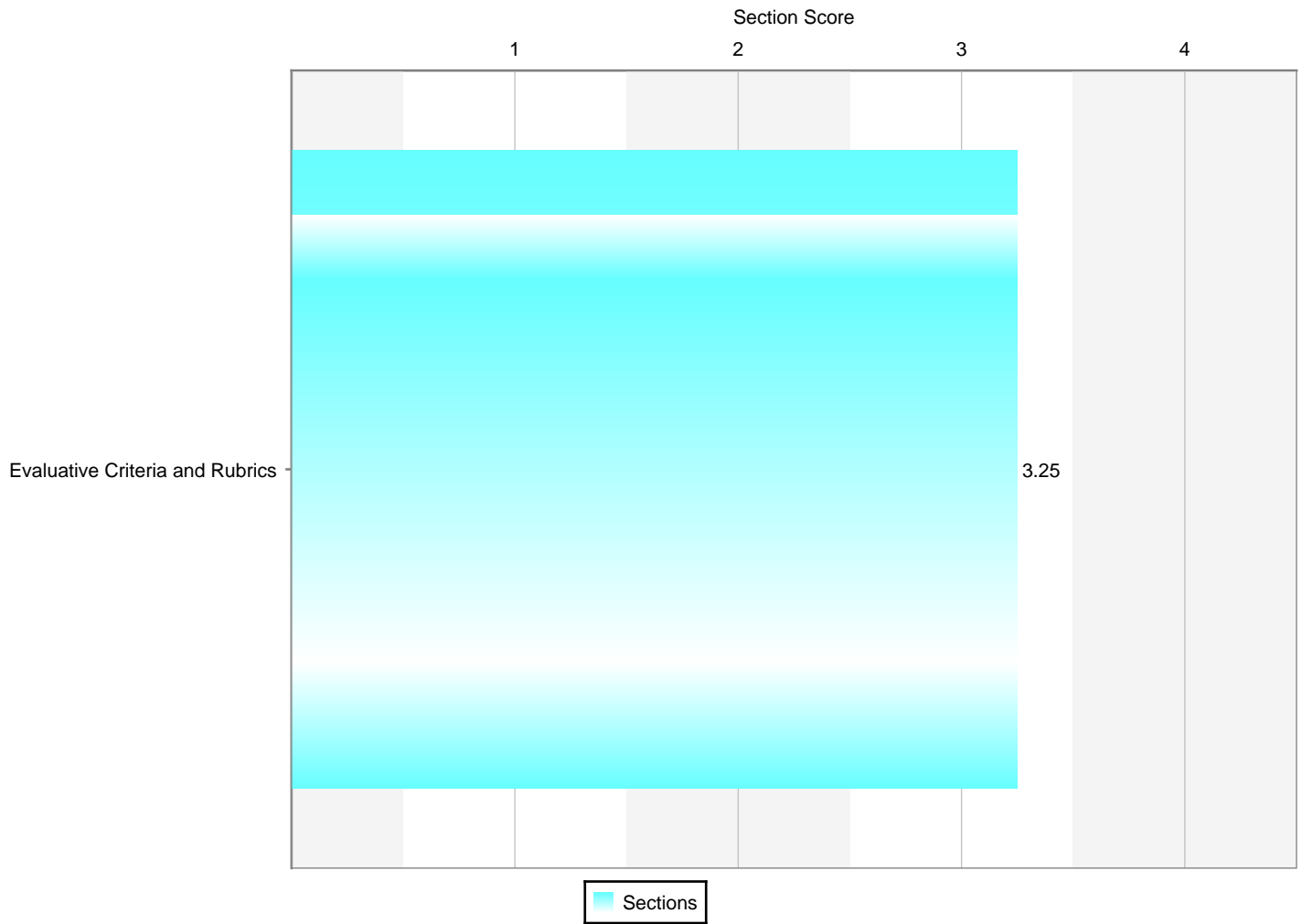
- 16. In 10th grade science, the gap between male and female scores increased from 4% to 18% with males outscoring females.
- 17. On the ACT Workkeys, the gap between the white and black subgroups increased by 23% on the applied mathematics section.

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

As evidenced by ASPIRE classrooms, ASPIRE interims, and practice ACT

## Report Summary

### Scores By Section



# **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	Assurance 1-Signature pages	Assurance Signatures 2017

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	Assurance part 2	Assurances part 2 2017

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	Assurance Part 3	Assurances part 3 2017

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	Parent Involvement Plan 2017	2017-18 Parent and Family Engagement Plan

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

# 2017-18 Plan for ACIP



## Overview

### Plan Name

2017-18 Plan for 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	Goal 1 2017-18 Provide excellence in education producing graduates ready for college, careers, and lifelong success	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
2	Goal 2 2017-18 Focus on Literacy	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$3000
3	Goal 3: 2017-18 Focus on Math Skills	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$24200
4	Goal 4: 2017-18 Student Support Systems	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$287
5	Goal 5: 2017-2018--Comprehensive Guidance & Career Exploration	Objectives: 1 Strategies: 1 Activities: 18	Organizational	\$750
6	Goal 6: 2017-2018-- Effective Instructional Leadership	Objectives: 1 Strategies: 1 Activities: 10	Organizational	\$16175
7	Goal 7: 2017-2018-- Lessen the Academic Gap between Special Education Subgroup and Regular Education Subgroup	Objectives: 1 Strategies: 1 Activities: 10	Organizational	\$27287
8	Goal 8: 2017-18 Student Mentoring Program	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: Goal 1 2017-18 Provide excellence in education producing graduates ready for college, careers, and lifelong success

### Measurable Objective 1:

achieve college and career readiness upon graduation scores which will result in a 3 percent increase in the number of students who graduate “on time”, a rise in the annual ACT composite score by 2 points and a decrease in WorkKeys test takers making below a score of three by 10 % by 05/25/2018 as measured by ACT WorkKeys and ACT plus Writing.

### Strategy 1:

Provide opportunities and encourage students to participate in advanced academic classes and to recover academic credits - Provide opportunities and encourage students to participate in advanced academic classes and to recover academic credits through the Virtual High School.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama State Board Of Education. "Alabama State Board of Education: PLAN 2020." PLAN 2020 Our Vision (n.d.): n. pag. ALSDE. Alabama State Board of Education. Web. 13 Aug. 2015. <https://docs.alsde.edu/documents/908/Attachment%201%20Plan%202020.pdf>

Activity - Virtual High School-Accelerated Track--Academies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are encouraged to participate in rigorous learning opportunities with the possibility of earning college credit while in high school.	Academic Support Program, Class Size Reduction, Direct Instruction	08/08/2017	05/25/2018	\$0	No Funding Required	Sonmor, Sullivan, Jodie Jeffcoat, and Virtual High School Coordinator
Activity - Virtual High School-- Credit Recovery Track	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who fall behind in credits will be placed in credit recovery courses in order to catch up with their cohort group.	Academic Support Program, Direct Instruction	08/08/2017	05/25/2018	\$0	No Funding Required	Virtual High School Coordinator, Jodie Jeffcoat & Sullivan
Activity - Standardized Test Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will be placed in Discovery Block groups to prepare for the ACT Plus Writing and WorkKeys tests using online tools.	Academic Support Program, Direct Instruction	08/08/2017	05/25/2018	\$0	No Funding Required	Designated Teachers
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Activity - GEAR UP Grant Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GEAR UP stands for Gaining Early Awareness and Readiness for Undergraduate Programs. GEAR UP Alabama is a University of Alabama at Birmingham project that focuses on serving students in the Black Belt Region of Alabama. GEAR UP is a plan to effectively prepare students for post-secondary education.	Academic Support Program, Community Engagement, Direct Instruction	08/03/2017	05/25/2018	\$0	Other	9th and 10th Grade Teachers, Mrs. Kilpatrick, Mrs. Stringer

## Goal 2: Goal 2 2017-18 Focus on Literacy

### Measurable Objective 1:

demonstrate a proficiency on state mandated standardized assessments with an increase of 5% on standardized test in literacy in grades 7th through 12th by 05/25/2018 as measured by 7th and 8th scores (English, Writing, and Reading); 10th grade scores (English, Reading, and Writing); 11th grade ACT scores (English, Reading, and Writing); and 12th grade WorkKeys scores (English).

### Strategy 1:

Literacy Design Collaborative & Alabama Reading Initiative - This strategy makes use of strategic teaching techniques, critical thinking, and formative/summative assessments to improve student literacy.

Category: Develop/Implement Learning Supports

Research Cited: Alabama State Board Of Education. "Alabama State Board of Education: PLAN 2020." PLAN 2020 Our Vision (n.d.): n. pag. ALSDE. Alabama State Board of Education. Web. 13 Aug. 2015. <https://docs.alsde.edu/documents/908/Attachment%201%20Plan%202020.pdf> "Alabama Reading Initiative." Alabama State Department of Education. Alabama State Department of Education, 2014. Web. 28 Aug. 2015.

"Literacy Design Collaborative." Literacy Design Collaborative. LDC Team, 2015. Web. 28 Aug. 2015.

"English Language Arts Course of Study." ALEX - Alabama Learning Exchange. Alabama State Department of Education, 2013. Web. 28 Aug. 2015.

Activity - TWIRL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teaching strategy that encourages critical thinking by having students talk, write, investigate, read, and listen in all disciplines.	Direct Instruction	08/08/2017	05/25/2018	\$0	No Funding Required	All faculty members

**ACIP**

Pike County High School

Activity - Increase reading across the curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are encouraged to integrate reading across the curriculum.	Academic Support Program, Direct Instruction	08/08/2017	05/25/2018	\$0	No Funding Required	All faculty members

Activity - Focus on State Standards and Depth of knowledge training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in training with Judy Frank, Shondra Whitaker, and Latoya Gay to ensure that they understand how to incorporate various depths of knowledge in instruction.	Academic Support Program, Direct Instruction	08/08/2017	05/25/2018	\$0	No Funding Required	All faculty members

Activity - College and Career Readiness Standards Networking Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The College-and Career-Readiness Standards Networking Conference focuses on bringing proven literacy teaching and learning strategies into classrooms. These strategies are part of the Literacy Design Collaborative (LDC), which empowers teachers to build meaningful assignments aligned to college- and career-readiness standards.	Professional Learning	08/08/2017	05/25/2018	\$0	Other	Brittney Gilmer

Activity - Character Education and Writing in Physical Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Character education and writing will be infused into the Physical Education classes on a regular and consistent basis as a resource to aid in the Focus on Literacy goal.	Direct Instruction	08/08/2017	05/25/2018	\$0	No Funding Required	Doug Holland and Fawn Sims

Activity - Read 180 in 7th and 8th Grade classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read 180 is a reading intervention program designed to help improve the skills of struggling readers.	Academic Support Program	08/08/2017	05/25/2018	\$3000	Title I Schoolwide	Raven Shepherd and Faith Maddox

**Goal 3: Goal 3: 2017-18 Focus on Math Skills****Measurable Objective 1:**

demonstrate a proficiency on standardized tests with an increase of 5% in order to achieve Alabama Annual Measurable Objectives in Mathematics by 05/25/2018 as measured by state mandated standardized assessments for grades 7, 8, and 10 and the ACT.

**Strategy 1:**

Professional Development - Teachers will participate in professional development through Math Design Collaborative.

Category: Develop/Implement Professional Learning and Support

Research Cited: "Mathematics Assessment Project." Welcome to the. University of Nottingham, 2015. Web. 20 Aug. 2015.

Activity - Math Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
It is an initiative funded by the Bill and Melinda Gates foundation. It is designed to help teachers provide formative and summative assessments that promote students' mathematical thinking and reasoning which helps teachers guide improvement and monitor progress.	Direct Instruction, Professional Learning	07/07/2017	05/25/2018	\$1500	Title I Schoolwide	Math Department
Activity - Peer Observations and Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Peer Observations of fellow teachers and Conferences about what was observed during these observations	Direct Instruction, Professional Learning	08/08/2017	05/25/2018	\$0	No Funding Required	Math Department

**Strategy 2:**

Strategic Teaching - Lesson planning format that includes before, during, and after strategies as well as differentiated instruction to help keep students engaged and motivated.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Reading Initiative: Strategic Teaching. Alabama State Department of Education, 2015, Web. 24 Aug. 2015.

<https://alsde.edu/sec/ari/Strategic%20Teaching/Strategic%20Teaching%20Module.pdf>

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lesson planning format that includes before, during, and after strategies to help keeps students engaged and motivated	Direct Instruction	08/08/2017	05/25/2018	\$0	No Funding Required	Math Department

**Strategy 3:**

Remediation - Students with weaknesses in math will be identified and placed in various remediation programs.

Category: Develop/Implement Learning Supports

Research Cited: Alabama State Department of Education (2009). Response to instruction: Alabama's core support for all students. Retrieved from

[http://www.alsde.edu/general/RESPONSE\\_TO\\_INSTRUCTION.pdf](http://www.alsde.edu/general/RESPONSE_TO_INSTRUCTION.pdf)

Global Scholar/Performance Series Case Study: <http://www.scantron.com/case-studies/asps-talladega>

Using a Curriculum-Based Instructional Management System to Enhance Math Achievement in Urban Schools  
Jim Ysseldyke, Rick Spicuzza, Stacey Kosciolk, Ellen Teelucksingh, Christopher Boys, Amy Lemkuil

ASPIRE Interim Results [www.actaspire.org](http://www.actaspire.org)

Activity - Discovery Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During Discovery time on Tuesdays and Thursdays students scored below proficient on state assessments will report to a math teacher for small group remediation.	Direct Instruction	08/22/2017	05/25/2018	\$0	No Funding Required	Math Department
Activity - STAR Math and ASPIRE Interim Testing to target students weaknesses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use STAR and ASPIRE Interim data to target student weaknesses and track progress	Technology	08/10/2017	05/25/2018	\$0	Other	Math Department
Activity - Accelerated Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Accelerated Math data to target students monitor students mastery of learning objectives	Direct Instruction, Technology	08/08/2017	05/25/2018	\$20000	Title I Schoolwide	Math Department
Activity - ASPIRE Interim Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use data from ASPIRE Interim Testing to target student weaknesses and track progress	Technology	08/08/2017	05/25/2018	\$2700	Title I Schoolwide	Math Department
Activity - Global Scholar/ Scantron Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Global Scholar/Scantron will be used to target weaknesses and track student progress	Academic Support Program, Technology	08/08/2017	05/24/2018	\$0	No Funding Required	Math Department

## Goal 4: Goal 4: 2017-18 Student Support Systems

### Measurable Objective 1:

collaborate to provide support to ensure on-time graduation and general academic success by 05/25/2018 as measured by an increase in the graduation rate by 5% and a decrease in overall failures by 5%.

**Strategy 1:**

Increase student support through various activities - Student support system will be utilized in order to increase student achievement in the classroom and on standardized test. Students can be referred to problem solving team in order to develop a plan to prevent them from failing. Also, students who are low performers on various assessments will be placed in Tier groups two times a week during Discovery blocks in order to give them more one on one help.

Category: Develop/Implement Learning Supports

Research Cited: Anfara, Vincent A., Jr., Steven B. Mertens, Micki M. Caskey, and Nancy Flowers. "Content." Research in the Middle: Common Planning Time. National Association of Secondary School Principals, Jan. 2012. Web. 21 Aug. 2015.

Howard, Mary, and Linda Hoyt. RTI from All Sides: What Every Teacher Needs to Know. Portsmouth, NH: Heinemann, 2009. Print.

Letgers, Nettie, Dia Adams, and Patrice Williams. Common Planning (Letgers, Adams & Williams) 1pm 9-23-10 (PDF) (n.d.): n. pag. Smaller Learning Communities Program. U. S. Department of Education. Web. 21 Aug. 2015.

Schwanz, Kerry A., PhD, and Ben Barbour. "CQ 33 #8 - Problem-Solving Teams." CQ 33 #8 - Problem-Solving Teams. National Association of School Psychologists, June 2005. Web. 21 Aug. 2015.

USDOE. "Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)." Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). U. S. Department of Education, 29 Sept. 2014. Web. 21 Aug. 2015.

Wardlow, Liane, PhD. "The Art of Positive Communication." Insights for Innovations (2005): n. pag. Pearson Research Network. Pearson. Web. 21 Aug. 2015. Whitaker, Todd. What Great Teachers Do Differently: Seventeen Things That Matter Most. Second Edition. N.p.: Routledge, 2011. Print.

Activity - Problem Solving Team (PST)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee of teachers meets to identify students who are in danger of failing and to create a plan of support for individual students.	Academic Support Program, Behavioral Support Program	08/21/2017	05/18/2018	\$287	Title I Part A	PST Team Members

Activity - Discovery Block (RTI Tier Groups)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classes that meet on Tuesdays and Thursdays for remediation and other extracurricular activities.	Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Selected Tier II and Tier III teachers

Activity - Middle School Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All middle school level teachers (7-8) will have a common planning time to collaborate for middle school student success.	Professional Learning	08/08/2017	05/25/2018	\$0	No Funding Required	Fleming, Defee, Maddox, R. Shepherd, Reynolds, Goss



**ACIP**

Pike County High School

Activity - Parent Contact Logs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will keep records of how they contact parents. This will include sign-in sheets for parents during open house, report card/conference night and other parental involvement nights such as GEAR UP Regions Family Wellness Workshops .	Parent Involvement	08/03/2017	05/25/2018	\$0	No Funding Required	All teachers
Activity - Gear-Up Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A program that supports students transitioning to different stages of their academic career.	Academic Support Program	08/03/2017	05/25/2018	\$0	Other	9th and 10th Grade Teaching Staff
Activity - Discovery Block Mentor Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classes that meet once a month during Discovery block to monitor student grades, and encourage students to do well.	Academic Support Program	09/06/2017	05/25/2018	\$0	No Funding Required	All teachers

**Goal 5: Goal 5: 2017-2018--Comprehensive Guidance & Career Exploration****Measurable Objective 1:**

collaborate to students' knowledge of college and careers and empower them to be successful in academics, personal/social settings with Counseling department, teachers, staff, career coach, students, parents, and community members by 05/25/2018 as measured by participation in various college/career activities and character education programs.

**Strategy 1:**

Provide various comprehensive guidance and career exploration activities - Provide various comprehensive guidance and career exploration activities.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama State Board Of Education. "Alabama State Board of Education: PLAN 2020." PLAN 2020 Our Vision (n.d.): n. pag. ALSDE. Alabama State Board of Education. Web. 13 Aug. 2015. <https://docs.alsde.edu/documents/908/Attachment%201%20Plan%202020.pdf>

Activity - Kuder Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete interest inventory.	Academic Support Program, Direct Instruction, Technology	08/08/2017	05/25/2018	\$0	No Funding Required	Sharon Sullivan/School Counselor and Taylor Barnes and Faith Maddox

**ACIP**

Pike County High School

Activity - Four Year Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create a four year education plan	Academic Support Program, Direct Instruction, Technology	08/08/2017	05/25/2018	\$0	No Funding Required	Sharon Sullivan/School Counselor and Taylor Barnes
Activity - Mymajors.com	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seniors will take assessment to find the best suited college major	Technology	08/08/2017	05/25/2018	\$0	No Funding Required	Sharon Sullivan(School Counselor)/Gina Maxwell (Career Coach)
Activity - Career Exploration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career Exploration class for 7th grade students	Academic Support Program, Direct Instruction, Technology	08/08/2017	12/22/2017	\$0	No Funding Required	Taylor Barnes
Activity - College and Career Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
9th grade students will conduct a College and Career Fair	Direct Instruction	08/08/2017	05/25/2018	\$0	No Funding Required	Barnes
Activity - Job Shadowing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
8th grade students and participating GearUP students will job shadow someone in their future career.	Academic Support Program, Direct Instruction	08/08/2017	05/25/2018	\$0	No Funding Required	Troy Pike Center for Technology, Stringer, Kilpatrick
Activity - Guest Speakers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Speakers from various colleges and also the workforce.	Community Engagement, Direct Instruction	08/08/2017	05/25/2018	\$0	No Funding Required	Various Faculty members

**ACIP**

Pike County High School

Activity - College Application Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will apply to the college or colleges of their choice	Technology	10/30/2017	11/02/2018	\$0	No Funding Required	Sharon Sullivan/School Counselor, Gina Maxwell
Activity - FASFA Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assist parents and students in filling out for financial aid	Community Engagement, Direct Instruction, Technology, Parent Involvement	01/03/2018	01/31/2018	\$0	No Funding Required	Sharon Sullivan/School Counselor
Activity - College Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take field trips to view various college campuses	Direct Instruction	08/08/2017	05/25/2018	\$0	Other	Various Faculty
Activity - Research and Career Presentations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career Preparedness students will research careers and develop presentations on their careers.	Direct Instruction	08/08/2017	05/25/2018	\$0	No Funding Required	Taylor Barnes
Activity - Student of the Month	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will select a male and female student of the month(high school and middle school buildings will have dedicated bulletin boards for students).	Direct Instruction	08/08/2017	05/25/2018	\$0	No Funding Required	Sharon Sullivan/School Counselor/PC HS Faculty
Activity - Aletheia House Prevention Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Representatives from the program will present in 9th grade classes for three days to promote drug and alcohol prevention	Direct Instruction	04/02/2018	04/30/2018	\$0	No Funding Required	Mrs. Whitaker/Mrs. Fuller
Activity - SAFE TALK Suicide Prevention training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select students will be trained by SAFE TALK staff to be able to lead our students to understand the basics of suicide prevention	Direct Instruction	08/08/2017	05/25/2018	\$0	No Funding Required	Sharon Sullivan/School Counselor

**ACIP**

Pike County High School

Activity - 231 Externship Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be selected per special interest and criteria to paying jobs to better their employment and soft skills.	Direct Instruction	08/08/2017	05/25/2018	\$0	No Funding Required	Sharon Sullivan/School Counselor/Dr. Mike Hall-liaison
Activity - Wiregrass Works Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
8th Grade students will take a field trip to Dothan to participate in a hands-on career tech fair for jobs demonstrations	Direct Instruction	02/01/2018	02/28/2018	\$500	Other	Sharon Sullivan/School Counselor-liaison, Wiregrass Works Team
Activity - 7th Grade Keyboarding Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use keyboarding program to increase keyboarding skills for state assessments.	Direct Instruction, Technology	08/08/2017	12/22/2017	\$250	Title I Schoolwide	Taylor Barnes
Activity - JROTC Career Exploration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career Exploration class for 9-12th grade students	Academic Support Program, Direct Instruction, Technology, Career Preparation/Orientation	08/08/2017	05/25/2018	\$0	No Funding Required	Maj. Morris, Sgt. Young

**Goal 6: Goal 6: 2017-2018-- Effective Instructional Leadership****Measurable Objective 1:**

collaborate to provide effective instructional leadership for all faculty members by 05/25/2018 as measured by developing a needs-based professional development plan, making data-driven instructional decisions and providing effective feedback.

**Strategy 1:**

High Quality Professional Development - Teachers will attend various professional development activities throughout the year. Teachers who attend outside training

will present what they learned to their peers at faculty, PLC, and department meetings

Category: Develop/Implement Learning Supports

Research Cited: Borko, H. "Professional Development and Teacher Learning: Mapping the Terrain." Educational Researcher 33.8 (2004): 3-15. Web

Activity - Professional Article Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will read the professional articles from various publications targeted at specific/various topics related to school needs.	Professional Learning	08/03/2017	05/25/2018	\$0	Title I Schoolwide	Judy Frank, Wright and Whitaker
Activity - Leadership Institutes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams of two teachers will attend each of the one-day CLAS Leadership Institutes in September, October, November, January, February, March, and April in Prattville, Alabama, and then present what they learned to their peers.	Professional Learning	08/03/2017	05/25/2018	\$700	Title I Schoolwide	Wright and Whitaker will choose selected teachers to attend (Kennedy-Sept., Oliver-November)
Activity - LDC\MDC Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in training for Year 2 of implementation of SREB's Math Design Collaborative and Literacy Design Collaborative.	Professional Learning	08/02/2017	05/25/2018	\$2000	Title I Schoolwide	Defee, Beck, Fleming, Gilmer, Fuller, Shepherd, Wright, Whitaker
Activity - AETC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Alabama Education Technology Conference provides instruction and demonstration of the latest technologies to integrate into the classroom.	Professional Learning	08/03/2017	05/25/2018	\$650	Title I Schoolwide	Kim Dunn
Activity - SREB CCRS Networking Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SREB's National College and Career Readiness Standards Networking Conference provides opportunities for teachers to participate in collaborative sessions on LDC and MDC and other instructional strategies that support college and career readiness. In Orlando, FL	Professional Learning	07/11/2018	07/14/2018	\$2000	Title I Schoolwide	Whitaker, Defee, Goss, Shepherd, Gilmer

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Pike County High School

Activity - 2017 SREB Making Middle Grades National Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The workshop provide instruction to make sure students are ready for the rigor of high school and eventually graduate prepared for college and/or careers.	Professional Learning	10/17/2017	10/19/2017	\$2000	Title I Schoolwide	Whitaker, Defee, Goss
Activity - Mega Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Workshops on various topics related to school counseling, state testing, special education, etc. are presented.	Professional Learning	07/08/2018	07/13/2018	\$900	Title I Schoolwide	Sullivan
Activity - Professional Learning Community Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet during their planning time at least twice monthly to learn more about topics such as student engagement, differentiating instruction, instructional rigor and alignment, literacy strategies, etc. Meetings will be facilitated by school faculty and administration, district leaders, and professional consultants.	Professional Learning	08/08/2017	05/25/2018	\$7500	Title I Schoolwide	Wright, Whitaker
Activity - HAIB Navigating Genetics Content in your classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Genetics components is the Alabama 7th grade life science course. The course will utilize models, citing edge genomics research and pedagogical strategies to bring real-world genetics content to the classroom. HudsonAlpha will sponsor this workshop which will consist of 8 hour training at Auburn on January 30, 2018.	Professional Learning	01/30/2018	01/30/2018	\$200	Title I Schoolwide	Tammy Goss
Activity - Oppositional, Defiant, and Disruptive Children and Adolescents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development on effective strategies for ODD, ADHD, Anxiety and mood disorders, etc.	Professional Learning	11/03/2017	11/03/2017	\$225	Title I Schoolwide	Sharon Sullivan

## Goal 7: Goal 7: 2017-2018-- Lessen the Academic Gap between Special Education Subgroup and Regular Education Subgroup

**Measurable Objective 1:**

collaborate to provide an increase in student growth in reading and math by 5% in the special education population by 05/25/2018 as measured by a shrinking of the achievement gap between special education and regular education students.

**Strategy 1:**

Differentiated instruction and collaboration - General education faculty, special education faculty, and administration will target the special education population to increase scores by 5% through highly individualized, differentiated instruction, collaboration, interventions, implementation of college and career ready standards, and

positive behavior intervention support.

Category: Develop/Implement Learning Supports

Research Cited: Bianco, S. D. (2010). Improving Student Outcomes: Data-Driven Instruction and Fidelity of Implementation in a Response to Intervention (RTI) Model. TEACHING Exceptional Children Plus, 6(5),  
Stuart, S. K., & Rinaldi, C. (2009). A Collaborative Planning Framework for Teachers Implementing Tiered Instruction. Teaching Exceptional Children, 42(2), 52-57.  
Ernest, J. M., Heckaman, K. A., Thompson, S. E., Hull, K. M., & Carter, S. W. (2011). Increasing the Teaching Efficacy of a Beginning Special Education Teacher Using Differentiated Instruction: A Case Study. International Journal Of Special Education, 26(1), 191-201.

Activity - Discovery Block Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend 50 minute discovery blocks twice a week. Students are placed in these classes based on their ASPIRE and Global Scholar Scores. Teachers will use this time to improve student skills in mathematics and reading.	Direct Instruction	08/08/2017	05/25/2018	\$0	No Funding Required	Wright, Whitaker, Kennedy, Shepherd
Activity - Effective Use of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data is highly utilized during monthly PST meeting, frequent PLC meeting (cross-curricular, during aligned teacher planning blocks), periodic Department Meetings, and during Professional Development. This data includes, but is not limited to, ASPIRE, Global Scholar, ACT, Accelerated Math, and Accelerated Reading scores. Based on the results of said data, students will be placed in applicable remediation classes during discovery block.	Other - Data Use	08/08/2017	05/25/2018	\$0	No Funding Required	Wright, Whitaker
Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach the Alabama reading and math standards and document them in their lesson plans. Math and Reading Lesson plans that target differentiated instruction	Direct Instruction	08/08/2017	05/25/2018	\$0	No Funding Required	All Teachers
Activity - Read 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
• 7th and 8th Grade students that have been identified through the use of multiple sources, including Global Scholar as well as standardized testing, will be placed in this program to offer intensive reading remediation.	Direct Instruction	08/08/2017	05/25/2018	\$3000	Title I Schoolwide	R. Shepherd, Maddox
Activity - Adjunct Mathematics Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Pike County High School

Recruit and hire an adjunct mathematics teacher to reduce class size and focus on individualized instruction.	Class Size Reduction, Direct Instruction	08/08/2017	05/25/2018	\$23000	Other	Wright, Whitaker
<b>Activity - Drama Works</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Pictures of Arts Grant Strategies-Drama Works in practice	Academic Support Program, Direct Instruction	08/08/2017	05/25/2018	\$1000	Other	General Education Teachers
<b>Activity - N2Y Unique Learning</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Pictures from N2Y Unique Learning training for special education teachers	Professional Learning	08/08/2017	07/27/2018	\$0	Other	Special Education Teachers
<b>Activity - GEAR UP Grant Participation</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
GEAR UP stands for Gaining Early Awareness and Readiness for Undergraduate Programs. GEAR UP Alabama is a University of Alabama at Birmingham project that focuses on serving students in the Black Belt Region of Alabama. GEAR UP is a plan to effectively prepare students for post-secondary education.	Academic Support Program, Career Preparation/Orientation	08/08/2017	05/25/2018	\$0	Other	9th grade and 10th grade teachers, Mrs. Kilpartick, Mrs. Stringer
<b>Activity - Collaborative Teacher interventions</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Lesson plans from collaborative teachers will show how they assist the General Education teacher in providing support for students in need.	Academic Support Program, Direct Instruction	08/08/2017	05/25/2018	\$0	No Funding Required	Collaborative Teachers
<b>Activity - Positive Support Team PST</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A committee of teachers meets to Identify students who are in danger of failing and to create a plan of support for individual students.	Academic Support Program, Behavioral Support Program	08/08/2017	05/25/2018	\$287	Title I Part A	PST Team Members



## Goal 8: Goal 8: 2017-18 Student Mentoring Program

### Measurable Objective 1:

improve graduation rate by developing a mentoring plan that ensures every student in grades 7-12 is assigned a supportive adult to serve as his/her mentor throughout the duration of his/her tenure at Pike County High School by 05/25/2018 as measured by include regularly scheduled meetings (at least once quarterly). Materials and resources will be provided that address relevant topics at each meeting.

### Strategy 1:

Mentoring - • Rosters may change slightly due to student transfers, teacher retirement, etc.; however, the goal is to keep students with the same faculty member throughout their time at PCHS

- This is a time for engagement and relationship building. Research shows that students who can relate to at least one adult at school have a lower risk of dropping out.
- Administration (including the school counselor) will provide the resources to help guide meetings, but mentors are free to adapt materials to the needs of their mentees. Teachers should strive to get to know their mentees and enjoy the more relaxed atmosphere.
- The mentoring meeting schedule will be given out at the beginning of the school to allow teachers ample time to prepare for each session.

Category: Develop/Implement Student and School Culture Program

Research Cited: Fowler, Dee O. "A-F Report Card Program Review." Received by City and County Superintendents, 17 Feb. 2017.

Reglin, G. L. (1998). Mentoring students at risk : An underutilized alternative education strategy for K-12 teachers. Springfield, Ill. : Charles C Thomas , c1998.

Retrieved August 14, 2017, from Cat00456a.

Sweeney, D. (2011). Student-centered coaching. [electronic resource] : A guide for K-8 coaches and principals. Thousand Oaks, Calif. : Corwin ; London : SAGE, c2011. Retrieved August 14, 2017, from Cat05390a.

Activity - Quarterly Mentoring Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have an adult advocate who will help them set goals and work toward graduating on time college and career ready. Establish a teacher mentoring program that enables each teacher to advise a group of students as they progress through high school.	Academic Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	Wright, Whitaker, Sullivan, and All PCHS Faculty

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Wiregrass Works Program	8th Grade students will take a field trip to Dothan to participate in a hands- on career tech fair for jobs demonstrations	Direct Instruction	02/01/2018	02/28/2018	\$500	Sharon Sullivan/School Counselor-liaison, Wiregrass Works Team
GEAR UP Grant Participation	GEAR UP stands for Gaining Early Awareness and Readiness for Undergraduate Programs. GEAR UP Alabama is a University of Alabama at Birmingham project that focuses on serving students in the Black Belt Region of Alabama. GEAR UP is a plan to effectively prepare students for post-secondary education.	Academic Support Program, Career Preparation/Orientation	08/08/2017	05/25/2018	\$0	9th grade and 10th grade teachers, Mrs. Kilpartick, Mrs. Stringer
Gear-Up Program	A program that supports students transitioning to different stages of their academic career.	Academic Support Program	08/03/2017	05/25/2018	\$0	9th and 10th Grade Teaching Staff
N2Y Unique Learning	Pictures from N2Y Unique Learning training for special education teachers	Professional Learning	08/08/2017	07/27/2018	\$0	Special Education Teachers
STAR Math and ASPIRE Interim Testing to target students weaknesses	Use STAR and ASPIRE Interim data to target student weaknesses and track progress	Technology	08/10/2017	05/25/2018	\$0	Math Department
GEAR UP Grant Participation	GEAR UP stands for Gaining Early Awareness and Readiness for Undergraduate Programs. GEAR UP Alabama is a University of Alabama at Birmingham project that focuses on serving students in the Black Belt Region of Alabama. GEAR UP is a plan to effectively prepare students for post-secondary education.	Academic Support Program, Community Engagement, Direct Instruction	08/03/2017	05/25/2018	\$0	9th and 10th Grade Teachers, Mrs. Kilpatrick, Mrs. Stringer
Adjunct Mathematics Teacher	Recruit and hire an adjunct mathematics teacher to reduce class size and focus on individualized instruction.	Class Size Reduction, Direct Instruction	08/08/2017	05/25/2018	\$23000	Wright, Whitaker
College Visits	Students will take field trips to view various college campuses	Direct Instruction	08/08/2017	05/25/2018	\$0	Various Faculty

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Pike County High School

Drama Works	Pictures of Arts Grant Strategies-Drama Works in practice	Academic Support Program, Direct Instruction	08/08/2017	05/25/2018	\$1000	General Education Teachers
College and Career Readiness Standards Networking Conference	The College-and Career-Readiness Standards Networking Conference focuses on bringing proven literacy teaching and learning strategies into classrooms. These strategies are part of the Literacy Design Collaborative (LDC), which empowers teachers to build meaningful assignments aligned to college- and career-readiness standards.	Professional Learning	08/08/2017	05/25/2018	\$0	Brittney Gilmer
<b>Total</b>					<b>\$24500</b>	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Support Team PST	A committee of teachers meets to Identify students who are in danger of failing and to create a plan of support for individual students.	Academic Support Program, Behavioral Support Program	08/08/2017	05/25/2018	\$287	PST Team Members
Problem Solving Team (PST)	A committee of teachers meets to identify students who are in danger of failing and to create a plan of support for individual students.	Academic Support Program, Behavioral Support Program	08/21/2017	05/18/2018	\$287	PST Team Members
<b>Total</b>					<b>\$574</b>	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Design Collaborative	It is an initiative funded by the Bill and Melinda Gates foundation. It is designed to help teachers provide formative and summative assessments that promote students' mathematical thinking and reasoning which helps teachers guide improvement and monitor progress.	Direct Instruction, Professional Learning	07/07/2017	05/25/2018	\$1500	Math Department
2017 SREB Making Middle Grades National Workshop	The workshop provide instruction to make sure students are ready for the rigor of high school and eventually graduate prepared for college and/or careers.	Professional Learning	10/17/2017	10/19/2017	\$2000	Whitaker, Defee, Goss

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Pike County High School

Leadership Institutes	Teams of two teachers will attend each of the one-day CLAS Leadership Institutes in September, October, November, January, February, March, and April in Prattville, Alabama, and then present what they learned to their peers.	Professional Learning	08/03/2017	05/25/2018	\$700	Wright and Whitaker will choose selected teachers to attend (Kennedy-Sept., Oliver-November)
Read 180	• 7th and 8th Grade students that have been identified through the use of multiple sources, including Global Scholar as well as standardized testing, will be placed in this program to offer intensive reading remediation.	Direct Instruction	08/08/2017	05/25/2018	\$3000	R. Shepherd, Maddox
Accelerated Math	Use Accelerated Math data to target students monitor students mastery of learning objectives	Direct Instruction, Technology	08/08/2017	05/25/2018	\$20000	Math Department
LDC\MDC Training	Teachers will participate in training for Year 2 of implementation of SREB's Math Design Collaborative and Literacy Design Collaborative.	Professional Learning	08/02/2017	05/25/2018	\$2000	Defee, Beck, Fleming, Gilmer, Fuller, Shepherd, Wright, Whitaker
HAIB Navigating Genetics Content in your classroom	Genetics components is the Alabama 7th grade life science course. The course will utilize models, citing edge genomics research and pedagogical strategies to bring real-world genetics content to the classroom. HudsonAlpha will sponsor this workshop which will consist of 8 hour training at Auburn on January 30, 2018.	Professional Learning	01/30/2018	01/30/2018	\$200	Tammy Goss
Professional Learning Community Meetings	Teachers will meet during their planning time at least twice monthly to learn more about topics such as student engagement, differentiating instruction, instructional rigor and alignment, literacy strategies, etc. Meetings will be facilitated by school faculty and administration, district leaders, and professional consultants.	Professional Learning	08/08/2017	05/25/2018	\$7500	Wright, Whitaker
Professional Article Reviews	Teachers will read the professional articles from various publications targeted at specific/various topics related to school needs.	Professional Learning	08/03/2017	05/25/2018	\$0	Judy Frank, Wright and Whitaker
SREB CCRS Networking Conference	SREB's National College and Career Readiness Standards Networking Conference provides opportunities for teachers to participate in collaborative sessions on LDC and MDC and other instructional strategies that support college and career readiness. In Orlando, FL	Professional Learning	07/11/2018	07/14/2018	\$2000	Whitaker, Defee, Goss, Shepherd, Gilmer
Read 180 in 7th and 8th Grade classes	Read 180 is a reading intervention program designed to help improve the skills of struggling readers.	Academic Support Program	08/08/2017	05/25/2018	\$3000	Raven Shepherd and Faith Maddox
Oppositional, Defiant, and Disruptive Children and Adolescents	Professional Development on effective strategies for ODD, ADHD, Anxiety and mood disorders, etc.	Professional Learning	11/03/2017	11/03/2017	\$225	Sharon Sullivan

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Pike County High School

Mega Conference	Workshops on various topics related to school counseling, state testing, special education, etc. are presented.	Professional Learning	07/08/2018	07/13/2018	\$900	Sullivan
7th Grade Keyboarding Class	Students will use keyboarding program to increase keyboarding skills for state assessments.	Direct Instruction, Technology	08/08/2017	12/22/2017	\$250	Taylor Barnes
AETC	The Alabama Education Technology Conference provides instruction and demonstration of the latest technologies to integrate into the classroom.	Professional Learning	08/03/2017	05/25/2018	\$650	Kim Dunn
ASPIRE Interim Testing	Use data from ASPIRE Interim Testing to target student weaknesses and track progress	Technology	08/08/2017	05/25/2018	\$2700	Math Department
<b>Total</b>					\$46625	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
231 Externship Program	Students will be selected per special interest and criteria to paying jobs to better their employment and soft skills.	Direct Instruction	08/08/2017	05/25/2018	\$0	Sharon Sullivan/School Counselor/Dr. Mike Hall-liaison
Increase reading across the curriculum	Teachers are encouraged to integrate reading across the curriculum.	Academic Support Program, Direct Instruction	08/08/2017	05/25/2018	\$0	All faculty members
TWIRL	A teaching strategy that encourages critical thinking by having students talk, write, investigate, read, and listen in all disciplines.	Direct Instruction	08/08/2017	05/25/2018	\$0	All faculty members
College Application Week	Students will apply to the college or colleges of their choice	Technology	10/30/2017	11/02/2018	\$0	Sharon Sullivan/School Counselor, Gina Maxwell
JROTC Career Exploration	Career Exploration class for 9-12th grade students	Academic Support Program, Direct Instruction, Technology, Career Preparation/Orientation	08/08/2017	05/25/2018	\$0	Maj. Morris, Sgt. Young

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Pike County High School

FASFA Night	Assist parents and students in filling out for financial aid	Community Engagement, Direct Instruction, Technology, Parent Involvement	01/03/2018	01/31/2018	\$0	Sharon Sullivan/ School Counselor
Virtual High School-- Credit Recovery Track	Students who fall behind in credits will be placed in credit recovery courses in order to catch up with their cohort group.	Academic Support Program, Direct Instruction	08/08/2017	05/25/2018	\$0	Virtual High School Coordinator, Jodie Jeffcoat & Sullivan
Research and Career Presentations	Career Preparedness students will research careers and develop presentations on their careers.	Direct Instruction	08/08/2017	05/25/2018	\$0	Taylor Barnes
Focus on State Standards and Depth of knowledge training	All teachers will participate in training with Judy Frank, Shondra Whitaker, and Latoya Gay to ensure that they understand how to incorporate various depths of knowledge in instruction.	Academic Support Program, Direct Instruction	08/08/2017	05/25/2018	\$0	All faculty members
Four Year Plan	Students will create a four year education plan	Academic Support Program, Direct Instruction, Technology	08/08/2017	05/25/2018	\$0	Sharon Sullivan/School Counselor and Taylor Barnes
Discovery Block Mentor Groups	Classes that meet once a month during Discovery block to monitor student grades, and encourage students to do well.	Academic Support Program	09/06/2017	05/25/2018	\$0	All teachers
Virtual High School-- Accelerated Track-- Academies	Students are encouraged to participate in rigorous learning opportunities with the possibility of earning college credit while in high school.	Academic Support Program, Class Size Reduction, Direct Instruction	08/08/2017	05/25/2018	\$0	Sonmor, Sullivan, Jodie Jeffcoat, and Virtual High School Coordinator
Parent Contact Logs	Teachers will keep records of how they contact parents. This will include sign-in sheets for parents during open house, report card/conference night and other parental involvement nights such as GEAR UP Regions Family Wellness Workshops .	Parent Involvement	08/03/2017	05/25/2018	\$0	All teachers
Aletheia House Prevention Education	Representatives from the program will present in 9th grade classes for three days to promote drug and alcohol prevention	Direct Instruction	04/02/2018	04/30/2018	\$0	Mrs. Whitaker/Mrs. Fuller
Middle School Common Planning	All middle school level teachers (7-8) will have a common planning time to collaborate for middle school student success.	Professional Learning	08/08/2017	05/25/2018	\$0	Fleming, Defee, Maddox, R. Shepherd, Reynolds, Goss

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Pike County High School

Standards Based Instruction	Teachers will teach the Alabama reading and math standards and document them in their lesson plans. Math and Reading Lesson plans that target differentiated instruction	Direct Instruction	08/08/2017	05/25/2018	\$0	All Teachers
Peer Observations and Conferences	Peer Observations of fellow teachers and Conferences about what was observed during these observations	Direct Instruction, Professional Learning	08/08/2017	05/25/2018	\$0	Math Department
Strategic Teaching	Lesson planning format that includes before, during, and after strategies to help keeps students engaged and motivated	Direct Instruction	08/08/2017	05/25/2018	\$0	Math Department
Mymajors.com	Seniors will take assessment to find the best suited college major	Technology	08/08/2017	05/25/2018	\$0	Sharon Sullivan(School Counselor)/Gina Maxwell (Career Coach)
Standardized Test Preparation	Students will be placed in Discovery Block groups to prepare for the ACT Plus Writing and WorkKeys tests using online tools.	Academic Support Program, Direct Instruction	08/08/2017	05/25/2018	\$0	Designated Teachers
Career Exploration	Career Exploration class for 7th grade students	Academic Support Program, Direct Instruction, Technology	08/08/2017	12/22/2017	\$0	Taylor Barnes
Collaborative Teacher interventions	Lesson plans from collaborative teachers will show how they assist the General Education teacher in providing support for students in need.	Academic Support Program, Direct Instruction	08/08/2017	05/25/2018	\$0	Collaborative Teachers
Effective Use of Data	Data is highly utilized during monthly PST meeting, frequent PLC meeting (cross-curricular, during aligned teacher planning blocks), periodic Department Meetings, and during Professional Development. This data includes, but is not limited to, ASPIRE, Global Scholar, ACT, Accelerated Math, and Accelerated Reading scores. Based on the results of said data, students will be placed in applicable remediation classes during discovery block.	Other - Data Use	08/08/2017	05/25/2018	\$0	Wright, Whitaker
SAFE TALK Suicide Prevention training	Select students will be trained by SAFE TALK staff to be able to lead our students to understand the basics of suicide prevention	Direct Instruction	08/08/2017	05/25/2018	\$0	Sharon Sullivan/School Counselor
Discovery Block (RTI Tier Groups)	Classes that meet on Tuesdays and Thursdays for remediation and other extracurricular activities.	Academic Support Program	08/21/2017	05/25/2018	\$0	Selected Tier II and Tier III teachers

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Pike County High School

Student of the Month	Faculty will select a male and female student of the month(high school and middle school buildings will have dedicated bulletin boards for students).	Direct Instruction	08/08/2017	05/25/2018	\$0	Sharon Sullivan/ School Counselor/PC HS Faculty
College and Career Fair	9th grade students will conduct a College and Career Fair	Direct Instruction	08/08/2017	05/25/2018	\$0	Barnes
Quarterly Mentoring Meetings	All students will have an adult advocate who will help them set goals and work toward graduating on time college and career ready. Establish a teacher mentoring program that enables each teacher to advise a group of students as they progress through high school.	Academic Support Program	08/08/2017	05/25/2018	\$0	Wright, Whitaker, Sullivan, and All PCHS Faculty
Global Scholar/ Scantron Assessment	Use Global Scholar/Scantron will be used to target weaknesses and track student progress	Academic Support Program, Technology	08/08/2017	05/24/2018	\$0	Math Department
Discovery Block	During Discovery time on Tuesdays and Thursdays students scored below proficient on state assessments will report to a math teacher for small group remediation.	Direct Instruction	08/22/2017	05/25/2018	\$0	Math Department
Guest Speakers	Speakers from various colleges and also the workforce.	Community Engagement, Direct Instruction	08/08/2017	05/25/2018	\$0	Various Faculty members
Character Education and Writing in Physical Education	Character education and writing will be infused into the Physical Education classes on a regular and consistent basis as a resource to aid in the Focus on Literacy goal.	Direct Instruction	08/08/2017	05/25/2018	\$0	Doug Holland and Fawn Sims
Discovery Block Remediation	Students will attend 50 minute discovery blocks twice a week. Students are placed in these classes based on their ASPIRE and Global Scholar Scores. Teachers will use this time to improve student skills in mathematics and reading.	Direct Instruction	08/08/2017	05/25/2018	\$0	Wright, Whitaker, Kennedy, Shepherd
Job Shadowing	8th grade students and participating GearUP students will job shadow someone in their future career.	Academic Support Program, Direct Instruction	08/08/2017	05/25/2018	\$0	Troy Pike Center for Technology, Stringer, Kilpatrick
Kuder Assessment	Students will complete interest inventory.	Academic Support Program, Direct Instruction, Technology	08/08/2017	05/25/2018	\$0	Sharon Sullivan/School Counselor and Taylor Barnes and Faith Maddox
<b>Total</b>					<b>\$0</b>	



# Stakeholder Feedback Diagnostic

## **Introduction**

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

### Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		PCHS Stakeholder feedback data 2017

## Evaluative Criteria and Rubrics

Overall Rating: 2.0

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of less than 3.2 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were poorly analyzed and presented unclearly.	Level 1

## Areas of Notable Achievement

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

Title I Parent Surveys indicated that 100 percent of the parents surveyed felt welcome at their child's school and 100 percent of the parents surveyed indicated that they felt they understood their student's report card and test scores.

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

Parents who took the Title I Parent survey showed an increasing trend in being encouraged to be involved in their child's education.

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

Greatschools.com community ratings gave PCHS three out of five stars on their website. This rating is determined by online reviews posted by local community members as well as an analysis of test scores. This rating seems to be on par with the average scores from this year's stakeholder feedback surveys.

<https://www.greatschools.org/alabama/brundidge/1243-Pike-Co-High-School/>

## **Areas in Need of Improvement**

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

The lowest area of satisfaction from the Title I Parent Surveys were not knowing how to be involved in school planning / review committees. Parents were also stated they were unaware of how to volunteer at the school.

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

Title I Parent Surveys indicate a slight downward trend in most areas, especially in participation in activities offered as well as knowing how additional help is provided in reading and math.

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

PCHS has great programs in place that address the areas of dissatisfaction or lowest approval, but the school needs to do a better job of publicizing these opportunities.

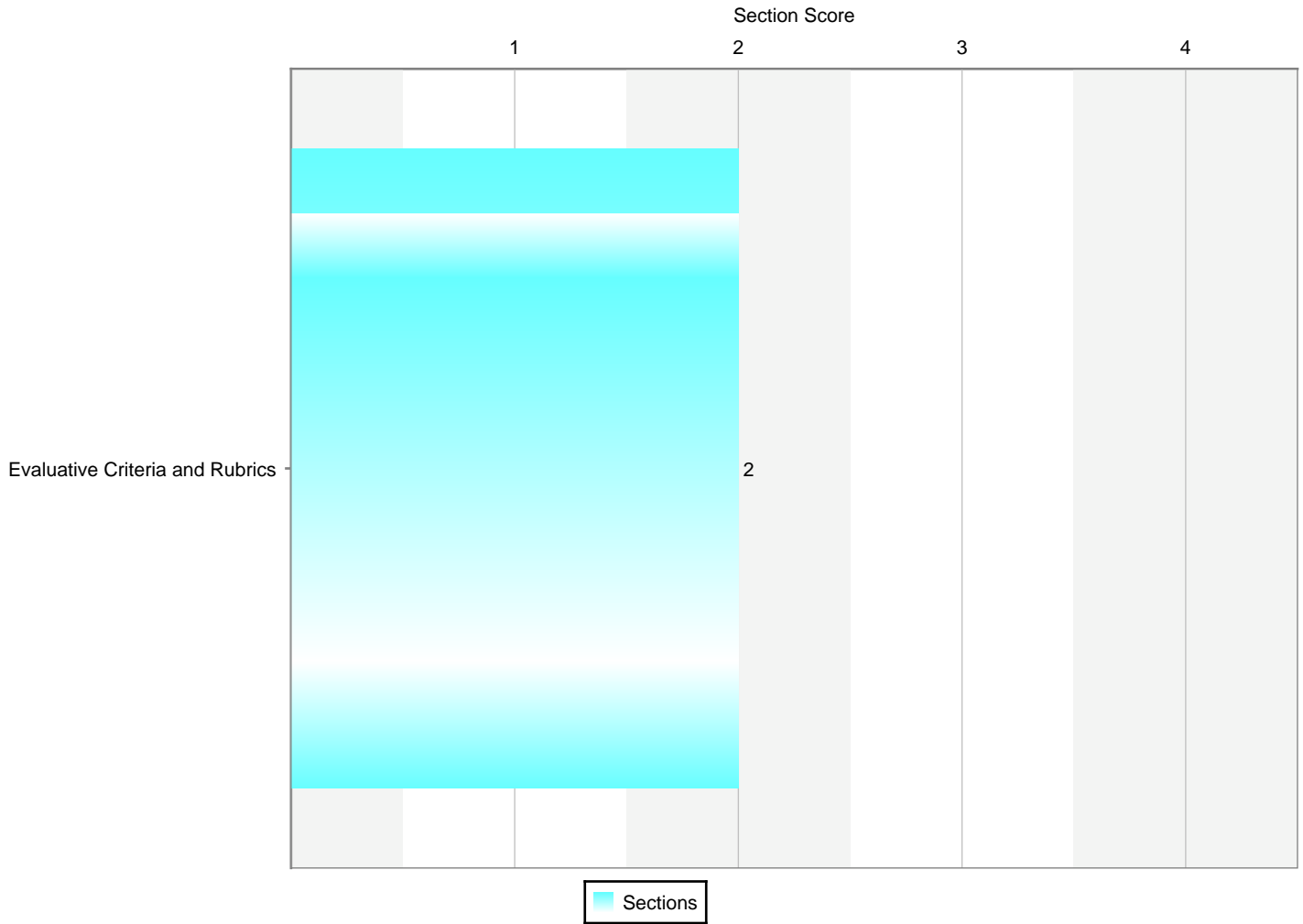
### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Greatschools.com community ratings gave PCHS three out of five stars on their website. This rating is determined by online reviews posted by local community members as well as an analysis of test scores. This rating seems to be on par with the average scores from this year's stakeholder feedback surveys.

<https://www.greatschools.org/alabama/brundidge/1243-Pike-Co-High-School/>

## Report Summary

### Scores By Section



# **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?

Faculty representatives and administrators met to evaluate and disaggregate school data. Strengths and weaknesses were identified, and school wide goals were addressed. The previous year's ACIP was also examined for successful strategies and interventions. Afterwards, reform strategies, benchmarks, interventions, and resources were developed for the current year.

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

Graduation rate and attendance rate improved from last year.  
Need to improve math and reading scores across all grade levels.  
Need to continue to increasing the attendance rate.  
Parents have a positive opinions of PCHS.

### What conclusions were drawn from the results?

By utilizing the weaknesses shown in the needs assessment and data analysis, goals for each subject area were developed.

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

#### Weaknesses:

Attendance for the 2016-2017 school year PCHS had a total of 454 students with 5,183.50 total absences and 4.886 tardies during the school year. This gives PCHS an ADA of 93.49% which was a slightly better than the 2015-2016 ADA.

Attendance for the 2015-2016 school year PCHS had a total of 475 students with 5,686 total absences and 5,554 tardies during the school year. This gives PCHS an ADA of 93.12%. This is a slight decrease from the 2014-2015 school year where PCHS had a total of 464 students with 6133.50 total absences and 4713 tardies. This is an increase from 2013-14 when PCHS had 457 students with 5514.5 total absences and 4393 tardies with a 90% daily attendance rate.

The lack of student achievement in math and reading is a serious concern.

The 2016-2017 Graduation rate declined to 85% which is a 5% decrease from the previous year. The graduation rate 90% for the 2015-2016 school year.

#### Strengths:

The 2013-14 graduation rate was 70% at PCHS. This increased to 88% for 2014-15.

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The Student Incident Report indicated 172 incidents in 2016-2017.

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

Goals are developed and based on the weaknesses shown by the needs assessment as determined by each department and the ACIP team.

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

Data from the ASPIRE, ACT, SIR Report, parent surveys, Global Scholar (local data source), and the graduation rate is disaggregated. From this data, areas in need of improvement are determined. Each department determines and develops goals based on the disaggregated data

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

Data is disaggregated by various subgroups, including race, in order to address goals for specific subgroups. For example, students with extremely low abilities in math and reading were identified this year through the analysis of ASPIRE scores and placed in math and reading acceleration classes during discovery block.

**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:**

Goal 1 2017-18 Provide excellence in education producing graduates ready for college, careers, and lifelong success

**Measurable Objective 1:**

achieve college and career readiness upon graduation scores which will result in a 3 percent increase in the number of students who graduate "on time", a rise in the annual ACT composite score by 2 points and a decrease in WorkKeys test takers making below a score of three by 10 % by 05/25/2018 as measured by ACT WorkKeys and ACT plus Writing.

**Strategy1:**

Provide opportunities and encourage students to participate in advanced academic classes and to recover academic credits - Provide opportunities and encourage students to participate in advanced academic classes and to recover academic credits through the Virtual High School.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama State Board Of Education. "Alabama State Board of Education: PLAN 2020." PLAN 2020 Our Vision (n.d.): n. pag. ALSDE. Alabama State

Board of Education. Web. 13 Aug. 2015. <https://docs.alsde.edu/documents/908/Attachment%201%20Plan%202020.pdf>

Activity - GEAR UP Grant Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GEAR UP stands for Gaining Early Awareness and Readiness for Undergraduate Programs. GEAR UP Alabama is a University of Alabama at Birmingham project that focuses on serving students in the Black Belt Region of Alabama. GEAR UP is a plan to effectively prepare students for post-secondary education.	Community Engagement Direct Instruction Academic Support Program	08/03/2017	05/25/2018	\$0 - Other	9th and 10th Grade Teachers, Mrs. Kilpatrick, Mrs. Stringer

Activity - Virtual High School-Accelerated Track--Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are encouraged to participate in rigorous learning opportunities with the possibility of earning college credit while in high school.	Class Size Reduction Direct Instruction Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Sonmor, Sullivan, Jodie Jeffcoat, and Virtual High School Coordinator

Activity - Standardized Test Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in Discovery Block groups to prepare for the ACT Plus Writing and WorkKeys tests using online tools.	Academic Support Program Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Designated Teachers

Activity - Virtual High School-- Credit Recovery Track	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fall behind in credits will be placed in credit recovery courses in order to catch up with their cohort group.	Academic Support Program Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Virtual High School Coordinator, Jodie Jeffcoat & Sullivan

**Goal 2:**

Goal 2 2017-18 Focus on Literacy

**Measurable Objective 1:**

demonstrate a proficiency on state mandated standardized assessments with an increase of 5% on standardized test in literacy in grades 7th through 12th by 05/25/2018 as measured by 7th and 8th scores (English, Writing, and Reading); 10th grade scores (English, Reading, and Writing); 11th grade ACT scores (English, Reading, and Writing); and 12th grade WorkKeys scores (English).

**Strategy1:**

Literacy Design Collaborative & Alabama Reading Initiative - This strategy makes use of strategic teaching techniques, critical thinking, and formative/summative assessments to improve student literacy.

Category: Develop/Implement Learning Supports

Research Cited: Alabama State Board Of Education. "Alabama State Board of Education: PLAN 2020." PLAN 2020 Our Vision (n.d.): n. pag. ALSDE. Alabama State Board of Education. Web. 13 Aug. 2015.

<https://docs.alsde.edu/documents/908/Attachment%201%20Plan%202020.pdf> "Alabama Reading Initiative." Alabama State Department of Education. Alabama State Department of Education, 2014. Web. 28 Aug. 2015.

"Literacy Design Collaborative." Literacy Design Collaborative. LDC Team, 2015. Web. 28 Aug. 2015.

"English Language Arts Course of Study." ALEX - Alabama Learning Exchange. Alabama State Department of Education, 2013. Web. 28 Aug. 2015.

Activity - Increase reading across the curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are encouraged to integrate reading across the curriculum.	Direct Instruction Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	All faculty members

Activity - College and Career Readiness Standards Networking Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The College-and Career-Readiness Standards Networking Conference focuses on bringing proven literacy teaching and learning strategies into classrooms. These strategies are part of the Literacy Design Collaborative (LDC), which empowers teachers to build meaningful assignments aligned to college- and career-readiness standards.	Professional Learning	08/08/2017	05/25/2018	\$0 - Other	Brittney Gilmer

Activity - Read 180 in 7th and 8th Grade classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Read 180 is a reading intervention program designed to help improve the skills of struggling readers.	Academic Support Program	08/08/2017	05/25/2018	\$3000 - Title I Schoolwide	Raven Shepherd and Faith Maddox

Activity - TWIRL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teaching strategy that encourages critical thinking by having students talk, write, investigate, read, and listen in all disciplines.	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	All faculty members

Activity - Focus on State Standards and Depth of knowledge training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in training with Judy Frank, Shondra Whitaker, and Latoya Gay to ensure that they understand how to incorporate various depths of knowledge in instruction.	Direct Instruction Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	All faculty members

Activity - Character Education and Writing in Physical Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Character education and writing will be infused into the Physical Education classes on a regular and consistent basis as a resource to aid in the Focus on Literacy goal.	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Doug Holland and Fawn Sims

**Goal 3:**

Goal 3: 2017-18 Focus on Math Skills

**Measurable Objective 1:**

demonstrate a proficiency on standardized tests with an increase of 5% in order to achieve Alabama Annual Measurable Objectives in Mathematics by 05/25/2018 as measured by state mandated standardized assessments for grades 7, 8, and 10 and the ACT.

**Strategy1:**

Remediation - Students with weaknesses in math will be identified and placed in various remediation programs.

**ACIP**

Pike County High School

Category: Develop/Implement Learning Supports

Research Cited: Alabama State Department of Education (2009). Response to instruction: Alabama's core support for all students. Retrieved from [http://www.alsde.edu/general/RESPONSE\\_TO\\_INSTRUCTION.pdf](http://www.alsde.edu/general/RESPONSE_TO_INSTRUCTION.pdf)

Global Scholar/Performance Series Case Study: <http://www.scantron.com/case-studies/asps-talladega>

Using a Curriculum-Based Instructional Management System to Enhance Math Achievement in Urban Schools

Jim Ysseldyke, Rick Spicuzza, Stacey Kosciolk, Ellen Teelucksingh, Christopher Boys, Amy Lemkuil

ASPIRE Interim Results [www.actaspire.org](http://www.actaspire.org)

Activity - ASPIRE Interim Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use data from ASPIRE Interim Testing to target student weaknesses and track progress	Technology	08/08/2017	05/25/2018	\$2700 - Title I Schoolwide	Math Department

Activity - Global Scholar/ Scantron Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Global Scholar/Scantron will be used to target weaknesses and track student progress	Technology Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Math Department

Activity - STAR Math and ASPIRE Interim Testing to target students weaknesses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use STAR and ASPIRE Interim data to target student weaknesses and track progress	Technology	08/10/2017	05/25/2018	\$0 - Other	Math Department

Activity - Accelerated Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Accelerated Math data to target students monitor students mastery of learning objectives	Direct Instruction Technology	08/08/2017	05/25/2018	\$20000 - Title I Schoolwide	Math Department

Activity - Discovery Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During Discovery time on Tuesdays and Thursdays students scored below proficient on state assessments will report to a math teacher for small group remediation.	Direct Instruction	08/22/2017	05/25/2018	\$0 - No Funding Required	Math Department

**Strategy2:**

Professional Development - Teachers will participate in professional development through Math Design Collaborative.

Category: Develop/Implement Professional Learning and Support

Research Cited: "Mathematics Assessment Project." Welcome to the. University of Nottingham, 2015. Web. 20 Aug. 2015.

**ACIP**

Pike County High School

Activity - Peer Observations and Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer Observations of fellow teachers and Conferences about what was observed during these observations	Professional Learning Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Math Department

Activity - Math Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
It is an initiative funded by the Bill and Melinda Gates foundation. It is designed to help teachers provide formative and summative assessments that promote students' mathematical thinking and reasoning which helps teachers guide improvement and monitor progress.	Professional Learning Direct Instruction	07/07/2017	05/25/2018	\$1500 - Title I Schoolwide	Math Department

**Strategy3:**

Strategic Teaching - Lesson planning format that includes before, during, and after strategies as well as differentiated instruction to help keep students engaged and motivated.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Reading Initiative: Strategic Teaching. Alabama State Department of Education, 2015, Web. 24 Aug. 2015.

<https://alsde.edu/sec/ari/Strategic%20Teaching/Strategic%20Teaching%20Module.pdf>

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lesson planning format that includes before, during, and after strategies to help keeps students engaged and motivated	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Math Department

**Goal 4:**

Goal 4: 2017-18 Student Support Systems

**Measurable Objective 1:**

collaborate to provide support to ensure on-time graduation and general academic success by 05/25/2018 as measured by an increase in the graduation rate by 5% and a decrease in overall failures by 5%.

**Strategy1:**

Increase student support through various activities - Student support system will be utilized in order to increase student achievement in the classroom and on standardized test. Students can be referred to problem solving team in order to develop a plan to prevent them from failing. Also, students who are low performers on various assessments will be placed in Tier groups two times a week during Discovery blocks in order to give them more one on one help.

Category: Develop/Implement Learning Supports

Research Cited: Anfara, Vincent A., Jr., Steven B. Mertens, Micki M. Caskey, and Nancy Flowers. "Content." Research in the Middle:



Common Planning Time. National

Association of Secondary School Principals, Jan. 2012. Web. 21 Aug. 2015.

Howard, Mary, and Linda Hoyt. RTI from All Sides: What Every Teacher Needs to Know. Portsmouth, NH: Heinemann, 2009. Print.

Letgers, Nettie, Dia Adams, and Patrice Williams. Common Planning (Letgers, Adams & Williams) 1pm 9-23-10 (PDF) (n.d.): n. pag. Smaller Learning Communities

Program. U. S. Department of Education. Web. 21 Aug. 2015.

Schwanz, Kerry A., PhD, and Ben Barbour. "CQ 33 #8 - Problem-Solving Teams." CQ 33 #8 - Problem-Solving Teams. National Association of School Psychologists, June 2005. Web. 21 Aug. 2015.

USDOE. "Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)." Gaining Early Awareness and Readiness for Undergraduate Programs

(GEAR UP). U. S. Department of Education, 29 Sept. 2014. Web. 21 Aug. 2015.

Wardlow, Liane, PhD. "The Art of Positive Communication." Insights for Innovations (2005): n. pag. Pearson Research Network. Pearson.

Web. 21 Aug. 2015. Whitaker, Todd. What Great Teachers Do Differently: Seventeen Things That Matter Most. Second Edition. N.p.:

Routledge, 2011. Print.

Activity - Gear-Up Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program that supports students transitioning to different stages of their academic career.	Academic Support Program	08/03/2017	05/25/2018	\$0 - Other	9th and 10th Grade Teaching Staff

Activity - Problem Solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee of teachers meets to identify students who are in danger of failing and to create a plan of support for individual students.	Behavioral Support Program Academic Support Program	08/21/2017	05/18/2018	\$287 - Title I Part A	PST Team Members

Activity - Discovery Block Mentor Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes that meet once a month during Discovery block to monitor student grades, and encourage students to do well.	Academic Support Program	09/06/2017	05/25/2018	\$0 - No Funding Required	All teachers

Activity - Discovery Block (RTI Tier Groups)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes that meet on Tuesdays and Thursdays for remediation and other extracurricular activities.	Academic Support Program	08/21/2017	05/25/2018	\$0 - No Funding Required	Selected Tier II and Tier III teachers

**ACIP**

Pike County High School

Activity - Parent Contact Logs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will keep records of how they contact parents. This will include sign-in sheets for parents during open house, report card/conference night and other parental involvement nights such as GEAR UP Regions Family Wellness Workshops .	Parent Involvement	08/03/2017	05/25/2018	\$0 - No Funding Required	All teachers

Activity - Middle School Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle school level teachers (7-8) will have a common planning time to collaborate for middle school student success.	Professional Learning	08/08/2017	05/25/2018	\$0 - No Funding Required	Fleming, Defee, Maddox, R. Shepherd, Reynolds, Goss

**Goal 5:**

Goal 6: 2017-2018-- Effective Instructional Leadership

**Measurable Objective 1:**

collaborate to provide effective instructional leadership for all faculty members by 05/25/2018 as measured by developing a needs-based professional development plan, making data-driven instructional decisions and providing effective feedback.

**Strategy1:**

High Quality Professional Development - Teachers will attend various professional development activities throughout the year. Teachers who attend outside training will present what they learned to their peers at faculty, PLC, and department meetings

Category: Develop/Implement Learning Supports

Research Cited: Borko, H. "Professional Development and Teacher Learning: Mapping the Terrain." Educational Researcher 33.8 (2004): 3-15. Web

Activity - Leadership Institutes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams of two teachers will attend each of the one-day CLAS Leadership Institutes in September, October, November, January, February, March, and April in Prattville, Alabama, and then present what they learned to their peers.	Professional Learning	08/03/2017	05/25/2018	\$700 - Title I Schoolwide	Wright and Whitaker will choose selected teachers to attend (Kennedy-Sept., Oliver-November)

Activity - Mega Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Workshops on various topics related to school counseling, state testing, special education, etc. are presented.	Professional Learning	07/08/2018	07/13/2018	\$900 - Title I Schoolwide	Sullivan

**ACIP**

Pike County High School

Activity - AETC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Alabama Education Technology Conference provides instruction and demonstration of the latest technologies to integrate into the classroom.	Professional Learning	08/03/2017	05/25/2018	\$650 - Title I Schoolwide	Kim Dunn

Activity - Professional Learning Community Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet during their planning time at least twice monthly to learn more about topics such as student engagement, differentiating instruction, instructional rigor and alignment, literacy strategies, etc. Meetings will be facilitated by school faculty and administration, district leaders, and professional consultants.	Professional Learning	08/08/2017	05/25/2018	\$7500 - Title I Schoolwide	Wright, Whitaker

Activity - 2017 SREB Making Middle Grades National Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The workshop provide instruction to make sure students are ready for the rigor of high school and eventually graduate prepared for college and/or careers.	Professional Learning	10/17/2017	10/19/2017	\$2000 - Title I Schoolwide	Whitaker, Defee, Goss

Activity - Oppositional, Defiant, and Disruptive Children and Adolescents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on effective strategies for ODD, ADHD, Anxiety and mood disorders, etc.	Professional Learning	11/03/2017	11/03/2017	\$225 - Title I Schoolwide	Sharon Sullivan

Activity - LDCMDC Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training for Year 2 of implementation of SREB's Math Design Collaborative and Literacy Design Collaborative.	Professional Learning	08/02/2017	05/25/2018	\$2000 - Title I Schoolwide	Defee, Beck, Fleming, Gilmer, Fuller, Shepherd, Wright, Whitaker

Activity - Professional Article Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will read the professional articles from various publications targeted at specific/various topics related to school needs.	Professional Learning	08/03/2017	05/25/2018	\$0 - Title I Schoolwide	Judy Frank, Wright and Whitaker

Activity - HAIB Navigating Genetics Content in your classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Genetics components is the Alabama 7th grade life science course. The course will utilize models, citing edge genomics research and pedagogical strategies to bring real-world genetics content to the classroom. HudsonAlpha will sponsor this workshop which will consist of 8 hour training at Auburn on January 30, 2018.	Professional Learning	01/30/2018	01/30/2018	\$200 - Title I Schoolwide	Tammy Goss

Activity - SREB CCRS Networking Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SREB's National College and Career Readiness Standards Networking Conference provides opportunities for teachers to participate in collaborative sessions on LDC and MDC and other instructional strategies that support college and career readiness. In Orlando, FL	Professional Learning	07/11/2018	07/14/2018	\$2000 - Title I Schoolwide	Whitaker, Defee, Goss, Shepherd, Gilmer

**Goal 6:**

Goal 7: 2017-2018-- Lessen the Academic Gap between Special Education Subgroup and Regular Education Subgroup

**Measurable Objective 1:**

collaborate to provide an increase in student growth in reading and math by 5% in the special education population by 05/25/2018 as measured by a shrinking of the achievement gap between special education and regular education students.

**Strategy1:**

Differentiated instruction and collaboration - General education faculty, special education faculty, and administration will target the special education population to increase scores by 5% through highly individualized, differentiated instruction, collaboration, interventions, implementation of college and career ready standards, and positive behavior intervention support.

Category: Develop/Implement Learning Supports

Research Cited: Bianco, S. D. (2010). Improving Student Outcomes: Data-Driven Instruction and Fidelity of Implementation in a Response to Intervention (RTI) Model. TEACHING Exceptional Children Plus, 6(5),

Stuart, S. K., & Rinaldi, C. (2009). A Collaborative Planning Framework for Teachers Implementing Tiered Instruction. Teaching Exceptional Children, 42(2), 52-57. Ernest, J. M., Heckaman, K. A., Thompson, S. E., Hull, K. M., & Carter, S. W. (2011). Increasing the Teaching Efficacy of a Beginning Special Education Teacher Using

Differentiated Instruction: A Case Study. International Journal Of Special Education, 26(1), 191-201.

Activity - Discovery Block Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend 50 minute discovery blocks twice a week. Students are placed in these classes based on their ASPIRE and Global Scholar Scores. Teachers will use this time to improve student skills in mathematics and reading.	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Wright, Whitaker, Kennedy, Shepherd

Activity - Adjunct Mathematics Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Recruit and hire an adjunct mathematics teacher to reduce class size and focus on individualized instruction.	Class Size Reduction Direct Instruction	08/08/2017	05/25/2018	\$23000 - Other	Wright, Whitaker

**ACIP**

Pike County High School

Activity - N2Y Unique Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pictures from N2Y Unique Learning training for special education teachers	Professional Learning	08/08/2017	07/27/2018	\$0 - Other	Special Education Teachers

Activity - GEAR UP Grant Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GEAR UP stands for Gaining Early Awareness and Readiness for Undergraduate Programs. GEAR UP Alabama is a University of Alabama at Birmingham project that focuses on serving students in the Black Belt Region of Alabama. GEAR UP is a plan to effectively prepare students for post-secondary education.	Career Preparation/ Orientation Academic Support Program	08/08/2017	05/25/2018	\$0 - Other	9th grade and 10th grade teachers, Mrs. Kilpartick, Mrs. Stringer

Activity - Effective Use of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data is highly utilized during monthly PST meeting, frequent PLC meeting (cross-curricular, during aligned teacher planning blocks), periodic Department Meetings, and during Professional Development. This data includes, but is not limited to, ASPIRE, Global Scholar, ACT, Accelerated Math, and Accelerated Reading scores. Based on the results of said data, students will be placed in applicable remediation classes during discovery block.	Other - Data Use	08/08/2017	05/25/2018	\$0 - No Funding Required	Wright, Whitaker

Activity - Collaborative Teacher interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lesson plans from collaborative teachers will show how they assist the General Education teacher in providing support for students in need.	Direct Instruction Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Collaborative Teachers

Activity - Positive Support Team PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee of teachers meets to identify students who are in danger of failing and to create a plan of support for individual students.	Academic Support Program Behavioral Support Program	08/08/2017	05/25/2018	\$287 - Title I Part A	PST Team Members

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
• 7th and 8th Grade students that have been identified through the use of multiple sources, including Global Scholar as well as standardized testing, will be placed in this program to offer intensive reading remediation.	Direct Instruction	08/08/2017	05/25/2018	\$3000 - Title I Schoolwide	R. Shepherd, Maddox

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach the Alabama reading and math standards and document them in their lesson plans. Math and Reading Lesson plans that target differentiated instruction	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	All Teachers

Activity - Drama Works	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pictures of Arts Grant Strategies-Drama Works in practice	Academic Support Program Direct Instruction	08/08/2017	05/25/2018	\$1000 - Other	General Education Teachers

**Goal 7:**

Goal 8: 2017-18 Student Mentoring Program

**Measurable Objective 1:**

improve graduation rate by developing a mentoring plan that ensures every student in grades 7-12 is assigned a supportive adult to serve as his/her mentor throughout the duration of his/her tenure at Pike County High School by 05/25/2018 as measured by include regularly scheduled meetings (at least once quarterly). Materials and resources will be provided that address relevant topics at each meeting.

**Strategy1:**

Mentoring - • Rosters may change slightly due to student transfers, teacher retirement, etc.; however, the goal is to keep students with the same faculty member throughout their time at PCHS

- This is a time for engagement and relationship building. Research shows that students who can relate to at least one adult at school have a lower risk of dropping out.
- Administration (including the school counselor) will provide the resources to help guide meetings, but mentors are free to adapt materials to the needs of their mentees. Teachers should strive to get to know their mentees and enjoy the more relaxed atmosphere.
- The mentoring meeting schedule will be given out at the beginning of the school to allow teachers ample time to prepare for each session.

Category: Develop/Implement Student and School Culture Program

Research Cited: Fowler, Dee O. "A-F Report Card Program Review." Received by City and County Superintendents, 17 Feb. 2017.

Reglin, G. L. (1998). Mentoring students at risk : An underutilized alternative education strategy for K-12 teachers. Springfield, Ill. : Charles C Thomas , c1998. Retrieved August 14, 2017, from Cat00456a.

Sweeney, D. (2011). Student-centered coaching. [electronic resource] : A guide for K-8 coaches and principals. Thousand Oaks, Calif. :

Corwin ; London : SAGE, c2011. Retrieved August 14, 2017, from Cat05390a.

**ACIP**

Pike County High School

Activity - Quarterly Mentoring Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have an adult advocate who will help them set goals and work toward graduating on time college and career ready. Establish a teacher mentoring program that enables each teacher to advise a group of students as they progress through high school.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Wright, Whitaker, Sullivan, and All PCHS Faculty

**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:**

Goal 1 2017-18 Provide excellence in education producing graduates ready for college, careers, and lifelong success

**Measurable Objective 1:**

achieve college and career readiness upon graduation scores which will result in a 3 percent increase in the number of students who graduate "on time", a rise in the annual ACT composite score by 2 points and a decrease in WorkKeys test takers making below a score of three by 10 % by 05/25/2018 as measured by ACT WorkKeys and ACT plus Writing.

**Strategy1:**

Provide opportunities and encourage students to participate in advanced academic classes and to recover academic credits - Provide opportunities and encourage students to participate in advanced academic classes and to recover academic credits through the Virtual High School.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama State Board Of Education. "Alabama State Board of Education: PLAN 2020." PLAN 2020 Our Vision (n.d.): n. pag. ALSDE. Alabama State

Board of Education. Web. 13 Aug. 2015. <https://docs.alsde.edu/documents/908/Attachment%201%20Plan%202020.pdf>

Activity - GEAR UP Grant Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GEAR UP stands for Gaining Early Awareness and Readiness for Undergraduate Programs. GEAR UP Alabama is a University of Alabama at Birmingham project that focuses on serving students in the Black Belt Region of Alabama. GEAR UP is a plan to effectively prepare students for post-secondary education.	Direct Instruction Community Engagement Academic Support Program	08/03/2017	05/25/2018	\$0 - Other	9th and 10th Grade Teachers, Mrs. Kilpatrick, Mrs. Stringer

**ACIP**

Pike County High School

Activity - Virtual High School-Accelerated Track--Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are encouraged to participate in rigorous learning opportunities with the possibility of earning college credit while in high school.	Direct Instruction Academic Support Program Class Size Reduction	08/08/2017	05/25/2018	\$0 - No Funding Required	Sonmor, Sullivan, Jodie Jeffcoat, and Virtual High School Coordinator

Activity - Virtual High School-- Credit Recovery Track	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fall behind in credits will be placed in credit recovery courses in order to catch up with their cohort group.	Direct Instruction Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Virtual High School Coordinator, Jodie Jeffcoat & Sullivan

Activity - Standardized Test Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in Discovery Block groups to prepare for the ACT Plus Writing and WorkKeys tests using online tools.	Direct Instruction Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Designated Teachers

**Goal 2:**

Goal 2 2017-18 Focus on Literacy

**Measurable Objective 1:**

demonstrate a proficiency on state mandated standardized assessments with an increase of 5% on standardized test in literacy in grades 7th through 12th by 05/25/2018 as measured by 7th and 8th scores (English, Writing, and Reading); 10th grade scores (English, Reading, and Writing); 11th grade ACT scores (English, Reading, and Writing); and 12th grade WorkKeys scores (English).

**Strategy1:**

Literacy Design Collaborative & Alabama Reading Initiative - This strategy makes use of strategic teaching techniques, critical thinking, and formative/summative assessments to improve student literacy.

Category: Develop/Implement Learning Supports

Research Cited: Alabama State Board Of Education. "Alabama State Board of Education: PLAN 2020." PLAN 2020 Our Vision (n.d.): n. pag. ALSDE. Alabama State Board of Education. Web. 13 Aug. 2015.

<https://docs.alsde.edu/documents/908/Attachment%201%20Plan%202020.pdf> "Alabama Reading Initiative." Alabama State Department of Education. Alabama State Department of Education, 2014. Web. 28 Aug. 2015.

"Literacy Design Collaborative." Literacy Design Collaborative. LDC Team, 2015. Web. 28 Aug. 2015.

"English Language Arts Course of Study." ALEX - Alabama Learning Exchange. Alabama State Department of Education, 2013. Web. 28 Aug. 2015.



**ACIP**

Pike County High School

Activity - Character Education and Writing in Physical Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Character education and writing will be infused into the Physical Education classes on a regular and consistent basis as a resource to aid in the Focus on Literacy goal.	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Doug Holland and Fawn Sims

Activity - College and Career Readiness Standards Networking Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The College-and Career-Readiness Standards Networking Conference focuses on bringing proven literacy teaching and learning strategies into classrooms. These strategies are part of the Literacy Design Collaborative (LDC), which empowers teachers to build meaningful assignments aligned to college- and career-readiness standards.	Professional Learning	08/08/2017	05/25/2018	\$0 - Other	Brittney Gilmer

Activity - Increase reading across the curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are encouraged to integrate reading across the curriculum.	Academic Support Program Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	All faculty members

Activity - Focus on State Standards and Depth of knowledge training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in training with Judy Frank, Shondra Whitaker, and Latoya Gay to ensure that they understand how to incorporate various depths of knowledge in instruction.	Direct Instruction Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	All faculty members

Activity - Read 180 in 7th and 8th Grade classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Read 180 is a reading intervention program designed to help improve the skills of struggling readers.	Academic Support Program	08/08/2017	05/25/2018	\$3000 - Title I Schoolwide	Raven Shepherd and Faith Maddox

Activity - TWIRL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teaching strategy that encourages critical thinking by having students talk, write, investigate, read, and listen in all disciplines.	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	All faculty members

**Goal 3:**

Goal 3: 2017-18 Focus on Math Skills

**Measurable Objective 1:**

demonstrate a proficiency on standardized tests with an increase of 5% in order to achieve Alabama Annual Measurable Objectives in

Mathematics by 05/25/2018 as measured by state mandated standardized assessments for grades 7, 8, and 10 and the ACT.

**Strategy1:**

Remediation - Students with weaknesses in math will be identified and placed in various remediation programs.

Category: Develop/Implement Learning Supports

Research Cited: Alabama State Department of Education (2009). Response to instruction: Alabama's core support for all students. Retrieved from [http://www.alsde.edu/general/RESPONSE\\_TO\\_INSTRUCTION.pdf](http://www.alsde.edu/general/RESPONSE_TO_INSTRUCTION.pdf)

Global Scholar/Performance Series Case Study: <http://www.scantron.com/case-studies/asps-talladega>

Using a Curriculum-Based Instructional Management System to Enhance Math Achievement in Urban Schools

Jim Ysseldyke, Rick Spicuzza, Stacey Kosciolk, Ellen Teelucksingh, Christopher Boys, Amy Lemkuil

ASPIRE Interim Results [www.actaspire.org](http://www.actaspire.org)

Activity - Accelerated Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Accelerated Math data to target students monitor students mastery of learning objectives	Direct Instruction Technology	08/08/2017	05/25/2018	\$20000 - Title I Schoolwide	Math Department

Activity - STAR Math and ASPIRE Interim Testing to target students weaknesses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use STAR and ASPIRE Interim data to target student weaknesses and track progress	Technology	08/10/2017	05/25/2018	\$0 - Other	Math Department

Activity - Global Scholar/ Scantron Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Global Scholar/Scantron will be used to target weaknesses and track student progress	Technology Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Math Department

Activity - ASPIRE Interim Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use data from ASPIRE Interim Testing to target student weaknesses and track progress	Technology	08/08/2017	05/25/2018	\$2700 - Title I Schoolwide	Math Department

Activity - Discovery Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During Discovery time on Tuesdays and Thursdays students scored below proficient on state assessments will report to a math teacher for small group remediation.	Direct Instruction	08/22/2017	05/25/2018	\$0 - No Funding Required	Math Department

**Strategy2:**

Professional Development - Teachers will participate in professional development through Math Design Collaborative.

Category: Develop/Implement Professional Learning and Support

Research Cited: "Mathematics Assessment Project." Welcome to the. University of Nottingham, 2015. Web. 20 Aug. 2015.

Activity - Peer Observations and Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer Observations of fellow teachers and Conferences about what was observed during these observations	Professional Learning Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Math Department

Activity - Math Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
It is an initiative funded by the Bill and Melinda Gates foundation. It is designed to help teachers provide formative and summative assessments that promote students' mathematical thinking and reasoning which helps teachers guide improvement and monitor progress.	Direct Instruction Professional Learning	07/07/2017	05/25/2018	\$1500 - Title I Schoolwide	Math Department

**Strategy3:**

Strategic Teaching - Lesson planning format that includes before, during, and after strategies as well as differentiated instruction to help keep students engaged and motivated.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Reading Initiative: Strategic Teaching. Alabama State Department of Education, 2015, Web. 24 Aug. 2015.

<https://alsde.edu/sec/ari/Strategic%20Teaching/Strategic%20Teaching%20Module.pdf>

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lesson planning format that includes before, during, and after strategies to help keeps students engaged and motivated	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Math Department

**Goal 4:**

Goal 4: 2017-18 Student Support Systems

**Measurable Objective 1:**

collaborate to provide support to ensure on-time graduation and general academic success by 05/25/2018 as measured by an increase in the graduation rate by 5% and a decrease in overall failures by 5%.

**Strategy1:**

Increase student support through various activities - Student support system will be utilized in order to increase student achievement in the classroom and on standardized test. Students can be referred to problem solving team in order to develop a plan to prevent them from failing. Also, students who are low performers on various assessments will be placed in Tier groups two times a week during Discovery blocks in order to give them more one on one help.

Category: Develop/Implement Learning Supports

Research Cited: Anfara, Vincent A., Jr., Steven B. Mertens, Micki M. Caskey, and Nancy Flowers. "Content." Research in the Middle: Common Planning Time. National

Association of Secondary School Principals, Jan. 2012. Web. 21 Aug. 2015.

Howard, Mary, and Linda Hoyt. RTI from All Sides: What Every Teacher Needs to Know. Portsmouth, NH: Heinemann, 2009. Print.

Letgers, Nettie, Dia Adams, and Patrice Williams. Common Planning (Legters, Adams & Williams) 1pm 9-23-10 (PDF) (n.d.): n. pag. Smaller Learning Communities

Program. U. S. Department of Education. Web. 21 Aug. 2015.

Schwanz, Kerry A., PhD, and Ben Barbour. "CQ 33 #8 - Problem-Solving Teams." CQ 33 #8 - Problem-Solving Teams. National Association of School Psychologists, June 2005. Web. 21 Aug. 2015.

USDOE. "Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)." Gaining Early Awareness and Readiness for Undergraduate Programs

(GEAR UP). U. S. Department of Education, 29 Sept. 2014. Web. 21 Aug. 2015.

Wardlow, Liane, PhD. "The Art of Positive Communication." Insights for Innovations (2005): n. pag. Pearson Research Network. Pearson.

Web. 21 Aug. 2015. Whitaker, Todd. What Great Teachers Do Differently: Seventeen Things That Matter Most. Second Edition. N.p.:

Routledge, 2011. Print.

Activity - Problem Solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee of teachers meets to identify students who are in danger of failing and to create a plan of support for individual students.	Behavioral Support Program Academic Support Program	08/21/2017	05/18/2018	\$287 - Title I Part A	PST Team Members

Activity - Gear-Up Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program that supports students transitioning to different stages of their academic career.	Academic Support Program	08/03/2017	05/25/2018	\$0 - Other	9th and 10th Grade Teaching Staff

Activity - Middle School Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle school level teachers (7-8) will have a common planning time to collaborate for middle school student success.	Professional Learning	08/08/2017	05/25/2018	\$0 - No Funding Required	Fleming, Defee, Maddox, R. Shepherd, Reynolds, Goss

**ACIP**

Pike County High School

Activity - Parent Contact Logs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will keep records of how they contact parents. This will include sign-in sheets for parents during open house, report card/conference night and other parental involvement nights such as GEAR UP Regions Family Wellness Workshops .	Parent Involvement	08/03/2017	05/25/2018	\$0 - No Funding Required	All teachers

Activity - Discovery Block Mentor Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes that meet once a month during Discovery block to monitor student grades, and encourage students to do well.	Academic Support Program	09/06/2017	05/25/2018	\$0 - No Funding Required	All teachers

Activity - Discovery Block (RTI Tier Groups)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes that meet on Tuesdays and Thursdays for remediation and other extracurricular activities.	Academic Support Program	08/21/2017	05/25/2018	\$0 - No Funding Required	Selected Tier II and Tier III teachers

**Goal 5:**

Goal 5: 2017-2018--Comprehensive Guidance &amp; Career Exploration

**Measurable Objective 1:**

collaborate to students' knowledge of college and careers and empower them to be successful in academics, personal/social settings with Counseling department, teachers, staff, career coach, students, parents, and community members by 05/25/2018 as measured by participation in various college/career activities and character education programs.

**Strategy1:**

Provide various comprehensive guidance and career exploration activities - Provide various comprehensive guidance and career exploration activities.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama State Board Of Education. "Alabama State Board of Education: PLAN 2020." PLAN 2020 Our Vision (n.d.): n. pag. ALSDE. Alabama State

Board of Education. Web. 13 Aug. 2015. <https://docs.alsde.edu/documents/908/Attachment%201%20Plan%202020.pdf>

Activity - Student of the Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will select a male and female student of the month(high school and middle school buildings will have dedicated bulletin boards for students).	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Sharon Sullivan/ School Counselor/PCHS Faculty

**ACIP**

Pike County High School

Activity - FASFA Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assist parents and students in filling out for financial aid	Direct Instruction Technology Parent Involvement Community Engagement	01/03/2018	01/31/2018	\$0 - No Funding Required	Sharon Sullivan/ School Counselor

Activity - 231 Externship Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be selected per special interest and criteria to paying jobs to better their employment and soft skills.	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Sharon Sullivan/School Counselor/Dr. Mike Hall-liaison

Activity - JROTC Career Exploration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Exploration class for 9-12th grade students	Career Preparation/ Orientation Academic Support Program Technology Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Maj. Morris, Sgt. Young

Activity - Kuder Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete interest inventory.	Academic Support Program Technology Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Sharon Sullivan/School Counselor and Taylor Barnes and Faith Maddox

Activity - Mymajors.com	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seniors will take assessment to find the best suited college major	Technology	08/08/2017	05/25/2018	\$0 - No Funding Required	Sharon Sullivan(School Counselor)/Gina Maxwell (Career Coach)

Activity - College and Career Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
9th grade students will conduct a College and Career Fair	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Barnes

Activity - Aletheia House Prevention Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from the program will present in 9th grade classes for three days to promote drug and alcohol prevention	Direct Instruction	04/02/2018	04/30/2018	\$0 - No Funding Required	Mrs. Whitaker/Mrs. Fuller

**ACIP**

Pike County High School

Activity - College Application Week	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will apply to the college or colleges of their choice	Technology	10/30/2017	11/02/2018	\$0 - No Funding Required	Sharon Sullivan/School Counselor, Gina Maxwell

Activity - Four Year Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create a four year education plan	Academic Support Program Direct Instruction Technology	08/08/2017	05/25/2018	\$0 - No Funding Required	Sharon Sullivan/School Counselor and Taylor Barnes

Activity - Job Shadowing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students and participating GearUP students will job shadow someone in their future career.	Direct Instruction Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Troy Pike Center for Technology, Stringer, Kilpatrick

Activity - Research and Career Presentations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Preparedness students will research careers and develop presentations on their careers.	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Taylor Barnes

Activity - Guest Speakers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Speakers from various colleges and also the workforce.	Community Engagement Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Various Faculty members

Activity - College Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take field trips to view various college campuses	Direct Instruction	08/08/2017	05/25/2018	\$0 - Other	Various Faculty

Activity - SAFE TALK Suicide Prevention training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students will be trained by SAFE TALK staff to be able to lead our students to understand the basics of suicide prevention	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Sharon Sullivan/School Counselor

**ACIP**

Pike County High School

Activity - Career Exploration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Exploration class for 7th grade students	Technology Academic Support Program Direct Instruction	08/08/2017	12/22/2017	\$0 - No Funding Required	Taylor Barnes

Activity - 7th Grade Keyboarding Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use keyboarding program to increase keyboarding skills for state assessments.	Technology Direct Instruction	08/08/2017	12/22/2017	\$250 - Title I Schoolwide	Taylor Barnes

Activity - Wiregrass Works Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th Grade students will take a field trip to Dothan to participate in a hands- on career tech fair for jobs demonstrations	Direct Instruction	02/01/2018	02/28/2018	\$500 - Other	Sharon Sullivan/School Counselor- liason, Wiregrass Works Team

**Goal 6:**

Goal 8: 2017-18 Student Mentoring Program

**Measurable Objective 1:**

improve graduation rate by developing a mentoring plan that ensures every student in grades 7-12 is assigned a supportive adult to serve as his/her mentor throughout the duration of his/her tenure at Pike County High School by 05/25/2018 as measured by include regularly scheduled meetings (at least once quarterly). Materials and resources will be provided that address relevant topics at each meeting.

**Strategy1:**

Mentoring - • Rosters may change slightly due to student transfers, teacher retirement, etc.; however, the goal is to keep students with the same faculty member throughout their time at PCHS

- This is a time for engagement and relationship building. Research shows that students who can relate to at least one adult at school have a lower risk of dropping out.
- Administration (including the school counselor) will provide the resources to help guide meetings, but mentors are free to adapt materials to the needs of their mentees. Teachers should strive to get to know their mentees and enjoy the more relaxed atmosphere.
- The mentoring meeting schedule will be given out at the beginning of the school to allow teachers ample time to prepare for each session.

Category: Develop/Implement Student and School Culture Program

Research Cited: Fowler, Dee O. "A-F Report Card Program Review." Received by City and County Superintendents, 17 Feb. 2017.

Reglin, G. L. (1998). Mentoring students at risk : An underutilized alternative education strategy for K-12 teachers. Springfield, Ill. : Charles C Thomas , c1998. Retrieved August 14, 2017, from Cat00456a.

Sweeney, D. (2011). Student-centered coaching. [electronic resource] : A guide for K-8 coaches and principals. Thousand Oaks, Calif. :

Corwin : London : SAGE, c2011. Retrieved August 14, 2017, from Cat05390a.



Activity - Quarterly Mentoring Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have an adult advocate who will help them set goals and work toward graduating on time college and career ready. Establish a teacher mentoring program that enables each teacher to advise a group of students as they progress through high school.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Wright, Whitaker, Sullivan, and All PCHS Faculty

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:

Goal 1 2017-18 Provide excellence in education producing graduates ready for college, careers, and lifelong success

#### Measurable Objective 1:

achieve college and career readiness upon graduation scores which will result in a 3 percent increase in the number of students who graduate "on time", a rise in the annual ACT composite score by 2 points and a decrease in WorkKeys test takers making below a score of three by 10 % by 05/25/2018 as measured by ACT WorkKeys and ACT plus Writing.

#### Strategy1:

Provide opportunities and encourage students to participate in advanced academic classes and to recover academic credits - Provide opportunities and encourage students to participate in advanced academic classes and to recover academic credits through the Virtual High School.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama State Board Of Education. "Alabama State Board of Education: PLAN 2020." PLAN 2020 Our Vision (n.d.): n. pag. ALSDE. Alabama State

Board of Education. Web. 13 Aug. 2015. <https://docs.alsde.edu/documents/908/Attachment%201%20Plan%202020.pdf>

**ACIP**

Pike County High School

Activity - GEAR UP Grant Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GEAR UP stands for Gaining Early Awareness and Readiness for Undergraduate Programs. GEAR UP Alabama is a University of Alabama at Birmingham project that focuses on serving students in the Black Belt Region of Alabama. GEAR UP is a plan to effectively prepare students for post-secondary education.	Direct Instruction Community Engagement Academic Support Program	08/03/2017	05/25/2018	\$0 - Other	9th and 10th Grade Teachers, Mrs. Kilpatrick, Mrs. Stringer

Activity - Standardized Test Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in Discovery Block groups to prepare for the ACT Plus Writing and WorkKeys tests using online tools.	Direct Instruction Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Designated Teachers

Activity - Virtual High School-- Credit Recovery Track	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fall behind in credits will be placed in credit recovery courses in order to catch up with their cohort group.	Academic Support Program Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Virtual High School Coordinator, Jodie Jeffcoat & Sullivan

Activity - Virtual High School--Accelerated Track--Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are encouraged to participate in rigorous learning opportunities with the possibility of earning college credit while in high school.	Class Size Reduction Direct Instruction Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Sonmor, Sullivan, Jodie Jeffcoat, and Virtual High School Coordinator

**Goal 2:**

Goal 2 2017-18 Focus on Literacy

**Measurable Objective 1:**

demonstrate a proficiency on state mandated standardized assessments with an increase of 5% on standardized test in literacy in grades 7th through 12th by 05/25/2018 as measured by by 7th and 8th scores (English, Writing, and Reading); 10th grade scores (English, Reading, and Writing); 11th grade ACT scores (English, Reading, and Writing); and 12th grade WorkKeys scores (English).

**Strategy1:**

Literacy Design Collaborative & Alabama Reading Initiative - This strategy makes use of strategic teaching techniques, critical thinking, and formative/summative assessments to improve student literacy.

Category: Develop/Implement Learning Supports

Research Cited: Alabama State Board Of Education. "Alabama State Board of Education: PLAN 2020." PLAN 2020 Our Vision (n.d.): n. pag. ALSDE. Alabama State Board of Education. Web. 13 Aug. 2015.

<https://docs.alsde.edu/documents/908/Attachment%201%20Plan%202020.pdf> "Alabama Reading Initiative." Alabama State Department of Education. Alabama State Department of Education, 2014. Web. 28 Aug. 2015.

"Literacy Design Collaborative." Literacy Design Collaborative. LDC Team, 2015. Web. 28 Aug. 2015.

"English Language Arts Course of Study." ALEX - Alabama Learning Exchange. Alabama State Department of Education, 2013. Web. 28 Aug. 2015.

Activity - Increase reading across the curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are encouraged to integrate reading across the curriculum.	Academic Support Program Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	All faculty members

Activity - Read 180 in 7th and 8th Grade classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Read 180 is a reading intervention program designed to help improve the skills of struggling readers.	Academic Support Program	08/08/2017	05/25/2018	\$3000 - Title I Schoolwide	Raven Shepherd and Faith Maddox

Activity - College and Career Readiness Standards Networking Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The College-and Career-Readiness Standards Networking Conference focuses on bringing proven literacy teaching and learning strategies into classrooms. These strategies are part of the Literacy Design Collaborative (LDC), which empowers teachers to build meaningful assignments aligned to college- and career-readiness standards.	Professional Learning	08/08/2017	05/25/2018	\$0 - Other	Brittney Gilmer

Activity - Character Education and Writing in Physical Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Character education and writing will be infused into the Physical Education classes on a regular and consistent basis as a resource to aid in the Focus on Literacy goal.	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Doug Holland and Fawn Sims

Activity - TWIRL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teaching strategy that encourages critical thinking by having students talk, write, investigate, read, and listen in all disciplines.	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	All faculty members

**ACIP**

Pike County High School

Activity - Focus on State Standards and Depth of knowledge training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in training with Judy Frank, Shondra Whitaker, and Latoya Gay to ensure that they understand how to incorporate various depths of knowledge in instruction.	Academic Support Program Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	All faculty members

**Goal 3:**

Goal 3: 2017-18 Focus on Math Skills

**Measurable Objective 1:**

demonstrate a proficiency on standardized tests with an increase of 5% in order to achieve Alabama Annual Measurable Objectives in Mathematics by 05/25/2018 as measured by state mandated standardized assessments for grades 7, 8, and 10 and the ACT.

**Strategy1:**

Remediation - Students with weaknesses in math will be identified and placed in various remediation programs.

Category: Develop/Implement Learning Supports

Research Cited: Alabama State Department of Education (2009). Response to instruction: Alabama's core support for all students. Retrieved from [http://www.alsde.edu/general/RESPONSE\\_TO\\_INSTRUCTION.pdf](http://www.alsde.edu/general/RESPONSE_TO_INSTRUCTION.pdf)

Global Scholar/Performance Series Case Study: <http://www.scantron.com/case-studies/asps-talladega>

Using a Curriculum-Based Instructional Management System to Enhance Math Achievement in Urban Schools

Jim Ysseldyke, Rick Spicuzza, Stacey Kosciolk, Ellen Teelucksingh, Christopher Boys, Amy Lemkuil

ASPIRE Interim Results [www.actaspire.org](http://www.actaspire.org)

Activity - ASPIRE Interim Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use data from ASPIRE Interim Testing to target student weaknesses and track progress	Technology	08/08/2017	05/25/2018	\$2700 - Title I Schoolwide	Math Department

Activity - Discovery Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During Discovery time on Tuesdays and Thursdays students scored below proficient on state assessments will report to a math teacher for small group remediation.	Direct Instruction	08/22/2017	05/25/2018	\$0 - No Funding Required	Math Department

Activity - STAR Math and ASPIRE Interim Testing to target students weaknesses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use STAR and ASPIRE Interim data to target student weaknesses and track progress	Technology	08/10/2017	05/25/2018	\$0 - Other	Math Department

Activity - Global Scholar/ Scantron Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Global Scholar/Scantron will be used to target weaknesses and track student progress	Academic Support Program Technology	08/08/2017	05/24/2018	\$0 - No Funding Required	Math Department

Activity - Accelerated Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Accelerated Math data to target students monitor students mastery of learning objectives	Direct Instruction Technology	08/08/2017	05/25/2018	\$20000 - Title I Schoolwide	Math Department

**Strategy2:**

Strategic Teaching - Lesson planning format that includes before, during, and after strategies as well as differentiated instruction to help keep students engaged and motivated.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Reading Initiative: Strategic Teaching. Alabama State Department of Education, 2015, Web. 24 Aug. 2015.

<https://alsde.edu/sec/ari/Strategic%20Teaching/Strategic%20Teaching%20Module.pdf>

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lesson planning format that includes before, during, and after strategies to help keeps students engaged and motivated	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Math Department

**Strategy3:**

Professional Development - Teachers will participate in professional development through Math Design Collaborative.

Category: Develop/Implement Professional Learning and Support

Research Cited: "Mathematics Assessment Project." Welcome to the. University of Nottingham, 2015. Web. 20 Aug. 2015.

Activity - Peer Observations and Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer Observations of fellow teachers and Conferences about what was observed during these observations	Professional Learning Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Math Department

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Pike County High School

Activity - Math Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
It is an initiative funded by the Bill and Melinda Gates foundation. It is designed to help teachers provide formative and summative assessments that promote students' mathematical thinking and reasoning which helps teachers guide improvement and monitor progress.	Professional Learning Direct Instruction	07/07/2017	05/25/2018	\$1500 - Title I Schoolwide	Math Department

**Goal 4:**

Goal 4: 2017-18 Student Support Systems

**Measurable Objective 1:**

collaborate to provide support to ensure on-time graduation and general academic success by 05/25/2018 as measured by an increase in the graduation rate by 5% and a decrease in overall failures by 5%.

**Strategy1:**

Increase student support through various activities - Student support system will be utilized in order to increase student achievement in the classroom and on standardized test. Students can be referred to problem solving team in order to develop a plan to prevent them from failing. Also, students who are low performers on various assessments will be placed in Tier groups two times a week during Discovery blocks in order to give them more one on one help.

Category: Develop/Implement Learning Supports

Research Cited: Anfara, Vincent A., Jr., Steven B. Mertens, Micki M. Caskey, and Nancy Flowers. "Content." Research in the Middle: Common Planning Time. National

Association of Secondary School Principals, Jan. 2012. Web. 21 Aug. 2015.

Howard, Mary, and Linda Hoyt. RTI from All Sides: What Every Teacher Needs to Know. Portsmouth, NH: Heinemann, 2009. Print.

Letgers, Nettie, Dia Adams, and Patrice Williams. Common Planning (Legters, Adams & Williams) 1pm 9-23-10 (PDF) (n.d.): n. pag. Smaller Learning Communities

Program. U. S. Department of Education. Web. 21 Aug. 2015.

Schwanz, Kerry A., PhD, and Ben Barbour. "CQ 33 #8 - Problem-Solving Teams." CQ 33 #8 - Problem-Solving Teams. National Association of School Psychologists, June 2005. Web. 21 Aug. 2015.

USDOE. "Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)." Gaining Early Awareness and Readiness for Undergraduate Programs

(GEAR UP). U. S. Department of Education, 29 Sept. 2014. Web. 21 Aug. 2015.

Wardlow, Liane, PhD. "The Art of Positive Communication." Insights for Innovations (2005): n. pag. Pearson Research Network. Pearson.

Web. 21 Aug. 2015. Whitaker, Todd. What Great Teachers Do Differently: Seventeen Things That Matter Most. Second Edition. N.p.: Routledge, 2011. Print.

Activity - Middle School Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle school level teachers (7-8) will have a common planning time to collaborate for middle school student success.	Professional Learning	08/08/2017	05/25/2018	\$0 - No Funding Required	Fleming, Defee, Maddox, R. Shepherd, Reynolds, Goss

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Pike County High School

Activity - Problem Solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee of teachers meets to identify students who are in danger of failing and to create a plan of support for individual students.	Academic Support Program Behavioral Support Program	08/21/2017	05/18/2018	\$287 - Title I Part A	PST Team Members

Activity - Parent Contact Logs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will keep records of how they contact parents. This will include sign-in sheets for parents during open house, report card/conference night and other parental involvement nights such as GEAR UP Regions Family Wellness Workshops .	Parent Involvement	08/03/2017	05/25/2018	\$0 - No Funding Required	All teachers

Activity - Discovery Block (RTI Tier Groups)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes that meet on Tuesdays and Thursdays for remediation and other extracurricular activities.	Academic Support Program	08/21/2017	05/25/2018	\$0 - No Funding Required	Selected Tier II and Tier III teachers

Activity - Gear-Up Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program that supports students transitioning to different stages of their academic career.	Academic Support Program	08/03/2017	05/25/2018	\$0 - Other	9th and 10th Grade Teaching Staff

Activity - Discovery Block Mentor Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes that meet once a month during Discovery block to monitor student grades, and encourage students to do well.	Academic Support Program	09/06/2017	05/25/2018	\$0 - No Funding Required	All teachers

**Goal 5:**

Goal 5: 2017-2018--Comprehensive Guidance &amp; Career Exploration

**Measurable Objective 1:**

collaborate to students' knowledge of college and careers and empower them to be successful in academics, personal/social settings with Counseling department, teachers, staff, career coach, students, parents, and community members by 05/25/2018 as measured by participation in various college/career activities and character education programs.

**Strategy1:**

Provide various comprehensive guidance and career exploration activities - Provide various comprehensive guidance and career exploration activities.

Category: Develop/Implement College and Career Ready Standards

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Pike County High School

Research Cited: Alabama State Board Of Education. "Alabama State Board of Education: PLAN 2020." PLAN 2020 Our Vision (n.d.): n. pag. ALSDE. Alabama State Board of Education. Web. 13 Aug. 2015. <https://docs.alsde.edu/documents/908/Attachment%201%20Plan%202020.pdf>

Activity - Four Year Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create a four year education plan	Direct Instruction Technology Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Sharon Sullivan/School Counselor and Taylor Barnes

Activity - Guest Speakers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Speakers from various colleges and also the workforce.	Community Engagement Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Various Faculty members

Activity - Research and Career Presentations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Preparedness students will research careers and develop presentations on their careers.	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Taylor Barnes

Activity - Career Exploration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Exploration class for 7th grade students	Direct Instruction Academic Support Program Technology	08/08/2017	12/22/2017	\$0 - No Funding Required	Taylor Barnes

Activity - Wiregrass Works Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th Grade students will take a field trip to Dothan to participate in a hands- on career tech fair for jobs demonstrations	Direct Instruction	02/01/2018	02/28/2018	\$500 - Other	Sharon Sullivan/School Counselor- liason, Wiregrass Works Team

Activity - SAFE TALK Suicide Prevention training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students will be trained by SAFE TALK staff to be able to lead our students to understand the basics of suicide prevention	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Sharon Sullivan/School Counselor



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Pike County High School

Activity - JROTC Career Exploration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Exploration class for 9-12th grade students	Academic Support Program Technology Direct Instruction Career Preparation/Orientation	08/08/2017	05/25/2018	\$0 - No Funding Required	Maj. Morris, Sgt. Young

Activity - Mymajors.com	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seniors will take assessment to find the best suited college major	Technology	08/08/2017	05/25/2018	\$0 - No Funding Required	Sharon Sullivan(School Counselor)/Gina Maxwell (Career Coach)

Activity - College Application Week	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will apply to the college or colleges of their choice	Technology	10/30/2017	11/02/2018	\$0 - No Funding Required	Sharon Sullivan/School Counselor, Gina Maxwell

Activity - FASFA Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assist parents and students in filling out for financial aid	Direct Instruction Community Engagement Technology Parent Involvement	01/03/2018	01/31/2018	\$0 - No Funding Required	Sharon Sullivan/ School Counselor

Activity - Kuder Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete interest inventory.	Direct Instruction Academic Support Program Technology	08/08/2017	05/25/2018	\$0 - No Funding Required	Sharon Sullivan/School Counselor and Taylor Barnes and Faith Maddox

Activity - College and Career Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
9th grade students will conduct a College and Career Fair	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Barnes

Activity - Student of the Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will select a male and female student of the month(high school and middle school buildings will have dedicated bulletin boards for students).	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Sharon Sullivan/ School Counselor/PCHS Faculty

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Pike County High School

Activity - Job Shadowing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students and participating GearUP students will job shadow someone in their future career.	Academic Support Program Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Troy Pike Center for Technology, Stringer, Kilpatrick

Activity - 7th Grade Keyboarding Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use keyboarding program to increase keyboarding skills for state assessments.	Direct Instruction Technology	08/08/2017	12/22/2017	\$250 - Title I Schoolwide	Taylor Barnes

Activity - 231 Externship Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be selected per special interest and criteria to paying jobs to better their employment and soft skills.	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Sharon Sullivan/School Counselor/Dr. Mike Hall-liaison

Activity - College Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take field trips to view various college campuses	Direct Instruction	08/08/2017	05/25/2018	\$0 - Other	Various Faculty

Activity - Aletheia House Prevention Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from the program will present in 9th grade classes for three days to promote drug and alcohol prevention	Direct Instruction	04/02/2018	04/30/2018	\$0 - No Funding Required	Mrs. Whitaker/Mrs. Fuller

**Goal 6:**

Goal 6: 2017-2018-- Effective Instructional Leadership

**Measurable Objective 1:**

collaborate to provide effective instructional leadership for all faculty members by 05/25/2018 as measured by developing a needs-based professional development plan, making data-driven instructional decisions and providing effective feedback.

**Strategy1:**

High Quality Professional Development - Teachers will attend various professional development activities throughout the year. Teachers who attend outside training will present what they learned to their peers at faculty, PLC, and department meetings

Category: Develop/Implement Learning Supports

Research Cited: Borko, H. "Professional Development and Teacher Learning: Mapping the Terrain." Educational Researcher 33.8 (2004): 3-15. Web

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Pike County High School

<b>Activity - Professional Learning Community Meetings</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will meet during their planning time at least twice monthly to learn more about topics such as student engagement, differentiating instruction, instructional rigor and alignment, literacy strategies, etc. Meetings will be facilitated by school faculty and administration, district leaders, and professional consultants.	Professional Learning	08/08/2017	05/25/2018	\$7500 - Title I Schoolwide	Wright, Whitaker

<b>Activity - Leadership Institutes</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teams of two teachers will attend each of the one-day CLAS Leadership Institutes in September, October, November, January, February, March, and April in Prattville, Alabama, and then present what they learned to their peers.	Professional Learning	08/03/2017	05/25/2018	\$700 - Title I Schoolwide	Wright and Whitaker will choose selected teachers to attend (Kennedy-Sept., Oliver-November)

<b>Activity - LDCMDC Training</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will participate in training for Year 2 of implementation of SREB's Math Design Collaborative and Literacy Design Collaborative.	Professional Learning	08/02/2017	05/25/2018	\$2000 - Title I Schoolwide	Defee, Beck, Fleming, Gilmer, Fuller, Shepherd, Wright, Whitaker

<b>Activity - Oppositional, Defiant, and Disruptive Children and Adolescents</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Professional Development on effective strategies for ODD, ADHD, Anxiety and mood disorders, etc.	Professional Learning	11/03/2017	11/03/2017	\$225 - Title I Schoolwide	Sharon Sullivan

<b>Activity - AETC</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
The Alabama Education Technology Conference provides instruction and demonstration of the latest technologies to integrate into the classroom.	Professional Learning	08/03/2017	05/25/2018	\$650 - Title I Schoolwide	Kim Dunn

<b>Activity - 2017 SREB Making Middle Grades National Workshop</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
The workshop provide instruction to make sure students are ready for the rigor of high school and eventually graduate prepared tor college and/or careers.	Professional Learning	10/17/2017	10/19/2017	\$2000 - Title I Schoolwide	Whitaker, Defee, Goss

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Pike County High School

Activity - SREB CCRS Networking Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SREB's National College and Career Readiness Standards Networking Conference provides opportunities for teachers to participate in collaborative sessions on LDC and MDC and other instructional strategies that support college and career readiness. In Orlando, FL	Professional Learning	07/11/2018	07/14/2018	\$2000 - Title I Schoolwide	Whitaker, Defee, Goss, Shepherd, Gilmer

Activity - HAIB Navigating Genetics Content in your classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Genetics components is the Alabama 7th grade life science course. The course will utilize models, citing edge genomics research and pedagogical strategies to bring real-world genetics content to the classroom. HudsonAlpha will sponsor this workshop which will consist of 8 hour training at Auburn on January 30, 2018.	Professional Learning	01/30/2018	01/30/2018	\$200 - Title I Schoolwide	Tammy Goss

Activity - Mega Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Workshops on various topics related to school counseling, state testing, special education, etc. are presented.	Professional Learning	07/08/2018	07/13/2018	\$900 - Title I Schoolwide	Sullivan

Activity - Professional Article Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will read the professional articles from various publications targeted at specific/various topics related to school needs.	Professional Learning	08/03/2017	05/25/2018	\$0 - Title I Schoolwide	Judy Frank, Wright and Whitaker

**Goal 7:**

Goal 7: 2017-2018-- Lessen the Academic Gap between Special Education Subgroup and Regular Education Subgroup

**Measurable Objective 1:**

collaborate to provide an increase in student growth in reading and math by 5% in the special education population by 05/25/2018 as measured by a shrinking of the achievement gap between special education and regular education students.

**Strategy1:**

Differentiated instruction and collaboration - General education faculty, special education faculty, and administration will target the special education population to increase scores by 5% through highly individualized, differentiated instruction, collaboration, interventions, implementation of college and career ready standards, and positive behavior intervention support.

Category: Develop/Implement Learning Supports

Research Cited: Bianco, S. D. (2010). Improving Student Outcomes: Data-Driven Instruction and Fidelity of Implementation in a Response to Intervention (RTI) Model. TEACHING Exceptional Children Plus, 6(5),

Stuart, S. K., & Rinaldi, C. (2009). A Collaborative Planning Framework for Teachers Implementing Tiered Instruction. Teaching Exceptional SY 2017-2018

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Pike County High School

Children, 42(2), 52-57. Ernest, J. M., Heckaman, K. A., Thompson, S. E., Hull, K. M., & Carter, S. W. (2011). Increasing the Teaching Efficacy of a Beginning Special Education Teacher Using Differentiated Instruction: A Case Study. *International Journal Of Special Education*, 26(1), 191-201.

Activity - Collaborative Teacher interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lesson plans from collaborative teachers will show how they assist the General Education teacher in providing support for students in need.	Direct Instruction Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Collaborative Teachers

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach the Alabama reading and math standards and document them in their lesson plans. Math and Reading Lesson plans that target differentiated instruction	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	All Teachers

Activity - Positive Support Team PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee of teachers meets to identify students who are in danger of failing and to create a plan of support for individual students.	Academic Support Program Behavioral Support Program	08/08/2017	05/25/2018	\$287 - Title I Part A	PST Team Members

Activity - N2Y Unique Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pictures from N2Y Unique Learning training for special education teachers	Professional Learning	08/08/2017	07/27/2018	\$0 - Other	Special Education Teachers

Activity - Drama Works	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pictures of Arts Grant Strategies-Drama Works in practice	Direct Instruction Academic Support Program	08/08/2017	05/25/2018	\$1000 - Other	General Education Teachers

Activity - Adjunct Mathematics Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Recruit and hire an adjunct mathematics teacher to reduce class size and focus on individualized instruction.	Class Size Reduction Direct Instruction	08/08/2017	05/25/2018	\$23000 - Other	Wright, Whitaker

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Pike County High School

Activity - Effective Use of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data is highly utilized during monthly PST meeting, frequent PLC meeting (cross-curricular, during aligned teacher planning blocks), periodic Department Meetings, and during Professional Development. This data includes, but is not limited to, ASPIRE, Global Scholar, ACT, Accelerated Math, and Accelerated Reading scores. Based on the results of said data, students will be placed in applicable remediation classes during discovery block.	Other - Data Use	08/08/2017	05/25/2018	\$0 - No Funding Required	Wright, Whitaker

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
• 7th and 8th Grade students that have been identified through the use of multiple sources, including Global Scholar as well as standardized testing, will be placed in this program to offer intensive reading remediation.	Direct Instruction	08/08/2017	05/25/2018	\$3000 - Title I Schoolwide	R. Shepherd, Maddox

Activity - Discovery Block Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend 50 minute discovery blocks twice a week. Students are placed in these classes based on their ASPIRE and Global Scholar Scores. Teachers will use this time to improve student skills in mathematics and reading.	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Wright, Whitaker, Kennedy, Shepherd

Activity - GEAR UP Grant Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GEAR UP stands for Gaining Early Awareness and Readiness for Undergraduate Programs. GEAR UP Alabama is a University of Alabama at Birmingham project that focuses on serving students in the Black Belt Region of Alabama. GEAR UP is a plan to effectively prepare students for post-secondary education.	Academic Support Program Career Preparation/ Orientation	08/08/2017	05/25/2018	\$0 - Other	9th grade and 10th grade teachers, Mrs. Kilpartick, Mrs. Stringer

**Goal 8:**

Goal 8: 2017-18 Student Mentoring Program

**Measurable Objective 1:**

improve graduation rate by developing a mentoring plan that ensures every student in grades 7-12 is assigned a supportive adult to serve as his/her mentor throughout the duration of his/her tenure at Pike County High School by 05/25/2018 as measured by include regularly scheduled meetings (at least once quarterly). Materials and resources will be provided that address relevant topics at each meeting.

**Strategy1:**

Mentoring - • Rosters may change slightly due to student transfers, teacher retirement, etc.; however, the goal is to keep students with the same faculty member throughout their time at PCHS

- This is a time for engagement and relationship building. Research shows that students who can relate to at least one adult at school have a lower risk of dropping out.
- Administration (including the school counselor) will provide the resources to help guide meetings, but mentors are free to adapt materials to the needs of their mentees. Teachers should strive to get to know their mentees and enjoy the more relaxed atmosphere.
- The mentoring meeting schedule will be given out at the beginning of the school to allow teachers ample time to prepare for each session.

Category: Develop/Implement Student and School Culture Program

Research Cited: Fowler, Dee O. "A-F Report Card Program Review." Received by City and County Superintendents, 17 Feb. 2017.

Reglin, G. L. (1998). Mentoring students at risk : An underutilized alternative education strategy for K-12 teachers. Springfield, Ill. : Charles C Thomas , c1998. Retrieved August 14, 2017, from Cat00456a.

Sweeney, D. (2011). Student-centered coaching. [electronic resource] : A guide for K-8 coaches and principals. Thousand Oaks, Calif. : Corwin ; London : SAGE, c2011. Retrieved August 14, 2017, from Cat05390a.

Activity - Quarterly Mentoring Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have an adult advocate who will help them set goals and work toward graduating on time college and career ready. Establish a teacher mentoring program that enables each teacher to advise a group of students as they progress through high school.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Wright, Whitaker, Sullivan, and All PCHS Faculty

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

**Goal 1:**

Goal 2 2017-18 Focus on Literacy

**Measurable Objective 1:**

demonstrate a proficiency on state mandated standardized assessments with an increase of 5% on standardized test in literacy in grades 7th through 12th by 05/25/2018 as measured by by 7th and 8th scores (English, Writing, and Reading); 10th grade scores (English, Reading, and Writing); 11th grade ACT scores (English, Reading, and Writing); and 12th grade WorkKeys scores (English).

**Strategy1:**

Literacy Design Collaborative & Alabama Reading Initiative - This strategy makes use of strategic teaching techniques, critical thinking, and formative/summative assessments to improve student literacy.

Category: Develop/Implement Learning Supports

Research Cited: Alabama State Board Of Education. "Alabama State Board of Education: PLAN 2020." PLAN 2020 Our Vision (n.d.): n. pag. ALSDE. Alabama State Board of Education. Web. 13 Aug. 2015.

<https://docs.alsde.edu/documents/908/Attachment%201%20Plan%202020.pdf> "Alabama Reading Initiative." Alabama State Department of SY 2017-2018

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Pike County High School

Education. Alabama State Department of Education, 2014. Web. 28 Aug. 2015.

"Literacy Design Collaborative." Literacy Design Collaborative. LDC Team, 2015. Web. 28 Aug. 2015.

"English Language Arts Course of Study." ALEX - Alabama Learning Exchange. Alabama State Department of Education, 2013. Web. 28 Aug. 2015.

Activity - Increase reading across the curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are encouraged to integrate reading across the curriculum.	Academic Support Program Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	All faculty members

Activity - Focus on State Standards and Depth of knowledge training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in training with Judy Frank, Shondra Whitaker, and Latoya Gay to ensure that they understand how to incorporate various depths of knowledge in instruction.	Academic Support Program Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	All faculty members

Activity - College and Career Readiness Standards Networking Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The College-and Career-Readiness Standards Networking Conference focuses on bringing proven literacy teaching and learning strategies into classrooms. These strategies are part of the Literacy Design Collaborative (LDC), which empowers teachers to build meaningful assignments aligned to college- and career-readiness standards.	Professional Learning	08/08/2017	05/25/2018	\$0 - Other	Brittney Gilmer

Activity - Character Education and Writing in Physical Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Character education and writing will be infused into the Physical Education classes on a regular and consistent basis as a resource to aid in the Focus on Literacy goal.	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Doug Holland and Fawn Sims

Activity - TWIRL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teaching strategy that encourages critical thinking by having students talk, write, investigate, read, and listen in all disciplines.	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	All faculty members

Activity - Read 180 in 7th and 8th Grade classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Read 180 is a reading intervention program designed to help improve the skills of struggling readers.	Academic Support Program	08/08/2017	05/25/2018	\$3000 - Title I Schoolwide	Raven Shepherd and Faith Maddox



**Goal 2:**

Goal 3: 2017-18 Focus on Math Skills

**Measurable Objective 1:**

demonstrate a proficiency on standardized tests with an increase of 5% in order to achieve Alabama Annual Measurable Objectives in Mathematics by 05/25/2018 as measured by state mandated standardized assessments for grades 7, 8, and 10 and the ACT.

**Strategy1:**

Strategic Teaching - Lesson planning format that includes before, during, and after strategies as well as differentiated instruction to help keep students engaged and motivated.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Reading Initiative: Strategic Teaching. Alabama State Department of Education, 2015, Web. 24 Aug. 2015.

<https://alsde.edu/sec/ari/Strategic%20Teaching/Strategic%20Teaching%20Module.pdf>

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lesson planning format that includes before, during, and after strategies to help keeps students engaged and motivated	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Math Department

**Strategy2:**

Professional Development - Teachers will participate in professional development through Math Design Collaborative.

Category: Develop/Implement Professional Learning and Support

Research Cited: "Mathematics Assessment Project." Welcome to the. University of Nottingham, 2015. Web. 20 Aug. 2015.

Activity - Math Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
It is an initiative funded by the Bill and Melinda Gates foundation. It is designed to help teachers provide formative and summative assessments that promote students' mathematical thinking and reasoning which helps teachers guide improvement and monitor progress.	Professional Learning Direct Instruction	07/07/2017	05/25/2018	\$1500 - Title I Schoolwide	Math Department

Activity - Peer Observations and Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer Observations of fellow teachers and Conferences about what was observed during these observations	Professional Learning Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Math Department

**Strategy3:**

Remediation - Students with weaknesses in math will be identified and placed in various remediation programs.

Category: Develop/Implement Learning Supports

Research Cited: Alabama State Department of Education (2009). Response to instruction: Alabama's core support for all students. Retrieved from [http://www.alsde.edu/general/RESPONSE\\_TO\\_INSTRUCTION.pdf](http://www.alsde.edu/general/RESPONSE_TO_INSTRUCTION.pdf)

Global Scholar/Performance Series Case Study: <http://www.scantron.com/case-studies/asps-talladega>

Using a Curriculum-Based Instructional Management System to Enhance Math Achievement in Urban Schools

Jim Ysseldyke, Rick Spicuzza, Stacey Kosciolk, Ellen Teelucksingh, Christopher Boys, Amy Lemkuil

ASPIRE Interim Results [www.actaspire.org](http://www.actaspire.org)

Activity - ASPIRE Interim Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use data from ASPIRE Interim Testing to target student weaknesses and track progress	Technology	08/08/2017	05/25/2018	\$2700 - Title I Schoolwide	Math Department

Activity - Accelerated Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Accelerated Math data to target students monitor students mastery of learning objectives	Technology Direct Instruction	08/08/2017	05/25/2018	\$20000 - Title I Schoolwide	Math Department

Activity - Global Scholar/ Scantron Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Global Scholar/Scantron will be used to target weaknesses and track student progress	Technology Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Math Department

Activity - STAR Math and ASPIRE Interim Testing to target students weaknesses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use STAR and ASPIRE Interim data to target student weaknesses and track progress	Technology	08/10/2017	05/25/2018	\$0 - Other	Math Department

Activity - Discovery Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During Discovery time on Tuesdays and Thursdays students scored below proficient on state assessments will report to a math teacher for small group remediation.	Direct Instruction	08/22/2017	05/25/2018	\$0 - No Funding Required	Math Department

**Goal 3:**

Goal 4: 2017-18 Student Support Systems

**Measurable Objective 1:**

collaborate to provide support to ensure on-time graduation and general academic success by 05/25/2018 as measured by an increase in the graduation rate by 5% and a decrease in overall failures by 5%.

**Strategy1:**

Increase student support through various activities - Student support system will be utilized in order to increase student achievement in the classroom and on standardized test. Students can be referred to problem solving team in order to develop a plan to prevent them from failing. Also, students who are low performers on various assessments will be placed in Tier groups two times a week during Discovery blocks in order to give them more one on one help.

Category: Develop/Implement Learning Supports

Research Cited: Anfara, Vincent A., Jr., Steven B. Mertens, Micki M. Caskey, and Nancy Flowers. "Content." Research in the Middle: Common Planning Time. National

Association of Secondary School Principals, Jan. 2012. Web. 21 Aug. 2015.

Howard, Mary, and Linda Hoyt. RTI from All Sides: What Every Teacher Needs to Know. Portsmouth, NH: Heinemann, 2009. Print.

Letgers, Nettie, Dia Adams, and Patrice Williams. Common Planning (Letgers, Adams & Williams) 1pm 9-23-10 (PDF) (n.d.): n. pag. Smaller Learning Communities

Program. U. S. Department of Education. Web. 21 Aug. 2015.

Schwanz, Kerry A., PhD, and Ben Barbour. "CQ 33 #8 - Problem-Solving Teams." CQ 33 #8 - Problem-Solving Teams. National Association of School Psychologists, June 2005. Web. 21 Aug. 2015.

USDOE. "Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)." Gaining Early Awareness and Readiness for Undergraduate Programs

(GEAR UP). U. S. Department of Education, 29 Sept. 2014. Web. 21 Aug. 2015.

Wardlow, Liane, PhD. "The Art of Positive Communication." Insights for Innovations (2005): n. pag. Pearson Research Network. Pearson.

Web. 21 Aug. 2015. Whitaker, Todd. What Great Teachers Do Differently: Seventeen Things That Matter Most. Second Edition. N.p.:

Routledge, 2011. Print.

<b>Activity - Discovery Block (RTI Tier Groups)</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Classes that meet on Tuesdays and Thursdays for remediation and other extracurricular activities.	Academic Support Program	08/21/2017	05/25/2018	\$0 - No Funding Required	Selected Tier II and Tier III teachers

<b>Activity - Discovery Block Mentor Groups</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Classes that meet once a month during Discovery block to monitor student grades, and encourage students to do well.	Academic Support Program	09/06/2017	05/25/2018	\$0 - No Funding Required	All teachers

**ACIP**

Pike County High School

Activity - Middle School Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle school level teachers (7-8) will have a common planning time to collaborate for middle school student success.	Professional Learning	08/08/2017	05/25/2018	\$0 - No Funding Required	Fleming, Defee, Maddox, R. Shepherd, Reynolds, Goss

Activity - Problem Solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee of teachers meets to identify students who are in danger of failing and to create a plan of support for individual students.	Academic Support Program Behavioral Support Program	08/21/2017	05/18/2018	\$287 - Title I Part A	PST Team Members

Activity - Gear-Up Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program that supports students transitioning to different stages of their academic career.	Academic Support Program	08/03/2017	05/25/2018	\$0 - Other	9th and 10th Grade Teaching Staff

Activity - Parent Contact Logs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will keep records of how they contact parents. This will include sign-in sheets for parents during open house, report card/conference night and other parental involvement nights such as GEAR UP Regions Family Wellness Workshops .	Parent Involvement	08/03/2017	05/25/2018	\$0 - No Funding Required	All teachers

**Goal 4:**

Goal 7: 2017-2018-- Lessen the Academic Gap between Special Education Subgroup and Regular Education Subgroup

**Measurable Objective 1:**

collaborate to provide an increase in student growth in reading and math by 5% in the special education population by 05/25/2018 as measured by a shrinking of the achievement gap between special education and regular education students.

**Strategy1:**

Differentiated instruction and collaboration - General education faculty, special education faculty, and administration will target the special education population to increase scores by 5% through highly individualized, differentiated instruction, collaboration, interventions, implementation of college and career ready standards, and positive behavior intervention support.

Category: Develop/Implement Learning Supports

Research Cited: Bianco, S. D. (2010). Improving Student Outcomes: Data-Driven Instruction and Fidelity of Implementation in a Response to Intervention (RTI) Model. TEACHING Exceptional Children Plus, 6(5),

Stuart, S. K., & Rinaldi, C. (2009). A Collaborative Planning Framework for Teachers Implementing Tiered Instruction. Teaching Exceptional Children, 42(2), 52-57. Ernest, J. M., Heckaman, K. A., Thompson, S. E., Hull, K. M., & Carter, S. W. (2011). Increasing the Teaching

Efficacy of a Beginning Special Education Teacher Using

Differentiated Instruction: A Case Study. International Journal Of Special Education, 26(1), 191-201.

Activity - GEAR UP Grant Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GEAR UP stands for Gaining Early Awareness and Readiness for Undergraduate Programs. GEAR UP Alabama is a University of Alabama at Birmingham project that focuses on serving students in the Black Belt Region of Alabama. GEAR UP is a plan to effectively prepare students for post-secondary education.	Academic Support Program Career Preparation/ Orientation	08/08/2017	05/25/2018	\$0 - Other	9th grade and 10th grade teachers, Mrs. Kilpartick, Mrs. Stringer

Activity - N2Y Unique Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pictures from N2Y Unique Learning training for special education teachers	Professional Learning	08/08/2017	07/27/2018	\$0 - Other	Special Education Teachers

Activity - Collaborative Teacher interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lesson plans from collaborative teachers will show how they assist the General Education teacher in providing support for students in need.	Direct Instruction Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Collaborative Teachers

Activity - Discovery Block Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend 50 minute discovery blocks twice a week. Students are placed in these classes based on their ASPIRE and Global Scholar Scores. Teachers will use this time to improve student skills in mathematics and reading.	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Wright, Whitaker, Kennedy, Shepherd

Activity - Positive Support Team PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee of teachers meets to identify students who are in danger of failing and to create a plan of support for individual students.	Academic Support Program Behavioral Support Program	08/08/2017	05/25/2018	\$287 - Title I Part A	PST Team Members

**ACIP**

Pike County High School

Activity - Effective Use of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data is highly utilized during monthly PST meeting, frequent PLC meeting (cross-curricular, during aligned teacher planning blocks), periodic Department Meetings, and during Professional Development. This data includes, but is not limited to, ASPIRE, Global Scholar, ACT, Accelerated Math, and Accelerated Reading scores. Based on the results of said data, students will be placed in applicable remediation classes during discovery block.	Other - Data Use	08/08/2017	05/25/2018	\$0 - No Funding Required	Wright, Whitaker

Activity - Drama Works	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pictures of Arts Grant Strategies-Drama Works in practice	Academic Support Program Direct Instruction	08/08/2017	05/25/2018	\$1000 - Other	General Education Teachers

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
• 7th and 8th Grade students that have been identified through the use of multiple sources, including Global Scholar as well as standardized testing, will be placed in this program to offer intensive reading remediation.	Direct Instruction	08/08/2017	05/25/2018	\$3000 - Title I Schoolwide	R. Shepherd, Maddox

Activity - Adjunct Mathematics Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Recruit and hire an adjunct mathematics teacher to reduce class size and focus on individualized instruction.	Direct Instruction Class Size Reduction	08/08/2017	05/25/2018	\$23000 - Other	Wright, Whitaker

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach the Alabama reading and math standards and document them in their lesson plans. Math and Reading Lesson plans that target differentiated instruction	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	All 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.**

Pike County High School has an ELL instructor available to assist ELL students and parents in interpretation of academic achievement results when they are needed. Pike County Schools utilize TransACT Communications Inc Services (<http://www.transact.com>) so documents are available in the parents' native language as well.



**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.**

Highly qualified teachers are sought and recruited by school administration. Using SearchSoft, the ALSDE online database, applicants who are highly qualified are interviewed and references are contacted. Once teachers are hired and staff is in place, the administrative staff, including the counselor, reviews faculty members' certifications, professional learning, previous assignments, and student achievement data, to determine which courses each teacher will be assigned. Teachers are then strategically placed with students based on students' need.



## **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?**

10% of the faculty left at the end of the 2016-17 school year which included 3 teachers one of which retired.

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

Of the 34 members of the professional faculty, 11 have bachelor's degrees, 19 have master's degrees, 2 has an education specialist degree, and 1 has a doctorate.

**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).**

New teachers are provided with mentors to help them adjust to the environment at Pike County High School. New teachers are given time for completing peer observations in order to reflect upon and improve their own classroom instruction. The principal and vice principal have an open door policy that encourages new teachers to bring concerns to their attention. Professional learning opportunities are encouraged. New teachers are often asked to attend professional learning events and present their new knowledge to their peers at faculty or departmental meetings. PCHS has bimonthly professional learning communities. Also, middle school teachers have a common planning block.

## **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.**

The ACIP team (faculty and administration) analyze the data from the previous year's state mandated standardized test in order to determine areas of strengths and weaknesses in various subjects across grade levels and subgroups of students. This allows the team to determine areas where professional development will be needed in order to increase academic achievement for all students.

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

There are many opportunities for faculty and staff to participate in professional development activities. Everyone is involved in training during Inservice days prior to the beginning of each semester. Administrators participate in a book study with Central Office Staff and several other trainings throughout the summer and school year. Teachers are encouraged to attend outside training, including CLAS Leadership Institutes, and then to turn around the training to the rest of the faculty. Monthly faculty meetings, monthly department meetings, and bimonthly Professional Learning Community Meetings (PLCs) provide forums for ongoing education and learning experiences led by administration, teachers and/or consultants. The faculty participates in LDC (Literacy Design Collaborative) and MDC (Math Design Collaborative). Professional development is an important part of the learning culture at PCHS.

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

One of this year's ACIP Goals is to provide new teacher mentoring. New teachers will meet with their mentors on a regular basis and participate in peer observations. The details of this goal are located in the 2017-18 ACIP Goals.

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

PCHS sends teachers to professional development trainings who then conduct turn around training to the rest of the staff at faculty meetings. PCHS conducts a Professional Journal article reviews throughout the year led by the administration. The PCHS faculty has ongoing conversations about their professional development.

The PCHS faculty participates in bimonthly professional learning communities during planning block.

## 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:**

Goal 1 2017-18 Provide excellence in education producing graduates ready for college, careers, and lifelong success

**Measurable Objective 1:**

achieve college and career readiness upon graduation scores which will result in a 3 percent increase in the number of students who graduate "on time", a rise in the annual ACT composite score by 2 points and a decrease in WorkKeys test takers making below a score of three by 10 % by 05/25/2018 as measured by ACT WorkKeys and ACT plus Writing.

**Strategy1:**

Provide opportunities and encourage students to participate in advanced academic classes and to recover academic credits - Provide opportunities and encourage students to participate in advanced academic classes and to recover academic credits through the Virtual High School.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama State Board Of Education. "Alabama State Board of Education: PLAN 2020." PLAN 2020 Our Vision (n.d.): n. pag. ALSDE. Alabama State

Board of Education. Web. 13 Aug. 2015. <https://docs.alsde.edu/documents/908/Attachment%201%20Plan%202020.pdf>

Activity - Virtual High School-- Credit Recovery Track	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fall behind in credits will be placed in credit recovery courses in order to catch up with their cohort group.	Academic Support Program Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Virtual High School Coordinator, Jodie Jeffcoat & Sullivan

Activity - Virtual High School-Accelerated Track--Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are encouraged to participate in rigorous learning opportunities with the possibility of earning college credit while in high school.	Class Size Reduction Academic Support Program Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Sonmor, Sullivan, Jodie Jeffcoat, and Virtual High School Coordinator

Activity - GEAR UP Grant Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GEAR UP stands for Gaining Early Awareness and Readiness for Undergraduate Programs. GEAR UP Alabama is a University of Alabama at Birmingham project that focuses on serving students in the Black Belt Region of Alabama. GEAR UP is a plan to effectively prepare students for post-secondary education.	Academic Support Program Community Engagement Direct Instruction	08/03/2017	05/25/2018	\$0 - Other	9th and 10th Grade Teachers, Mrs. Kilpatrick, Mrs. Stringer

Activity - Standardized Test Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in Discovery Block groups to prepare for the ACT Plus Writing and WorkKeys tests using online tools.	Academic Support Program Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Designated Teachers

**Goal 2:**

Goal 4: 2017-18 Student Support Systems

**Measurable Objective 1:**

collaborate to provide support to ensure on-time graduation and general academic success by 05/25/2018 as measured by an increase in the graduation rate by 5% and a decrease in overall failures by 5%.

**Strategy1:**

Increase student support through various activities - Student support system will be utilized in order to increase student achievement in the classroom and on standardized test. Students can be referred to problem solving team in order to develop a plan to prevent them from failing. Also, students who are low performers on various assessments will be placed in Tier groups two times a week during Discovery blocks in order to give them more one on one help.

Category: Develop/Implement Learning Supports

Research Cited: Anfara, Vincent A., Jr., Steven B. Mertens, Micki M. Caskey, and Nancy Flowers. "Content." Research in the Middle: Common Planning Time. National

Association of Secondary School Principals, Jan. 2012. Web. 21 Aug. 2015.

Howard, Mary, and Linda Hoyt. RTI from All Sides: What Every Teacher Needs to Know. Portsmouth, NH: Heinemann, 2009. Print.

Letgers, Nettie, Dia Adams, and Patrice Williams. Common Planning (Letgers, Adams & Williams) 1pm 9-23-10 (PDF) (n.d.): n. pag. Smaller Learning Communities

Program. U. S. Department of Education. Web. 21 Aug. 2015.

Schwanz, Kerry A., PhD, and Ben Barbour. "CQ 33 #8 - Problem-Solving Teams." CQ 33 #8 - Problem-Solving Teams. National Association of School Psychologists, June 2005. Web. 21 Aug. 2015.

USDOE. "Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)." Gaining Early Awareness and Readiness for Undergraduate Programs

(GEAR UP). U. S. Department of Education, 29 Sept. 2014. Web. 21 Aug. 2015.

Wardlow, Liane, PhD. "The Art of Positive Communication." Insights for Innovations (2005): n. pag. Pearson Research Network. Pearson.

**ACIP**

Pike County High School

Web. 21 Aug. 2015. Whitaker, Todd. What Great Teachers Do Differently: Seventeen Things That Matter Most. Second Edition. N.p.: Routledge, 2011. Print.

Activity - Discovery Block (RTI Tier Groups)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes that meet on Tuesdays and Thursdays for remediation and other extracurricular activities.	Academic Support Program	08/21/2017	05/25/2018	\$0 - No Funding Required	Selected Tier II and Tier III teachers

Activity - Middle School Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle school level teachers (7-8) will have a common planning time to collaborate for middle school student success.	Professional Learning	08/08/2017	05/25/2018	\$0 - No Funding Required	Fleming, Defee, Maddox, R. Shepherd, Reynolds, Goss

Activity - Parent Contact Logs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will keep records of how they contact parents. This will include sign-in sheets for parents during open house, report card/conference night and other parental involvement nights such as GEAR UP Regions Family Wellness Workshops .	Parent Involvement	08/03/2017	05/25/2018	\$0 - No Funding Required	All teachers

Activity - Problem Solving Team (PST)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee of teachers meets to identify students who are in danger of failing and to create a plan of support for individual students.	Academic Support Program Behavioral Support Program	08/21/2017	05/18/2018	\$287 - Title I Part A	PST Team Members

Activity - Discovery Block Mentor Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classes that meet once a month during Discovery block to monitor student grades, and encourage students to do well.	Academic Support Program	09/06/2017	05/25/2018	\$0 - No Funding Required	All teachers

Activity - Gear-Up Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program that supports students transitioning to different stages of their academic career.	Academic Support Program	08/03/2017	05/25/2018	\$0 - Other	9th and 10th Grade Teaching Staff

**Goal 3:**

Goal 5: 2017-2018--Comprehensive Guidance &amp; Career Exploration

**Measurable Objective 1:**

collaborate to students' knowledge of college and careers and empower them to be successful in academics, personal/social settings with Counseling department, teachers, staff, career coach, students, parents, and community members by 05/25/2018 as measured by participation in various college/career activities and character education programs.

**Strategy1:**

Provide various comprehensive guidance and career exploration activities - Provide various comprehensive guidance and career exploration activities.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama State Board Of Education. "Alabama State Board of Education: PLAN 2020." PLAN 2020 Our Vision (n.d.): n. pag. ALSDE. Alabama State

Board of Education. Web. 13 Aug. 2015. <https://docs.alsde.edu/documents/908/Attachment%201%20Plan%202020.pdf>

Activity - Four Year Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create a four year education plan	Technology Academic Support Program Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Sharon Sullivan/School Counselor and Taylor Barnes

Activity - Aletheia House Prevention Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from the program will present in 9th grade classes for three days to promote drug and alcohol prevention	Direct Instruction	04/02/2018	04/30/2018	\$0 - No Funding Required	Mrs. Whitaker/Mrs. Fuller

Activity - 7th Grade Keyboarding Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use keyboarding program to increase keyboarding skills for state assessments.	Direct Instruction Technology	08/08/2017	12/22/2017	\$250 - Title I Schoolwide	Taylor Barnes

Activity - FASFA Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assist parents and students in filling out for financial aid	Technology Community Engagement Direct Instruction Parent Involvement	01/03/2018	01/31/2018	\$0 - No Funding Required	Sharon Sullivan/ School Counselor

**ACIP**

Pike County High School

Activity - Mymajors.com	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seniors will take assessment to find the best suited college major	Technology	08/08/2017	05/25/2018	\$0 - No Funding Required	Sharon Sullivan(School Counselor)/Gina Maxwell (Career Coach)

Activity - Kuder Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete interest inventory.	Direct Instruction Technology Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Sharon Sullivan/School Counselor and Taylor Barnes and Faith Maddox

Activity - 231 Externship Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be selected per special interest and criteria to paying jobs to better their employment and soft skills.	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Sharon Sullivan/School Counselor/Dr. Mike Hall-liaison

Activity - SAFE TALK Suicide Prevention training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students will be trained by SAFE TALK staff to be able to lead our students to understand the basics of suicide prevention	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Sharon Sullivan/School Counselor

Activity - Career Exploration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Exploration class for 7th grade students	Academic Support Program Technology Direct Instruction	08/08/2017	12/22/2017	\$0 - No Funding Required	Taylor Barnes

Activity - JROTC Career Exploration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Exploration class for 9-12th grade students	Academic Support Program Direct Instruction Technology Career Preparation/ Orientation	08/08/2017	05/25/2018	\$0 - No Funding Required	Maj. Morris, Sgt. Young

Activity - College Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take field trips to view various college campuses	Direct Instruction	08/08/2017	05/25/2018	\$0 - Other	Various Faculty

**ACIP**

Pike County High School

Activity - Guest Speakers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Speakers from various colleges and also the workforce.	Community Engagement Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Various Faculty members

Activity - College Application Week	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will apply to the college or colleges of their choice	Technology	10/30/2017	11/02/2018	\$0 - No Funding Required	Sharon Sullivan/School Counselor, Gina Maxwell

Activity - Student of the Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will select a male and female student of the month (high school and middle school buildings will have dedicated bulletin boards for students).	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Sharon Sullivan/ School Counselor/PCHS Faculty

Activity - Job Shadowing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students and participating GearUP students will job shadow someone in their future career.	Academic Support Program Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Troy Pike Center for Technology, Stringer, Kilpatrick

Activity - Research and Career Presentations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Preparedness students will research careers and develop presentations on their careers.	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Taylor Barnes

Activity - Wiregrass Works Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th Grade students will take a field trip to Dothan to participate in a hands-on career tech fair for jobs demonstrations	Direct Instruction	02/01/2018	02/28/2018	\$500 - Other	Sharon Sullivan/School Counselor- liason, Wiregrass Works Team

Activity - College and Career Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
9th grade students will conduct a College and Career Fair	Direct Instruction	08/08/2017	05/25/2018	\$0 - No Funding Required	Barnes

**Goal 4:**

Goal 8: 2017-18 Student Mentoring Program



**Measurable Objective 1:**

improve graduation rate by developing a mentoring plan that ensures every student in grades 7-12 is assigned a supportive adult to serve as his/her mentor throughout the duration of his/her tenure at Pike County High School by 05/25/2018 as measured by include regularly scheduled meetings (at least once quarterly). Materials and resources will be provided that address relevant topics at each meeting.

**Strategy1:**

Mentoring - • Rosters may change slightly due to student transfers, teacher retirement, etc.; however, the goal is to keep students with the same faculty member throughout their time at PCHS

- This is a time for engagement and relationship building. Research shows that students who can relate to at least one adult at school have a lower risk of dropping out.
- Administration (including the school counselor) will provide the resources to help guide meetings, but mentors are free to adapt materials to the needs of their mentees. Teachers should strive to get to know their mentees and enjoy the more relaxed atmosphere.
- The mentoring meeting schedule will be given out at the beginning of the school to allow teachers ample time to prepare for each session.

Category: Develop/Implement Student and School Culture Program

Research Cited: Fowler, Dee O. "A-F Report Card Program Review." Received by City and County Superintendents, 17 Feb. 2017.

Reglin, G. L. (1998). Mentoring students at risk : An underutilized alternative education strategy for K-12 teachers. Springfield, Ill. : Charles C Thomas , c1998. Retrieved August 14, 2017, from Cat00456a.

Sweeney, D. (2011). Student-centered coaching. [electronic resource] : A guide for K-8 coaches and principals. Thousand Oaks, Calif. :

Corwin ; London : SAGE, c2011. Retrieved August 14, 2017, from Cat05390a.

Activity - Quarterly Mentoring Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have an adult advocate who will help them set goals and work toward graduating on time college and career ready. Establish a teacher mentoring program that enables each teacher to advise a group of students as they progress through high school.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Wright, Whitaker, Sullivan, and All PCHS Faculty

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

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

Teachers analyze data as a department in order to identify strengths and weaknesses. They collaborate as a group to develop goals that address how to increase proficiency on standards as measured by the statewide assessments.

## **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?**

This year ASPIRE scores were analyzed to identify non proficient students. These students were placed into math and reading acceleration classes during discovery block.

Another way that struggling students are identified is through PST (Problem Solving Team). Teachers report the students who are struggling in their classes to the Problem Solving Grade Level Teams. The team consists of approximately five teachers and administrators who identify strategies that could be used to assist and monitor each student more closely. Teachers receive a folder from the team that allows for documenting the strategies used to assist the student. Students are given Tier 2 instruction in class and during Discovery Block. Tier 3 instruction is also provided in reading and math during Discovery Block using Corrective Math and Corrective Reading. If the student persists with low grades, a referral to special education services is considered.

Special education students who are struggling in math and reading are automatically placed into math and reading acceleration discovery blocks.

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

Students can be referred to the Problem Solving Team and receive Tier 2 interventions using Rtl strategies. Students can receive Tier 2 and

Tier 3 instruction during Discovery Block. Special Education services are provided in the classrooms.

### **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.**

- Teachers are available for after school tutoring as needed.
- Teachers monitor student progress in-class and use the tiered learning system of RTI to assist struggling students. Students who continue to struggle are referred to the Problem-Solving Team, who evaluate the students for further assistance (Tier II/Tier III instruction and other supports as-needed.)
- Students are offered opportunities for summer learning through summer school and Gear Up Alabama.
- At-risk program services are provided for students who are in need.

- Students are encouraged to participate in the Upward Bound program, which is geared toward helping at-risk potential college students prepare for entry into college.
- Art Clubs take field trips to sites of cultural interest.
  
- Math students are encouraged to perform well and attend regional mathematics competition

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

All students have access to all services and programs available, including free/reduced lunch program, Title I, ELL, Special Education (SPED), At-Risk services, ECCHCO project counselors, and counseling services. DHR, the Department of Mental Health, the Child Advocacy Center, and other community resources provide additional services. Students have equal access to the same free appropriate public education and are provided with the opportunity to meet the same challenging state content and performance standards that all students are held to regardless of language, economic status, disability, race, gender, migrant status, or homelessness. There are no barriers preventing immediate enrollment for students who qualify in one of the above groups; students are enrolled and assistance is provided for getting any additional documentation.

Students identified as ELL are eligible for the WIDA Access Placement test if the Home Language Survey given at enrollment indicates a language other than English is used at the student's home. WIDA scores determine eligibility for ELL program services, and appropriate services and placement are determined by the ELL committee. Identified migrant students are eligible for the migrant program, which includes free breakfast and lunch. SPED services are in accordance with federal/state laws and regulations. Once a student is referred and determined eligible for SPED services, the IEP team meets with the student's parents to develop an IEP based on evaluation results, parental concerns and the student's academic/developmental/functional needs. SPED students are placed in general education classrooms with appropriate support services, only participating in SPED classes when the disability prevents successful progress in a general education environment. Disabled/SPED students have access to all educational programs, services, and extracurricular activities available to non-SPED students, including art, music, ELL, and P.E.

Homeless students are identified by ALSDE and federal regulations/definitions. DHR, Social Services, the LEA Truancy Officer, and/or parents may contact PCHS to identify homeless students. Homeless students have access to all programs/services available to other students and are provided necessary items through Title I and supplementary community resources. DHR, Social Services, LEA Truancy Officer, and/or parents identify possible neglected/delinquent (N/D) students. Possible services for N/D students are identified through the counselor and administrator, and students' grades/absences are monitored in order to ensure access to services as needed, including supplies and clothing. The LEA Truancy Officer works with the court system to ensure parental cooperation concerning delinquent student attendance.

Economically disadvantaged students are identified through the free/reduced lunch application. These students are eligible to receive free/reduced meals during the school day.

**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.**

- Pike County High School offers career and technical education courses to all students.
  
- Pike County High School has Special Education classes.
  
- Single parents are counseled by qualified counselors from the ECCHO project.
  
- Pregnant women are provided homebound services to prevent failure and dropping out.
  
- Pike County High School is a handicap accessible campus.
  
- ELL students are provided with ELL services by a certified ELL instructor. Their cases are handled by the ELL committee.
  
- Students from economically disadvantaged families are eligible to apply for the free/reduced priced lunch program. Foster children are eligible for the free and reduced lunch program as well.
  
- The ECCHO project provides family education for economically disadvantaged families.

## **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.**

State funds pay for 25.75 teacher units at PCHS. Federal funds pay for additional teacher units. Federal funds permit middle school students to receive a full year of math and reading instruction on the block schedule which supports our schoolwide goal to improve reading and math scores on ASPIRE and EXPLORE. Federal funds supplement state funded classroom instruction by providing funding for instructional technology programs such as Rosetta Stone, Odysseyware, Study Island, and Renaissance Learning. These programs also help students to achieve the schoolwide goals for reading, math, and also science. Textbook funding is also supplemented by federal funds allowing students to have sufficient textbooks in the classroom. Professional development funds are also supplemented by federal monies allowing teachers to learn research based practices that they can implement in the classroom. Federal funds also assist with the local parental involvement programs such as the Parent Expo.

**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 nutrition program at PCHS allows all students to receive a healthy breakfast and lunch. Impoverished students are eligible to receive free or reduced breakfasts and lunches. Pike County Schools has designed and implemented a system-wide wellness policy which includes nutrition education, physical activity, eating environment, nutrition guidelines for all foods on campus, child nutrition operations, and food safety and security. This policy can be viewed on the Pike County Schools website under Child Nutrition. We are part of the National School Lunch Program and follow all federal and state guidelines. We receive commodity items from the USDA.

Violence prevention programs are implemented. PCHS observes October as AntiBullying Month. Various activities, including wearing blue in recognition of antibullying on October 2017, Mix It Up Day, and guest speakings, throughout the month support speaking out against this sort of violence. During Red Ribbon Week students are educated on the perils of drug use. Faculty members are also trained on recognizing the signs of drug use during faculty meetings.

Vocational and technical education are recognized as critical components of the College and Career Ready Standards. PCHS offers a variety of technical programs at the Pike Regional Center for Technology in conjunction with Troy City Schools including teaching, engineering, welding, data base design, and healthcare. PCHS also maintains a flight academy, a fine arts academy, a business and finance academy, an agricultural academy, health science academy, STEM academy and a JROTC program. Students also have the opportunity to participate in Jobs for Alabama Graduates allows students gain real life work experience while completing high school. Pike County Schools employs a college and career coach.

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

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

The ACIP committee began meeting in May to analyze data and begin revisions to the ACIP goals. The ACIP committee meets in August to draft the plan; in September, the committee reviews the plan; in October, the administration and parents review the plan. The plan is turned into the state; thereafter, the ACIP committee meets monthly to reassess the plan. The ACIP team completes the final evaluation of the effectiveness of the ACIP plan from May to August.

### **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?**

From May to August, the ACIP chair and administration compares the ACIP goals to the actual results as indicated by state assessment results.

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

The school analyzes state assessment data and local data to determine if student achievement has increased among the lowest performing subgroups.

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

The CIP team meets monthly to assess the ACIP. The plan is considered a working document and is revised as needed throughout the school year.

# **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.	25.75

Provide the number of classroom teachers.

25.75

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1422632.0

Total

1,422,632.00

### 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.	88567.0

Total

88,567.00

### 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.	42443.0

Total

42,443.00

### 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.	59140.0

Total

59,140.00

## 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.	51302.0

Total

51,302.00

### Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

### 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.	6187.0

Total

6,187.00

### 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.	2268.0

Total

2,268.00

## EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

### 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.	12329.0

Total

12,329.00

### 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.	890.0

Total

890.00

**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	168649.2

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

Less Salary and Benefits \$143,903.09

Parental Involvement \$1942.30 (includes the Parent Newsletters cost of \$446.73 and Parent Expo \$500.00) Salary and Benefits of Title 1 Teachers--Shepherd 100%, Fleming 100%, Wyche 25%, Sullivan-- \$116,957

In State Travel-- \$2300

Registrations/fees-- \$500.00

Substitutes PD, Mentoring, Dept. Meetings \$1606.60

Summer PD Sal. \$2,500.00

Summer PD Benefits \$499.25

Mentoring Salary \$500

Mentoring Benefits \$99.85

Educational Technology PC Hardware/Technology \$3250.00

Software:

Renaissance Learning-- Title I Focus

Odyssey ware \$4,752.49

Study Island \$2153.85

SchoolinSites --TPCT0Gen Fund -\$25

Read180 \$3759 Hosting renewal---- \$2759.00

NoodleTools

Atrium Book System --

Materials and supplies for Title 1 teachers \$421.51 Each= \$843.02

Textbooks \$0

Summer Counselor \$5744.23

Consultants \$9600.00

Summer School-- \$2500

School's Materials and Supplies--\$2657.05

School T.O.T.Y \$300

**Title II**

Label	Question	Value
1.	Professional Development Activities. Provide the total.	109047.0

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

Title II funds are held at the system level and are used to support CSR units, recruitment efforts, and expenses related to high quality professional development including stipends, substitutes, registration fees, and travel.

**Title III**

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

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

NA



**Title IV**

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

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

NA

**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.**

NA

### Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

### Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

**Other**

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

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

NA

## Local Funds

Label	Question	Value
1.	Provide the total	224750.0

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

Local funds encompass the general fund, general instruction funds, prom funds, athletic funds, class funds, athletic boosters, band boosters, JROTC funds and the recreational league

Examples of line items

General Fund Revenue: 28600 Expenditures 24300

Athletic Revenue: 105700 Expenditures 90,200

JROTC Revenue: 3,700 Expenditures 3,500

Band Revenue: 11,000 Expenditures 10,500

# **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))**

The Title I meeting was held on August 29, 2017, in the PCHS auditorium at 5:00PM. The meeting was announced on the marquee the previous week. Notify-Me sent phone calls and emails announcing the meeting to parents and guardians. At the meeting, parental involvement and the Title I budget including the 1% reserve set aside for parental involvement were discussed with parents. Parents were able to give feedback on topics discussed at the meeting. Parents had the opportunity to view a presentation.

**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))**

Parental involvement is very important at Pike County High School and therefore measures have been put in place to offer parent meetings on a flexible schedule. Beginning of the year Open House was held on August 3, 2017 from 6:00PM -7:30PM. Students received their schedules and visited their teachers. Parents were welcomed by Mr. Wright who introduced the faculty. There was also a GEAR-Up meeting in the auditorium for the incoming 10th graders and 9th graders transitioning from Banks and their parents. Midterm Open House/Report Card Pick Up is held once each semester from 2PM until 7:30PM at PCHS. Individual conferences are also available to parents to further discuss individual student's test data and grades. PCHS also has a band booster.

The Pike County School System holds an annual Parent Expo. This year's Expo is scheduled for October 19, 2017. Parents and visitors will be provided with information and training on the state's academic content standards and state student achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. Free school supplies are given out at the Parent Expo. Principals, counselors, faculty, and community agencies will be available for assistance. These items are also reviewed at our New Student Orientations and Open House/Report Card Pickup.

Parents are able to access current school information on the school website, [www.pikecountyhs.com](http://www.pikecountyhs.com), and the district website [www.pikecountyschools.com](http://www.pikecountyschools.com). The website enables students and parents to directly email PCHS teachers, access study materials posted on individual teacher web pages, and view student grades on INOW Home. The website includes the school's mission statement, testing dates and times, recognition of school achievements, and teacher pages.

Notify Me is a text message and email service that notifies parents of major events in the school system. Parents can sign up on the Pike County High School Website ([www.pikecountyhs.com](http://www.pikecountyhs.com)).

Teachers use various digital tools such as Remind 101, Instagram, Facebook, and V-groups to communicate important information such as test dates and homework assignments to parents. Teachers also communicate with parents by using the telephone and text messaging.

Parents are invited to serve on the textbook selection committee, the Library Advisory committee for the school year, and the ACIP Advisory Committee. The ACIP Parental Advisory Committee met on August 29, 2017 to go over the ACIP Goals that have been discussed. There will be a presentation on what ACIP is, the goals that will be focused on, and how it will address the educational needs of all students at PCHS. Parents are also asked to give their input on how we can achieve these goals.

The Title I meeting was held on August 29, 2017, in the PCHS auditorium. The meeting was announced on the marquee the previous week. Notify- Me sent phone calls and emails announcing the meeting to parents and guardians. At the meeting, parental involvement and the Title I budget including the 1% reserve set aside for parental involvement were discussed with parents. Parents were able to give input on topics discussed at the meeting through a google survey. At the beginning of school, all students were given a school needs assessment for parents to complete in order to provide input for school improvement.

Funds for parental involvement are used to fund the Parent Expo and to pay for the printing of the Home Connect parent newsletter.

**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))**

PCHS endeavors to the extent practicable to work with parents in languages the parents can understand. The PCHS Spanish teacher is present at open house and midterm open house to translate if necessary. A Spanish speaking teacher is also available at the school if needed for a parent-teacher conference. Pike County Schools use TRANSACT to translate documents into other languages.

Parents are able to access student grades and other information through the INOW Home Portal for Parents. Parents can also get information about how their students are scoring on Accelerated Reader quizzes through Renaissance Learning Home edition. Letters about standardized testing are sent home by the counselor, and parents are given copies of their children's standardized test results summary page.

At its annual 7th and 9th grade orientation meetings, Pike County High School presents information about Title I programs, the curriculum, and forms of academic assessments used. Parents are informed about course options offered at Pike County High School. They also learn about promotional and graduation requirements. Health-related and other documents are provided in Spanish as needed.

Midterm Open House/Report Card Pick Up is held once each semester from 2 P.M. until 7:30 P.M. PCHS works with the active PCHS Parent Teacher Organization. Individual conferences are also available to parents to further discuss individual student's test data and grades. This year PCHS offered a Gear Up program orientation at Open House on August 3, 2017 for 10th graders and 9th graders transitioning from Banks and their parents.

Teachers are encouraged to communicate regularly with parents about the students' performances. Teachers communicate with parents by phone, email, personal conference, and through teacher communications via student agendas. Forms provided by the office are given to teachers for documentation of parent contact and student performance.

Teachers use various digital tools such as Remind 101, Instagram, Facebook, and V-groups to communicate important information such as test dates and homework assignments to parents. Teachers also communicate with parents by using the telephone and text messaging. Notify Me is a text message and email service which notifies parents of major events in the school system. Parents can sign up on the Pike County High School Website ([www.pikecountyhhs.com](http://www.pikecountyhhs.com)). Important school functions are posted on the PCHS marquee which is located at the front of the school. Teachers are encouraged to post assignments, presentations, and other pertinent classroom information on their page of the PCHS website. Parents can access the PCHS website to communicate with teachers and find out about assignments and school events.

**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))**

Pike County High School has a Student-Parent Compact for Learning that was implemented to share responsibility for improved student academic achievement. This compact was developed through a coordinated effort of school staff members, parents, and selected students. It gives the school, the students, and the parents specific responsibilities to improve academic achievements and attain the state's high standards. All parents and students are given a copy of the compact at the beginning of the school year and are asked to sign the compacts signifying their commitment to partnering with the school and their child in ensuring their child's success. These compacts are discussed at faculty meetings and kept on file in the office for conferences.

Parents are able to access student grades and other information through INOW Parent Portal. They may obtain a username and password at the school office. This enables synchronous parental monitoring of student achievement. Parents were able to sign up for INOW Parent Portal at the August Open House.

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

Each year, Pike County High School brings its ACIP committee in to review, evaluate, and revise its ACIP. Parents on the ACIP committee are involved in the review process of the plan. Parents will be notified through the school web site that the plan is under review and that parents have the right to give input regarding the revision of the plan. If parents would like to request to be on the ACIP committee, they should file a written request with administration. If parents are dissatisfied with the ACIP, they will be able to meet with ACIP committee and administration to voice concerns and/or submit written concerns.

**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)**

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 provides the following services:

- I. PCHS encourages parents to become equal partners in their children's education by inviting them to join with teachers using the Parent School Student Compact.
- II. Teachers build relationships with parents through personal communication, digital communication, and face to face meetings at Open House, Report Card Conference Night, school athletic events, and parent teacher conferences.
- III. PCHS hosts an annual Title 1 Parent Meeting.
- IV. PCHS hosts an annual Open House at the beginning of the school year.
- V. Each semester PCHS hosts a Report Card Conference Night from 2:00PM until 7:00PM during which parents can pick up report cards and meet with their children's teachers.
- VI. PCHS will host a number of Parent Workshops on various topics addressing student success including the following:
  - a. FASFA Night
  - b. Senior Information Night
  - c. Jr. High Orientation Meeting
  - d. High School Orientation Meeting
  - e. Special Education Services Workshop
  - f. Parent Expo
  - g. Gear Up Alabama Parent Meeting

**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)**

- I. PCHS will host a number of Parent Workshops on various topics addressing student success including the following:
  - a. FASFA Night
  - b. Senior Information Night
  - c. Jr. High Orientation Meeting
  - d. High School Orientation Meeting
  - e. Special Education Services Workshop
  - f. Parent Expo: Various workshops for parents to attend will be offered
  - g. Gear Up Alabama Parent Meeting August 3, 2017

**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)**

Pike County High School educates its faculty on the importance of parental involvement through in-service sessions and faculty meetings. The PCHS administration emphasizes the importance of keeping grades up to date in INOW to allow synchronous parental monitoring of student grades as well as the importance of using agendas to communicate with parents. The PST team and the administration also encourages teachers to communicate with parents and to document contact in order to create a strong parent teacher alliance to support the students. Administration, clerical, and staff members went through a Customer Focus Training to foster positive relationships between the parents, school, and community.

**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)**

In 2005, Pike County High School established a Parental Involvement Plan to encourage parental participation. Also, Pike County High School works with the Trio Upward Bound program which offers parent workshops and onsite tutoring for students in the program. INOW Home is available for parents to use to monitor their child's grades from home. PCHS will offer workshops for parents this year that focus on transitioning to the next level in education (elementary to junior high, junior high to high school, and high school to college), special education services, and other useful information.

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

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

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

The Pike County High School website is used to publicize upcoming events. Parents can also sign up for Notify Me, a program that allows parents to register to receive text messages or emails about upcoming events. Other forms of communication include flyers, newspaper ads, and radio announcements. Flyers are often posted on the lobby bulletin board. Special events can be posted on the PCHS marquee. We are also able to put important notices on the utility bills. A bilingual teacher at PCHS can verbally inform ELL students and parents of upcoming events. The Pike County School System uses TRANSACT to translate documents into foreign languages.

The administration and faculty of PCHS strive to work with all parental requests and try hard to involve parents as much as possible. Many parents prefer to communicate electronically; thus, all faculty members have been provided with an email account that can be used for parent communication. The student planners can be used daily by the parent to communicate individual course assignments and concerns. Parents can be provided with progress reports at any time using INOW Home software or by coming to the school for a printed copy. Teachers welcome requests for parent teacher conferences.

**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))**

Every effort is made to accommodate parents with disabilities. Pike County High School is a handicapped-accessible facility.

Pike County High School, to the extent practical, provides opportunities for the participation of parents with limited English proficiency. Each year PCHS sends home a home language survey to identify homes where English is not the primary language. Spanish speaking parents are assisted during registration by a bilingual teacher or interpreter. Parent teacher conferences are also provided with a Spanish speaking interpreter or bilingual teacher. School forms are also available in foreign languages using the TRANSACT translation program.