



ACIP

Saraland High School

Saraland City Schools

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Executive Summary

Introduction

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

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

Description of the School

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

City Demographics

Saraland is a city in Mobile County, Alabama. It is located in southwest Alabama near the Gulf of Mexico and is a suburb of the Mobile metropolitan area. It is the third largest city in Mobile County. As of the 2010 census, the population of the city is 13,405. The racial makeup of the total population is as follows: White - 11,225; Black - 1,604; Hispanic - 336; Non-Hispanic - 12,890; White Non-Hispanic - 11,094; American Indian/Alaska Native - 104; Asian - 84; Native Hawaiian and Other Pacific Islander - 10; Other - 197; Two or More Races - 181.

Saraland offers numerous parks and recreation facilities for children of all ages. The city encourages community involvement by hosting an annual Christmas Parade, an annual Harvest Festival, fire safety training activities, and other events that involve the entire community. The city supports volunteer efforts with local organizations such as youth sports, Meals on Wheels, the Women's Club, the Senior Center, and the Keep Saraland Beautiful Committee. Saraland is continually growing with the construction of new subdivisions, new commercial and retail development, and the increasing demand for growth in infrastructure. Because of the city's continual growth, Saraland considers itself "A Gateway to Progress."

In June 2006, the City of Saraland voted to break away from the Mobile County Public School System and form its own school system. The school district came into effect in the summer of 2008. The citizens of Saraland are extremely proud of their new school system and support all its efforts. The community has played a vital part in the success of the school system. Community members serve in various roles and capacities which result in a collaborative effort to provide a world class education for the students in Saraland.

School Demographics

Saraland High School opened its doors to students in January 2010. Prior to the opening of the new high school building, students were instructed on the middle school campus. Beginning with the 2008 - 2009 school year, a grade level was added each year to the high school. The first senior class graduated in May 2012. According to the Fall Average Daily Membership (ADM) Report, current student enrollment is 1,052 in grades 9-12.

The racial makeup of the total student population is as follows: White - 74.2%; Black - 19%; Hispanic - 2.4%; Asian - 2.4%; and Other - 2%. The pupil-teacher ratio is 18 to 1. SHS has 90 employees, of which 67 are certified teachers.

Challenges and Unique Features Associated with the Community

An immediate challenge for SCSS is the system's rapid growth. Approximately 150 new students enroll annually. As the local community expands, facility enhancements are needed to compensate for the brisk growth of student population. In 2009, the system built a new, state of the art high school facility for students in grades ninth through twelfth. In 2012, the middle school was completely renovated to provide a safer educational environment for students in grades fifth through eighth. In 2013, a newly constructed Saraland Elementary School opened its doors to students in grades pre-kindergarten through fourth. The previous elementary school was 40,000 square feet and the new school

is 105,000 square feet. The new facility has a safe-way hall, two computer labs, a cafetorium, and a gym. Although the elementary school had more than doubled in square footage, an additional wing was built in 2014 to compensate for student growth. After the wing was added, the ability to accommodate increased enrollment remained a problem; therefore, the Early Education Center was constructed in 2016. Moreover, a new wing housing 14 additional classrooms, a Project Lead the Way (PLTW) Engineering Program, and a Welding Program was completed at the high school in July 2016.

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.

Vision and Mission

The vision of the Saraland City School System (SCSS) is to build a world class educational system for its children. The mission is to ensure all students realize their unique potential through a system characterized by a dedicated and exemplary staff, a supportive and involved community, recognition and celebration of diversity, optimal utilization of resources, uncompromising commitment to excellence, and willingness to affect change. Striving for excellence is the dominant theme of the vision and mission statements for the SCSS. The overall goals of the system are to meet the needs of all students and to challenge them with a rigorous curriculum to ensure they are prepared for the next grade level and college and career ready. To achieve this goal, the system establishes high expectations for its students, teachers, local school administrators, and central office staff through the implementation of an effective and comprehensive curriculum. Teachers use research-based practices to ensure instructional strategies are current, meaningful, and rigorous. Overall, the system believes that a rigorous curriculum will produce students who are able to compete globally. Delivering this message of excellence throughout the community continues to be a focal point for the SCSS. Community acceptance of higher standards is vital to the success of the school system. Local school administrators and teachers present this message to parents through conferences, Parent Teacher Organization (PTO) meetings, honor assemblies, State-wide Parenting Days, Title I Parent meetings, ASSIST Continuous Improvement Plan (aCIP) reviews, Open Houses, and other meetings conducted that support the curriculum. The central office staff continuously meets with parents and community groups to seek input and reinforce the theme of excellence delivered through the vision and mission statements. SCSS is committed to building a world class educational system for its students and understands the importance of communicating its purpose and goals to all stakeholders.

Additionally, SHS uses the aCIP as the framework for improving student achievement. Each goal included in the aCIP has objectives, strategies, and activities that focus on actively engaging students in instruction. The aCIP committee is comprised of local school administrators, counselors, teachers, parents, and community stake holders. The plan includes these three goals:

- (1) Engage and Empower the Learner through the Effective Implementation of College and Career Standards (CCRS),
- (2) Provide Digital Tools and Resources to All Teachers and Students, and
- (3) Decrease the Student Drop Out Rate.

Each goal has strategies and action steps that focus on actively engaging students in instruction. They are based on academic needs that are identified during the system and local school ASSIST Continuous Improvement Plan reviews, annual federal meetings, SCSS Strategic Plan meetings, and all other meetings concerning student performance data. All strategies and action steps are monitored and refined by the local school aCIP Committee quarterly. Additionally, the central office staff continually collaborates with local school principals and teachers to ensure the strategies and action steps are implemented appropriately and in a timely manner.

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.

Notable Achievements

Notable achievements made by Saraland High School (SHS) in the past four years are as follows:

- SHS had 12 AP scholars from the results from 2018 exams.
- SHS had 67% of students passed the AP Physics Exam, compared to the National average of 39% in 2018.
- SHS had 79% of seniors score Silver Level or higher on the ACT WorkKeys in 2018.
- SHS had 64 career technical business students passed two or more exams for the Microsoft Office Specialist (MOS) credential in 2018.
- SHS had 32 career technical family and consumer science students passed the ServSafe credential in 2018.
- SHS had 27 career technical health science students pass the Certified Nursing Assistant (CNA) credential in 2018. The CNA program has achieved 100% certification for each class since inception three years ago.
- SHS had 106 students in the Cooperative Education Program in 2018. Over 90% were placed in a training station.
- SHS FBLA was presented with distinguished honors at the National Leadership Conference in Atlanta, Georgia in July 2016. The SHS chapter was named the Most Outstanding Chapter and the Largest Chapter in the district. Other awards included: Outstanding Level four Alabama Blueprint, Action Awareness, Super Sweeps, Non-Stop November, and Big 10.
- SHS FCCLA had two high school students place Bronze at the National Leadership Conference in San Diego, California in July 2016.
- SHS had 2 choral students qualify for the Alabama Vocal Association High School All-State Choir in 2018.
- SHS band had 3 members qualified for the All-State Band in 2018.

Areas of Improvement

Areas of Improvement made by SHS in the past three years are as follows:

- SHS AP English Literature and Composition exam scores improved by 5 points, from 2017 to 2018.
- SHS AP European History exam scores improved by 10 points from 2017 to 2018.

- SHS AP Psychology exam scores improved by 2 points from 2017 to 2018.
- SHS AP US History exam scores improved by 6 points from 2017 to 2018.
- SHS ACT Plus Writing Math sub-test scores improved by 0.49 points from 2017 to 2018.
- SHS ACT Plus Writing English sub-test scores improved by 1.31 points from 2017 to 2018.
- SHS ACT Plus Writing Science sub-test scores improved by 0.29 points from 2017 to 2018.
- SHS ACT Plus Writing Composite score improved by 0.46 points from 2017 to 2018.
- SHS ACT 2018 WorkKeys assessment resulted in a 13 student increase in performance at the Gold level and a 46 student increase at the Platinum level from the 2017 results.
- SHS replaced Bloom's Taxonomy with Webb's Depth of Knowledge (DOK) Model because research showed that the model is the best tool for systematically analyzing the alignment between the College and Career Ready (CCRS) standards and test items in standardized assessments.
- SHS implements a 9 -11 student writing portfolio system to enhance student writing skills and improve writing scores on all ACT assessments and AP exams.
- SHS administrators use an in-house observation tool to record observable evidence that students are engaging acting, reacting, and benefiting from various contexts or environments that should be evident in all effective learning settings.
- SHS implements a K-12 Graduation Tracking Program and an Early Warning Truancy Program to provide useful strategies for analyzing academic, behavior, and attendance data for identified at-risk students.
- SHS principal and assistant principal attends K-12 Early Warning Truancy Court to conduct parent conferences that focused on decreasing the number of students experiencing chronic discipline and attendance concerns.
- SHS implements a high-quality Safety, Emergency Crisis Prevention Plan for all students and personnel.
- SHS teachers participates in LTF (NMSI) vertical alignment meetings by department quarterly.
- SHS Reading Specialist assists Tier III, at-risk students with the Failure Free Reading Program.
- SHS principal participates in the Key Leaders Network (KLN) presented by A+ College Ready.
- SHS instructional partner participates in the Powerful Conversations Network (PCN) presented by A+ College Ready.
- SHS principal and instructional partner participates in Instructional Partner (IP) training presented by A+ College Ready.
- SHS administration and instructional partner facilitates instructional rounds with all teachers to enable them to observe best practices in

other classrooms.

- SHS updated and enhanced its Safety Emergency Crisis Prevention Plan to ensure the safety of all students and personnel.
- SCSS Project CARE (Dropout Prevention) Plan was expanded to include a K-12 Graduation Tracking Program to provide useful strategies for analyzing academic, behavior, and attendance data for identified at-risk students.
- SHS implemented the Student Advocacy Program to provide each student with a supportive adult in the teacher advocate role.

Areas for Improvement

Areas for Improvement that SHS is striving to achieve in the next three years are as follows:

- SHS would like to offer a Robotics program in the near future.
- SHS would like to offer additional Career Technical Education programs.
- SHS would like to expand its AP Exam course offerings to students.
- SHS would like to employ additional foreign language teachers.
- SHS would like to add additional computer labs for students.
- SHS would like to expand its Dual Enrollment program.

Additional Information

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

All SHS teachers have a copy of the current Alabama Course of Study for the subject(s) they teach. Core content and foreign language teachers are required to complete CCRS Pacing Guides that align the state and national standards taught monthly to state mandated assessment standards, American College Testing (ACT) standards, and Advanced Placement (AP) standards. The pacing guides include the date each standard was tested and/or retested. These plans are reviewed by the local school principal and semi-annually by central office personnel. Weekly lesson plans are required of all teachers and must accommodate student needs. Lesson plans are comprised of four components: (1) objectives, (2) materials, (3) activities/strategies, and (4) evaluation. Local school administrators review each teacher's lesson plans throughout the school year.

Student grading parameters are established by departments in grades ninth through twelfth. The purpose of the parameters is to ensure students are receiving an adequate number of grades per course and that the recorded grades focus on the Alabama Course of Study Standards. Local school administrators review each teacher's grade book throughout the school year to ensure grades are being recorded in a timely manner and to identify areas of academic concern.

Data drives instruction for all SHS teachers. Formative and summative data are disaggregated and reviewed during central office staff meetings, principal meetings, faculty meetings, departmental meetings, and the Annual Administrative Retreat. The formative measures of progress include quarterly exams, On to College (John Baylor) program, ACT without Writing, and Pre ACT. The summative measures of progress are as follows: ACT Plus Writing, ACT WorkKeys, Preliminary Scholastic Aptitude Test and National Merit Scholarship Qualifying Test (PSAT/NMSQT), Advanced Placement (AP) Exams, Alabama Alternate Assessment (AAA), and Assessing Comprehension and Communication in English State-to-State (ACCESS) assessment.

SHS uses the data findings from the formative and summative assessments to improve the curriculum, plan for instruction and assessment, and schedule needed professional development. If students have difficulty mastering a standard, the standard is included in the teacher's CCRS Pacing Guide for multiple months. The pacing guide also includes when the standard was tested and retested. Classroom teachers and intervention teachers work with Tier II and Tier III students to improve deficient areas. The departmental Problem Solving Teams (PSTs) guide general education intervention services for all students who have academic or behavior difficulties. The PST is central to the school's successful implementation of the RtI framework and is responsible for the day-to-day decisions which ensure that (1) students receive instruction and interventions matched to their identified needs, (2) appropriate progress monitoring tools are utilized to provide evidence of students' response to instruction and intervention, and (3) progress monitoring data are used to make timely instructional decisions which maximize student outcomes. Tier II and Tier III student data are reviewed monthly by a PST.

Another tool SHS uses is the local school at-risk student reports. SHS reviews the report quarterly and then submits it to central office. In addition, the ninth grade counselor completes at-risk profile reports for ninth grade students and submits the reports to the principal and central office in August and May. Parent conferences are scheduled for all at-risk students.

For newly hired teachers, SHS implements the Teacher Mentor Program to ensure novice teachers have guidance and support from master teachers. Additionally, a SDE Teacher Mentor Program is utilized through the instructional partner. Also, SHS and the Central Office conducts training for new teachers at the beginning of each school year.

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.

In April 2018, the school's Leadership Team, which includes at least one representative from all stakeholder groups, began the compilation of the 2018 - 2019 Continuous Improvement Plan. Specifically, teachers and administrators met during faculty meetings and departmental meetings to discuss areas of strength and weakness in the school program. Data from the ACT Plus Writing, ACT without Writing, Pre-ACT, PSAT, AP Exams, and ACT Work Keys, along with results from the quarterly reviews of academic progress in the core classes, were used to facilitate the discussions. These dialogues pertained to all core subject areas along with career tech but specifically targeted the areas of math and reading. As a result, areas of focus for the 2018 - 2019 school year were established in reading, language, math, social studies, science, and career tech. After a review of the school data, a meeting of all faculty members was held in August to discuss strategies to decrease student absenteeism and to increase student performance on the ACT Plus Writing, PSAT, and AP Exams. In addition, strategies including practice testing, ACT Exemplars, and On To College (John Baylor) programs were discussed to project proficiency on the ACT Plus Writing and ACT Work Keys. The Leadership Team then met to discuss the feasibility of the suggested strategies. This meeting focused on formulating plans to increase student performance on the national assessments and to decrease student absenteeism at all grade levels. Furthermore, discussion was directed at Career Technical Education goals and strategies to increase student participation, especially in nontraditional programs. Intervention strategies were embedded into math core instruction as needed. Subsequently, strategies to improve student achievement in those targeted areas were developed, and budgets to support the plan were submitted. In addition, a parent survey was distributed in May of 2018. Results were analyzed and the appropriate adjustments were made for stakeholder input.

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

The Instructional Leadership Team, which includes representatives from the administration, faculty, parents, students, and all other stakeholders of the school, met quarterly throughout the year to analyze data and discuss the types of support to be implemented for addressing school improvement goals. The team looked at data collected from each core department to examine the strengths and weaknesses evident in each department's program. Quarterly meetings were held to analyze proficiency scores for content areas and foreign language. Interventions and strategies were developed according to students' needs. The team reflected on cross-curricular activities. A special meeting with the Instructional Team was held in August to examine the information from the ACT plus writing related to the achievement in the four core subjects of the entire student population. In addition, the weaknesses and strengths of the school's RTI program were closely monitored by the team and by district administration. Additional information from the SIR Report, surveys of parents, teachers, and students, along with an analysis of student attendance and discipline reports was used to determine the school's weaknesses and needs. All of these data sources played a vital part in the determination of the school's overall needs assessment.

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

During the first quarter that school is in session, Saraland High School holds its annual meeting for all parents of participating children.

Parents are notified of the meeting through (1) notices sent home and/or schoolcast calls, (2) school website postings, and (3) the marquee sign reminders. Topics to be discussed at each year's meeting are listed below:

- Assist Continuous Improvement Plan
- An explanation of the school's curriculum and/or the state's content standards
- Title I program and participation, its services, and parents' rights
- Parent and Family Engagement Section of the Assist Continuous Improvement Plan (Overview and Distribution)
- School-parent compacts
- Student-parent conference forms
- LEA Consolidated Plan

The leadership and staff of Saraland High School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Saraland High School believes in involving parents in all aspects of its Title I program. Parent representatives on the aCIP committee actively participate in the development of the plan and are involved from the initial meeting of the committee. In addition, all parents were given the opportunity to review the plan and offer their input before the plan was approved. For the Parent and Family Engagement Plan, all parents were given surveys at the end of the school year seeking their input on activities, training, and materials the school should offer. Moreover, Saraland High School uses its Title I Parental Set Aside funds to fund all materials and supplies in the school's Parent Resource Center.

During the first quarter of the school year, Saraland High School holds its annual Title I meeting for parents. At the time, information will be presented about the Title I program, the curriculum, and academic assessments. Basic curriculum content will be outlined for parents. They will also learn the procedure for scheduling parent-teacher conferences and for participating in decisions related to the education of their child. Parents will be given a copy of the Title I parent packet, a parent survey, and a copy of the district and local school parental involvement plans. In addition, Open House is held during the first quarter. During that meeting, teachers provide additional information on the subjects they teach and how students are individually assessed. Materials for parents are available in both English and Spanish.

Saraland High School reviewed its school-parent compact during the May aCIP meeting and during the LEA Federal meeting. All parents are given a copy of the compact at the beginning of each school year. The compact is explained to parents, and parents are asked to sign the compacts signifying their commitment to working in partnership with the school to ensure the success of their child. The compacts are discussed with teachers at faculty meetings, and teachers are given the responsibility to explain the compacts to students and obtain student signatures. The school principal also signs the compact. Teachers keep a copy of the compact in their classrooms for use during parent-teacher and/or student-teacher conferences.

In May of each year, Saraland High School convenes its aCIP Committee to review, evaluate, and revise its Continuous Improvement Plan. Two parents serve on the committee. A copy of the aCIP plan is available for review in the library and on the school's website. Parents have the right to give input regarding the revision of the plan. Parents may submit their comments or suggestions regarding the plan at any time.

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	N/A	

Evaluative Criteria and Rubrics

Overall Rating: 3.75

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is 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 no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

FORMATIVE DATA

Performance Series (results show above average) - Spring 2017

Reading	9th grade	10th grade
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Fall	60%	54%
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Winter	61%	54%
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Math	9th grade	10th grade
------	-----------	------------

Fall	73%	63%
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Winter	59%	54%
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SUMMATIVE DATA

Spring 2018 ACT Work Keys results depicted 47 students at Platinum level (+46 from 2017), and 60 students at Gold level (+13 from 2017).

For Career Tech., students achieving the Microsoft Office Specialist credential during the 2017 - 2018 school year reached 255 students, an increase of 45 from the previous year. Students achieving the ServSafe credential increased by 3 students from the previous year. Of the 39 students tested 32 students credentialed. All 27 students enrolled in the Health Science Program passed the Certified Nursing Assistant Program CNA credential. This is an increase of 5 students enrolled in the CNA program from the previous year. This is the third year for the CNA program and each year has achieved 100% certification for each class.

Graduation rate:

Class of 2015 94%

Class of 2016 92%

Class of 2017 92%

Class of 2018 94%

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

FORMATIVE TREND DATA

SUMMATIVE DATA

Spring 2018 ACT Work Keys results depicted 47 students at Platinum level (+46 from 2017), and 60 students at Gold level (+13 from 2017).

Year	2015 - 2016	2016 - 2017	2017 - 2018
Platinum	0	1	47
Gold	43	47	60
Silver	117	127	88
Bronze	38	47	42
Credentialed			79%

For Career Tech., students achieving the Microsoft Office Specialist credential during the 2017 - 2018 school year reached 255 students, an increase of 45 from the previous year. Students achieving the ServSafe credential increased by 3 students from the previous year. Of the 39 students tested 32 students credentialed. All 27 students enrolled in the Health Science Program passed the Certified Nursing Assistant Program CNA credential. This is an increase of 5 students enrolled in the CNA program from the previous year. This is the third year for the CNA program and each year has achieved 100% certification for each class.

Graduation rate:

Class of 2015 94%

Class of 2016 92%

Class of 2017 92%

Class of 2018 94%

Which area(s) indicate the overall highest performance?

On Spring 2017 - 2018 ACT Plus Writing, the English sub-test scored the highest with 20.3 and Science at 20.2.

The Spring 2018 ACT Work Keys results revealed 47 students at Platinum level (+46 from 2017), and 60 students at Gold level (+13 from 2017) representing 43% of the senior class.

In Career Tech., there were 27 students enrolled in the Health Science Program that passed the CNA credential. This is the third year of the program and the third year of 100% of the class credentialed.

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

For ACT Plus Writing, the following trend data for the Average Composite Score among subgroups was reported for the spring 2016 and spring 2017 assessments.

Black/African American: 16.7 (2016), 17.42 (2017), and 16.7 (2018).

American Indian/Alaska Native: 17.0 (2016), 17.5 (2017), and 22.75 (2018).

White: 20.0 (2016) and 20.44 (2017), and 20.57(2018).

Hispanic/Latino: 17.0 (2016) and N/A (2017 & 2018).

Asian: No data (2016); however, 2015 this subgroup scored 14.0 and 23.5 in 2017. In 2018 this group scored 20.6.

Two or more races: In the spring of 2015 and 2016 this subgroup scored 20.3, 18 in 2017, and 20.5 in 2018.

Between which subgroups is the achievement gap closing?

When comparing spring 2016 ACT Plus Writing subgroup results to spring 2017 subgroup results, Two or more race students showed an increase of 0.2. American Indian/Alaska Native students showed an increase of 5.25. White students showed an increase of 0.13.

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

This is the first year ACT Aspire and STAR have not been used for comparison. On the ACT With Writing, English (+1.31), Math (+0.49), and Science (+0.29) realized gains from the previous year's results.

Areas in Need of Improvement

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

SUMMATIVE DATA

On the Spring 2018 ACT Plus Writing, 11th grade students scored 0.15 points below the previous in Reading.

On Spring 2018 AP Exams, Chemistry students scoring 3 or higher decreased by 8 students from 2017. Students scoring 3 or higher in Biology decreased by 3 students. Calculus A/B experienced a drop of 22 qualifying students scoring 3 or higher from 2016. 2018 Calculus students with qualifying score remained unchanged from 2017.

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

SUMMATIVE DATA

On the Spring 2018 ACT Plus Writing, 11th grade students scored 0.15 points below the previous in Reading.

On Spring 2018 AP Exams, Chemistry students scoring 3 or higher decreased by 8 students from 2017. Students scoring 3 or higher in Biology decreased by 3 students. Calculus A/B experienced a drop of 22 qualifying students scoring 3 or higher from 2016. 2018 Calculus students with qualifying score remained unchanged from 2017.

Which area(s) indicate the overall lowest performance?

On the Spring 2018 ACT Plus Writing, 11th grade students scored 0.15 points below the previous in Reading.

On Spring 2018 AP Exams, Chemistry students scoring 3 or higher decreased by 8 students from 2017. Students scoring 3 or higher in Biology decreased by 3 students. Calculus A/B experienced a drop of 22 qualifying students scoring 3 or higher from 2016. 2018 Calculus students with qualifying score remained unchanged from 2017.

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

For the 2018 ACT Plus Writing, the following trend data was reported: The only subgroup to decrease was the Black/African American group (- 0.29 points).

Between which subgroups is the achievement gap becoming greater?

For the 2018 ACT Plus Writing, the following trend data was reported: The only subgroup to decrease was the Black/African American group SY 2018-2019

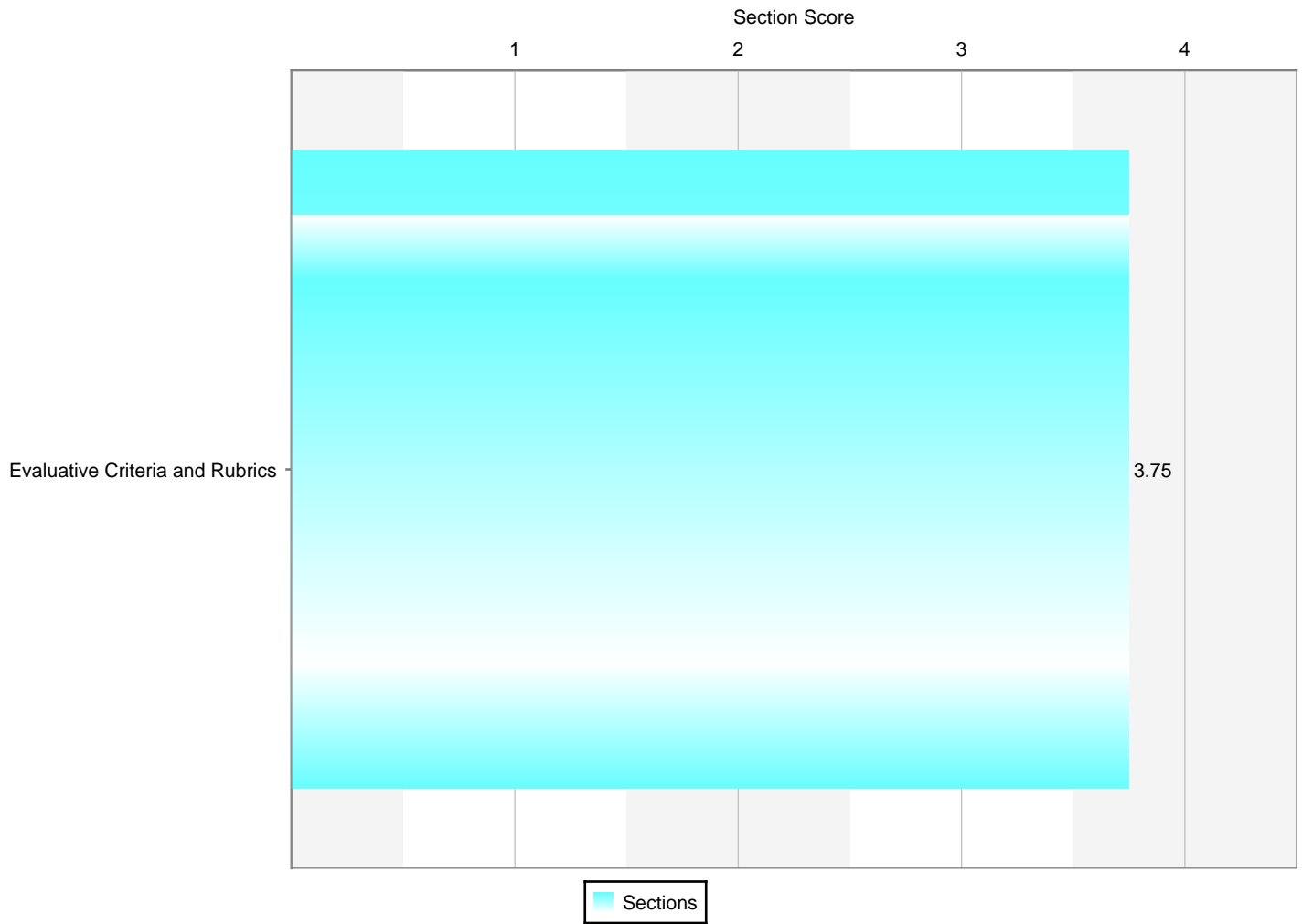
(- 0.29 points).

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

This was the first year STAR, ACT Aspire were not used for assessment.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, 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	aCIP Leadership team signature page.	aCIP Leadership team signature page

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	aCIP Leadership team signature page. Mrs. Beverly Spondike Principal 1115 Industrial Parkway Saraland, Alabama 36571 251-602-8970	aCIP Leadership team signature page Non Discrimination Statement

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 Right-to-Know	Parents Right to Know Parent and Family Engagement Plan FY19

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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	N/A	School Parent Compact

2018 - 2019 Plan for aCIP

Overview

Plan Name

2018 - 2019 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	Technology Goal: Provide Digital Tools and Resources to All Teachers and Students	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Student Support Service Goal: Decrease the System's Dropout Rate	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
3	Achievement Goal: Engage and Empower the Learner Through the Effective Implementation of CCRS	Objectives: 4 Strategies: 13 Activities: 38	Academic	\$158825

Goal 1: Technology Goal: Provide Digital Tools and Resources to All Teachers and Students

Measurable Objective 1:

A 2% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by increasing performance in content areas using technology in Career & Technical by 05/23/2019 as measured by formative and summative assessments..

Strategy 1:

Increase student achievement through technology - Technology will be used to create a learning center environment that focuses on student achievement and authentic tasks that incorporate higher order thinking skills and encourage collaboration with peers. Use of technology will be monitored by school inventories, classroom observations, computer lab observations and calendars, technology logs, and lesson plans.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Walliman, N. (2011). Research methods: The basics. London, England: Routledge.

Activity - Technology Professional Learning Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a technology professional learning workshop and collaboratively implement best practice strategies while incorporating technology into daily instruction. Participation in the technology workshops will be monitored through agendas and sign in sheets, classroom observations, lesson plans, and certificates for evidence of implementation.	Professional Learning	08/07/2018	05/23/2019	\$0	No Funding Required	School administration , participants of workshops, and Technology in Motion

Goal 2: Student Support Service Goal: Decrease the System's Dropout Rate

Measurable Objective 1:

demonstrate a behavior showing a 2% decrease in attendance concerns by 05/23/2019 as measured by formative and summative assessments and attendance reports..

Strategy 1:

Increase student attendance - To encourage attendance, conferences will be held with students and parents. The school's Advocacy Program, designed to help with student issues, will match up a student with a teacher advocate. Students and advocates will communicate weekly. At risk students will be identified through Project CARE and will be assigned teacher mentors who will encourage student attendance. In addition, parents will be held accountable for student attendance through the early warning truancy program.

An implemented incentive/rewards program will help students be accountable for their school attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: Student attendance will be monitored by attendance reports generated through INOW and the attendance officer. Marzano, R. J., Waters, T., & McNulty, B. A. (2005). School leadership that works: From research to results. Alexandria, VA: Association for Supervision and Curriculum Development

Activity - Perfect Attendance Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be encouraged to attend school through face-to-face conferences with students and parents. Student attendance will be monitored through INOW and the attendance officer. A policy has been enacted that would result in loss of credit due to excessive school absences.	Policy and Process	08/07/2018	05/23/2019	\$0	No Funding Required	School administration , classroom teachers, school counselors, and attendance officer.
Activity - Project CARE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the Project CARE program, at risk students will be identified and assigned a teacher mentor. Mentors will serve to encourage student attendance, positive behavior, and academic success. Student attendance for at risk students will be monitored by attendance reports through INOW, by the counselors' logs, and by the attendance officer.	Behavioral Support Program	08/07/2018	05/23/2019	\$0	No Funding Required	School administration , school teachers, school counselors, and attendance officer.
Activity - Early Warning Truancy Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students with attendance issues will be referred to the early warning truancy program. Parents will be required to attend meetings with administrators and central office personnel to discuss and resolve truancy issues. Postage, paper, and ink will be purchased to increase communication with parents concerning grades, attendance, and behavior.	Parent Involvement	08/07/2018	05/23/2019	\$0	No Funding Required	School administration , attendance officer, and central office staff
Activity - Advocacy Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Advocacy Program is an accountability system, which is designed to ensure every student in the school has at least one supportive adult assigned to them as an advisor. This does not eliminate the role of guidance counselors. All students are assigned a staff member who will serve as their advocate and support person.	Behavioral Support Program	08/07/2018	05/23/2019	\$0	No Funding Required	School administration and teachers.

Goal 3: Achievement Goal: Engage and Empower the Learner Through the Effective Implementation of CCRS

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in mastering the standards in Mathematics by 05/23/2019 as measured by formative and summative assessments .

Strategy 1:

A rigorous math curriculum - Teachers will provide a rigorous curriculum in math that focuses on problem solving skills with a special emphasis on multi-step equations; adding, subtracting, and multiplying polynomials; graphing linear equations; foundations and functions; and inequalities in the geometric properties related to angles in the Pythagorean theorem.

Category: Develop/Implement College and Career Ready Standards

Research Cited: (n.d.). Common core state standards: For mathematics. Retrieved from <http://www.nctm.org/ccssm/>

Activity - Regular, Pre-AP and AP Math Tests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design differentiated tests for the different levels of math classes (regular, Pre-AP and AP) that will involve the application of problem solving strategies that require higher order thinking skills. In addition, teachers will analyze student test data that involve the application of problem solving strategies for each level of the various math courses and adjust instruction accordingly. A separate file of tests for each level of course will be maintained. The administration will monitor the assessments during the school year through test files, departmental meeting agendas, and sign-in sheets.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School administration , instructional partners, math teachers, special education teachers and instructional partners.
Activity - Webb's Depth of Knowledge in Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate in departmental curriculum meetings scheduled during professional development workshops and monthly meetings throughout the school year to discuss strategies to incorporate the depth of knowledge into both instruction and assessments in all classes. They will then edit past assessments and create new assessment items that will incorporate varied levels of depth of knowledge. During departmental meetings, teachers will share application of the levels of DOK in their assessments and will provide sample tests. Teachers will design projects/research assignments to incorporate Level 4 rigor. The administration and instructional partners will monitor the assessments and meeting agendas, and sign-in sheets will provide documentation.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School administrators , instructional partners, math teachers, and special education teachers

Activity - Math PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers and special education teachers will attend On to College workshops (John Baylor). Teachers will implement these programs during daily math instruction. Administration and instructional partners will monitor completion of professional development with agendas and sign-in sheets. Implementation will be monitored through lesson plan checks and classroom observations.	Professional Learning	08/07/2018	05/23/2019	\$0	Title II Part A	School administration , math teachers, instructional partners, and special education teachers.

Strategy 2:

Engage students in instruction - Teachers will incorporate project based learning into their math classes for increasing student engagement. Research has shown that PBL results in high levels of student engagement (Belland, et al. , 2006; Brush & Say, 2008). Another study reports that the attitudes towards the course work, the work ethic, and the confidence of students engaged in PBL increase during the process.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Belland, B. R., Ertmer, P. A., & Simons, K. D.(2006).Perceptions of the value of problem-based learning among students with special needs and their teachers. Interdisciplinary Journal of Problem-Based Learning, 1(2).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1024>

Brush, T., & Saye, J.(2008).The effects of multimedia-supported problem-based inquiry on student engagement, empathy, and assumptions about history. Interdisciplinary Journal of Problem-Based Learning, 2(1).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1052>

Activity - Project Based Learning (PBL) in Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate PBL into their math lessons. The process will involve critical thinking or inquiry based teaching and learning. A minimum of one project or PBL activity will be assigned each semester in each math class. Special focus will be placed on problem solving activities including those of properties of geometric figures. Assessment of the projects will be analyzed through rubrics. Documentation will include rubrics for projects and sample student work.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School administration , instructional partners, department chairperson, teachers, and special education teachers

Strategy 3:

Incorporate Math Common Core Standards - Teachers will incorporate the Common Core standards as adopted in the Alabama Course of Study for mathematics. The Common Core standards and research based standards are bench marked internationally and designed to prepare students to become College and Career Ready

after graduation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Belland, B. R., Ertmer, P. A., & Simons, K. D.(2006). Perceptions of the value of problem-based learning among students with special needs and their teachers. *Interdisciplinary Journal of Problem-Based Learning*, 1(2).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1024>

Activity - Math Common Core Standards and Curriculum Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and utilize a daily lesson plan template for each course that focuses on Common Core standards. Lesson plans will contain Common Core standards of mathematical practices to be implemented. All Common Core objectives will be listed in each curriculum plan. Daily lesson plans will be monitored by administration. The plans will be examined by departments, school, and district administration.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School administration , instructional partners, department chairpersons, teachers, and special education teachers
Activity - Math Common Core Standards Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will teach Common Core standards as listed in the Alabama course of study for mathematics for each course they teach. The objective for the lesson will be posted daily on the board, and the Common Core standards of mathematical practices will be used during instruction and assessment. Administration and instructional partners will monitor teachers' classrooms to evaluate instruction related to the Common Core standards. Periodic meetings will be held to discuss how teachers are incorporating Common Core standards in their daily lessons.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School administrators , instructional partners, departmental chairpersons, teachers, and special education teachers

Strategy 4:

Meet the math learning needs of all students - Teachers, paraprofessionals, intervention teachers, and counselors will implement all aspects of the RTI framework for all students. Furthermore, they will identify Tier II and Tier III students who will receive Tier II interventions in the classroom for math. In addition, Tier III students will be scheduled in intervention math classes. Problem solving teams will meet monthly and utilize on line formative assessments and other sources of data to monitor student progress.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research cited: Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: The Guilford Press

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Activity - Math Response to Instruction (RTI)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students not mastering math objectives and performing below grade level. RTI problem solving team members will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making progress. RTI implementation will be monitored through Tier II and Tier III documentation on specified forms and classroom observations. The system will employ an ISS teacher to assist in meeting the needs of at-risk students.	Academic Support Program	08/07/2018	05/23/2019	\$32752	State Funds	School administrators, paraprofessionals, math teachers, special education teachers, and counselors
Activity - Math Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer the On to College (John Baylor) program to students prior to taking the ACT and ACT Plus Writing assessment. Data will be used to guide instruction and help identify students needing additional academic support. Instructional partners will monitor the completion of formative assessments and analyze data.	Technology	08/07/2018	05/23/2019	\$0	No Funding Required	School administration, math teachers, special education teachers and instructional partners
Activity - Math Test Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use materials from On to College, ACT Exemplars, and ACT preparatory vocabulary workshop to help students actively engage in learning activities to prepare and review for state assessments.	Academic Support Program	08/07/2018	05/23/2019	\$0	No Funding Required	School administrators, instructional partners, math teachers, and special education teachers.

Strategy 5:

Implement CTE Program - CTE courses aligned to a specific program will be offered to students in grades 10 through 12. Data obtained from gradebook grades and credentialing assessments will aid teachers in planning instruction and meeting the needs of all students.

Category: Develop/Implement College and Career Ready Standards

Activity - CTE Teacher PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Saraland High School

CTE teachers will attend training conducted during the school year by the SDE and CTE director.	Academic Support Program	08/07/2018	05/23/2019	\$17934	Perkins	Administrators and CTE director
Activity - CTE Credentials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE teachers will administer these credentialing tests to students: MOS, ServSafe, Work Keys, and CNA.	Academic Support Program	08/07/2018	05/23/2019	\$0	No Funding Required	Administration and CTE director

Strategy 6:

Parental involvement and resources - Encourage parents to participate in school planning/review meetings, volunteer work, parental activities, and parental committees. This will be implemented through parent conferences, Parenting Day, Annual Title I Parental Involvement meeting, Parent surveys, email, school-cast calls, newsletters, social media, notices sent home, and the school's website.

Category: Implement Community Based Support and Intervention System

Activity - Parent and Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the first quarter of the school year Saraland High School holds its annual Title 1 meeting for parents. During this meeting, information is presented about the Title I program, the curriculum, and academic assessments. Basic curriculum content will be outlined for parents. They will learn how to schedule parent-teacher conferences and how to participate in decisions related to the education of their child. Parents will be given a copy of the Title I parent packet, a parent survey, and a copy of the district and local school parental involvement plans. Parental set aside funds will be used to strengthen communication with parents and improve student achievement. Materials for parents are available in both English and Spanish.	Parent Involvement	08/07/2018	05/23/2019	\$1336	Other	Administration and classroom teachers.

Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in English Language Arts by 05/23/2019 as measured by formative and summative assessments.

Strategy 1:

Implement a rigorous curriculum - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and in assessments to develop higher order thinking. Teachers will develop quarterly pacing guides and daily lesson plans and assessments which reflect rigor. This strategy will be monitored by administrators and instructional partners through classroom observations, lesson plans, quarterly pacing guides, and assessment checks.

Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop quarterly curriculum plans, daily lesson plans that will reflect rigor in English language arts. This strategy will be monitored by administration through classroom observations, lesson plans, quarterly curriculum plans, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Crawford, Joe. (2012). Aligning your curriculum to the common core state standards. Thousand Oaks, Ca.: Corwin

Drake, S. M. (2012). Creating standards-based integrated curriculum:The common core state standards edition (3rd edition). Thousand Oaks, Ca: Corwin.

Activity - Webb's Depth of Knowledge in Reading and English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate in departmental curriculum meetings scheduled during professional development workshops and monthly meetings throughout the school year to discuss strategies to incorporate the depth of knowledge (recall, skills / concept, strategic thinking, extending thinking) into both instruction and assessment in all classes. They will then edit past assessments and create new assessment items that will incorporate the levels of depth of knowledge. During departmental meetings, teachers will share application of the levels of DOK in their assessments and will provide sample tests. Teachers will provide a rigorous curriculum in language that focuses on objectives related to knowledge of language and production of writing by analyzing a variety of reading material, both fictional and nonfictional, and by writing and editing both formal and informal work samples. Students will be engaged in rigorous coursework, collaborate with other students, and demonstrate an understanding of the content. Administration and instructional partners will monitor the assessments, and meeting agendas and sign-in sheets will provide documentation.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School administration , instructional partners, department chairperson, classroom teachers, reading specialist teachers, dyslexia interventionist , and special education teachers.
Activity - Regular, Pre-AP, and AP Reading and English Tests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design differentiated tests for the different levels of English classes (Regular, Pre-AP, and AP) that will include a focus on craft and structure, and integration of knowledge and ideas, based ACT data (2018). Teachers will use materials from Sadlier to help students prepare for assessments. Administration and instructional partners will monitor the assessments and developed test files. Departmental meeting agendas and sign-in sheets will serve as documentation.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School administration , instructional partner, department chairperson ,classroom teacher, reading specialists, dyslexia interventionist , and special education teachers
Activity - Reading / English Critical Thinking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will create activities (bell ringers, team activities, etc.) that involve higher order thinking skills related to objectives. Teachers will utilize materials from Sadlier to enhance students' vocabulary and writing skills. The administration and instructional partners will monitor lesson plans, sample tests, bell ringers, and assessments.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School administration , instructional partners, teachers, special education teachers, dyslexia interventionist , and reading specialist
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Activity - AP Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP English teachers will attend professional development on AP course content including English language and composition with a focus on application of rhetoric and argumentation, preparation for the rhetorical analysis essay, utilization of texts and documentation, preparation for the multiple choice questions, approaches to argument and synthesis essay writing, and development of a course syllabus.	Professional Learning	08/07/2018	05/23/2019	\$0	Title II Part A	School administration , instructional partners, classroom teachers, and special education teachers

Activity - Integration of Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus activities on craft and structure, integration of knowledge, and ideas based on the ACT data (2018). A variety of activities and assessments involving writing and open-ended questions that incorporate the use of critical thinking strategies will be designed. Students will be engaged in learning activities, classroom discussion and respond to higher order thinking questions.	Academic Support Program	08/07/2018	05/24/2019	\$0	No Funding Required	School administration , instructional partners, special education teachers, dyslexia interventionist , and reading specialist.

Activity - Rigorous instruction and assessment PD in Reading and English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will collaborate in departmental curriculum meetings scheduled during professional development days at the beginning of the school year and at monthly meetings throughout the school year to discuss strategies to incorporate the levels of Webb's Depth of Knowledge (recall, skill / concept, strategic thinking, extended thinking) into both instruction and assessment in all classes. They will then edit past assessments and create new assessment items that incorporate the levels of Depth of Knowledge. The administration will monitor departmental meeting agendas and sign-in sheets and assessments.	Professional Learning	08/07/2018	05/24/2019	\$0	No Funding Required	School administration , instructional partner, classroom teachers, dyslexia interventionist , reading specialists and special education teachers.
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Strategy 2:

Project Based Learning - Teachers will incorporate Project Based Learning (PBL) into reading instruction as a strategy for increasing student engagement. Research has shown that PBL results in high levels of student engagement (Belland, Et al., 2006; Brush & Saye, 2008). Another study reports work ethic, attitudes towards the course work, and confidence of students engaged in PBL has increased during the process.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Belland, B. R., Ertmer, P. A., & Simons, K. D.(2006).Perceptions of the value of problem-based learning among students with special needs and their teachers. Interdisciplinary Journal of Problem-Based Learning, 1(2).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1024>

Brush, T., & Saye, J.(2008).The effects of multimedia-supported problem-based inquiry on student engagement, empathy, and assumptions about history. Interdisciplinary Journal of Problem-Based Learning, 2(1).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1052>

Activity - Project Based Learning in Reading and English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate PBL into their reading and English lessons. The process will involve critical thinking or inquiry based teaching and learning. A minimum of one PBL will be assigned each semester. Teachers will assess the projects with rubrics they design. Student work will be displayed in the classrooms and English hallways.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School administration , instructional partners, classroom teachers, special education teachers, dyslexia interventionist , and reading specialists

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Activity - Student Engagement Through Technology in Reading and English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be implemented into reading and English instruction through the following: clickers, interactive smart boards, Kindles, computers, videos, printers, and on-line assignments. Students will use technology to gather, evaluate, and use information for learning.	Direct Instruction	08/07/2018	05/23/2019	\$27979	Title I Part A	School administration , instructional partners, classroom teachers, reading specialist, dyslexia interventionist , and special education teachers

Strategy 3:

Incorporate Reading and English Common Core Standards - Teachers will incorporate the Common Core standards for reading and English for each grade level. The Common Core standards are research based, bench marked internationally, and necessary to prepare students for college and career readiness after graduation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Archer, A. L., & Hughes, C. (2011). Explicit instruction: Effective and efficient teaching. New York, NY: Gilford Press.

Dewitt, P., & Wolksee, J. (2012). Making the most of your core reading program: Research-based essentials. Portsmouth, NH: Heinemann.

Drew, S. V. (2012). Open up the ceiling on the common core state standards: Preparing students for 21st-century literacy-now. Journal of Adolescent & Adult Literacy, 56(4), 321-330. doi:10.1002/jaal.00145

Halladay, J. L., & Moses, L. (2013). Using the common core standards to meet the needs of diverse learners: Challenges and opportunities. New England Reading Association Journal, 49(1), 33-44.

Activity - Reading and English Common Core Standards and Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Saraland High School

Teachers will develop and utilize a daily lesson plan template for each course they teach that focuses on the Common Core standards. Each lesson plan will contain the Common Core objectives that relate to the Common Core reading and English standards for literature and informational text. Daily lesson plans will be monitored by the administration and pacing guides will be submitted for analysis by the school and district administration.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School administration , instructional partners, classroom teachers, reading specialists, dyslexia interventionist , and special education teachers
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Activity - Reading and English Common Core Standards Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach the Common Core standards as listed in the Alabama Course of Study for each course they teach. The objective for the lesson will be posted daily on the board, and the Common Core standards for English will be used for instruction and assessment. Lesson plans and instruction will be monitored by administration. Periodic departmental meetings will be held in order to share ideas on how to effectively use the common core standards on a daily basis. Pacing guides will be submitted and analyzed by the school and district administration.	Direct Instruction	08/07/2018	05/23/2019	\$56788	Title I Part A	School administration , instructional partners, classroom teachers, reading specialists, dyslexia interventionist , and special education teachers

Strategy 4:

Meet the reading learning needs of all students - Teachers, paraprofessionals, dyslexia interventionist and reading specialists will implement all aspects of the RTI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for reading. In addition, Tier III students will be placed in intervention classes in reading. Problem Solving Teams (PST) will meet monthly and utilize on-line formative assessments and other sources of data to monitor student progress.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Archer, A. L., & Hughes, C. (2011). Explicit instruction; Effective and efficient teaching. New York, NY: Gilford Press

Activity - Reading Response to Instruction (RTI)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Saraland High School

<p>Additional academic support for Tier II and Tier III students not mastering reading and English objectives and performing below grade level will be provided. RTI problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and / or making gains. Administration will monitor RTI implementation through Tier II and Tier III documentation on specified forms and classroom observations.</p>	<p>Academic Support Program</p>	<p>08/07/2018</p>	<p>05/23/2019</p>	<p>\$5000</p>	<p>Title I Part A</p>	<p>School administration , instructional partners, classroom teachers, reading specialists, dyslexia interventionist , and special education teachers</p>
<p>Failure Free Reading will be implemented by the Reading Specialist for all Tier III Reading students. Also, Sadlier vocabulary workshop comprehension will be purchased to enhance reading instruction.</p>						

Activity - Reading Formative assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will administer Pre-ACT, ACT without Writing, ACT with Writing, and ACT Workkeys to access and monitor student progress in reading and English throughout the school year. Data will be used to guide instruction and help identify students needing additional academic support. Instructional partners will monitor the completion of formative assessments and analyze data.</p>	<p>Technology</p>	<p>08/07/2018</p>	<p>05/23/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>School administration , instructional partners, classroom teachers, reading specialists, dyslexia interventionist , and special education teachers</p>

Measurable Objective 3:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Writing by 05/23/2019 as measured by formative and summative assessments.

Strategy 1:

Implement a rigorous curriculum in writing - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Students will be actively engaged in collaborative discussions, which incorporate higher order thinking skills. Teachers will develop quarterly curriculum plans, daily lesson plans, and assessments which reflect rigor in writing. This strategy will be monitored by administrators and instructional partners through classroom observation, lesson plans, quarterly curriculum plans, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Fisher, D., & Frey, N. (2014). Better learning through structured teaching: A framework for the gradual release of responsibility (2nd edition).

Alexandria, VA: ASCD

Activity - Content Writing in Science and Social Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide instruction on argumentative, informative, and analytical expository writing in content areas. Implementation and instruction of writing in the content area will be monitored through walk throughs, classroom observations, and the classroom grade book. Turnitin.com will be implemented to ensure students are not plagiarizing another's work. A science teacher will be employed with Title I funds (30%) to assist with the effective implementation of instruction.	Direct Instruction	08/07/2018	05/23/2019	\$17036	Title I Part A	School administration , instructional partners, classroom teachers, and special education teachers
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Activity - Writing College and Career Ready Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the CCRS writing standards during daily instruction. Teachers will also provide parents with an explanation of CCRS and resources to use at home via teachers' web pages. Implementation of CCRS will be monitored by administration and instructional partners through quarterly curriculum plans, lesson plan checks, and walk through observations.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School administration , instructional partners, classroom teachers, and special education teachers

Activity - Student Writing Portfolios	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student writing samples will be scored and evaluated quarterly to gauge writing proficiency. Students will utilize materials from Sadlier to assist them in writing. Students will submit samples to Google docs for evaluation.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School administration , instructional partners, classroom teachers, and special education teachers

Activity - Webb's Depth of Knowledge in Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate in departmental curriculum meetings scheduled during professional development workshops and monthly meetings throughout the school year to discuss strategies to incorporate the depth of knowledge (recall, skills / concept, strategic thinking, extending thinking) into both instruction and assessment in all classes. They will then edit past writing prompts and create new writing prompts that will incorporate the levels of Depth of Knowledge. During departmental meetings, teachers will share application of the levels of DOK in their writing prompts and will provide writing samples. The administration and instructional partner will monitor the assessments and meeting agendas, and sign-in sheets will provide documentation.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School administration , instructional partners, classroom teacher, dyslexia interventionist , reading specialists, and special education teachers

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Activity - Writing PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departmental meetings will provide professional development on the writing focus for each quarter. Teachers will be provided ongoing support as needed for implementation during daily instruction. Professional development provided will be evidenced by agendas and sign-in sheets. Administration and instructional partners will monitor through classroom observations and lesson plan checks. In addition, the end-of-year writing portfolios will be checked by the reading specialist.	Professional Learning	08/07/2018	05/23/2019	\$0	Title II Part A	School administration , instructional partners, reading specialist, classroom teachers, and special education teachers.

Measurable Objective 4:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Science by 05/23/2019 as measured by formative and summative assessments .

Strategy 1:

Implement a rigorous curriculum in science - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop quarterly curriculum plans, daily lesson plans, and assessments which reflect rigor in science. The strategy will be monitored by administrators through classroom observations, lesson plans, quarterly curriculum plans, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: March, J. K., & Peters, K. H. (2014). The common core, an uncommon opportunity: Redesigning classroom instruction. Thousand Oaks, CA: Corwin.

Activity - Science Content Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide instruction on argumentative, informative, and narrative writing in science. Furthermore, teachers will focus on interpretation of data and scientific investigation. Implementation of writing in science will be monitored by administration and instructional partners through walk through observations, lesson plans, performance based assessments, and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School administrators , instructional partners, classroom teachers, and special education teachers

Activity - Science Hands-On Discovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide science instruction that fosters student discovery through hands-on activities and experiments. Students will be engaged in activities focused on interpretation of data and scientific investigation. Moreover, students will collaborate with other students during student-centered activities which will involve higher order thinking. The use of digital tools to conduct research, solve problems and use information for learning. Administration and instructional partners will monitor instruction through walk through observations, evaluation of quarterly curriculum plans, and lesson plans.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School administrators , instructional partners, classroom teachers, and special education teachers
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Activity - Webb's Depth of Knowledge in Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate in departmental curriculum meetings scheduled during professional development workshops and monthly meetings throughout the school year to discuss strategies to incorporate Webb's depth of knowledge (recall, skills / concept, strategic thinking, extending thinking) into both instruction and assessments in all classes. They will then edit past assessments and create new assessment items that will incorporate the levels of depth of knowledge (DOK). During departmental meetings, teachers will share application of the levels of DOK in their assessments and will provide sample tests. The administration and instructional partners will monitor the assessments, and meeting agendas and sign-in sheets will provide documentation.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School administration , instructional partners, classroom teachers, and special education teachers

Activity - Regular, Pre-AP, and AP Science Tests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design differentiated tests for the different levels of science classes (Regular, Pre-AP, and AP) that will involve the application of problem-solving, interpretation of data, scientific investigation, and critical thinking skills. Teachers will analyze student test results that involve the application of problem-solving and critical thinking strategies for each level of the various science courses. Administrators and instructional partners will monitor the assessments during the school year. DOK: Test files, departmental meeting agendas and sign-in sheets.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School administrators , instructional partners, classroom teachers, and special education teachers.

Activity - Science College and Career Ready Standards (CCRS) PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The science teachers will conduct departmental meetings throughout the school year to strengthen instruction vertically and horizontally and discuss students' needs. Agendas and sign-in sheets will be used for documentation. In addition, implementation of science standards will be monitored through quarterly curriculum and lesson plan checks and classroom observations.	Professional Learning	08/07/2018	05/23/2019	\$0	No Funding Required	School administration , instructional partners, classroom teachers, and special education teachers

Activity - AMSTI Science Coaching Community PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lead science teacher will attend AMSTI Coaching Community professional development on science standards. Lead science teacher will provide turn around training to fellow teachers. Teachers will implement strategies during daily science instruction. This will be monitored by documentation of professional development attendance through agenda, and sign-in sheets.	Professional Learning	08/07/2018	05/23/2019	\$0	Title II Part A	School administration , instructional partners, classroom teachers, and special education teachers

Strategy 2:

Engage students in science instruction - Teachers will incorporate Project Base Learning or Problem Based Learning (PBL) into their science classes as a strategy for increasing student engagement. Research has shown that PBL results in high levels of student engagement. Another study reports that work ethic attitudes toward the coursework, and confidence of students engaged in Project Based Learning has increased during the process.

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

Research Cited: Belland, B. R., Ertmer, P. A., & Simons, K. D.(2006).Perceptions of the value of problem-based learning among students with special needs and their teachers. Interdisciplinary Journal of Problem-Based Learning, 1(2).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1024>

Brush, T., & Saye, J.(2008).The effects of multimedia-supported problem-based inquiry on student engagement, empathy, and assumptions about history. Interdisciplinary Journal of Problem-Based Learning, 2(1).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1052>

Activity - Project Based Learning in Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate Project Based Learning (PBL) into their science lessons. The process will involve critical thinking or inquiry base teaching and learning. A minimum of one PBL activity will be assigned each semester in each science class. Special focus will be placed on problem-solving activities, interpretation of data, scientific investigation, as well as a focus on properties of cell organelles, mitosis, and meiosis. Teachers will assess the projects with rubrics they design. Student work will be displayed in the classrooms and in the science hallways. Students will be surveyed as to how effectively engaged they were in the project. Administration will monitor rubrics for projects and sample student work.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School administration , instructional partners, classroom teachers, and special education teachers

Activity - Student engagement with technology in Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Incorporation of clickers, interactive smart-boards, Kindles, computers, graphing calculators, videos, Vernier Lab probes, and on-line assignments will all help to increase student engagement and student achievement within each class. Furthermore, students will utilize technology to conduct research, evaluate information, and work collaboratively for learning.	Direct Instruction	08/07/2018	05/23/2019	\$0	No Funding Required	School administration , instructional partners, classroom teachers, and special education teachers
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Activity - Rigorous Instruction and Assessment PD in Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide departmental curriculum meetings scheduled during professional development days at the beginning of the school year and at monthly meetings throughout the school year to discuss strategies to incorporate the levels of Depth of Knowledge (Recall, Skill/Concept, Strategic Thinking, Extended Thinking) into both instruction and assessment in all classes. They will then edit past assessments and create new assessment items that incorporate the levels of Depth of Knowledge. Assessments will be monitored by administrators and instructional partners. DOK: Assessment samples, Departmental Meeting Agendas, Departmental Sign-in Sheets.	Professional Learning	08/07/2018	05/23/2019	\$0	Title II Part A	School administrators , instructional partners, classroom teachers, and special education teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Response to Instruction (RTI)	<p>Additional academic support will be provided to Tier II and Tier III students not mastering math objectives and performing below grade level. RTI problem solving team members will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making progress. RTI implementation will be monitored through Tier II and Tier III documentation on specified forms and classroom observations.</p> <p>The system will employ an ISS teacher to assist in meeting the needs of at-risk students.</p>	Academic Support Program	08/07/2018	05/23/2019	\$32752	School administrators, paraprofessionals, math teachers, special education teachers, and counselors
Total					\$32752	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Content Writing in Science and Social Studies	<p>Teachers will provide instruction on argumentative, informative, and analytical expository writing in content areas. Implementation and instruction of writing in the content area will be monitored through walk throughs, classroom observations, and the classroom grade book. Turnitin.com will be implemented to ensure students are not plagiarizing another's work.</p> <p>A science teacher will be employed with Title I funds (30%) to assist with the effective implementation of instruction.</p>	Direct Instruction	08/07/2018	05/23/2019	\$17036	School administration, instructional partners, classroom teachers, and special education teachers

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Reading and English Common Core Standards Instruction	Teachers will teach the Common Core standards as listed in the Alabama Course of Study for each course they teach. The objective for the lesson will be posted daily on the board, and the Common Core standards for English will be used for instruction and assessment. Lesson plans and instruction will be monitored by administration. Periodic departmental meetings will be held in order to share ideas on how to effectively use the common core standards on a daily basis. Pacing guides will be submitted and analyzed by the school and district administration.	Direct Instruction	08/07/2018	05/23/2019	\$56788	School administration , instructional partners, classroom teachers, reading specialists, dyslexia interventionist , and special education teachers
Student Engagement Through Technology in Reading and English	Technology will be implemented into reading and English instruction through the following: clickers, interactive smart boards, Kindles, computers, videos, printers, and on-line assignments. Students will use technology to gather, evaluate, and use information for learning.	Direct Instruction	08/07/2018	05/23/2019	\$27979	School administration , instructional partners, classroom teachers, reading specialist, dyslexia interventionist , and special education teachers
Reading Response to Instruction (RTI)	Additional academic support for Tier II and Tier III students not mastering reading and English objectives and performing below grade level will be provided. RTI problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and / or making gains. Administration will monitor RTI implementation through Tier II and Tier III documentation on specified forms and classroom observations. Failure Free Reading will be implemented by the Reading Specialist for all Tier III Reading students. Also, Sadlier vocabulary workshop comprehension will be purchased to enhance reading instruction.	Academic Support Program	08/07/2018	05/23/2019	\$5000	School administration , instructional partners, classroom teachers, reading specialists, dyslexia interventionist , and special education teachers
Total					\$106803	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CTE Teacher PD	CTE teachers will attend training conducted during the school year by the SDE and CTE director.	Academic Support Program	08/07/2018	05/23/2019	\$17934	Administrators and CTE director

Total

\$17934

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AMSTI Science Coaching Community PD	Lead science teacher will attend AMSTI Coaching Community professional development on science standards. Lead science teacher will provide turn around training to fellow teachers. Teachers will implement strategies during daily science instruction. This will be monitored by documentation of professional development attendance through agenda, and sign-in sheets.	Professional Learning	08/07/2018	05/23/2019	\$0	School administration , instructional partners, classroom teachers, and special education teachers
Rigorous Instruction and Assessment PD in Science	Teachers will provide departmental curriculum meetings scheduled during professional development days at the beginning of the school year and at monthly meetings throughout the school year to discuss strategies to incorporate the levels of Depth of Knowledge (Recall, Skill/Concept, Strategic Thinking, Extended Thinking) into both instruction and assessment in all classes. They will then edit past assessments and create new assessment items that incorporate the levels of Depth of Knowledge. Assessments will be monitored by administrators and instructional partners. DOK: Assessment samples, Departmental Meeting Agendas, Departmental Sign-in Sheets.	Professional Learning	08/07/2018	05/23/2019	\$0	School administrators , instructional partners, classroom teachers, and special education teachers
AP Training	AP English teachers will attend professional development on AP course content including English language and composition with a focus on application of rhetoric and argumentation, preparation for the rhetorical analysis essay, utilization of texts and documentation, preparation for the multiple choice questions, approaches to argument and synthesis essay writing, and development of a course syllabus.	Professional Learning	08/07/2018	05/23/2019	\$0	School administration , instructional partners, classroom teachers, and special education teachers
Math PD	Classroom teachers and special education teachers will attend On to College workshops (John Baylor). Teachers will implement these programs during daily math instruction. Administration and instructional partners will monitor completion of professional development with agendas and sign-in sheets. Implementation will be monitored through lesson plan checks and classroom observations.	Professional Learning	08/07/2018	05/23/2019	\$0	School administration , math teachers, instructional partners, and special education teachers.

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Writing PD	Departmental meetings will provide professional development on the writing focus for each quarter. Teachers will be provided ongoing support as needed for implementation during daily instruction. Professional development provided will be evidenced by agendas and sign-in sheets. Administration and instructional partners will monitor through classroom observations and lesson plan checks. In addition, the end-of-year writing portfolios will be checked by the reading specialist.	Professional Learning	08/07/2018	05/23/2019	\$0	School administration , instructional partners, reading specialist, classroom teachers, and special education teachers.
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Professional Learning Workshops	Teachers will participate in a technology professional learning workshop and collaboratively implement best practice strategies while incorporating technology into daily instruction. Participation in the technology workshops will be monitored through agendas and sign in sheets, classroom observations, lesson plans, and certificates for evidence of implementation.	Professional Learning	08/07/2018	05/23/2019	\$0	School administration , participants of workshops, and Technology in Motion
Math Common Core Standards Instruction	Math teachers will teach Common Core standards as listed in the Alabama course of study for mathematics for each course they teach. The objective for the lesson will be posted daily on the board, and the Common Core standards of mathematical practices will be used during instruction and assessment. Administration and instructional partners will monitor teachers' classrooms to evaluate instruction related to the Common Core standards. Periodic meetings will be held to discuss how teachers are incorporating Common Core standards in their daily lessons.	Direct Instruction	08/07/2018	05/23/2019	\$0	School administrators , instructional partners, departmental chairpersons, teachers, and special education teachers
Perfect Attendance Conferences	Students will be encouraged to attend school through face-to-face conferences with students and parents. Student attendance will be monitored through INOW and the attendance officer. A policy has been enacted that would result in loss of credit due to excessive school absences.	Policy and Process	08/07/2018	05/23/2019	\$0	School administration , classroom teachers, school counselors, and attendance officer.

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Webb's Depth of Knowledge in Reading and English	Teachers will collaborate in departmental curriculum meetings scheduled during professional development workshops and monthly meetings throughout the school year to discuss strategies to incorporate the depth of knowledge (recall, skills / concept, strategic thinking, extending thinking) into both instruction and assessment in all classes. They will then edit past assessments and create new assessment items that will incorporate the levels of depth of knowledge. During departmental meetings, teachers will share application of the levels of DOK in their assessments and will provide sample tests. Teachers will provide a rigorous curriculum in language that focuses on objectives related to knowledge of language and production of writing by analyzing a variety of reading material, both fictional and nonfictional, and by writing and editing both formal and informal work samples. Students will be engaged in rigorous coursework, collaborate with other students, and demonstrate an understanding of the content. Administration and instructional partners will monitor the assessments, and meeting agendas and sign-in sheets will provide documentation.	Direct Instruction	08/07/2018	05/23/2019	\$0	School administration , instructional partners, department chairperson, classroom teachers, reading specialist teachers, dyslexia interventionist , and special education teachers.
Science College and Career Ready Standards (CCRS) PD	The science teachers will conduct departmental meetings throughout the school year to strengthen instruction vertically and horizontally and discuss students' needs. Agendas and sign-in sheets will be used for documentation. In addition, implementation of science standards will be monitored through quarterly curriculum and lesson plan checks and classroom observations.	Professional Learning	08/07/2018	05/23/2019	\$0	School administration , instructional partners, classroom teachers, and special education teachers
Regular, Pre-AP, and AP Reading and English Tests	Teachers will design differentiated tests for the different levels of English classes (Regular, Pre-AP, and AP) that will include a focus on craft and structure, and integration of knowledge and ideas, based ACT data (2018). Teachers will use materials from Sadlier to help students prepare for assessments. Administration and instructional partners will monitor the assessments and developed test files. Departmental meeting agendas and sign-in sheets will serve as documentation.	Direct Instruction	08/07/2018	05/23/2019	\$0	School administration , instructional partner, department chairperson ,classroom teacher, reading specialists, dyslexia interventionist , and special education teachers

Project Based Learning in Science	<p>Teachers will incorporate Project Based Learning (PBL) into their science lessons. The process will involve critical thinking or inquiry base teaching and learning. A minimum of one PBL activity will be assigned each semester in each science class. Special focus will be placed on problem-solving activities, interpretation of data, scientific investigation, as well as a focus on properties of cell organelles, mitosis, and meiosis.</p> <p>Teachers will assess the projects with rubrics they design. Student work will be displayed in the classrooms and in the science hallways. Students will be surveyed as to how effectively engaged they were in the project. Administration will monitor rubrics for projects and sample student work.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0	School administration , instructional partners, classroom teachers, and special education teachers
Science Hands-On Discovery	<p>Teachers will provide science instruction that fosters student discovery through hands-on activities and experiments. Students will be engaged in activities focused on interpretation of data and scientific investigation. Moreover, students will collaborate with other students during student-centered activities which will involve higher order thinking. The use of digital tools to conduct research, solve problems and use information for learning. Administration and instructional partners will monitor instruction through walk through observations, evaluation of quarterly curriculum plans, and lesson plans.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0	School administrators , instructional partners, classroom teachers, and special education teachers
Writing College and Career Ready Standards	<p>Teachers will implement the CCRS writing standards during daily instruction. Teachers will also provide parents with an explanation of CCRS and resources to use at home via teachers' web pages. Implementation of CCRS will be monitored by administration and instructional partners through quarterly curriculum plans, lesson plan checks, and walk through observations.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0	School administration , instructional partners, classroom teachers, and special education teachers
Reading / English Critical Thinking Strategies	<p>Teachers will create activities (bell ringers, team activities, etc.) that involve higher order thinking skills related to objectives. Teachers will utilize materials from Sadlier to enhance students' vocabulary and writing skills. The administration and instructional partners will monitor lesson plans, sample tests, bell ringers, and assessments.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0	School administration , instructional partners, teachers, special education teachers, dyslexia interventionist , and reading specialist

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Student engagement with technology in Science	Incorporation of clickers, interactive smart-boards, Kindles, computers, graphing calculators, videos, Vernier Lab probes, and on-line assignments will all help to increase student engagement and student achievement within each class. Furthermore, students will utilize technology to conduct research, evaluate information, and work collaboratively for learning.	Direct Instruction	08/07/2018	05/23/2019	\$0	School administration , instructional partners, classroom teachers, and special education teachers
Math Formative Assessments	Teachers will administer the On to College (John Baylor) program to students prior to taking the ACT and ACT Plus Writing assessment. Data will be used to guide instruction and help identify students needing additional academic support. Instructional partners will monitor the completion of formative assessments and analyze data.	Technology	08/07/2018	05/23/2019	\$0	School administration , math teachers, special education teachers and instructional partners
Regular, Pre-AP, and AP Science Tests	Teachers will design differentiated tests for the different levels of science classes (Regular, Pre-AP, and AP) that will involve the application of problem-solving, interpretation of data, scientific investigation, and critical thinking skills. Teachers will analyze student test results that involve the application of problem-solving and critical thinking strategies for each level of the various science courses. Administrators and instructional partners will monitor the assessments during the school year. DOK: Test files, departmental meeting agendas and sign-in sheets.	Direct Instruction	08/07/2018	05/23/2019	\$0	School administrators , instructional partners, classroom teachers, and special education teachers.
Advocacy Program	The Advocacy Program is an accountability system, which is designed to ensure every student in the school has at least one supportive adult assigned to them as an advisor. This does not eliminate the role of guidance counselors. All students are assigned a staff member who will serve as their advocate and support person.	Behavioral Support Program	08/07/2018	05/23/2019	\$0	School administration and teachers.
Reading and English Common Core Standards and Pacing Guides	Teachers will develop and utilize a daily lesson plan template for each course they teach that focuses on the Common Core standards. Each lesson plan will contain the Common Core objectives that relate to the Common Core reading and English standards for literature and informational text. Daily lesson plans will be monitored by the administration and pacing guides will be submitted for analysis by the school and district administration.	Direct Instruction	08/07/2018	05/23/2019	\$0	School administration , instructional partners, classroom teachers, reading specialists, dyslexia interventionist , and special education teachers

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Webb's Depth of Knowledge in Math	Teachers will collaborate in departmental curriculum meetings scheduled during professional development workshops and monthly meetings throughout the school year to discuss strategies to incorporate the depth of knowledge into both instruction and assessments in all classes. They will then edit past assessments and create new assessment items that will incorporate varied levels of depth of knowledge. During departmental meetings, teachers will share application of the levels of DOK in their assessments and will provide sample tests. Teachers will design projects/research assignments to incorporate Level 4 rigor. The administration and instructional partners will monitor the assessments and meeting agendas, and sign-in sheets will provide documentation.	Direct Instruction	08/07/2018	05/23/2019	\$0	School administrators , instructional partners, math teachers, and special education teachers
Math Test Preparation	Teachers will use materials from On to College, ACT Exemplars, and ACT preparatory vocabulary workshop to help students actively engage in learning activities to prepare and review for state assessments.	Academic Support Program	08/07/2018	05/23/2019	\$0	School administrators , instructional partners, math teachers, and special education teachers.
Rigorous instruction and assessment PD in Reading and English	Teachers will collaborate in departmental curriculum meetings scheduled during professional development days at the beginning of the school year and at monthly meetings throughout the school year to discuss strategies to incorporate the levels of Webb's Depth of Knowledge (recall, skill / concept, strategic thinking, extended thinking) into both instruction and assessment in all classes. They will then edit past assessments and create new assessment items that incorporate the levels of Depth of Knowledge. The administration will monitor departmental meeting agendas and sign-in sheets and assessments.	Professional Learning	08/07/2018	05/24/2019	\$0	School administration , instructional partner, classroom teachers, dyslexia interventionist , reading specialists and special education teachers.
Student Writing Portfolios	Student writing samples will be scored and evaluated quarterly to gauge writing proficiency. Students will utilize materials from Sadlier to assist them in writing. Students will submit samples to Google docs for evaluation.	Direct Instruction	08/07/2018	05/23/2019	\$0	School administration , instructional partners, classroom teachers, and special education teachers

Project CARE	Using the Project CARE program, at risk students will be identified and assigned a teacher mentor. Mentors will serve to encourage student attendance, positive behavior, and academic success. Student attendance for at risk students will be monitored by attendance reports through INOW, by the counselors' logs, and by the attendance officer.	Behavioral Support Program	08/07/2018	05/23/2019	\$0	School administration , school teachers, school counselors, and attendance officer.
Webb's Depth of Knowledge in Writing	Teachers will collaborate in departmental curriculum meetings scheduled during professional development workshops and monthly meetings throughout the school year to discuss strategies to incorporate the depth of knowledge (recall, skills / concept, strategic thinking, extending thinking) into both instruction and assessment in all classes. They will then edit past writing prompts and create new writing prompts that will incorporate the levels of Depth of Knowledge. During departmental meetings, teachers will share application of the levels of DOK in their writing prompts and will provide writing samples. The administration and instructional partner will monitor the assessments and meeting agendas, and sign-in sheets will provide documentation.	Direct Instruction	08/07/2018	05/23/2019	\$0	School administration , instructional partners, classroom teacher, dyslexia interventionist , reading specialists, and special education teachers
Science Content Writing	Teachers will provide instruction on argumentative, informative, and narrative writing in science. Furthermore, teachers will focus on interpretation of data and scientific investigation. Implementation of writing in science will be monitored by administration and instructional partners through walk through observations, lesson plans, performance based assessments, and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	\$0	School administrators , instructional partners, classroom teachers, and special education teachers
Regular, Pre-AP and AP Math Tests	Teachers will design differentiated tests for the different levels of math classes (regular, Pre-AP and AP) that will involve the application of problem solving strategies that require higher order thinking skills. In addition, teachers will analyze student test data that involve the application of problem solving strategies for each level of the various math courses and adjust instruction accordingly. A separate file of tests for each level of course will be maintained. The administration will monitor the assessments during the school year through test files, departmental meeting agendas, and sign-in sheets.	Direct Instruction	08/07/2018	05/23/2019	\$0	School administration , instructional partners, math teachers, special education teachers and instructional partners.
Early Warning Truancy Program	Parents and students with attendance issues will be referred to the early warning truancy program. Parents will be required to attend meetings with administrators and central office personnel to discuss and resolve truancy issues. Postage, paper, and ink will be purchased to increase communication with parents concerning grades, attendance, and behavior.	Parent Involvement	08/07/2018	05/23/2019	\$0	School administration , attendance officer, and central office staff

Webb's Depth of Knowledge in Science	Teachers will collaborate in departmental curriculum meetings scheduled during professional development workshops and monthly meetings throughout the school year to discuss strategies to incorporate Webb's depth of knowledge (recall, skills / concept, strategic thinking, extending thinking) into both instruction and assessments in all classes. They will then edit past assessments and create new assessment items that will incorporate the levels of depth of knowledge (DOK). During departmental meetings, teachers will share application of the levels of DOK in their assessments and will provide sample tests. The administration and instructional partners will monitor the assessments, and meeting agendas and sign-in sheets will provide documentation.	Direct Instruction	08/07/2018	05/23/2019	\$0	School administration , instructional partners, classroom teachers, and special education teachers
Integration of Knowledge	Teachers will focus activities on craft and structure, integration of knowledge, and ideas based on the ACT data (2018). A variety of activities and assessments involving writing and open-ended questions that incorporate the use of critical thinking strategies will be designed. Students will be engaged in learning activities, classroom discussion and respond to higher order thinking questions.	Academic Support Program	08/07/2018	05/24/2019	\$0	School administration , instructional partners, special education teachers, dyslexia interventionist , and reading specialist.
Math Common Core Standards and Curriculum Plan	Teachers will develop and utilize a daily lesson plan template for each course that focuses on Common Core standards. Lesson plans will contain Common Core standards of mathematical practices to be implemented. All Common Core objectives will be listed in each curriculum plan. Daily lesson plans will be monitored by administration. The plans will be examined by departments, school, and district administration.	Direct Instruction	08/07/2018	05/23/2019	\$0	School administration , instructional partners, department chairpersons, teachers, and special education teachers
Project Based Learning (PBL) in Math	Teachers will incorporate PBL into their math lessons. The process will involve critical thinking or inquiry based teaching and learning. A minimum of one project or PBL activity will be assigned each semester in each math class. Special focus will be placed on problem solving activities including those of properties of geometric figures. Assessment of the projects will be analyzed through rubrics. Documentation will include rubrics for projects and sample student work.	Direct Instruction	08/07/2018	05/23/2019	\$0	School administration , instructional partners, department chairperson, teachers, and special education teachers
CTE Credentials	CTE teachers will administer these credentialing tests to students: MOS, ServSafe, Work Keys, and CNA.	Academic Support Program	08/07/2018	05/23/2019	\$0	Administration and CTE director

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Reading Formative assessments	Teachers will administer Pre-ACT, ACT without Writing, ACT with Writing, and ACT Workkeys to access and monitor student progress in reading and English throughout the school year. Data will be used to guide instruction and help identify students needing additional academic support. Instructional partners will monitor the completion of formative assessments and analyze data.	Technology	08/07/2018	05/23/2019	\$0	School administration , instructional partners, classroom teachers, reading specialists, dyslexia interventionist , and special education teachers
Project Based Learning in Reading and English	Teachers will incorporate PBL into their reading and English lessons. The process will involve critical thinking or inquiry based teaching and learning. A minimum of one PBL will be assigned each semester. Teachers will assess the projects with rubrics they design. Student work will be displayed in the classrooms and English hallways.	Direct Instruction	08/07/2018	05/23/2019	\$0	School administration , instructional partners, classroom teachers, special education teachers, dyslexia interventionist , and reading specialists
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent and Family Engagement	During the first quarter of the school year Saraland High School holds its annual Title 1 meeting for parents. During this meeting, information is presented about the Title I program, the curriculum, and academic assessments. Basic curriculum content will be outlined for parents. They will learn how to schedule parent-teacher conferences and how to participate in decisions related to the education of their child. Parents will be given a copy of the Title I parent packet, a parent survey, and a copy of the district and local school parental involvement plans. Parental set aside funds will be used to strengthen communication with parents and improve student achievement. Materials for parents are available in both English and Spanish.	Parent Involvement	08/07/2018	05/23/2019	\$1336	Administration and classroom teachers.
Total					\$1336	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	The Stakeholder survey was made available in April 2018. The results of the survey were analyzed for this report.	

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

Data from the Title I Parent Survey reveals that: (1) 96.3% of parents feel most welcome at Saraland High School, (2) 94.6% of parents believe the school encourages parents to be involved with the school, (3) 97.9% of parents understand their child's report card and test scores, (4) 93.8% of parents stated they can reach their child's classroom teacher, and (5) 93.4% of parents believe that teachers in the school are interested and cooperative when you discuss their child's academic progress and/or other concerns.

One parent stated, "I am completely happy with the services available for my son, all the teachers are available for tutoring and that is wonderful!"

Staff

AdvancED survey scores (2017) reflected level 4, with a total score of 4.43, for areas in the survey. The top three areas which staff are most satisfied with are as follows: (1) the school's purpose statement is clearly focused on student success, (2) the school has a continuous improvement process based on data, goals, actions, and measures for growth, and (3) school leaders monitor data related to school continuous improvement goals. One staff member noted "our administrators support the teachers which in turn allows the teachers to manage their classroom and support student learning." Another member wrote "safe environment; many caring teachers who work with students." A "sense of pride within the school starting with administration." wrote another staff member. .

Students

According to the (2017) AdvancEd Student Survey students indicated most satisfied with "In my school, a high quality education is offered" by scoring 4.15. Students indicated being most satisfied in this area the previous year also. Students also rated at a Level 4: my school programs and services are available to help me succeed; my school the principal and teachers have high expectations of me; my school provides me with challenging curriculum and learning experiences; and my school, I have access to counseling, career planning, and other programs to help me in school.

Several students noted the following; "I enjoy the education provided along with the friendly environment; the dedication of teachers; and the challenging classes and the teachers' willingness to help ensure understanding of class material. Also the variety of electives to choose from."

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

April 2018 Title I Parent Survey results are consistent with the Spring 2017 results. Parents continue to feel welcomed at Saraland High School (96.3%) and believe the school encourages parents to be involved with their child's education (94.6%). Furthermore, parents feel teachers are interested in their child's academic progress (91.4%). One parent wrote "Saraland High School is an amazing school and I am so proud my child is able to attend school there." Another parent stated "I think SHS does a great job of offering opportunities for parents to get involved."

Staff members reported that the school has a continuous improvement process based on data, goals, actions, and measures for growth.

Teachers regularly use instructional strategies that require student collaboration, self-reflection, and critical thinking skills. Additionally, all
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teachers in the school provide students with specific and timely feedback about their learning.

One staff member wrote that "the administration is extremely supportive and has the students' and faculty's best interest as priority. The variety of programs available for students is also important to their future." Another staff member mentioned that the school "offers a safe environment that is conducive to learning. We take pride in our school. The faculty and staff work hard to make sure students are taken care of not only academically but also physically, mentally, and emotionally." Lastly, a staff member noted he or she liked "the collaboration within our administration, faculty, staff and students."

The Student Surveys showed an increasing trend in "my school offers opportunities for my family to become involved in school activities and my learning." This trend improved from 3.32 in May 2016 to 3.68 in September 2017. One student said "I like that there are many opportunities for me to help improve my future." Another student wrote "I love the resources that they give us to have a quality education and the encouragement to challenge ourselves."

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

Based on the most recent survey (September 2017), students believe that the school administration and staff have high expectations for them and provide the necessary curriculum and learning experiences to aid in their success. Moreover, the school offers a variety of resources, programs, and services to meet students' needs. By providing a school that is safe and clean, students can excel academically in a positive learning environment. Students believe that a high quality education is offered at Saraland High School where learning is encouraged.

One student wrote "It's nice and big. Really clean and all the teachers help me to succeed; the thing I like best is that we have strong school spirit and the teaches and counselors care about our education a lot; and they take our opinions into consideration and give us many opportunities."

Lastly, the examination of the Saraland School System standard and indicator survey results substantiate the data obtained from the stakeholder's response results. Stakeholders indicated that the school's greatest strengths were found in the creation of a learning environment that is consistent with the school's purpose, the engagement of stakeholders, and the effective administration of the school. Furthermore, the school has created a continuous learning environment that is safe and has provided the opportunities to develop life skills needed for the next learning level.

Areas in Need of Improvement

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

Data from the Title I Parent Survey reveals that: (1) Only 59.3% of parents knew they about volunteer work at the school, (2) 52.1% of the parents knew about getting involved in school planning/review committees, and (3) 69.4% of parents knew about the school's referral program to community services outside of the school. One parent wrote "I would like to see parental involvement as far as knowing teachers' needs within the classroom and being able to provide assistance in the form of volunteering time or materials as needed to enhance the learning environment." Another parent commented "Just need better communication to parents." A parent stated "I would love to be more educated on both Title I Program/Parental Involvement Program."

Though scored at a Level 4 (4.06), staff members indicated that all teachers in our school provide students with specific and timely feedback about their learning. Staff members commented that there is "a lack of time we have to plan and get routine things accomplished; too much paperwork. The amount of documentation is unreasonable at times and can obstruct attempts for teaches to plan more engaging lessons; and I wish teachers had more time to plan when we have teacher work days."

In the Student Survey students were least satisfied with "all of my teachers change their teaching to meet my learning needs." This was scored 2.65 in May 2016 and 2.94 in September 2017. Likewise, students rated low "in my school, students help each other even if they are not friends." This was scored 2.76 in May 2016 and 2.96 in September 2017. Lastly, students reported "in my school, students respect the property of others" scoring 2.86 in May 2016 and 2.92 in September 2017, as being low satisfaction.

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

April 2017 Title I Parent Survey results are consistent with the Spring 2016 results. One parent stated "When I have had Parent/Teacher conference, I have felt the teacher is on the defensive rather than interested in the problems I see from my child. Teachers are nice and helpful."

An examination of the AdvancED September 2017 surveys showed there were no decreasing trends. However, "all teachers in our school provide students with specific and timely feedback about their learning" scored 3.88 in May 2016 it scored 4.06, as a low, in September 2017.

Student survey results showed a slight decrease from 4.02 in May 2016 to 3.92 in September 2017 for "in my school, the building and grounds are safe, clean, and provide a healthy place for learning."

What are the implications for these stakeholder perceptions?

The parents continuously express their need to be involved in their child's educational process. The school will increase the number of opportunities for parents to be involved in their child's education. As an example, teachers will be calling parents on a quarterly basis which will result in an increase in parental communication. This coupled with school website access, grade information (INow), email, school cast calls, parent meetings (e.g. PTO, Senior night, Open House), parent conferences, and social media exhibit some of the communication

opportunities. Additionally, teachers will ensure student grades and progress are reported to students and parents more frequently.

Classroom interruptions has been a focus for administration. This has been addressed through weekly administration planning meetings with an emphasis on email communication which has resulted in the reduction of school public announcements. Likewise, monthly staff meetings have provided an open forum for staff-administration communication. Similarly, a concern of new teacher training has been assisted by the newly created position: Instructional Partner (IP). The IP will assist in the new teachers' transition period.

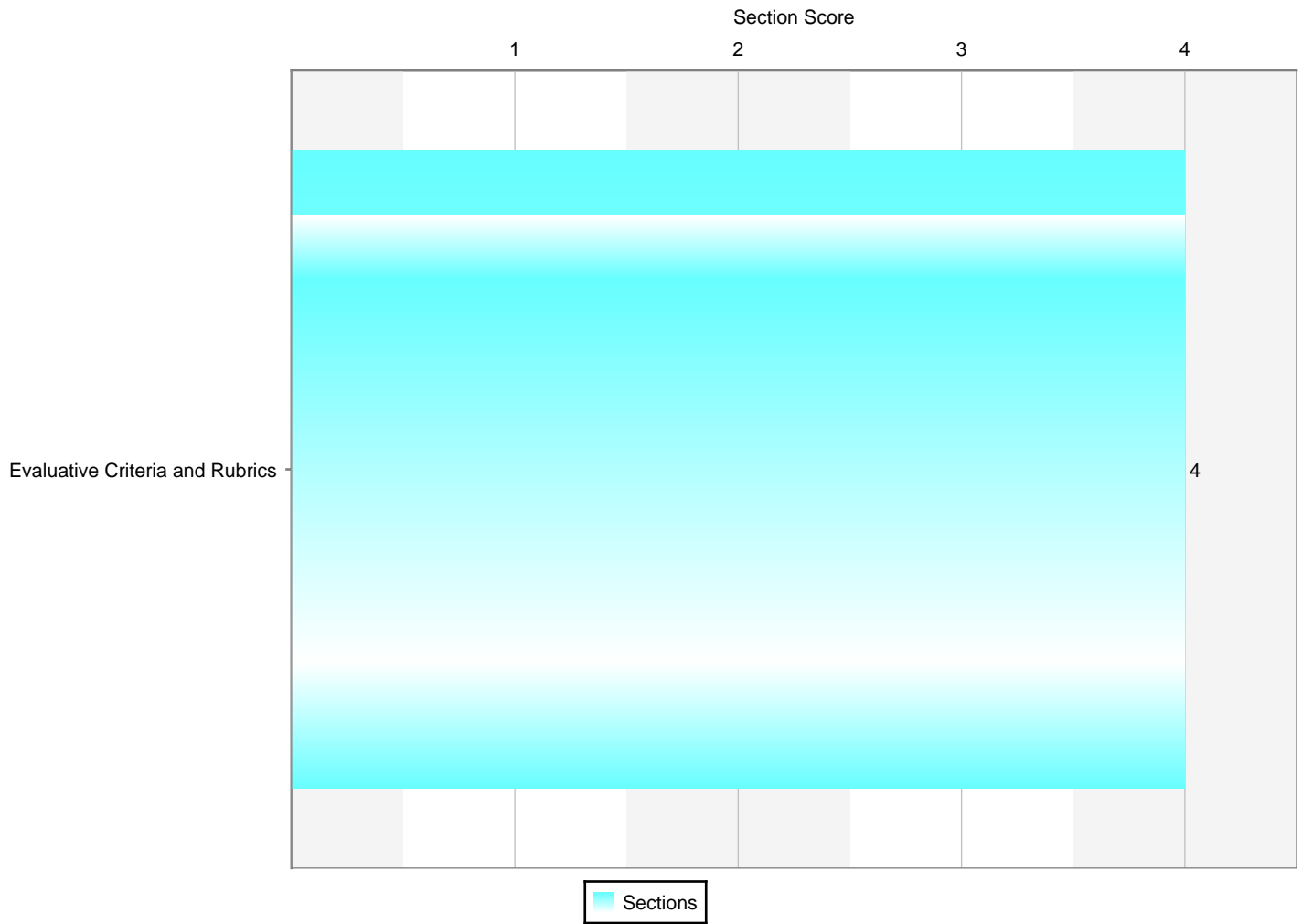
Lastly, the Saraland City School System has undergone rapid school growth, resulting in the construction of a new hall at the elementary school, an early education center, and a high school wing which includes a welding and engineering department. This has resulted in the limitation of maintenance physical resources. With the recent completion of this construction available, maintenance resources will be available to address minor building issues. Additionally, local funds have been utilized to address technology concerns (e.g. purchase of Chrome classroom computers, purchase learning material resources and aid in student services). Currently an examination of class schedule structure is underway with the focus on reducing student-teacher ratios (block system).

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

The analysis of the Saraland School System's survey data reveals parents would like to be involved with school planning and volunteering. Moreover, an interest in the school's referral programs to community services outside of the school was a noted area. Staff members were concerned about time available for student engagement due to paperwork constraints. Lastly, students' survey data has shown a slight over trend increase in satisfaction with their environment. Despite this trend there were slight decreases from the previous survey in the following areas: a variety of resources are available to help me success (e.g. teaching staff, technology, media center) and computers are up-to-date and used by teachers to help me learn.

Report Summary

Scores By Section



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?

The Instructional Leadership Team includes representatives from the administration, faculty, parents, students, and all other stakeholders of the school. This team met quarterly throughout the year to analyze data and discuss the types of support to be implemented for addressing school improvement goals. The team looked at data collected from each core department to examine the strengths and weaknesses evident in each department's program. A special meeting of the Instructional Team was held in August to examine the data from ACT Plus Writing, ACT Work Keys, and AP Exam scores. The data were related to the achievement in the four core subjects of the entire student population. In addition, the weaknesses and strengths of the school's RTI program were closely monitored by the team and by district administration. Additional information from the SIR Report; teacher, parent, and student surveys; and student attendance and discipline reports were used to determine the school's weaknesses and needs. All of these data sources played a vital part in the determination of the school's overall needs assessment.

What were the results of the comprehensive needs assessment?

Student Achievement:

Compared to the previous year (2017), ACT Plus Writing scores (2018) reflected a 0.15 decrease in Reading, a 0.49 increase in Math, a 1.31 increase in English, a 0.29 increase in Science, and a 0.46 increase in the Composite score. A growth comparison could not be made for the Enhanced Writing sub-test due to ACT's new rubric scoring system (2017) for Writing.

The ACT Work Keys Assessment was issued for the year 2017 - 2018 year, with the results below. Data are presented by level of achievement and students' counts. A total of 246 were assessed, an increase of 24 from the previous year.

Certificate Level	2018	2017	2016	2015
Platinum -	47	1	0	2
Gold -	60	47	43	43
Silver -	88	127	117	94
Bronze -	42	47	38	41
No Certificate -	9	0	16	17

The Alabama Alternative Assessment, administered 2018 - 2019 SY, depicted one student scoring 100% proficiency in reading (level IV) and two students in science (Level III).

The WIDA ACCESS 2.0 Assessment, administered 2017-2018 SY, provided information on English learners' levels of English proficiency. Eight students in grades 9-12 participated in the test. No students reached proficiency as indicated by a score of 4.8 or lower.

ACCESS Grade 9

Three students tested with overall scores below 4.8 (2.6, 2.9, & 3.0)

ACCESS Grade 10

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Three students tested with overall scores below 4.8 (2.4, 3.4, & 3.6)

ACCESS Grade 11

One student tested with an overall score below 4.8 (3.7)

ACCESS Grade 12

One student tested with an overall score below 4.8 (2.0)

The goal for FY19 will be to continue to improve EL achievement through high quality classroom instruction; in-school intervention for literacy and language development; and high quality professional development opportunities for administrators, teachers, and instructional staff.

The AP Assessment results show the students that obtained qualifying scores. Qualifying scores of 3 or higher are shown below. The results are as follows:

Course	2018	2017	2016	2015	2014
English Language & Composition	26	27	19	23	12
English Literature & Composition	17	12	11	6	4
European History	17	7	11	17	25
Psychology	3	1	*	*	*
United States History	17	11	12	10	3
Calculus AB	4	5	26	18	27
Statistics	0	0	*	*	*
Biology	9	12	10	9	9
Chemistry	2	10	8	5	7
Physics	8	*	*	*	*
Qualifying score totals	104	89	97	88	87

School Programs:

According to Educate AL and other Professional Evaluation Profile Information, content knowledge is definitely a major strength of the teachers at Saraland High School. Many teachers participate in professional development related to their content areas throughout the school year and during the summer by attending Advanced Placement (AP) and Pre-AP institutes, College and Career Readiness Professional Development activities, Career Tech state conferences, and professional development programs offered by SARIC. Collaboration and communication within each department and across the disciplines is also identified as a major strength in increasing student achievement. According to local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other RtI data), all core classes take comprehensive quarter exams developed by teachers relative to their objectives and curriculum planning documents. The teachers then analyze the data to determine student strengths and areas in which students need additional instruction. Remediation is provided both during and after school hours to assist students in overcoming any identified weaknesses. Under the RTI program, teachers collect student evidence and submit student portfolios to the RTI coordinators weekly. The evidence is then stored in student files located in the RTI storage room. Each teacher also determines the RTI students' rate of improvement (ROI) every two weeks. The evidence collected along with other student data is then examined and analyzed by the school's Problem Solving Team quarterly. At that time, recommendations are made to either release the student from the program, continue with current strategies, or try different techniques to help the student be successful in his academic program.

According to Career and Technical Education Program Data Reports, data are collected annually from student MOS credential scores,

ServSafe credential scores, and CNA credential scores. Students enrolled in welding will complete the NCCER credential after the completion of four courses.

Demographic Data:

According to School Demographic Information related to student discipline (e.g. total office referrals, long and short-term suspensions, expulsions, alternative school placement, School Incidence Report (SIR) data, or student attendance), SHS reported a total of 180 disciplinary incidents in 2017 - 2018, 17% increase from 2016 - 2017. Of these incidents, 165 were out of school suspension and 41 were in school suspensions. The graduation rate for 2017 - 2018 cohort was 94%, a 2% increase from the previous cohort.

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty. Strong collaboration within the departments has aided new teachers in implementing curriculum objectives in their lessons, preparing students for state assessments, and following school policy. A mentoring program established at the school also aids new teachers during their first year of teaching. The principal conducts a program related to high school policies and regulations for all teachers in their first year at the high school during the week prior to the opening of school each year. More information and guidance are provided to teachers new to the school throughout the school year in faculty meetings, professional development training, and departmental meetings.

According to School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves, the ADA/ADM Report for Saraland High School for 2017 - 2018, the school had a 92.98% Average Daily Attendance Rate (ADA). There were a 93.39% ADA for the male population and 92.52% for the females.

Credentialing:

Of the 246 students in the class of 2018, 193 students credentialed and 51 students were not credentialed. This results in 79 % of the class credentialed. Certified Nursing Assistance (CNA) class had 100% pass the certification assessment.

What conclusions were drawn from the results?

According to our six year trend data, the math department will need to continue to work collaboratively to improve the math ACT Plus Writing sub-test scores for 11th grade students. In 2018, 25% of 11th grade students passed the math assessment. According to our six year trend data, the school will need to continue to increase the number of students scoring silver or higher on the ACT Work Keys assessment. Currently, the majority of students are achieving this level. According to our six year trend data, all AP teachers will need to continue attending A+ College Ready and College Board training sessions and Vertical Alignment Teams to strengthen classroom instruction and student achievement.

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

According to our five year trend data, the math department will need to continue to work collaboratively to improve the math ACT Plus Writing sub-test scores for 11th grade students. In 2018, 68% of 11th grade students passed the assessment. According to our three year trend data, the school will need to continue to increase the number of students scoring silver or higher on the ACT WorkKeys assessment. Currently, the majority of students are achieving this level. According to our four year trend data, all AP teachers will need to continue attending A+ College Ready and College Board training sessions to strengthen classroom instruction and student achievement.

At this time, the state cannot provide sub-group data for state mandated assessments.

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

The Saraland High School faculty and staff strive to achieve the goals set forth by the Saraland City School System's Central Office and the SDE. Teachers will be better prepared to educate all students, and the strategies outlined in the aCIP plan will improve their effectiveness in the classroom. Through meaningful professional development and access to technology, teachers will continue to implement CCRS in their lesson plans, classroom activities, and assessments.

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

The information gathered through assessments have provided a clear and concise report of overall school effectiveness and progress. Each goal, strategy, and action step was developed to address a specific identified weakness. Academic goals were developed after analyzing student assessment data. Attendance goals were developed after reviewing attendance data. Technology goals were developed after reviewing technology survey data, usage requirements, and the school inventory. Professional development goals were developed after analyzing student assessment data and reviewing teacher surveys.

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

Differentiated instruction, provided in every classroom, addresses the needs of all students and assists them in reaching their highest level of ability. Strategy and intervention classes provide instruction for the students needing remediation or additional assistance. The school's goals encompass the needs of all students.

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:

Technology Goal: Provide Digital Tools and Resources to All Teachers and Students

Measurable Objective 1:

A 2% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by increasing performance in content areas using technology in Career & Technical by 05/23/2019 as measured by formative and summative assessments..

Strategy1:

Increase student achievement through technology - Technology will be used to create a learning center environment that focuses on student achievement and authentic tasks that incorporate higher order thinking skills and encourage collaboration with peers. Use of technology will be monitored by school inventories, classroom observations, computer lab observations and calendars, technology logs, and lesson plans.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Walliman, N. (2011). Research methods: The basics. London, England: Routledge.

Activity - Technology Professional Learning Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a technology professional learning workshop and collaboratively implement best practice strategies while incorporating technology into daily instruction. Participation in the technology workshops will be monitored through agendas and sign in sheets, classroom observations, lesson plans, and certificates for evidence of implementation.	Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, participants of workshops, and Technology in Motion

Goal 2:

Student Support Service Goal: Decrease the System's Dropout Rate

Measurable Objective 1:

demonstrate a behavior showing a 2% decrease in attendance concerns by 05/23/2019 as measured by formative and summative assessments and attendance reports..

Strategy1:

Increase student attendance - To encourage attendance, conferences will be held with students and parents. The school's Advocacy Program, designed to help with student issues, will match up a student with a teacher advocate. Students and advocates will communicate weekly. At risk students will be identified through Project CARE and will be assigned teacher mentors who will encourage student attendance. In addition, parents will be held accountable for student attendance through the early warning truancy program.

An implemented incentive/rewards program will help students be accountable for their school attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: Student attendance will be monitored by attendance reports generated through INOW and the attendance officer. Marzano, R. J., Waters, T., & McNulty, B. A. (2005). School leadership that works: From research to results. Alexandria, VA: Association for Supervision and Curriculum Development

Activity - Advocacy Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Advocacy Program is an accountability system, which is designed to ensure every student in the school has at least one supportive adult assigned to them as an advisor. This does not eliminate the role of guidance counselors. All students are assigned a staff member who will serve as their advocate and support person.	Behavioral Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration and teachers.

Activity - Early Warning Truancy Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students with attendance issues will be referred to the early warning truancy program. Parents will be required to attend meetings with administrators and central office personnel to discuss and resolve truancy issues. Postage, paper, and ink will be purchased to increase communication with parents concerning grades, attendance, and behavior.	Parent Involvement	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, attendance officer, and central office staff

Activity - Perfect Attendance Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be encouraged to attend school through face-to-face conferences with students and parents. Student attendance will be monitored through INOW and the attendance officer. A policy has been enacted that would result in loss of credit due to excessive school absences.	Policy and Process	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, classroom teachers, school counselors, and attendance officer.

Activity - Project CARE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the Project CARE program, at risk students will be identified and assigned a teacher mentor. Mentors will serve to encourage student attendance, positive behavior, and academic success. Student attendance for at risk students will be monitored by attendance reports through INOW, by the counselors' logs, and by the attendance officer.	Behavioral Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, school teachers, school counselors, and attendance officer.

Goal 3:

Achievement Goal: Engage and Empower the Learner Through the Effective Implementation of CCRS

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in English Language Arts by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a rigorous curriculum - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and in assessments to develop higher order thinking. Teachers will develop quarterly pacing guides and daily lesson plans and assessments which reflect rigor. This strategy will be monitored by administrators and instructional partners through classroom observations, lesson plans, quarterly pacing guides, and assessment checks.

Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop quarterly curriculum plans, daily lesson plans that will reflect rigor in English language arts. This strategy will be monitored by administration through classroom observations, lesson plans, quarterly curriculum plans, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Crawford, Joe. (2012). Aligning your curriculum to the common core state standards. Thousand Oaks, Ca.: Corwin

Drake, S. M. (2012). Creating standards-based integrated curriculum:The common core state standards edition (3rd edition). Thousand Oaks, Ca: Corwin.

Activity - Regular, Pre-AP, and AP Reading and English Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design differentiated tests for the different levels of English classes (Regular, Pre-AP, and AP) that will include a focus on craft and structure, and integration of knowledge and ideas, based ACT data (2018). Teachers will use materials from Sadlier to help students prepare for assessments. Administration and instructional partners will monitor the assessments and developed test files. Departmental meeting agendas and sign-in sheets will serve as documentation.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partner, department chairperson, classroom teacher, reading specialists, dyslexia interventionist, and special education teachers

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Activity - Webb's Depth of Knowledge in Reading and English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will collaborate in departmental curriculum meetings scheduled during professional development workshops and monthly meetings throughout the school year to discuss strategies to incorporate the depth of knowledge (recall, skills / concept, strategic thinking, extending thinking) into both instruction and assessment in all classes. They will then edit past assessments and create new assessment items that will incorporate the levels of depth of knowledge. During departmental meetings, teachers will share application of the levels of DOK in their assessments and will provide sample tests. Teachers will provide a rigorous curriculum in language that focuses on objectives related to knowledge of language and production of writing by analyzing a variety of reading material, both fictional and nonfictional, and by writing and editing both formal and informal work samples. Students will be engaged in rigorous coursework, collaborate with other students, and demonstrate an understanding of the content. Administration and instructional partners will monitor the assessments, and meeting agendas and sign-in sheets will provide documentation.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, department chairperson, classroom teachers, reading specialist teachers, dyslexia interventionist, and special education teachers.

Activity - AP Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>AP English teachers will attend professional development on AP course content including English language and composition with a focus on application of rhetoric and argumentation, preparation for the rhetorical analysis essay, utilization of texts and documentation, preparation for the multiple choice questions, approaches to argument and synthesis essay writing, and development of a course syllabus.</p>	Professional Learning	08/07/2018	05/23/2019	\$0 - Title II Part A	School administration , instructional partners , classroom teachers, and special education teachers

Activity - Reading / English Critical Thinking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will create activities (bell ringers, team activities, etc.) that involve higher order thinking skills related to objectives. Teachers will utilize materials from Sadlier to enhance students' vocabulary and writing skills. The administration and instructional partners will monitor lesson plans, sample tests, bell ringers, and assessments.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, teachers, special education teachers, dyslexia interventionist, and reading specialist

Strategy2:

Incorporate Reading and English Common Core Standards - Teachers will incorporate the Common Core standards for reading and English for each grade level. The Common Core standards are research based, bench marked internationally, and necessary to prepare students for college and career readiness after graduation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Archer, A. L., & Hughes, C. (2011).Explicit instruction: Effective and efficient teaching. New York, NY: Gilford Press.

Dewitt, P., & Wolksee, J. (2012). Making the most of your core reading program: Research-based essentials. Portsmouth,

NH: Heinemann.

SY 2018-2019

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Drew, S. V. (2012). Open up the ceiling on the common core state standards: Preparing students for 21st-century literacy-now. *Journal of Adolescent & Adult Literacy*, 56(4), 321-330. doi:10.1002/jaal.00145

Halladay, J. L., & Moses, L. (2013). Using the common core standards to meet the needs of diverse learners: Challenges and opportunities. *New England Reading Association Journal*, 49(1), 33-44.

Activity - Reading and English Common Core Standards and Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and utilize a daily lesson plan template for each course they teach that focuses on the Common Core standards. Each lesson plan will contain the Common Core objectives that relate to the Common Core reading and English standards for literature and informational text. Daily lesson plans will be monitored by the administration and pacing guides will be submitted for analysis by the school and district administration.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, reading specialists, dyslexia interventionist, and special education teachers

Activity - Reading and English Common Core Standards Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach the Common Core standards as listed in the Alabama Course of Study for each course they teach. The objective for the lesson will be posted daily on the board, and the Common Core standards for English will be used for instruction and assessment. Lesson plans and instruction will be monitored by administration. Periodic departmental meetings will be held in order to share ideas on how to effectively use the common core standards on a daily basis. Pacing guides will be submitted and analyzed by the school and district administration.	Direct Instruction	08/07/2018	05/23/2019	\$56788 - Title I Part A	School administration, instructional partners, classroom teachers, reading specialists, dyslexia interventionist, and special education teachers

Strategy3:

Meet the reading learning needs of all students - Teachers, paraprofessionals, dyslexia interventionist and reading specialists will implement all aspects of the RTI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for reading. In addition, Tier III students will be placed in intervention classes in reading. Problem Solving Teams (PST) will meet monthly and utilize on-line formative assessments and other sources of data to monitor student progress.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Archer, A. L., & Hughes, C. (2011). *Explicit instruction; Effective and efficient teaching*. New York, NY: Gilford Press

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Activity - Reading Formative assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer Pre-ACT, ACT without Writing, ACT with Writing, and ACT Workkeys to access and monitor student progress in reading and English throughout the school year. Data will be used to guide instruction and help identify students needing additional academic support. Instructional partners will monitor the completion of formative assessments and analyze data.	Technology	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, reading specialists, dyslexia interventionist, and special education teachers

Activity - Reading Response to Instruction (RTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support for Tier II and Tier III students not mastering reading and English objectives and performing below grade level will be provided. RTI problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and / or making gains. Administration will monitor RTI implementation through Tier II and Tier III documentation on specified forms and classroom observations. Failure Free Reading will be implemented by the Reading Specialist for all Tier III Reading students. Also, Sadlier vocabulary workshop comprehension will be purchased to enhance reading instruction.	Academic Support Program	08/07/2018	05/23/2019	\$5000 - Title I Part A	School administration, instructional partners, classroom teachers, reading specialists, dyslexia interventionist, and special education teachers

Strategy4:

Project Based Learning - Teachers will incorporate Project Based Learning (PBL) into reading instruction as a strategy for increasing student engagement. Research has shown that PBL results in high levels of student engagement (Belland, Et al., 2006; Brush & Saye, 2008). Another study reports work ethic, attitudes towards the course work, and confidence of students engaged in PBL has increased during the process.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Belland, B. R., Ertmer, P. A., & Simons, K. D.(2006).Perceptions of the value of problem-based learning among students with

special needs and their teachers. Interdisciplinary Journal of Problem-Based Learning, 1(2).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1024>

Brush, T., & Saye, J.(2008).The effects of multimedia-supported problem-based inquiry on student engagement, empathy, and assumptions about history. Interdisciplinary Journal of Problem-Based Learning, 2(1).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1052>

Activity - Student Engagement Through Technology in Reading and English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be implemented into reading and English instruction through the following: clickers, interactive smart boards, Kindles, computers, videos, printers, and on-line assignments. Students will use technology to gather, evaluate, and use information for learning.	Direct Instruction	08/07/2018	05/23/2019	\$27979 - Title I Part A	School administration, instructional partners, classroom teachers, reading specialist, dyslexia interventionist, and special education teachers

Activity - Project Based Learning in Reading and English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate PBL into their reading and English lessons. The process will involve critical thinking or inquiry based teaching and learning. A minimum of one PBL will be assigned each semester. Teachers will assess the projects with rubrics they design. Student work will be displayed in the classrooms and English hallways.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, special education teachers, dyslexia interventionist, and reading specialists

Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Science by 05/23/2019 as measured by formative and summative assessments .

Strategy1:

Engage students in science instruction - Teachers will incorporate Project Base Learning or Problem Based Learning (PBL) into their science classes as a strategy for increasing student engagement. Research has shown that PBL results in high levels of student engagement. Another study reports that work ethic attitudes toward the coursework, and confidence of students engaged in Project Based Learning has increased during the process.

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

Research Cited: Belland, B. R., Ertmer, P. A., & Simons, K. D.(2006).Perceptions of the value of problem-based learning among students with

special needs and their teachers. Interdisciplinary Journal of Problem-Based Learning, 1(2).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1024>

Brush, T., & Saye, J.(2008).The effects of multimedia-supported problem-based inquiry on student engagement, empathy, and assumptions about history. Interdisciplinary Journal of Problem-Based Learning, 2(1).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1052>

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Activity - Rigorous Instruction and Assessment PD in Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide departmental curriculum meetings scheduled during professional development days at the beginning of the school year and at monthly meetings throughout the school year to discuss strategies to incorporate the levels of Depth of Knowledge (Recall, Skill/Concept, Strategic Thinking, Extended Thinking) into both instruction and assessment in all classes. They will then edit past assessments and create new assessment items that incorporate the levels of Depth of Knowledge. Assessments will be monitored by administrators and instructional partners. DOK: Assessment samples, Departmental Meeting Agendas, Departmental Sign-in Sheets.	Professional Learning	08/07/2018	05/23/2019	\$0 - Title II Part A	School administrators , instructional partners, classroom teachers, and special education teachers

Activity - Project Based Learning in Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate Project Based Learning (PBL) into their science lessons. The process will involve critical thinking or inquiry base teaching and learning. A minimum of one PBL activity will be assigned each semester in each science class. Special focus will be placed on problem-solving activities, interpretation of data, scientific investigation, as well as a focus on properties of cell organelles, mitosis, and meiosis. Teachers will assess the projects with rubrics they design. Student work will be displayed in the classrooms and in the science hallways. Students will be surveyed as to how effectively engaged they were in the project. Administration will monitor rubrics for projects and sample student work.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, and special education teachers

Activity - Student engagement with technology in Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporation of clickers, interactive smart-boards, Kindles, computers, graphing calculators, videos, Vernier Lab probes, and on-line assignments will all help to increase student engagement and student achievement within each class. Furthermore, students will utilize technology to conduct research, evaluate information, and work collaboratively for learning.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, and special education teachers

Strategy2:

Implement a rigorous curriculum in science - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop quarterly curriculum plans, daily lesson plans, and assessments which reflect rigor in science. The strategy will be monitored by administrators through classroom observations, lesson plans, quarterly curriculum plans, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: March, J. K., & Peters, K. H. (2014). The common core, an uncommon opportunity: Redesigning classroom instruction.

Thousand Oaks, CA: Corwin.

Activity - AMSTI Science Coaching Community PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lead science teacher will attend AMSTI Coaching Community professional development on science standards. Lead science teacher will provide turn around training to fellow teachers. Teachers will implement strategies during daily science instruction. This will be monitored by documentation of professional development attendance through agenda, and sign-in sheets.	Professional Learning	08/07/2018	05/23/2019	\$0 - Title II Part A	School administration, instructional partners, classroom teachers, and special education teachers

Activity - Science Hands-On Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide science instruction that fosters student discovery through hands-on activities and experiments. Students will be engaged in activities focused on interpretation of data and scientific investigation. Moreover, students will collaborate with other students during student-centered activities which will involve higher order thinking. The use of digital tools to conduct research, solve problems and use information for learning. Administration and instructional partners will monitor instruction through walk through observations, evaluation of quarterly curriculum plans, and lesson plans.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administrators, instructional partners, classroom teachers, and special education teachers

Activity - Science Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on argumentative, informative, and narrative writing in science. Furthermore, teachers will focus on interpretation of data and scientific investigation. Implementation of writing in science will be monitored by administration and instructional partners through walk through observations, lesson plans, performance based assessments, and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administrators, instructional partners, classroom teachers, and special education teachers

Activity - Science College and Career Ready Standards (CCRS) PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The science teachers will conduct departmental meetings throughout the school year to strengthen instruction vertically and horizontally and discuss students' needs. Agendas and sign-in sheets will be used for documentation. In addition, implementation of science standards will be monitored through quarterly curriculum and lesson plan checks and classroom observations.	Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, and special education teachers

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Activity - Webb's Depth of Knowledge in Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in departmental curriculum meetings scheduled during professional development workshops and monthly meetings throughout the school year to discuss strategies to incorporate Webb's depth of knowledge (recall, skills / concept, strategic thinking, extending thinking) into both instruction and assessments in all classes. They will then edit past assessments and create new assessment items that will incorporate the levels of depth of knowledge (DOK). During departmental meetings, teachers will share application of the levels of DOK in their assessments and will provide sample tests. The administration and instructional partners will monitor the assessments, and meeting agendas and sign-in sheets will provide documentation.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, and special education teachers

Activity - Regular, Pre-AP, and AP Science Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design differentiated tests for the different levels of science classes (Regular, Pre-AP, and AP) that will involve the application of problem-solving, interpretation of data, scientific investigation, and critical thinking skills. Teachers will analyze student test results that involve the application of problem-solving and critical thinking strategies for each level of the various science courses. Administrators and instructional partners will monitor the assessments during the school year. DOK: Test files, departmental meeting agendas and sign-in sheets.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administrators, instructional partners, classroom teachers, and special education teachers.

Measurable Objective 3:

A 2% increase of All Students will demonstrate a proficiency in mastering the standards in Mathematics by 05/23/2019 as measured by formative and summative assessments .

Strategy1:

Parental involvement and resources - Encourage parents to participate in school planning/review meetings, volunteer work, parental activities, and parental committees. This will be implemented through parent conferences, Parenting Day, Annual Title I Parental Involvement meeting, Parent surveys, email, school-cast calls, newsletters, social media, notices sent home, and the school's website.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Parent and Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the first quarter of the school year Saraland High School holds its annual Title 1 meeting for parents. During this meeting, information is presented about the Title I program, the curriculum, and academic assessments. Basic curriculum content will be outlined for parents. They will learn how to schedule parent-teacher conferences and how to participate in decisions related to the education of their child. Parents will be given a copy of the Title I parent packet, a parent survey, and a copy of the district and local school parental involvement plans. Parental set aside funds will be used to strengthen communication with parents and improve student achievement. Materials for parents are available in both English and Spanish.	Parent Involvement	08/07/2018	05/23/2019	\$1336 - Other	Administration and classroom teachers.

Strategy2:

Engage students in instruction - Teachers will incorporate project based learning into their math classes for increasing student engagement. Research has shown that PBL results in high levels of student engagement (Belland, et al. , 2006; Brush & Say, 2008). Another study reports that the attitudes towards the course work, the work ethic, and the confidence of students engaged in PBL increase during the process.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Belland, B. R., Ertmer, P. A., & Simons, K. D.(2006).Perceptions of the value of problem-based learning among students with

special needs and their teachers. Interdisciplinary Journal of Problem-Based Learning, 1(2).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1024>

Brush, T., & Saye, J.(2008).The effects of multimedia-supported problem-based inquiry on student engagement, empathy, and assumptions about history. Interdisciplinary Journal of Problem-Based Learning, 2(1).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1052>

Activity - Project Based Learning (PBL) in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate PBL into their math lessons. The process will involve critical thinking or inquiry based teaching and learning. A minimum of one project or PBL activity will be assigned each semester in each math class. Special focus will be placed on problem solving activities including those of properties of geometric figures. Assessment of the projects will be analyzed through rubrics. Documentation will include rubrics for projects and sample student work.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, department chairperson, teachers, and special education teachers

Strategy3:

A rigorous math curriculum - Teachers will provide a rigorous curriculum in math that focuses on problem solving skills with a special emphasis on multi-step equations; adding, subtracting, and multiplying polynomials; graphing linear equations; foundations and functions; and inequalities in the geometric properties related to angles in the Pythagorean theorem.

Category: Develop/Implement College and Career Ready Standards

Research Cited: (n.d.). Common core state standards: For mathematics. Retrieved from <http://www.nctm.org/ccssm/>

Activity - Webb's Depth of Knowledge in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in departmental curriculum meetings scheduled during professional development workshops and monthly meetings throughout the school year to discuss strategies to incorporate the depth of knowledge into both instruction and assessments in all classes. They will then edit past assessments and create new assessment items that will incorporate varied levels of depth of knowledge. During departmental meetings, teachers will share application of the levels of DOK in their assessments and will provide sample tests. Teachers will design projects/research assignments to incorporate Level 4 rigor. The administration and instructional partners will monitor the assessments and meeting agendas, and sign-in sheets will provide documentation.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administrators, instructional partners, math teachers, and special education teachers

Activity - Regular, Pre-AP and AP Math Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design differentiated tests for the different levels of math classes (regular, Pre-AP and AP) that will involve the application of problem solving strategies that require higher order thinking skills. In addition, teachers will analyze student test data that involve the application of problem solving strategies for each level of the various math courses and adjust instruction accordingly. A separate file of tests for each level of course will be maintained. The administration will monitor the assessments during the school year through test files, departmental meeting agendas, and sign-in sheets.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, math teachers, special education teachers and instructional partners.

Activity - Math PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and special education teachers will attend On to College workshops (John Baylor). Teachers will implement these programs during daily math instruction. Administration and instructional partners will monitor completion of professional development with agendas and sign-in sheets. Implementation will be monitored through lesson plan checks and classroom observations.	Professional Learning	08/07/2018	05/23/2019	\$0 - Title II Part A	School administration, math teachers, instructional partners, and special education teachers.

Strategy4:

Meet the math learning needs of all students - Teachers, paraprofessionals, intervention teachers, and counselors will implement all aspects of the RTI framework for all students. Furthermore, they will identify Tier II and Tier III students who will receive Tier II interventions in the classroom for math. In addition, Tier III students will be scheduled in intervention math classes. Problem solving teams will meet monthly and utilize on line formative assessments and other sources of data to monitor student progress.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research cited: Archer, A. L., & Hughes, C. A. (2011). Explicit instruction: Effective and efficient teaching. New York, NY:

The Guilford Press

Activity - Math Test Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use materials from On to College, ACT Exemplars, and ACT preparatory vocabulary workshop to help students actively engage in learning activities to prepare and review for state assessments.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	School administrators, instructional partners, math teachers, and special education teachers.

Activity - Math Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer the On to College (John Baylor) program to students prior to taking the ACT and ACT Plus Writing assessment. Data will be used to guide instruction and help identify students needing additional academic support. Instructional partners will monitor the completion of formative assessments and analyze data.	Technology	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, math teachers, special education teachers and instructional partners

Activity - Math Response to Instruction (RTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students not mastering math objectives and performing below grade level. RTI problem solving team members will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making progress. RTI implementation will be monitored through Tier II and Tier III documentation on specified forms and classroom observations. The system will employ an ISS teacher to assist in meeting the needs of at-risk students.	Academic Support Program	08/07/2018	05/23/2019	\$32752 - State Funds	School administrators, paraprofessionals, math teachers, special education teachers, and counselors

Strategy5:

Incorporate Math Common Core Standards - Teachers will incorporate the Common Core standards as adopted in the Alabama Course of Study for mathematics. The Common Core standards and research based standards are bench marked internationally and designed to prepare students to become College and Career Ready after graduation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Belland, B. R., Ertmer, P. A., & Simons, K. D.(2006). Perceptions of the value of problem-based learning among students with special needs and their teachers. *Interdisciplinary Journal of Problem-Based Learning*, 1(2).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1024>

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Activity - Math Common Core Standards and Curriculum Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and utilize a daily lesson plan template for each course that focuses on Common Core standards. Lesson plans will contain Common Core standards of mathematical practices to be implemented. All Common Core objectives will be listed in each curriculum plan. Daily lesson plans will be monitored by administration. The plans will be examined by departments, school, and district administration.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, department chairpersons, teachers, and special education teachers

Activity - Math Common Core Standards Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will teach Common Core standards as listed in the Alabama course of study for mathematics for each course they teach. The objective for the lesson will be posted daily on the board, and the Common Core standards of mathematical practices will be used during instruction and assessment. Administration and instructional partners will monitor teachers' classrooms to evaluate instruction related to the Common Core standards. Periodic meetings will be held to discuss how teachers are incorporating Common Core standards in their daily lessons.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administrators, instructional partners, departmental chairpersons, teachers, and special education teachers

Activity - Math LTF and AP PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will attend professional development on Laying the Foundation (LTF) and AP calculus and AP statistics. Administration will monitor the completion of training with agendas and sign-in sheets. Moreover, implementation of math standards will be monitored through monthly curriculum, lesson plan checks and classroom observations.	Professional Learning	08/07/2018	05/23/2019	\$0 - Title II Part A	School administration, instructional partners, classroom teachers, and special education teachers

Strategy6:

Implement CTE Program - CTE courses aligned to a specific program will be offered to students in grades 10 through 12. Data obtained from gradebook grades and credentialing assessments will aid teachers in planning instruction and meeting the needs of all students.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - CTE Credentials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers will administer these credentialing tests to students: MOS, ServSafe, Work Keys, and CNA.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Administration and CTE director

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Activity - CTE Teacher PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers will attend training conducted during the school year by the SDE and CTE director.	Academic Support Program	08/07/2018	05/23/2019	\$17934 - Perkins	Administrators and CTE director

Measurable Objective 4:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Writing by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a rigorous curriculum in writing - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Students will be actively engaged in collaborative discussions, which incorporate higher order thinking skills. Teachers will develop quarterly curriculum plans, daily lesson plans, and assessments which reflect rigor in writing. This strategy will be monitored by administrators and instructional partners through classroom observation, lesson plans, quarterly curriculum plans, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Fisher, D., & Frey, N. (2014). Better learning through structured teaching: A framework for the gradual release of responsibility (2nd edition). Alexandria, VA: ASCD

Activity - Student Writing Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student writing samples will be scored and evaluated quarterly to gauge writing proficiency. Students will utilize materials from Sadlier to assist them in writing. Students will submit samples to Google docs for evaluation.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, and special education teachers

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departmental meetings will provide professional development on the writing focus for each quarter. Teachers will be provided ongoing support as needed for implementation during daily instruction. Professional development provided will be evidenced by agendas and sign-in sheets. Administration and instructional partners will monitor through classroom observations and lesson plan checks. In addition, the end-of-year writing portfolios will be checked by the reading specialist.	Professional Learning	08/07/2018	05/23/2019	\$0 - Title II Part A	School administration, instructional partners, reading specialist, classroom teachers, and special education teachers.

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Activity - Content Writing in Science and Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on argumentative, informative, and analytical expository writing in content areas. Implementation and instruction of writing in the content area will be monitored through walk throughs, classroom observations, and the classroom grade book. Turnitin.com will be implemented to ensure students are not plagiarizing another's work. A science teacher will be employed with Title I funds (30%) to assist with the effective implementation of instruction.	Direct Instruction	08/07/2018	05/23/2019	\$17036 - Title I Part A	School administration, instructional partners, classroom teachers, and special education teachers

Activity - Writing College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the CCRS writing standards during daily instruction. Teachers will also provide parents with an explanation of CCRS and resources to use at home via teachers' web pages. Implementation of CCRS will be monitored by administration and instructional partners through quarterly curriculum plans, lesson plan checks, and walk through observations.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, and special education teachers

Activity - Webb's Depth of Knowledge in Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in departmental curriculum meetings scheduled during professional development workshops and monthly meetings throughout the school year to discuss strategies to incorporate the depth of knowledge (recall, skills / concept, strategic thinking, extending thinking) into both instruction and assessment in all classes. They will then edit past writing prompts and create new writing prompts that will incorporate the levels of Depth of Knowledge. During departmental meetings, teachers will share application of the levels of DOK in their writing prompts and will provide writing samples. The administration and instructional partner will monitor the assessments and meeting agendas, and sign-in sheets will provide documentation.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teacher, dyslexia interventionist, reading specialists, and special education teachers

Measurable Objective 5:

A 2% increase of All Students will demonstrate a proficiency in mastering the standards in English Language Arts by 05/23/2019 as measured by formative and summative assessments..

Strategy1:

Engage Students in Instruction for Language / English I - Teachers will incorporate Project Based Learning (PBL) language into their English classes as a strategy for increasing student engagement. Research has shown that PBL results in high levels of student engagement (Belland, et al., 2006; Brush & Saye, 2008). Another study reports the attitudes towards the course work , work ethic and the confidence of the students engaged in PBL increased during the process.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Belland, B. R., Ertmer, P. A., & Simons, K. D.(2006).Perceptions of the value of problem-based learning among students with special needs and their teachers. *Interdisciplinary Journal of Problem-Based Learning*, 1(2). Retrieved from <http://dx.doi.org/10.7771/1541-5015.1024>

Brush, T., & Saye, J.(2008).The effects of multimedia-supported problem-based inquiry on student engagement, empathy, and assumptions about history. *Interdisciplinary Journal of Problem-Based Learning*, 2(1). Retrieved from <http://dx.doi.org/10.7771/1541-5015.1052>

Activity - Student Engagement with Technology in English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be incorporated in the English classroom through the following: clickers, interactive smart boards, Kindles, computers, videos, and on-line assignments. Students will use technology to conduct research, solve problems, and create original works for learning. Furthermore, students will use technology to communicate and work collaboratively for learning.	Direct Instruction	08/07/2018	05/23/2019		School administration, instructional partners, classroom teachers, reading specialists, and special education teachers

Activity - Project Based Learning in English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate PBL into their English lessons. The process will involve critical thinking, inquiry based teaching and learning encompassing a Level 4 DOK. A minimum of one PBL activity each semester in each English class will be assigned. Rubrics will be designed to assist the teachers in assessing the projects. Student work will be displayed in the classrooms and the English hallways.	Direct Instruction	08/07/2018	05/23/2019		School administration, instructional partners, classroom teachers, dyslexia interventionist, reading specialists, and special education teachers

Activity - Rigorous Instruction and Assessment PD in English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in departmental curriculum meetings scheduled during professional development days at the beginning of the school year and at monthly meetings throughout the school year to discuss strategies to incorporate the levels of Webb's Depth of Knowledge (recall, skill / concept, strategic thinking, extended thinking) into both instruction and assessment in all classes. They will then edit past assessments and create new assessment items that incorporate the levels of Depth of Knowledge. The administration will monitor departmental meeting agendas and sign-in sheets and assessments.	Professional Learning	08/07/2018	05/23/2019		School administration, instructional partners, classroom teachers, dyslexia interventionist, reading specialists, and special education teachers

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and

courses necessary to provide a well-rounded education.

Goal 1:

Technology Goal: Provide Digital Tools and Resources to All Teachers and Students

Measurable Objective 1:

A 2% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by increasing performance in content areas using technology in Career & Technical by 05/23/2019 as measured by formative and summative assessments..

Strategy1:

Increase student achievement through technology - Technology will be used to create a learning center environment that focuses on student achievement and authentic tasks that incorporate higher order thinking skills and encourage collaboration with peers. Use of technology will be monitored by school inventories, classroom observations, computer lab observations and calendars, technology logs, and lesson plans.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Walliman, N. (2011). Research methods: The basics. London, England: Routledge.

Activity - Technology Professional Learning Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a technology professional learning workshop and collaboratively implement best practice strategies while incorporating technology into daily instruction. Participation in the technology workshops will be monitored through agendas and sign in sheets, classroom observations, lesson plans, and certificates for evidence of implementation.	Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, participants of workshops, and Technology in Motion

Goal 2:

Achievement Goal: Engage and Empower the Learner Through the Effective Implementation of CCRS

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in English Language Arts by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Incorporate Reading and English Common Core Standards - Teachers will incorporate the Common Core standards for reading and English for each grade level. The Common Core standards are research based, bench marked internationally, and necessary to prepare students for college and career readiness after graduation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Archer, A. L., & Hughes, C. (2011). Explicit instruction: Effective and efficient teaching. New York, NY: Gilford Press.

Dewitt, P., & Wolksee, J. (2012). Making the most of your core reading program: Research-based essentials. Portsmouth, NH: Heinemann.

Drew, S. V. (2012). Open up the ceiling on the common core state standards: Preparing students for 21st-century literacy-now. Journal of Adolescent & Adult Literacy, 56(4), 321-330. doi:10.1002/jaal.00145

Halladay, J. L., & Moses, L. (2013). Using the common core standards to meet the needs of diverse learners: Challenges and opportunities. New England Reading Association Journal, 49(1), 33-44.

Activity - Reading and English Common Core Standards and Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and utilize a daily lesson plan template for each course they teach that focuses on the Common Core standards. Each lesson plan will contain the Common Core objectives that relate to the Common Core reading and English standards for literature and informational text. Daily lesson plans will be monitored by the administration and pacing guides will be submitted for analysis by the school and district administration.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, reading specialists, dyslexia interventionist, and special education teachers

Activity - Reading and English Common Core Standards Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach the Common Core standards as listed in the Alabama Course of Study for each course they teach. The objective for the lesson will be posted daily on the board, and the Common Core standards for English will be used for instruction and assessment. Lesson plans and instruction will be monitored by administration. Periodic departmental meetings will be held in order to share ideas on how to effectively use the common core standards on a daily basis. Pacing guides will be submitted and analyzed by the school and district administration.	Direct Instruction	08/07/2018	05/23/2019	\$56788 - Title I Part A	School administration, instructional partners, classroom teachers, reading specialists, dyslexia interventionist, and special education teachers

Strategy2:

Meet the reading learning needs of all students - Teachers, paraprofessionals, dyslexia interventionist and reading specialists will implement all aspects of the RTI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for reading. In addition, Tier III students will be placed in intervention classes in reading. Problem Solving Teams (PST) will meet monthly and utilize on-line formative assessments and other sources of data to monitor student progress.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Archer, A. L., & Hughes, C. (2011). Explicit instruction; Effective and efficient teaching. New York, NY: Gilford Press

Activity - Reading Response to Instruction (RTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Additional academic support for Tier II and Tier III students not mastering reading and English objectives and performing below grade level will be provided. RTI problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and / or making gains. Administration will monitor RTI implementation through Tier II and Tier III documentation on specified forms and classroom observations.</p> <p>Failure Free Reading will be implemented by the Reading Specialist for all Tier III Reading students. Also, Sadlier vocabulary workshop comprehension will be purchased to enhance reading instruction.</p>	Academic Support Program	08/07/2018	05/23/2019	\$5000 - Title I Part A	School administration, instructional partners, classroom teachers, reading specialists, dyslexia interventionist, and special education teachers

Activity - Reading Formative assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will administer Pre-ACT, ACT without Writing, ACT with Writing, and ACT Workkeys to access and monitor student progress in reading and English throughout the school year. Data will be used to guide instruction and help identify students needing additional academic support. Instructional partners will monitor the completion of formative assessments and analyze data.</p>	Technology	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, reading specialists, dyslexia interventionist, and special education teachers

Strategy3:

Project Based Learning - Teachers will incorporate Project Based Learning (PBL) into reading instruction as a strategy for increasing student engagement. Research has shown that PBL results in high levels of student engagement (Belland, Et al., 2006; Brush & Saye, 2008). Another study reports work ethic, attitudes towards the course work, and confidence of students engaged in PBL has increased during the process.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Belland, B. R., Ertmer, P. A., & Simons, K. D.(2006).Perceptions of the value of problem-based learning among students with

special needs and their teachers. Interdisciplinary Journal of Problem-Based Learning, 1(2).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1024>

Brush, T., & Saye, J.(2008).The effects of multimedia-supported problem-based inquiry on student engagement, empathy, and assumptions about history. Interdisciplinary Journal of Problem-Based Learning, 2(1).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1052>

Activity - Project Based Learning in Reading and English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate PBL into their reading and English lessons. The process will involve critical thinking or inquiry based teaching and learning. A minimum of one PBL will be assigned each semester. Teachers will assess the projects with rubrics they design. Student work will be displayed in the classrooms and English hallways.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, special education teachers, dyslexia interventionist, and reading specialists

Activity - Student Engagement Through Technology in Reading and English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be implemented into reading and English instruction through the following: clickers, interactive smart boards, Kindles, computers, videos, printers, and on-line assignments. Students will use technology to gather, evaluate, and use information for learning.	Direct Instruction	08/07/2018	05/23/2019	\$27979 - Title I Part A	School administration, instructional partners, classroom teachers, reading specialist, dyslexia interventionist, and special education teachers

Strategy4:

Implement a rigorous curriculum - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and in assessments to develop higher order thinking. Teachers will develop quarterly pacing guides and daily lesson plans and assessments which reflect rigor. This strategy will be monitored by administrators and instructional partners through classroom observations, lesson plans, quarterly pacing guides, and assessment checks.

Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop quarterly curriculum plans, daily lesson plans that will reflect rigor in English language arts. This strategy will be monitored by administration through classroom observations, lesson plans, quarterly curriculum plans, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Crawford, Joe. (2012). Aligning your curriculum to the common core state standards. Thousand Oaks, Ca.: Corwin

Drake, S. M. (2012). Creating standards-based integrated curriculum:The common core state standards edition (3rd edition). Thousand Oaks, Ca: Corwin.

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Saraland High School

Activity - Webb's Depth of Knowledge in Reading and English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will collaborate in departmental curriculum meetings scheduled during professional development workshops and monthly meetings throughout the school year to discuss strategies to incorporate the depth of knowledge (recall, skills / concept, strategic thinking, extending thinking) into both instruction and assessment in all classes. They will then edit past assessments and create new assessment items that will incorporate the levels of depth of knowledge. During departmental meetings, teachers will share application of the levels of DOK in their assessments and will provide sample tests. Teachers will provide a rigorous curriculum in language that focuses on objectives related to knowledge of language and production of writing by analyzing a variety of reading material, both fictional and nonfictional, and by writing and editing both formal and informal work samples. Students will be engaged in rigorous coursework, collaborate with other students, and demonstrate an understanding of the content. Administration and instructional partners will monitor the assessments, and meeting agendas and sign-in sheets will provide documentation.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, department chairperson, classroom teachers, reading specialist teachers, dyslexia interventionist, and special education teachers.

Activity - Regular, Pre-AP, and AP Reading and English Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will design differentiated tests for the different levels of English classes (Regular, Pre-AP, and AP) that will include a focus on craft and structure, and integration of knowledge and ideas, based ACT data (2018). Teachers will use materials from Sadlier to help students prepare for assessments. Administration and instructional partners will monitor the assessments and developed test files. Departmental meeting agendas and sign-in sheets will serve as documentation.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partner, department chairperson, classroom teacher, reading specialists, dyslexia interventionist, and special education teachers

Activity - AP Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>AP English teachers will attend professional development on AP course content including English language and composition with a focus on application of rhetoric and argumentation, preparation for the rhetorical analysis essay, utilization of texts and documentation, preparation for the multiple choice questions, approaches to argument and synthesis essay writing, and development of a course syllabus.</p>	Professional Learning	08/07/2018	05/23/2019	\$0 - Title II Part A	School administration, instructional partners, classroom teachers, and special education teachers

Activity - Reading / English Critical Thinking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will create activities (bell ringers, team activities, etc.) that involve higher order thinking skills related to objectives. Teachers will utilize materials from Sadlier to enhance students' vocabulary and writing skills. The administration and instructional partners will monitor lesson plans, sample tests, bell ringers, and assessments.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, teachers, special education teachers, dyslexia interventionist, and reading specialist

Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency in mastering the standards in Mathematics by 05/23/2019 as measured by formative and summative assessments .

Strategy1:

Parental involvement and resources - Encourage parents to participate in school planning/review meetings, volunteer work, parental activities, and parental committees. This will be implemented through parent conferences, Parenting Day, Annual Title I Parental Involvement meeting, Parent surveys, email, school-cast calls, newsletters, social media, notices sent home, and the school's website.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Parent and Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the first quarter of the school year Saraland High School holds its annual Title 1 meeting for parents. During this meeting, information is presented about the Title I program, the curriculum, and academic assessments. Basic curriculum content will be outlined for parents. They will learn how to schedule parent-teacher conferences and how to participate in decisions related to the education of their child. Parents will be given a copy of the Title I parent packet, a parent survey, and a copy of the district and local school parental involvement plans. Parental set aside funds will be used to strengthen communication with parents and improve student achievement. Materials for parents are available in both English and Spanish.	Parent Involvement	08/07/2018	05/23/2019	\$1336 - Other	Administration and classroom teachers.

Strategy2:

A rigorous math curriculum - Teachers will provide a rigorous curriculum in math that focuses on problem solving skills with a special emphasis on multi-step equations; adding, subtracting, and multiplying polynomials; graphing linear equations; foundations and functions; and inequalities in the geometric properties related to angles in the Pythagorean theorem.

Category: Develop/Implement College and Career Ready Standards

Research Cited: (n.d.). Common core state standards: For mathematics. Retrieved from <http://www.nctm.org/ccssm/>

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Saraland High School

Activity - Webb's Depth of Knowledge in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in departmental curriculum meetings scheduled during professional development workshops and monthly meetings throughout the school year to discuss strategies to incorporate the depth of knowledge into both instruction and assessments in all classes. They will then edit past assessments and create new assessment items that will incorporate varied levels of depth of knowledge. During departmental meetings, teachers will share application of the levels of DOK in their assessments and will provide sample tests. Teachers will design projects/research assignments to incorporate Level 4 rigor. The administration and instructional partners will monitor the assessments and meeting agendas, and sign-in sheets will provide documentation.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administrators, instructional partners, math teachers, and special education teachers

Activity - Math PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and special education teachers will attend On to College workshops (John Baylor). Teachers will implement these programs during daily math instruction. Administration and instructional partners will monitor completion of professional development with agendas and sign-in sheets. Implementation will be monitored through lesson plan checks and classroom observations.	Professional Learning	08/07/2018	05/23/2019	\$0 - Title II Part A	School administration, math teachers, instructional partners, and special education teachers.

Activity - Regular, Pre-AP and AP Math Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design differentiated tests for the different levels of math classes (regular, Pre-AP and AP) that will involve the application of problem solving strategies that require higher order thinking skills. In addition, teachers will analyze student test data that involve the application of problem solving strategies for each level of the various math courses and adjust instruction accordingly. A separate file of tests for each level of course will be maintained. The administration will monitor the assessments during the school year through test files, departmental meeting agendas, and sign-in sheets.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, math teachers, special education teachers and instructional partners.

Strategy3:

Implement CTE Program - CTE courses aligned to a specific program will be offered to students in grades 10 through 12. Data obtained from gradebook grades and credentialing assessments will aid teachers in planning instruction and meeting the needs of all students.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

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Saraland High School

Activity - CTE Teacher PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers will attend training conducted during the school year by the SDE and CTE director.	Academic Support Program	08/07/2018	05/23/2019	\$17934 - Perkins	Administrators and CTE director

Activity - CTE Credentials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers will administer these credentialing tests to students: MOS, ServSafe, Work Keys, and CNA.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Administration and CTE director

Strategy4:

Incorporate Math Common Core Standards - Teachers will incorporate the Common Core standards as adopted in the Alabama Course of Study for mathematics. The Common Core standards and research based standards are bench marked internationally and designed to prepare students to become College and Career Ready after graduation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Belland, B. R., Ertmer, P. A., & Simons, K. D.(2006). Perceptions of the value of problem-based learning among students with special needs and their teachers. *Interdisciplinary Journal of Problem-Based Learning*, 1(2).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1024>

Activity - Math Common Core Standards and Curriculum Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and utilize a daily lesson plan template for each course that focuses on Common Core standards. Lesson plans will contain Common Core standards of mathematical practices to be implemented. All Common Core objectives will be listed in each curriculum plan. Daily lesson plans will be monitored by administration. The plans will be examined by departments, school, and district administration.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, department chairpersons, teachers, and special education teachers

Activity - Math Common Core Standards Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will teach Common Core standards as listed in the Alabama course of study for mathematics for each course they teach. The objective for the lesson will be posted daily on the board, and the Common Core standards of mathematical practices will be used during instruction and assessment. Administration and instructional partners will monitor teachers' classrooms to evaluate instruction related to the Common Core standards. Periodic meetings will be held to discuss how teachers are incorporating Common Core standards in their daily lessons.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administrators, instructional partners, departmental chairpersons, teachers, and special education teachers

Activity - Math LTF and AP PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will attend professional development on Laying the Foundation (LTF) and AP calculus and AP statistics. Administration will monitor the completion of training with agendas and sign-in sheets. Moreover, implementation of math standards will be monitored through monthly curriculum, lesson plan checks and classroom observations.	Professional Learning	08/07/2018	05/23/2019	\$0 - Title II Part A	School administration, instructional partners, classroom teachers, and special education teachers

Strategy5:

Engage students in instruction - Teachers will incorporate project based learning into their math classes for increasing student engagement. Research has shown that PBL results in high levels of student engagement (Belland, et al. , 2006; Brush & Say, 2008). Another study reports that the attitudes towards the course work, the work ethic, and the confidence of students engaged in PBL increase during the process.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Belland, B. R., Ertmer, P. A., & Simons, K. D.(2006).Perceptions of the value of problem-based learning among students with

special needs and their teachers. Interdisciplinary Journal of Problem-Based Learning, 1(2).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1024>

Brush, T., & Saye, J.(2008).The effects of multimedia-supported problem-based inquiry on student engagement, empathy, and assumptions about history. Interdisciplinary Journal of Problem-Based Learning, 2(1).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1052>

Activity - Project Based Learning (PBL) in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate PBL into their math lessons. The process will involve critical thinking or inquiry based teaching and learning. A minimum of one project or PBL activity will be assigned each semester in each math class. Special focus will be placed on problem solving activities including those of properties of geometric figures. Assessment of the projects will be analyzed through rubrics. Documentation will include rubrics for projects and sample student work.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, department chairperson, teachers, and special education teachers

Strategy6:

Meet the math learning needs of all students - Teachers, paraprofessionals, intervention teachers, and counselors will implement all aspects of the RTI framework for all students. Furthermore, they will identify Tier II and Tier III students who will receive Tier II interventions in the classroom for math. In addition, Tier III students will be scheduled in intervention math classes. Problem solving teams will meet monthly and utilize on line formative assessments and other sources of data to monitor student progress.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research cited: Archer, A. L., & Hughes, C. A. (2011). Explicit instruction: Effective and efficient teaching. New York, NY: The Guilford Press

Activity - Math Response to Instruction (RTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students not mastering math objectives and performing below grade level. RTI problem solving team members will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making progress. RTI implementation will be monitored through Tier II and Tier III documentation on specified forms and classroom observations. The system will employ an ISS teacher to assist in meeting the needs of at-risk students.	Academic Support Program	08/07/2018	05/23/2019	\$32752 - State Funds	School administrators, paraprofessionals, math teachers, special education teachers, and counselors

Activity - Math Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer the On to College (John Baylor) program to students prior to taking the ACT and ACT Plus Writing assessment. Data will be used to guide instruction and help identify students needing additional academic support. Instructional partners will monitor the completion of formative assessments and analyze data.	Technology	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, math teachers, special education teachers and instructional partners

Activity - Math Test Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use materials from On to College, ACT Exemplars, and ACT preparatory vocabulary workshop to help students actively engage in learning activities to prepare and review for state assessments.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	School administrators, instructional partners, math teachers, and special education teachers.

Measurable Objective 3:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Science by 05/23/2019 as measured by formative and summative assessments .

Strategy1:

Implement a rigorous curriculum in science - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop quarterly curriculum plans, daily lesson plans, and assessments which reflect rigor in science. The strategy will be monitored by administrators through classroom observations, lesson plans, quarterly curriculum plans, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: March, J. K., & Peters, K. H. (2014). The common core, an uncommon opportunity: Redesigning classroom instruction.

Thousand Oaks, CA: Corwin.

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Activity - Science College and Career Ready Standards (CCRS) PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The science teachers will conduct departmental meetings throughout the school year to strengthen instruction vertically and horizontally and discuss students' needs. Agendas and sign-in sheets will be used for documentation. In addition, implementation of science standards will be monitored through quarterly curriculum and lesson plan checks and classroom observations.	Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, and special education teachers

Activity - Science Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on argumentative, informative, and narrative writing in science. Furthermore, teachers will focus on interpretation of data and scientific investigation. Implementation of writing in science will be monitored by administration and instructional partners through walk through observations, lesson plans, performance based assessments, and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administrators, instructional partners, classroom teachers, and special education teachers

Activity - Science Hands-On Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide science instruction that fosters student discovery through hands-on activities and experiments. Students will be engaged in activities focused on interpretation of data and scientific investigation. Moreover, students will collaborate with other students during student-centered activities which will involve higher order thinking. The use of digital tools to conduct research, solve problems and use information for learning. Administration and instructional partners will monitor instruction through walk through observations, evaluation of quarterly curriculum plans, and lesson plans.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administrators, instructional partners, classroom teachers, and special education teachers

Activity - AMSTI Science Coaching Community PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lead science teacher will attend AMSTI Coaching Community professional development on science standards. Lead science teacher will provide turn around training to fellow teachers. Teachers will implement strategies during daily science instruction. This will be monitored by documentation of professional development attendance through agenda, and sign-in sheets.	Professional Learning	08/07/2018	05/23/2019	\$0 - Title II Part A	School administration, instructional partners, classroom teachers, and special education teachers

Activity - Regular, Pre-AP, and AP Science Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design differentiated tests for the different levels of science classes (Regular, Pre-AP, and AP) that will involve the application of problem-solving, interpretation of data, scientific investigation, and critical thinking skills. Teachers will analyze student test results that involve the application of problem-solving and critical thinking strategies for each level of the various science courses. Administrators and instructional partners will monitor the assessments during the school year. DOK: Test files, departmental meeting agendas and sign-in sheets.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administrators, instructional partners, classroom teachers, and special education teachers.

Activity - Webb's Depth of Knowledge in Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in departmental curriculum meetings scheduled during professional development workshops and monthly meetings throughout the school year to discuss strategies to incorporate Webb's depth of knowledge (recall, skills / concept, strategic thinking, extending thinking) into both instruction and assessments in all classes. They will then edit past assessments and create new assessment items that will incorporate the levels of depth of knowledge (DOK). During departmental meetings, teachers will share application of the levels of DOK in their assessments and will provide sample tests. The administration and instructional partners will monitor the assessments, and meeting agendas and sign-in sheets will provide documentation.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, and special education teachers

Strategy2:

Engage students in science instruction - Teachers will incorporate Project Base Learning or Problem Based Learning (PBL) into their science classes as a strategy for increasing student engagement. Research has shown that PBL results in high levels of student engagement. Another study reports that work ethic attitudes toward the coursework, and confidence of students engaged in Project Based Learning has increased during the process.

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

Research Cited: Belland, B. R., Ertmer, P. A., & Simons, K. D.(2006).Perceptions of the value of problem-based learning among students with

special needs and their teachers. Interdisciplinary Journal of Problem-Based Learning, 1(2).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1024>

Brush, T., & Saye, J.(2008).The effects of multimedia-supported problem-based inquiry on student engagement, empathy, and assumptions about history. Interdisciplinary Journal of Problem-Based Learning, 2(1).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1052>

Activity - Project Based Learning in Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will incorporate Project Based Learning (PBL) into their science lessons. The process will involve critical thinking or inquiry base teaching and learning. A minimum of one PBL activity will be assigned each semester in each science class. Special focus will be placed on problem-solving activities, interpretation of data, scientific investigation, as well as a focus on properties of cell organelles, mitosis, and meiosis.</p> <p>Teachers will assess the projects with rubrics they design. Student work will be displayed in the classrooms and in the science hallways. Students will be surveyed as to how effectively engaged they were in the project. Administration will monitor rubrics for projects and sample student work.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, and special education teachers

Activity - Student engagement with technology in Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporation of clickers, interactive smart-boards, Kindles, computers, graphing calculators, videos, Vernier Lab probes, and on-line assignments will all help to increase student engagement and student achievement within each class. Furthermore, students will utilize technology to conduct research, evaluate information, and work collaboratively for learning.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, and special education teachers

Activity - Rigorous Instruction and Assessment PD in Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will provide departmental curriculum meetings scheduled during professional development days at the beginning of the school year and at monthly meetings throughout the school year to discuss strategies to incorporate the levels of Depth of Knowledge (Recall, Skill/Concept, Strategic Thinking, Extended Thinking) into both instruction and assessment in all classes. They will then edit past assessments and create new assessment items that incorporate the levels of Depth of Knowledge.</p> <p>Assessments will be monitored by administrators and instructional partners. DOK: Assessment samples, Departmental Meeting Agendas, Departmental Sign-in Sheets.</p>	Professional Learning	08/07/2018	05/23/2019	\$0 - Title II Part A	School administrators , instructional partners, classroom teachers, and special education teachers

Measurable Objective 4:

A 2% increase of All Students will demonstrate a proficiency in mastering the standards in English Language Arts by 05/23/2019 as measured by formative and summative assessments..

Strategy1:

Engage Students in Instruction for Language / English - Teachers will incorporate Project Based Learning (PBL) language into their English classes as a strategy for increasing student engagement. Research has shown that PBL results in high levels of student engagement (Belland, et al., 2006; Brush & Saye, 2008). Another study reports the attitudes towards the course work , work ethic and the confidence of

the students engaged in PBL increased during the process.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Belland, B. R., Ertmer, P. A., & Simons, K. D.(2006).Perceptions of the value of problem-based learning among students with

special needs and their teachers. Interdisciplinary Journal of Problem-Based Learning, 1(2).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1024>

Brush, T., & Saye, J.(2008).The effects of multimedia-supported problem-based inquiry on student engagement, empathy, and assumptions about history. Interdisciplinary Journal of Problem-Based Learning, 2(1).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1052>

Activity - Student Engagement with Technology in English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be incorporated in the English classroom through the following: clickers, interactive smart boards, Kindles, computers, videos, and on-line assignments. Students will use technology to conduct research, solve problems, and create original works for learning. Furthermore, students will use technology to communicate and work collaboratively for learning.	Direct Instruction	08/07/2018	05/23/2019		School administration, instructional partners, classroom teachers, reading specialists, and special education teachers

Activity - Project Based Learning in English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate PBL into their English lessons. The process will involve critical thinking, inquiry based teaching and learning encompassing a Level 4 DOK. A minimum of one PBL activity each semester in each English class will be assigned. Rubrics will be designed to assist the teachers in assessing the projects. Student work will be displayed in the classrooms and the English hallways.	Direct Instruction	08/07/2018	05/23/2019		School administration, instructional partners, classroom teachers, dyslexia interventionist, reading specialists, and special education teachers

Activity - Rigorous Instruction and Assessment PD in English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in departmental curriculum meetings scheduled during professional development days at the beginning of the school year and at monthly meetings throughout the school year to discuss strategies to incorporate the levels of Webb's Depth of Knowledge (recall, skill / concept, strategic thinking, extended thinking) into both instruction and assessment in all classes. They will then edit past assessments and create new assessment items that incorporate the levels of Depth of Knowledge. The administration will monitor departmental meeting agendas and sign-in sheets and assessments.	Professional Learning	08/07/2018	05/23/2019		School administration, instructional partners, classroom teachers, dyslexia interventionist, reading specialists, and special education teachers

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:

Student Support Service Goal: Decrease the System's Dropout Rate

Measurable Objective 1:

demonstrate a behavior showing a 2% decrease in attendance concerns by 05/23/2019 as measured by formative and summative assessments and attendance reports..

Strategy1:

Increase student attendance - To encourage attendance, conferences will be held with students and parents. The school's Advocacy Program, designed to help with student issues, will match up a student with a teacher advocate. Students and advocates will communicate weekly. At risk students will be identified through Project CARE and will be assigned teacher mentors who will encourage student attendance. In addition, parents will be held accountable for student attendance through the early warning truancy program.

An implemented incentive/rewards program will help students be accountable for their school attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: Student attendance will be monitored by attendance reports generated through INOW and the attendance officer. Marzano, R. J., Waters, T., & McNulty, B. A. (2005). School leadership that works: From research to results. Alexandria, VA: Association for Supervision and Curriculum Development

Activity - Project CARE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the Project CARE program, at risk students will be identified and assigned a teacher mentor. Mentors will serve to encourage student attendance, positive behavior, and academic success. Student attendance for at risk students will be monitored by attendance reports through INOW, by the counselors' logs, and by the attendance officer.	Behavioral Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, school teachers, school counselors, and attendance officer.

Activity - Advocacy Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Advocacy Program is an accountability system, which is designed to ensure every student in the school has at least one supportive adult assigned to them as an advisor. This does not eliminate the role of guidance counselors. All students are assigned a staff member who will serve as their advocate and support person.	Behavioral Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration and teachers.

Activity - Early Warning Truancy Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students with attendance issues will be referred to the early warning truancy program. Parents will be required to attend meetings with administrators and central office personnel to discuss and resolve truancy issues. Postage, paper, and ink will be purchased to increase communication with parents concerning grades, attendance, and behavior.	Parent Involvement	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, attendance officer, and central office staff

Activity - Perfect Attendance Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be encouraged to attend school through face-to-face conferences with students and parents. Student attendance will be monitored through INOW and the attendance officer. A policy has been enacted that would result in loss of credit due to excessive school absences.	Policy and Process	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, classroom teachers, school counselors, and attendance officer.

Goal 2:

Achievement Goal: Engage and Empower the Learner Through the Effective Implementation of CCRS

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in mastering the standards in Mathematics by 05/23/2019 as measured by formative and summative assessments .

Strategy1:

Parental involvement and resources - Encourage parents to participate in school planning/review meetings, volunteer work, parental activities, and parental committees. This will be implemented through parent conferences, Parenting Day, Annual Title I Parental Involvement meeting, Parent surveys, email, school-cast calls, newsletters, social media, notices sent home, and the school's website.

Category: Implement Community Based Support and Intervention System

Research Cited:

Activity - Parent and Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the first quarter of the school year Saraland High School holds its annual Title 1 meeting for parents. During this meeting, information is presented about the Title I program, the curriculum, and academic assessments. Basic curriculum content will be outlined for parents. They will learn how to schedule parent-teacher conferences and how to participate in decisions related to the education of their child. Parents will be given a copy of the Title I parent packet, a parent survey, and a copy of the district and local school parental involvement plans. Parental set aside funds will be used to strengthen communication with parents and improve student achievement. Materials for parents are available in both English and Spanish.	Parent Involvement	08/07/2018	05/23/2019	\$1336 - Other	Administration and classroom teachers.

Strategy2:

Incorporate Math Common Core Standards - Teachers will incorporate the Common Core standards as adopted in the Alabama Course of Study for mathematics. The Common Core standards and research based standards are bench marked internationally and designed to prepare students to become College and Career Ready after graduation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Belland, B. R., Ertmer, P. A., & Simons, K. D.(2006). Perceptions of the value of problem-based learning among students with special needs and their teachers. *Interdisciplinary Journal of Problem-Based Learning*, 1(2).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1024>

Activity - Math Common Core Standards and Curriculum Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and utilize a daily lesson plan template for each course that focuses on Common Core standards. Lesson plans will contain Common Core standards of mathematical practices to be implemented. All Common Core objectives will be listed in each curriculum plan. Daily lesson plans will be monitored by administration. The plans will be examined by departments, school, and district administration.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, department chairpersons, teachers, and special education teachers

Activity - Math LTF and AP PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will attend professional development on Laying the Foundation (LTF) and AP calculus and AP statistics. Administration will monitor the completion of training with agendas and sign-in sheets. Moreover, implementation of math standards will be monitored through monthly curriculum, lesson plan checks and classroom observations.	Professional Learning	08/07/2018	05/23/2019	\$0 - Title II Part A	School administration, instructional partners, classroom teachers, and special education teachers

Activity - Math Common Core Standards Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will teach Common Core standards as listed in the Alabama course of study for mathematics for each course they teach. The objective for the lesson will be posted daily on the board, and the Common Core standards of mathematical practices will be used during instruction and assessment. Administration and instructional partners will monitor teachers' classrooms to evaluate instruction related to the Common Core standards. Periodic meetings will be held to discuss how teachers are incorporating Common Core standards in their daily lessons.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administrators, instructional partners, departmental chairpersons, teachers, and special education teachers

Strategy3:

A rigorous math curriculum - Teachers will provide a rigorous curriculum in math that focuses on problem solving skills with a special emphasis on multi-step equations; adding, subtracting, and multiplying polynomials; graphing linear equations; foundations and functions; and inequalities in the geometric properties related to angles in the Pythagorean theorem.

Category: Develop/Implement College and Career Ready Standards

Research Cited: (n.d.). Common core state standards: For mathematics. Retrieved from <http://www.nctm.org/ccssm/>

Activity - Math PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and special education teachers will attend On to College workshops (John Baylor). Teachers will implement these programs during daily math instruction. Administration and instructional partners will monitor completion of professional development with agendas and sign-in sheets. Implementation will be monitored through lesson plan checks and classroom observations.	Professional Learning	08/07/2018	05/23/2019	\$0 - Title II Part A	School administration, math teachers, instructional partners, and special education teachers.

Activity - Webb's Depth of Knowledge in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in departmental curriculum meetings scheduled during professional development workshops and monthly meetings throughout the school year to discuss strategies to incorporate the depth of knowledge into both instruction and assessments in all classes. They will then edit past assessments and create new assessment items that will incorporate varied levels of depth of knowledge. During departmental meetings, teachers will share application of the levels of DOK in their assessments and will provide sample tests. Teachers will design projects/research assignments to incorporate Level 4 rigor. The administration and instructional partners will monitor the assessments and meeting agendas, and sign-in sheets will provide documentation.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administrators, instructional partners, math teachers, and special education teachers

Activity - Regular, Pre-AP and AP Math Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design differentiated tests for the different levels of math classes (regular, Pre-AP and AP) that will involve the application of problem solving strategies that require higher order thinking skills. In addition, teachers will analyze student test data that involve the application of problem solving strategies for each level of the various math courses and adjust instruction accordingly. A separate file of tests for each level of course will be maintained. The administration will monitor the assessments during the school year through test files, departmental meeting agendas, and sign-in sheets.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, math teachers, special education teachers and instructional partners.

Strategy4:

Meet the math learning needs of all students - Teachers, paraprofessionals, intervention teachers, and counselors will implement all aspects of the RTI framework for all students. Furthermore, they will identify Tier II and Tier III students who will receive Tier II interventions in the classroom for math. In addition, Tier III students will be scheduled in intervention math classes. Problem solving teams will meet monthly and utilize on line formative assessments and other sources of data to monitor student progress.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research cited: Archer, A. L., & Hughes, C. A. (2011). Explicit instruction: Effective and efficient teaching. New York, NY: The Guilford Press

Activity - Math Response to Instruction (RTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students not mastering math objectives and performing below grade level. RTI problem solving team members will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and/or making progress. RTI implementation will be monitored through Tier II and Tier III documentation on specified forms and classroom observations. The system will employ an ISS teacher to assist in meeting the needs of at-risk students.	Academic Support Program	08/07/2018	05/23/2019	\$32752 - State Funds	School administrators, paraprofessionals, math teachers, special education teachers, and counselors

Activity - Math Test Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use materials from On to College, ACT Exemplars, and ACT preparatory vocabulary workshop to help students actively engage in learning activities to prepare and review for state assessments.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	School administrators, instructional partners, math teachers, and special education teachers.

Activity - Math Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer the On to College (John Baylor) program to students prior to taking the ACT and ACT Plus Writing assessment. Data will be used to guide instruction and help identify students needing additional academic support. Instructional partners will monitor the completion of formative assessments and analyze data.	Technology	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, math teachers, special education teachers and instructional partners

Strategy5:

Implement CTE Program - CTE courses aligned to a specific program will be offered to students in grades 10 through 12. Data obtained from gradebook grades and credentialing assessments will aid teachers in planning instruction and meeting the needs of all students.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - CTE Teacher PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers will attend training conducted during the school year by the SDE and CTE director.	Academic Support Program	08/07/2018	05/23/2019	\$17934 - Perkins	Administrators and CTE director

Activity - CTE Credentials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers will administer these credentialing tests to students: MOS, ServSafe, Work Keys, and CNA.	Academic Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	Administration and CTE director

Strategy6:

Engage students in instruction - Teachers will incorporate project based learning into their math classes for increasing student engagement. Research has shown that PBL results in high levels of student engagement (Belland, et al. , 2006; Brush & Say, 2008). Another study reports that the attitudes towards the course work, the work ethic, and the confidence of students engaged in PBL increase during the process.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Belland, B. R., Ertmer, P. A., & Simons, K. D.(2006).Perceptions of the value of problem-based learning among students with

special needs and their teachers. Interdisciplinary Journal of Problem-Based Learning, 1(2).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1024>

Brush, T., & Saye, J.(2008).The effects of multimedia-supported problem-based inquiry on student engagement, empathy, and assumptions about history. Interdisciplinary Journal of Problem-Based Learning, 2(1).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1052>

Activity - Project Based Learning (PBL) in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate PBL into their math lessons. The process will involve critical thinking or inquiry based teaching and learning. A minimum of one project or PBL activity will be assigned each semester in each math class. Special focus will be placed on problem solving activities including those of properties of geometric figures. Assessment of the projects will be analyzed through rubrics. Documentation will include rubrics for projects and sample student work.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, department chairperson, teachers, and special education teachers

Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Science by 05/23/2019 as measured by formative and summative assessments .

Strategy1:

Engage students in science instruction - Teachers will incorporate Project Base Learning or Problem Based Learning (PBL) into their science classes as a strategy for increasing student engagement. Research has shown that PBL results in high levels of student engagement. Another study reports that work ethic attitudes toward the coursework, and confidence of students engaged in Project Based Learning has increased during the process.

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

Research Cited: Belland, B. R., Ertmer, P. A., & Simons, K. D.(2006).Perceptions of the value of problem-based learning among students with

special needs and their teachers. Interdisciplinary Journal of Problem-Based Learning, 1(2).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1024>

Brush, T., & Saye, J.(2008).The effects of multimedia-supported problem-based inquiry on student engagement, empathy, and assumptions about history. Interdisciplinary Journal of Problem-Based Learning, 2(1).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1052>

Activity - Rigorous Instruction and Assessment PD in Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide departmental curriculum meetings scheduled during professional development days at the beginning of the school year and at monthly meetings throughout the school year to discuss strategies to incorporate the levels of Depth of Knowledge (Recall, Skill/Concept, Strategic Thinking, Extended Thinking) into both instruction and assessment in all classes. They will then edit past assessments and create new assessment items that incorporate the levels of Depth of Knowledge. Assessments will be monitored by administrators and instructional partners. DOK: Assessment samples, Departmental Meeting Agendas, Departmental Sign-in Sheets.	Professional Learning	08/07/2018	05/23/2019	\$0 - Title II Part A	School administrators , instructional partners, classroom teachers, and special education teachers

Activity - Student engagement with technology in Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporation of clickers, interactive smart-boards, Kindles, computers, graphing calculators, videos, Vernier Lab probes, and on-line assignments will all help to increase student engagement and student achievement within each class. Furthermore, students will utilize technology to conduct research, evaluate information, and work collaboratively for learning.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, and special education teachers

Activity - Project Based Learning in Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate Project Based Learning (PBL) into their science lessons. The process will involve critical thinking or inquiry base teaching and learning. A minimum of one PBL activity will be assigned each semester in each science class. Special focus will be placed on problem-solving activities, interpretation of data, scientific investigation, as well as a focus on properties of cell organelles, mitosis, and meiosis. Teachers will assess the projects with rubrics they design. Student work will be displayed in the classrooms and in the science hallways. Students will be surveyed as to how effectively engaged they were in the project. Administration will monitor rubrics for projects and sample student work.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, and special education teachers

Strategy2:

Implement a rigorous curriculum in science - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop quarterly curriculum plans, daily lesson plans, and assessments which reflect rigor in science. The strategy will be monitored by administrators through classroom observations, lesson plans, quarterly curriculum plans, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: March, J. K., & Peters, K. H. (2014). The common core, an uncommon opportunity: Redesigning classroom instruction.

Thousand Oaks, CA: Corwin.

Activity - Science Hands-On Discovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide science instruction that fosters student discovery through hands-on activities and experiments. Students will be engaged in activities focused on interpretation of data and scientific investigation. Moreover, students will collaborate with other students during student-centered activities which will involve higher order thinking. The use of digital tools to conduct research, solve problems and use information for learning. Administration and instructional partners will monitor instruction through walk through observations, evaluation of quarterly curriculum plans, and lesson plans.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administrators, instructional partners, classroom teachers, and special education teachers

ACIP

Saraland High School

Activity - AMSTI Science Coaching Community PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lead science teacher will attend AMSTI Coaching Community professional development on science standards. Lead science teacher will provide turn around training to fellow teachers. Teachers will implement strategies during daily science instruction. This will be monitored by documentation of professional development attendance through agenda, and sign-in sheets.	Professional Learning	08/07/2018	05/23/2019	\$0 - Title II Part A	School administration, instructional partners, classroom teachers, and special education teachers

Activity - Science Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on argumentative, informative, and narrative writing in science. Furthermore, teachers will focus on interpretation of data and scientific investigation. Implementation of writing in science will be monitored by administration and instructional partners through walk through observations, lesson plans, performance based assessments, and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administrators, instructional partners, classroom teachers, and special education teachers

Activity - Regular, Pre-AP, and AP Science Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design differentiated tests for the different levels of science classes (Regular, Pre-AP, and AP) that will involve the application of problem-solving, interpretation of data, scientific investigation, and critical thinking skills. Teachers will analyze student test results that involve the application of problem-solving and critical thinking strategies for each level of the various science courses. Administrators and instructional partners will monitor the assessments during the school year. DOK: Test files, departmental meeting agendas and sign-in sheets.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administrators, instructional partners, classroom teachers, and special education teachers.

Activity - Science College and Career Ready Standards (CCRS) PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The science teachers will conduct departmental meetings throughout the school year to strengthen instruction vertically and horizontally and discuss students' needs. Agendas and sign-in sheets will be used for documentation. In addition, implementation of science standards will be monitored through quarterly curriculum and lesson plan checks and classroom observations.	Professional Learning	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, and special education teachers

ACIP

Saraland High School

Activity - Webb's Depth of Knowledge in Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in departmental curriculum meetings scheduled during professional development workshops and monthly meetings throughout the school year to discuss strategies to incorporate Webb's depth of knowledge (recall, skills / concept, strategic thinking, extending thinking) into both instruction and assessments in all classes. They will then edit past assessments and create new assessment items that will incorporate the levels of depth of knowledge (DOK). During departmental meetings, teachers will share application of the levels of DOK in their assessments and will provide sample tests. The administration and instructional partners will monitor the assessments, and meeting agendas and sign-in sheets will provide documentation.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, and special education teachers

Measurable Objective 3:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in English Language Arts by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a rigorous curriculum - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and in assessments to develop higher order thinking. Teachers will develop quarterly pacing guides and daily lesson plans and assessments which reflect rigor. This strategy will be monitored by administrators and instructional partners through classroom observations, lesson plans, quarterly pacing guides, and assessment checks.

Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop quarterly curriculum plans, daily lesson plans that will reflect rigor in English language arts. This strategy will be monitored by administration through classroom observations, lesson plans, quarterly curriculum plans, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Crawford, Joe. (2012). Aligning your curriculum to the common core state standards. Thousand Oaks, Ca.: Corwin

Drake, S. M. (2012). Creating standards-based integrated curriculum:The common core state standards edition (3rd edition). Thousand Oaks, Ca: Corwin.

Activity - Webb's Depth of Knowledge in Reading and English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in departmental curriculum meetings scheduled during professional development workshops and monthly meetings throughout the school year to discuss strategies to incorporate the depth of knowledge (recall, skills / concept, strategic thinking, extending thinking) into both instruction and assessment in all classes. They will then edit past assessments and create new assessment items that will incorporate the levels of depth of knowledge. During departmental meetings, teachers will share application of the levels of DOK in their assessments and will provide sample tests. Teachers will provide a rigorous curriculum in language that focuses on objectives related to knowledge of language and production of writing by analyzing a variety of reading material, both fictional and nonfictional, and by writing and editing both formal and informal work samples. Students will be engaged in rigorous coursework, collaborate with other students, and demonstrate an understanding of the content. Administration and instructional partners will monitor the assessments, and meeting agendas and sign-in sheets will provide documentation.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, department chairperson, classroom teachers, reading specialist teachers, dyslexia interventionist, and special education teachers.

Activity - Regular, Pre-AP, and AP Reading and English Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design differentiated tests for the different levels of English classes (Regular, Pre-AP, and AP) that will include a focus on craft and structure, and integration of knowledge and ideas, based ACT data (2018). Teachers will use materials from Sadlier to help students prepare for assessments. Administration and instructional partners will monitor the assessments and developed test files. Departmental meeting agendas and sign-in sheets will serve as documentation.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partner, department chairperson, classroom teacher, reading specialists, dyslexia interventionist, and special education teachers

Activity - AP Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AP English teachers will attend professional development on AP course content including English language and composition with a focus on application of rhetoric and argumentation, preparation for the rhetorical analysis essay, utilization of texts and documentation, preparation for the multiple choice questions, approaches to argument and synthesis essay writing, and development of a course syllabus.	Professional Learning	08/07/2018	05/23/2019	\$0 - Title II Part A	School administration, instructional partners, classroom teachers, and special education teachers

Activity - Reading / English Critical Thinking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create activities (bell ringers, team activities, etc.) that involve higher order thinking skills related to objectives. Teachers will utilize materials from Sadlier to enhance students' vocabulary and writing skills. The administration and instructional partners will monitor lesson plans, sample tests, bell ringers, and assessments.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, teachers, special education teachers, dyslexia interventionist, and reading specialist

Strategy2:

Project Based Learning - Teachers will incorporate Project Based Learning (PBL) into reading instruction as a strategy for increasing student engagement. Research has shown that PBL results in high levels of student engagement (Belland, Et al., 2006; Brush & Saye, 2008). Another study reports work ethic, attitudes towards the course work, and confidence of students engaged in PBL has increased during the process.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Belland, B. R., Ertmer, P. A., & Simons, K. D.(2006).Perceptions of the value of problem-based learning among students with

special needs and their teachers. Interdisciplinary Journal of Problem-Based Learning, 1(2).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1024>

Brush, T., & Saye, J.(2008).The effects of multimedia-supported problem-based inquiry on student engagement, empathy, and assumptions about history. Interdisciplinary Journal of Problem-Based Learning, 2(1).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1052>

Activity - Student Engagement Through Technology in Reading and English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be implemented into reading and English instruction through the following: clickers, interactive smart boards, Kindles, computers, videos, printers, and on-line assignments. Students will use technology to gather, evaluate, and use information for learning.	Direct Instruction	08/07/2018	05/23/2019	\$27979 - Title I Part A	School administration, instructional partners, classroom teachers, reading specialist, dyslexia interventionist, and special education teachers

Activity - Project Based Learning in Reading and English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate PBL into their reading and English lessons. The process will involve critical thinking or inquiry based teaching and learning. A minimum of one PBL will be assigned each semester. Teachers will assess the projects with rubrics they design. Student work will be displayed in the classrooms and English hallways.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, special education teachers, dyslexia interventionist, and reading specialists

Strategy3:

Incorporate Reading and English Common Core Standards - Teachers will incorporate the Common Core standards for reading and English for each grade level. The Common Core standards are research based, bench marked internationally, and necessary to prepare students for college and career readiness after graduation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Archer, A. L., & Hughes, C. (2011).Explicit instruction: Effective and efficient teaching. New York, NY: Gilford Press.

Dewitt, P., & Wolksee, J. (2012). Making the most of your core reading program: Research-based essentials. Portsmouth, NH: Heinemann.

Drew, S. V. (2012). Open up the ceiling on the common core state standards: Preparing students for 21st-century literacy-now. *Journal of Adolescent & Adult Literacy*, 56(4), 321-330. doi:10.1002/jaal.00145

Halladay, J. L., & Moses, L. (2013). Using the common core standards to meet the needs of diverse learners: Challenges and opportunities. *New England Reading Association Journal*, 49(1), 33-44.

Activity - Reading and English Common Core Standards Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach the Common Core standards as listed in the Alabama Course of Study for each course they teach. The objective for the lesson will be posted daily on the board, and the Common Core standards for English will be used for instruction and assessment. Lesson plans and instruction will be monitored by administration. Periodic departmental meetings will be held in order to share ideas on how to effectively use the common core standards on a daily basis. Pacing guides will be submitted and analyzed by the school and district administration.	Direct Instruction	08/07/2018	05/23/2019	\$56788 - Title I Part A	School administration, instructional partners, classroom teachers, reading specialists, dyslexia interventionist, and special education teachers

Activity - Reading and English Common Core Standards and Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and utilize a daily lesson plan template for each course they teach that focuses on the Common Core standards. Each lesson plan will contain the Common Core objectives that relate to the Common Core reading and English standards for literature and informational text. Daily lesson plans will be monitored by the administration and pacing guides will be submitted for analysis by the school and district administration.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, reading specialists, dyslexia interventionist, and special education teachers

Strategy4:

Meet the reading learning needs of all students - Teachers, paraprofessionals, dyslexia interventionist and reading specialists will implement all aspects of the RTI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for reading. In addition, Tier III students will be placed in intervention classes in reading. Problem Solving Teams (PST) will meet monthly and utilize on-line formative assessments and other sources of data to monitor student progress.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Archer, A. L., & Hughes, C. (2011). *Explicit instruction; Effective and efficient teaching*. New York, NY: Gilford Press

Activity - Reading Response to Instruction (RTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Additional academic support for Tier II and Tier III students not mastering reading and English objectives and performing below grade level will be provided. RTI problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and / or making gains. Administration will monitor RTI implementation through Tier II and Tier III documentation on specified forms and classroom observations.</p> <p>Failure Free Reading will be implemented by the Reading Specialist for all Tier III Reading students. Also, Sadlier vocabulary workshop comprehension will be purchased to enhance reading instruction.</p>	Academic Support Program	08/07/2018	05/23/2019	\$5000 - Title I Part A	School administration, instructional partners, classroom teachers, reading specialists, dyslexia interventionist, and special education teachers

Activity - Reading Formative assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will administer Pre-ACT, ACT without Writing, ACT with Writing, and ACT Workkeys to access and monitor student progress in reading and English throughout the school year. Data will be used to guide instruction and help identify students needing additional academic support. Instructional partners will monitor the completion of formative assessments and analyze data.</p>	Technology	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, reading specialists, dyslexia interventionist, and special education teachers

Measurable Objective 4:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Writing by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a rigorous curriculum in writing - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Students will be actively engaged in collaborative discussions, which incorporate higher order thinking skills. Teachers will develop quarterly curriculum plans, daily lesson plans, and assessments which reflect rigor in writing. This strategy will be monitored by administrators and instructional partners through classroom observation, lesson plans, quarterly curriculum plans, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Fisher, D., & Frey, N. (2014). Better learning through structured teaching: A framework for the gradual release of responsibility (2nd edition). Alexandria, VA: ASCD

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departmental meetings will provide professional development on the writing focus for each quarter. Teachers will be provided ongoing support as needed for implementation during daily instruction. Professional development provided will be evidenced by agendas and sign-in sheets. Administration and instructional partners will monitor through classroom observations and lesson plan checks. In addition, the end-of-year writing portfolios will be checked by the reading specialist.	Professional Learning	08/07/2018	05/23/2019	\$0 - Title II Part A	School administration, instructional partners, reading specialist, classroom teachers, and special education teachers.

Activity - Writing College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the CCRS writing standards during daily instruction. Teachers will also provide parents with an explanation of CCRS and resources to use at home via teachers' web pages. Implementation of CCRS will be monitored by administration and instructional partners through quarterly curriculum plans, lesson plan checks, and walk through observations.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, and special education teachers

Activity - Content Writing in Science and Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction on argumentative, informative, and analytical expository writing in content areas. Implementation and instruction of writing in the content area will be monitored through walk throughs, classroom observations, and the classroom grade book. Turnitin.com will be implemented to ensure students are not plagiarizing another's work. A science teacher will be employed with Title I funds (30%) to assist with the effective implementation of instruction.	Direct Instruction	08/07/2018	05/23/2019	\$17036 - Title I Part A	School administration, instructional partners, classroom teachers, and special education teachers

Activity - Webb's Depth of Knowledge in Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in departmental curriculum meetings scheduled during professional development workshops and monthly meetings throughout the school year to discuss strategies to incorporate the depth of knowledge (recall, skills / concept, strategic thinking, extending thinking) into both instruction and assessment in all classes. They will then edit past writing prompts and create new writing prompts that will incorporate the levels of Depth of Knowledge. During departmental meetings, teachers will share application of the levels of DOK in their writing prompts and will provide writing samples. The administration and instructional partner will monitor the assessments and meeting agendas, and sign-in sheets will provide documentation.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teacher, dyslexia interventionist, reading specialists, and special education teachers

Activity - Student Writing Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student writing samples will be scored and evaluated quarterly to gauge writing proficiency. Students will utilize materials from Sadlier to assist them in writing. Students will submit samples to Google docs for evaluation.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, and special education teachers

Measurable Objective 5:

A 2% increase of All Students will demonstrate a proficiency in mastering the standards in English Language Arts by 05/23/2019 as measured by formative and summative assessments..

Strategy1:

Engage Students in Instruction for Language / English - Teachers will incorporate Project Based Learning (PBL) language into their English classes as a strategy for increasing student engagement. Research has shown that PBL results in high levels of student engagement (Belland, et al., 2006; Brush & Saye, 2008). Another study reports the attitudes towards the course work , work ethic and the confidence of the students engaged in PBL increased during the process.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Belland, B. R., Ertmer, P. A., & Simons, K. D.(2006).Perceptions of the value of problem-based learning among students with

special needs and their teachers. Interdisciplinary Journal of Problem-Based Learning, 1(2).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1024>

Brush, T., & Saye, J.(2008).The effects of multimedia-supported problem-based inquiry on student engagement, empathy, and assumptions about history. Interdisciplinary Journal of Problem-Based Learning, 2(1).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1052>

Activity - Rigorous Instruction and Assessment PD in English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in departmental curriculum meetings scheduled during professional development days at the beginning of the school year and at monthly meetings throughout the school year to discuss strategies to incorporate the levels of Webb's Depth of Knowledge (recall, skill / concept, strategic thinking, extended thinking) into both instruction and assessment in all classes. They will then edit past assessments and create new assessment items that incorporate the levels of Depth of Knowledge. The administration will monitor departmental meeting agendas and sign-in sheets and assessments.	Professional Learning	08/07/2018	05/23/2019		School administration, instructional partners, classroom teachers, dyslexia interventionist, reading specialists, and special education teachers

Activity - Project Based Learning in English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate PBL into their English lessons. The process will involve critical thinking, inquiry based teaching and learning encompassing a Level 4 DOK. A minimum of one PBL activity each semester in each English class will be assigned. Rubrics will be designed to assist the teachers in assessing the projects. Student work will be displayed in the classrooms and the English hallways.	Direct Instruction	08/07/2018	05/23/2019		School administration, instructional partners, classroom teachers, dyslexia interventionist, reading specialists, and special education teachers

Activity - Student Engagement with Technology in English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be incorporated in the English classroom through the following: clickers, interactive smart boards, Kindles, computers, videos, and on-line assignments. Students will use technology to conduct research, solve problems, and create original works for learning. Furthermore, students will use technology to communicate and work collaboratively for learning.	Direct Instruction	08/07/2018	05/23/2019		School administration, instructional partners, classroom teachers, reading specialists, and special education teachers

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

Goal 1:

Achievement Goal: Engage and Empower the Learner Through the Effective Implementation of CCRS

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in Writing by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement a rigorous curriculum in writing - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Students will be actively engaged in collaborative discussions, which incorporate higher order thinking skills. Teachers will develop quarterly curriculum plans, daily lesson plans, and assessments which reflect rigor in writing. This strategy will be monitored by administrators and instructional partners through classroom observation, lesson plans, quarterly curriculum plans, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Fisher, D., & Frey, N. (2014). Better learning through structured teaching: A framework for the gradual release of responsibility (2nd edition). Alexandria, VA: ASCD

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Saraland High School

Activity - Content Writing in Science and Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will provide instruction on argumentative, informative, and analytical expository writing in content areas. Implementation and instruction of writing in the content area will be monitored through walk throughs, classroom observations, and the classroom grade book. Turnitin.com will be implemented to ensure students are not plagiarizing another's work.</p> <p>A science teacher will be employed with Title I funds (30%) to assist with the effective implementation of instruction.</p>	Direct Instruction	08/07/2018	05/23/2019	\$17036 - Title I Part A	School administration, instructional partners, classroom teachers, and special education teachers

Activity - Webb's Depth of Knowledge in Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will collaborate in departmental curriculum meetings scheduled during professional development workshops and monthly meetings throughout the school year to discuss strategies to incorporate the depth of knowledge (recall, skills / concept, strategic thinking, extending thinking) into both instruction and assessment in all classes. They will then edit past writing prompts and create new writing prompts that will incorporate the levels of Depth of Knowledge. During departmental meetings, teachers will share application of the levels of DOK in their writing prompts and will provide writing samples. The administration and instructional partner will monitor the assessments and meeting agendas, and sign-in sheets will provide documentation.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teacher, dyslexia interventionist, reading specialists, and special education teachers

Activity - Student Writing Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Student writing samples will be scored and evaluated quarterly to gauge writing proficiency. Students will utilize materials from Sadlier to assist them in writing. Students will submit samples to Google docs for evaluation.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, and special education teachers

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Departmental meetings will provide professional development on the writing focus for each quarter. Teachers will be provided ongoing support as needed for implementation during daily instruction. Professional development provided will be evidenced by agendas and sign-in sheets. Administration and instructional partners will monitor through classroom observations and lesson plan checks. In addition, the end-of-year writing portfolios will be checked by the reading specialist.</p>	Professional Learning	08/07/2018	05/23/2019	\$0 - Title II Part A	School administration, instructional partners, reading specialist, classroom teachers, and special education teachers.

Activity - Writing College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the CCRS writing standards during daily instruction. Teachers will also provide parents with an explanation of CCRS and resources to use at home via teachers' web pages. Implementation of CCRS will be monitored by administration and instructional partners through quarterly curriculum plans, lesson plan checks, and walk through observations.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, and special education teachers

Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency in mastering the standards in English Language Arts by 05/23/2019 as measured by formative and summative assessments..

Strategy1:

Engage Students in Instruction for Language / English - Teachers will incorporate Project Based Learning (PBL) language into their English classes as a strategy for increasing student engagement. Research has shown that PBL results in high levels of student engagement (Belland, et al., 2006; Brush & Saye, 2008). Another study reports the attitudes towards the course work, work ethic and the confidence of the students engaged in PBL increased during the process.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Belland, B. R., Ertmer, P. A., & Simons, K. D.(2006).Perceptions of the value of problem-based learning among students with

special needs and their teachers. Interdisciplinary Journal of Problem-Based Learning, 1(2).

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Brush, T., & Saye, J.(2008).The effects of multimedia-supported problem-based inquiry on student engagement, empathy, and assumptions about history. Interdisciplinary Journal of Problem-Based Learning, 2(1).

Retrieved from <http://dx.doi.org/10.7771/1541-5015.1052>

Activity - Rigorous Instruction and Assessment PD in English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in departmental curriculum meetings scheduled during professional development days at the beginning of the school year and at monthly meetings throughout the school year to discuss strategies to incorporate the levels of Webb's Depth of Knowledge (recall, skill / concept, strategic thinking, extended thinking) into both instruction and assessment in all classes. They will then edit past assessments and create new assessment items that incorporate the levels of Depth of Knowledge. The administration will monitor departmental meeting agendas and sign-in sheets and assessments.	Professional Learning	08/07/2018	05/23/2019		School administration, instructional partners, classroom teachers, dyslexia interventionist, reading specialists, and special education teachers

Activity - Project Based Learning in English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate PBL into their English lessons. The process will involve critical thinking, inquiry based teaching and learning encompassing a Level 4 DOK. A minimum of one PBL activity each semester in each English class will be assigned. Rubrics will be designed to assist the teachers in assessing the projects. Student work will be displayed in the classrooms and the English hallways.	Direct Instruction	08/07/2018	05/23/2019		School administration, instructional partners, classroom teachers, dyslexia interventionist, reading specialists, and special education teachers

Activity - Student Engagement with Technology in English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be incorporated in the English classroom through the following: clickers, interactive smart boards, Kindles, computers, videos, and on-line assignments. Students will use technology to conduct research, solve problems, and create original works for learning. Furthermore, students will use technology to communicate and work collaboratively for learning.	Direct Instruction	08/07/2018	05/23/2019		School administration, instructional partners, classroom teachers, reading specialists, and special education teachers

Measurable Objective 3:

A 2% increase of All Students will demonstrate a proficiency in mastering standards in English Language Arts by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Meet the reading learning needs of all students - Teachers, paraprofessionals, dyslexia interventionist and reading specialists will implement all aspects of the RTI framework for all students. Identified Tier II and Tier III students will receive Tier II intervention in the classroom for reading. In addition, Tier III students will be placed in intervention classes in reading. Problem Solving Teams (PST) will meet monthly and utilize on-line formative assessments and other sources of data to monitor student progress.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Archer, A. L., & Hughes, C. (2011). Explicit instruction; Effective and efficient teaching. New York, NY: Gilford Press

Activity - Reading Formative assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer Pre-ACT, ACT without Writing, ACT with Writing, and ACT Workkeys to access and monitor student progress in reading and English throughout the school year. Data will be used to guide instruction and help identify students needing additional academic support. Instructional partners will monitor the completion of formative assessments and analyze data.	Technology	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, reading specialists, dyslexia interventionist, and special education teachers

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Saraland High School

Activity - Reading Response to Instruction (RTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Additional academic support for Tier II and Tier III students not mastering reading and English objectives and performing below grade level will be provided. RTI problem solving teams will meet to discuss student data for Tier II and Tier III students. Intervention strategies will be altered or replaced, if needed, for students not reaching their rate of improvement goal and / or making gains. Administration will monitor RTI implementation through Tier II and Tier III documentation on specified forms and classroom observations.</p> <p>Failure Free Reading will be implemented by the Reading Specialist for all Tier III Reading students. Also, Sadlier vocabulary workshop comprehension will be purchased to enhance reading instruction.</p>	Academic Support Program	08/07/2018	05/23/2019	\$5000 - Title I Part A	School administration, instructional partners, classroom teachers, reading specialists, dyslexia interventionist, and special education teachers

Strategy2:

Incorporate Reading and English Common Core Standards - Teachers will incorporate the Common Core standards for reading and English for each grade level. The Common Core standards are research based, bench marked internationally, and necessary to prepare students for college and career readiness after graduation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Archer, A. L., & Hughes, C. (2011).Explicit instruction: Effective and efficient teaching. New York, NY: Gilford Press.

Dewitt, P., & Wolksee, J. (2012). Making the most of your core reading program: Research-based essentials. Portsmouth, NH: Heinemann.

Drew, S. V. (2012). Open up the ceiling on the common core state standards: Preparing students for 21st-century literacy-now. Journal of Adolescent & Adult Literacy, 56(4), 321-330. doi:10.1002/jaal.00145

Halladay, J. L., & Moses, L. (2013). Using the common core standards to meet the needs of diverse learners: Challenges and opportunities. New England Reading Association Journal, 49(1), 33-44.

Activity - Reading and English Common Core Standards and Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will develop and utilize a daily lesson plan template for each course they teach that focuses on the Common Core standards. Each lesson plan will contain the Common Core objectives that relate to the Common Core reading and English standards for literature and informational text. Daily lesson plans will be monitored by the administration and pacing guides will be submitted for analysis by the school and district administration.</p>	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, reading specialists, dyslexia interventionist, and special education teachers

ACIP

Saraland High School

Activity - Reading and English Common Core Standards Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach the Common Core standards as listed in the Alabama Course of Study for each course they teach. The objective for the lesson will be posted daily on the board, and the Common Core standards for English will be used for instruction and assessment. Lesson plans and instruction will be monitored by administration. Periodic departmental meetings will be held in order to share ideas on how to effectively use the common core standards on a daily basis. Pacing guides will be submitted and analyzed by the school and district administration.	Direct Instruction	08/07/2018	05/23/2019	\$56788 - Title I Part A	School administration, instructional partners, classroom teachers, reading specialists, dyslexia interventionist, and special education teachers

Strategy3:

Implement a rigorous curriculum - Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and in assessments to develop higher order thinking. Teachers will develop quarterly pacing guides and daily lesson plans and assessments which reflect rigor. This strategy will be monitored by administrators and instructional partners through classroom observations, lesson plans, quarterly pacing guides, and assessment checks.

Teachers will incorporate Webb's Depth of Knowledge into curriculum, objectives, standards, and assessments to develop higher order thinking. Teachers will develop quarterly curriculum plans, daily lesson plans that will reflect rigor in English language arts. This strategy will be monitored by administration through classroom observations, lesson plans, quarterly curriculum plans, and assessment checks.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Crawford, Joe. (2012). Aligning your curriculum to the common core state standards. Thousand Oaks, Ca.: Corwin

Drake, S. M. (2012). Creating standards-based integrated curriculum:The common core state standards edition (3rd edition). Thousand Oaks, Ca: Corwin.

Activity - AP Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AP English teachers will attend professional development on AP course content including English language and composition with a focus on application of rhetoric and argumentation, preparation for the rhetorical analysis essay, utilization of texts and documentation, preparation for the multiple choice questions, approaches to argument and synthesis essay writing, and development of a course syllabus.	Professional Learning	08/07/2018	05/23/2019	\$0 - Title II Part A	School administration , instructional partners, classroom teachers, and special education teachers

Activity - Webb's Depth of Knowledge in Reading and English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in departmental curriculum meetings scheduled during professional development workshops and monthly meetings throughout the school year to discuss strategies to incorporate the depth of knowledge (recall, skills / concept, strategic thinking, extending thinking) into both instruction and assessment in all classes. They will then edit past assessments and create new assessment items that will incorporate the levels of depth of knowledge. During departmental meetings, teachers will share application of the levels of DOK in their assessments and will provide sample tests. Teachers will provide a rigorous curriculum in language that focuses on objectives related to knowledge of language and production of writing by analyzing a variety of reading material, both fictional and nonfictional, and by writing and editing both formal and informal work samples. Students will be engaged in rigorous coursework, collaborate with other students, and demonstrate an understanding of the content. Administration and instructional partners will monitor the assessments, and meeting agendas and sign-in sheets will provide documentation.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, department chairperson, classroom teachers, reading specialist teachers, dyslexia interventionist, and special education teachers.

Activity - Reading / English Critical Thinking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create activities (bell ringers, team activities, etc.) that involve higher order thinking skills related to objectives. Teachers will utilize materials from Sadlier to enhance students' vocabulary and writing skills. The administration and instructional partners will monitor lesson plans, sample tests, bell ringers, and assessments.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, teachers, special education teachers, dyslexia interventionist, and reading specialist

Activity - Regular, Pre-AP, and AP Reading and English Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design differentiated tests for the different levels of English classes (Regular, Pre-AP, and AP) that will include a focus on craft and structure, and integration of knowledge and ideas, based ACT data (2018). Teachers will use materials from Sadlier to help students prepare for assessments. Administration and instructional partners will monitor the assessments and developed test files. Departmental meeting agendas and sign-in sheets will serve as documentation.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partner, department chairperson, classroom teacher, reading specialists, dyslexia interventionist, and special education teachers

Strategy4:

Project Based Learning - Teachers will incorporate Project Based Learning (PBL) into reading instruction as a strategy for increasing student engagement. Research has shown that PBL results in high levels of student engagement (Belland, Et al., 2006; Brush & Saye, 2008). Another study reports work ethic, attitudes towards the course work, and confidence of students engaged in PBL has increased during the process.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Belland, B. R., Ertmer, P. A., & Simons, K. D.(2006).Perceptions of the value of problem-based learning among students

with
special needs and their teachers. *Interdisciplinary Journal of Problem-Based Learning*, 1(2).
Retrieved from <http://dx.doi.org/10.7771/1541-5015.1024>

Brush, T., & Saye, J.(2008).The effects of multimedia-supported problem-based inquiry on student engagement, empathy, and assumptions about history. *Interdisciplinary Journal of Problem-Based Learning*, 2(1).
Retrieved from <http://dx.doi.org/10.7771/1541-5015.1052>

Activity - Project Based Learning in Reading and English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate PBL into their reading and English lessons. The process will involve critical thinking or inquiry based teaching and learning. A minimum of one PBL will be assigned each semester. Teachers will assess the projects with rubrics they design. Student work will be displayed in the classrooms and English hallways.	Direct Instruction	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, instructional partners, classroom teachers, special education teachers, dyslexia interventionist, and reading specialists

Activity - Student Engagement Through Technology in Reading and English	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology will be implemented into reading and English instruction through the following: clickers, interactive smart boards, Kindles, computers, videos, printers, and on-line assignments. Students will use technology to gather, evaluate, and use information for learning.	Direct Instruction	08/07/2018	05/23/2019	\$27979 - Title I Part A	School administration, instructional partners, classroom teachers, reading specialist, dyslexia interventionist, and special education 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.

Saraland High School provides opportunities for parents with limited English proficiency and disabilities to participate in the academic program. All parent notifications are provided to parents in their native languages. Documents are translated to other languages with technology located at the school. In addition, the school has a bilingual teacher and administrator who are available to assist in verbal communications with Spanish speaking parents in the explanation and interpretation of academic results.

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	N/A	

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	N/A	

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

The Advanced Placement teachers undergo district training through A+ College Ready and NMSI. PD is provided during the summer and school year providing teachers with research based instruction for the classroom. In-house technology workshops are provided for teachers each quarter with a focus on academic needs. In addition, science teachers undergo AMSTI, CCRS, Project Based Learning, and writing training.

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?

There were fifteen teachers not returning for the 2018 - 2019 school year.

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

At Saraland High School, the experience level is as follows:

Doctorate 3

Masters 35

Bachelors 28

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).

Saraland High School does not have a high turnover rate annually. However, strong collaboration within the departments has aided new teachers in implementing curriculum objectives in their lessons, preparing students for state assessments, and following school policy. A mentoring program established at the school also aids new teachers during their first year of teaching. The principal conducts a program related to high school policies and regulations for all teachers in their first year at the high school during the week prior to the opening of school each year. More information and guidance are provided to new teachers throughout the school year in faculty meetings, professional development training, departmental meetings, and the system wide New Teacher Institute conducted in August annually.

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.

In May 2018, the Leadership Team met to review data from Work Keys and ACT Plus Writing, along with results from the quarterly reviews of academic progress in the core classes. These dialogues pertained to all core subject areas along with career tech, but specifically targeted the areas of math and reading. As a result, areas of focus for the 2018 - 2019 school year were established in reading, language, math, social studies, science, and career tech. After a review of the school data, a meeting of all faculty members was held in August to discuss strategies to increase student performance on Work Keys, ACT Plus Writing, AP Exams, and core classes' formative and summative assessments. The Leadership Team then met to discuss the feasibility of the suggested strategies and to address teacher needs. This meeting resulted in the scheduling of departmental meetings charged with formulating plans to increase student performance on the national and local assessments. Subsequently, strategies to improve student achievement in those targeted areas were developed, and budgets to support the plan were submitted.

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

Classroom teachers and special education teachers will attend A+, NMSI, and in-house workshops. Moreover, science teachers undergo AMSTI, CCRS, Project Based Learning, and writing training. Teachers will implement programs during daily math instruction and monitor completion of professional development with agendas and sign-in sheets. Implementation will be monitored through monthly curriculum, lesson plan checks, and observations. Core content teachers will participate in departmental meetings throughout the school year to discuss strategies for strengthening instruction in meeting student needs. Agendas and sign-in sheets will be maintained for documentation. In addition, the implementation of science standards will be monitored through monthly curriculum and lesson plan checks and classroom observations.

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

Saraland High School has established a formal teacher mentoring program monitored by the administration staff. The overarching goal for our program is to improve the instructional practices of teachers. The program is designed to provide ongoing support for new or struggling teachers. Each new teacher is assigned a veteran teacher who is matched by subject, grade, and proximity. The mentor and new teacher are required to meet weekly. Meetings are documented on a contact log reflecting the date, length of the meeting, and meeting content. Additionally, time is allotted for the mentor to observe the new teacher and for the new teacher to observe the mentor. Moreover, a SDE teacher mentor program is implemented through the Instructional Partner.

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

Professional Development is sustained through the Educate Alabama Professional Learning Collaboration Program. Through observations and professional development planning, teachers and administrators will retain certification through mentoring and educational improvement
SY 2018-2019

programs. Professional development specified units are required to maintain teacher or administration certification. Content knowledge is a major strength of teachers at Saraland High School. Many teachers participate in professional development related to their content areas throughout the school year and during the summer, by attending Advanced Placement(AP) and Pre-AP institutes, College and Career Readiness Professional Development activities, Career Tech state conferences, and professional development programs offered by SARIC. Collaboration and communication within each department and across the disciplines is also identified as a major strength in increasing student achievement.

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:

Student Support Service Goal: Decrease the System's Dropout Rate

Measurable Objective 1:

demonstrate a behavior showing a 2% decrease in attendance concerns by 05/23/2019 as measured by formative and summative assessments and attendance reports..

Strategy1:

Increase student attendance - To encourage attendance, conferences will be held with students and parents. The school's Advocacy Program, designed to help with student issues, will match up a student with a teacher advocate. Students and advocates will communicate weekly. At risk students will be identified through Project CARE and will be assigned teacher mentors who will encourage student attendance. In addition, parents will be held accountable for student attendance through the early warning truancy program.

An implemented incentive/rewards program will help students be accountable for their school attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: Student attendance will be monitored by attendance reports generated through INOW and the attendance officer. Marzano, R. J., Waters, T., & McNulty, B. A. (2005). School leadership that works: From research to results. Alexandria, VA: Association for Supervision and Curriculum Development

Activity - Project CARE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the Project CARE program, at risk students will be identified and assigned a teacher mentor. Mentors will serve to encourage student attendance, positive behavior, and academic success. Student attendance for at risk students will be monitored by attendance reports through INOW, by the counselors' logs, and by the attendance officer.	Behavioral Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, school teachers, school counselors, and attendance officer.

ACIP

Saraland High School

Activity - Advocacy Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Advocacy Program is an accountability system, which is designed to ensure every student in the school has at least one supportive adult assigned to them as an advisor. This does not eliminate the role of guidance counselors. All students are assigned a staff member who will serve as their advocate and support person.	Behavioral Support Program	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration and teachers.

Activity - Perfect Attendance Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be encouraged to attend school through face-to-face conferences with students and parents. Student attendance will be monitored through INOW and the attendance officer. A policy has been enacted that would result in loss of credit due to excessive school absences.	Policy and Process	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, classroom teachers, school counselors, and attendance officer.

Activity - Early Warning Truancy Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students with attendance issues will be referred to the early warning truancy program. Parents will be required to attend meetings with administrators and central office personnel to discuss and resolve truancy issues. Postage, paper, and ink will be purchased to increase communication with parents concerning grades, attendance, and behavior.	Parent Involvement	08/07/2018	05/23/2019	\$0 - No Funding Required	School administration, attendance officer, and central office staff

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?**

Saraland High teachers are involved in the decisions regarding the use of state academic assessments. Teachers will administer assessments to determine if students have mastered objectives taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented. The following are various ways that teachers make decisions that guide instruction:

- The faculty collaboratively studies the disaggregated data and results of the state assessments.
- The Problem-Solving Team members evaluate data collected on Tier 2 and 3 students to determine if students are improving academically.
- Departmental data meetings are held monthly to adjust instructional procedures and strategies based on the progress monitoring data.
- Vertical team meetings help identify any instructional gaps or overlaps that may occur in grades 9-12.

Teacher representation and teacher input are included on school budget, policy, textbook selection, and school calendar committees.

Through these activities, teachers are provided the opportunity to voice their opinions concerning instruction and assessment and take part in decision-making processes.

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?

Students who experience difficulty mastering the proficient or advanced achievement standards will be provided timely, effective, and additional instructional assistance. This will be accomplished by teachers reviewing students' permanent records, previous test results, and any other pertinent information which would help the teacher determine students' strengths and weaknesses. Teachers compile class profiles and utilize test reports to determine individual and class strengths and weaknesses and address these results during instruction. Teachers communicate with previous teachers and parents who have insight about students' learning styles. Departments conduct monthly data meetings to discuss strategies and procedures that would encourage student success and to review student progress to make changes in instruction as needed. SHS encourages parental involvement in student education through school conferences, telephone conversations, school website, and contact forms. The school provides before/after school tutorial programs along with a remediation program provided by the Reading Specialist. Saraland High School uses Response to Intervention (RtI) to identify students who are struggling to be successful in the classroom. Teachers, counselors, and administrators meet monthly to review the current group of students who are being monitored. Data collected are disaggregated to determine student progress. Those students who have experienced successful results are considered for removal from RtI, as deemed appropriate. Intervention classes are established for all core content areas. Those students identified in need of academic assistance are placed in these classes.

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?

Teachers monitor student grades on a weekly basis. Students as well as parents have access to grades posted in the classrooms through INOW. Teachers notify parents of at-risk students through phone calls, emails, or mail. Strategies are discussed with teachers, counselors, administrators, and parents to address at-risk students' needs. Tutoring before/during/after school is available as well as intervention classes.

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 provide tutoring sessions before and after school. Upper class-men (NHS) assist tutoring schedules with their peers. Online tutoring sessions are available for students, such as EDMODO and Kahn Academy. Students who experience difficulty mastering the proficient or advanced achievement standards will be provided timely, effective, and additional instructional assistance. This will be accomplished by teachers reviewing students' permanent records, previous test results, and any other pertinent information that will assist the teacher in determining student strengths and weaknesses. Teachers compile class profiles and utilize test reports to determine individual and class strengths and weaknesses and address these results during instruction. Teachers communicate with previous teachers and parents who have insight about students' learning styles. Departments conduct monthly data meetings to discuss strategies and procedures that would encourage student success and review student progress to make changes in instruction as needed. SHS encourages parental involvement in student education through school conferences, telephone conversations, school website, and contact forms. The school

provides before/during/after school tutorial programs along with a remediation program provided by the Reading Specialist.

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, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent, have access to all services and programs available, including free/reduced lunch, Title I services, ELL services, Special Education services, At-Risk, and counseling services. All homeless, migratory, and limited-English proficient students have equal access to the same free appropriate public education and are provided the opportunity to meet the same challenging state content and performance standards to which all students are held without being stigmatized or isolated. The registrar identifies limited-English proficient students upon enrollment. Students receive a Home Language Survey used to determine eligibility for limited-English proficient testing. All eligible students are tested with the WIDA Access Placement Test (W-APT) to determine if a student is eligible to receive services through the English Language Learner (ELL) program. A variety of services to all ELL students is provided, such as content area tutoring, pull-out ESL, pull-out for individual support, and content-based ELL. Saraland School System contracts with an ELL teacher to provide services to all ELL students. Parents are provided the opportunity to receive all updates and important school documents in English and Spanish. The ELL committee reviews each student's progress annually. Migrant students are identified upon enrollment. All students receive a Migrant Education Survey which determines student eligibility for the migrant program. Migrant students automatically qualify for free breakfast and lunch and have access to all services and programs available to the rest of the students. Saraland High School provides special education services and uses appropriate procedures in accordance with federal and Alabama State laws and regulations. The special education teacher tracks referrals and notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. Saraland High School ensures that children with disabilities have access to a variety of educational programs and services available to non-disabled children, including art, music, ELL, and physical education. Special education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students. School counselors and nurses are responsible for identifying homeless students upon enrollment and providing them with support. The school uses state and federal regulations to identify homeless students. Homeless students have access to all services and programs available to the rest of the students. Saraland High School uses Title I and supplementary community resources to provide homeless students with necessary school supplies, clothes, and other items of necessity.

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.

All students at Saraland High School have equal opportunities to participate in all school programs.

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.

Failure Free Reading: A blended program designed to help all levels of readers. This is a leveled Reading program for K-12 readers. The program identifies students at their reading proficiency level. The program is based on the concept of repetition. This is accomplished through teacher led activities, computer based exercises, and independent student worksheets.

OnToCollege: This ACT test preparation program prepares 11th grade students for ACT Aspire test.

Sadlier: Vocabulary resource used to enhance ELA skills.

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)?

For the following programs, personnel are in place for Violence Prevention: Anti-bullying contracts, Safety Plan, 1 - Resource Officer, Direct monitoring through cameras by City Police Department, Lock Down Drills scheduled, 3 - onsite counselors, 1 - Alta-Pointe counselor through USA Hospital, and Red Ribbon Week.

Nutrition Program: Providing a healthy breakfast and lunch meeting the needs of all students including Free and Reduced.

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

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

The school evaluates the school wide program through the following measurements:

Summative and Formative Assessments: ACT Plus Writing, ACT without Writing, Pre-ACT, PSAT, AP Exams, AAA, ACCESS, WorkKeys, Scantron Performance Series, and teacher generated assessments. Other School Data: Quarterly Proficiency Data Reports, Graduation rates, Absenteeism rates, student and staff surveys.

Parental Involvement: Surveys, Participation, scheduled meetings (open house, senior portfolio, Title I, Parenting Day, aCIP, Title I Budget)

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?

In May 2018, the school's Leadership Team, which includes at least one representative from all stakeholder groups, began the compilation of the 2018 - 2019 Assisted Continuous Improvement Plan (aCIP). Specifically, teachers and administrators met during faculty meetings and departmental meetings to discuss areas of strength and weakness in the school program. Data from the WorkKeys, and the ACT Plus Writing, along with results from the quarterly reviews of academic progress in the core classes, were used to facilitate the discussions. These dialogues pertained to all core subject areas along with career tech but specifically targeted the areas of math and reading. As a result, areas of focus for the 2018 - 2019 school year were established in reading, language, math, social studies, science, and career tech. After a review of the school data, a meeting of all faculty members was held in August to discuss strategies to decrease student absenteeism and to increase student performance on the WorkKeys, ACT Plus Writing, AP Exams, and PSAT. The Leadership Team then met to discuss the feasibility of the suggested strategies. This meeting resulted in the scheduling of departmental meetings charged with formulating plans to increase student performance on the national assessments and to decrease student absenteeism at all grade levels. Subsequently, strategies to improve student achievement in those targeted areas were developed, and budgets to support the plan were submitted.

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?

Saraland High School aCIP leadership team will collaborate to determine the effectiveness of the aCIP in increasing student achievement. The team will review all data quarterly to determine school wide strengths and weaknesses in student achievement. The plan will be adjusted as needed to address student and teacher needs.

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?

At any given time, the aCIP may be amended to ensure effective strategies for student success are being implemented. All goals, strategies, and activities will be reviewed quarterly at aCIP team meetings.

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.	58.15

Provide the number of classroom teachers.

60.47

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	4306113.45

Total

4,306,113.45

Administrator Units

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

Provide the number of administrators.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	71210.74

Total

71,210.74

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	2.0

Provide the number of Assistant Principals.

2.00

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	142421.48

Total

142,421.48

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	2.5

Provide the number of Counselors.

3.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	213632.22

Total

213,632.22

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	2.0

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	71210.74

Total

71,210.74

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.

0.0

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.

0.0

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.	20241.0

Total

20,241.00

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.	6073.0

Total

6,073.00

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.	965.85

Total

965.85

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.	36169.0

Total

36,169.00

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.	6487.0

Total

6,487.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	112115.04

Provide a brief explanation and breakdown of expenses.

1 English teacher - \$56,788.70
1 Science teacher (30%) - \$17,036.62
Teacher Substitutes - \$500.00
Failure Free Reading - \$5,000.00
Sadlier English Resources - \$9,810.00
Turnitin - \$5,400.00
John Baylor On-to-College - \$8,000.00
Technology (Projectors, Lap tops, Chrome books) - \$9,579.72

Title I Parental Set Aside (Paper, Ink, Postage) - \$1,336.76

Title II

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

Provide a brief explanation and a breakdown of expenses.

Title II funds will be provided from the district level to cover the expense of substitute teachers for professional development opportunities, teacher stipends, training materials, conferences, and consultant fees.

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

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.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	17934.3

Provide a brief explanation and breakdown of expenses.

Perkins funds will be used to cover professional development expenses and for Business Program equipment.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	17934.3

Provide a brief explanation and breakdown of expenses.

Perkins funds will be used to cover professional development expenses and for Business Program equipment.

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

Local funds are used to cover cost for instructional materials and supplies, professional development opportunities, and extra curricula activities. These funds are paid at the school level.

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))

During the first quarter that school is in session, Saraland High School holds its annual meeting for all parents of participating children. Parents are notified of the meeting through (1) notices sent home and/or school cast calls, (2) school website postings, and (3) the marquee sign reminders. Topics to be discussed at each year's meeting are as follows:

- Continuous Improvement Plan
- An explanation of the school's curriculum and/or the state's content standards
- Title I program and participation, its services, and parent's rights
- Parent and Family Engagement Section of the Continuous Improvement Plan (Overview and Distribution)
- School-Parent Compacts
- The Parent Center and Parenting Set-Aside Budgets
- Parent Survey
- LEA Consolidated Plan

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))

The leadership and staff of Saraland High School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. For example, Open House is scheduled in the early evening, Parenting Day is scheduled during the school day, and Teachers and Administrators are available to meet with parents during school as well as after school. Saraland High School believes in involving parents in all aspects of its Title I program. The parent representatives on the aCIP committee actively participate in the development of the plan and were involved from the initial meeting of the committee. In addition, all parents were given the opportunity to review the plan and offer their input before the plan was approved. For the Parent and Family Engagement Plan, all parents were given surveys at the end of the school year, seeking their input on activities, training, and materials that the school should offer to parents during the school year. Each year, the Continuous Improvement Plan, including the Parent and Family Engagement Plan, is reviewed and evaluated. Results of parent surveys are reviewed by the parent representatives and the entire aCIP committee to determine needed changes. Saraland High School uses its parental involvement funds to purchase all materials and supplies for parents.

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)(2)(3))

1116(c)(4)(A)(B)(C))

Saraland High School revised its school-parent compact in May 2018 and reviewed the document again in the LEA Federal meeting held in July 2018. All parents are given a copy of the compact at the beginning of each school year. The compact is explained to parents, and parents are asked to sign the compacts signifying their commitment to working in partnership with the school to ensure the success of their child. The compacts are discussed with teachers at faculty meetings and teachers are given the responsibility to explain the compacts to students and obtain student signatures. The school principal also signs the compact. Teachers keep a copy of the compact in their classrooms for use during parent-teacher and/or student-teacher conferences. Furthermore, the Parent-Student Handbook is revised at the end of each year. Teachers review the handbook with students at the start of school. The Handbook is available on the school web site for parental access. A printed copy is available to parents and students upon request.

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))

In May of each year, Saraland High School convenes its aCIP Committee to review, evaluate, and revise its Continuous Improvement Plan. There are two parents on the Committee who represent all the parents of the school. A copy of the aCIP plan is available for review in the library and on the school's website. Parents have the right to give input regarding the revision of the plan. Parents can submit their comments or suggestions regarding the plan at any time.

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

In May of each year, Saraland High School convenes its aCIP Committee to review, evaluate, and revise its Continuous Improvement Plan. There are two parents on the Committee who represent all the parents of the school. A copy of the aCIP plan is available for review in the library and on the school's website. Parents have the right to give input regarding the revision of the plan. Parents can submit their comments or suggestions regarding the plan at any time.

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)

In September 2018, Saraland High School held its annual Title I meeting for parents. During this meeting, information is presented about the Title I program, the curriculum, and academic assessments. Basic curriculum content was outlined for parents. They learned how to

schedule parent-teacher conferences and how to participate in decisions related to the education of their child. Parents were given a copy of Parent and Family Engagement the Title I Parents Right to Know packet, a parent survey, and a copy of the district and local school Parent and Family Engagement plans. Parents have access to computers, resources, and training through the school's Guidance Department and Media Center.

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)

Saraland makes every effort to work with parents and address requests related to their children's education. For example, parent surveys that are distributed in September are the driving force behind the topics covered in the parent workshops for the school year. The surveys help determine times and days of the week that are best for including parents in the academic program. The importance of the role of parents is emphasized in faculty meetings with all staff. Communication with parents is paramount in developing a successful relationship between school personnel and community members for the success of the students.

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)

Saraland makes every effort to work with parents and address requests related to their children's education. For example, parent surveys that are distributed in September are the driving force behind the topics covered in the parent workshops for the school year. The surveys help determine times and days of the week that are best for including parents in the academic program.

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)

Saraland High School provides opportunities for parents with limited English proficiency and disabilities to participate in the academic program. All parent notifications are provided to parents in their native languages. Documents are translated to other languages with technology within the school. In addition, the school has a bilingual teacher and administrator who are available to assist in verbal communications with Spanish speaking parents. At this time, Saraland High School has no migrant students. Additionally, every effort is made to accommodate parents with disabilities; therefore, Saraland High School is a handicapped-accessible building.

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)

During the first quarter that school is in session, Saraland High School holds its annual meeting for all parents of participating children. Parents are notified of the meeting through (1) notices sent home and/or school cast calls, (2) school website postings, and (3) the marquee sign reminders. Topics to be discussed at each year's meeting are as follows:

- Continuous Improvement Plan
- An explanation of the school's curriculum and/or the state's content standards
- Title I program and participation, its services, and parent's rights
- Parent and Family Engagement Section of the Continuous Improvement Plan (Overview and Distribution)
- School-parent compacts
- The Parent Center and Parenting Set-Aside Budgets
- Parent Survey
- LEA Consolidated Plan

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))

Saraland High School provides opportunities for parents with limited English proficiency and disabilities to participate in the academic program. All parent notifications are provided to parents in their native languages. Documents are translated to other languages with technology located at the school. In addition, the school has a bilingual teacher and administrator who are available to assist in verbal communications with Spanish speaking parents. At this time, Saraland High School has no migrant students. Every effort is made to accommodate parents with disabilities. Additionally, Saraland High School is a handicapped-accessible building.

