ACIP

Maplesville High School

Chilton County Board of Education

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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?

Maplesville High School is a K-12 Title I school with a state funded Pre-K program located in the small town of Maplesville in Chilton County. The town itself has a population of 708 residents according to the 2010 census; however, a majority of the students come from surrounding areas outside city limits. We have an enrollment of 432 students in K-12 and 18 in the Pre-K program with 79.8% Caucasian, 17.7% African-American, 1.1% Hispanic, 0.9% Multi-race, 0.5% Asian. 58.29% of our students receive free or reduced lunch.

The campus consists of a main building housing a majority of the elementary and high school classrooms, lunchroom, libraries, nurse's office, and auditorium. Two additional annex buildings have the computer and VCI labs, Pre-K classroom, and remaining high school classrooms. Our athletic facilities include an elementary and high school gymnasium, football stadium, baseball and softball field, field house, and a state of the art weight room and athletic conference room.

Maplesville High School currently has 30 certified faculty members with an average of approximately 14 years of experience, and 60% holding an advanced degree. One hundred percent of the teaching staff meet or exceed the state definition of highly qualified. Maplesville High School also has 18 staff members and 1 registered nurse on campus.

Students at Maplesville High School must obtain 24 credits to graduate. Students must complete 16 credits of core curriculum courses in Math, Science, English, and History. The following courses offer elective credit hours: Health, Computer Applications, Life PE, Enrichment, Foreign Language, ACCESS, and Career Preparedness Courses.

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.

At Maplesville High School our goal is to align our mission and vision with our local Board of Education. The mission of Chilton County School System is to educate all students to their fullest potential in a safe environment, creating responsible and productive citizens from a shared commitment of the students, parents, educators, and communities.

In an effort to meet these expectations, the mission of Maplesville High School is to instill high expectations of academic excellence, provide a safe and secure learning environment, encourage positive behaviors, and ensure a quality education in order to create lifelong learners who will be college and career ready citizens. Maplesville High School's vision is: Taking pride in the spirit of excellence and the tradition of success.

Our mission and vision are communicated to our stakeholders via the school website and publications. Maplesville High School proudly displays the mission and vision statements throughout the school as students are made aware of the meaning of the statements and how to apply the vision to individual learning. We believe that teachers, administrators, parents, and the community share the responsibility for advancing the school's mission. Student learning needs should be the primary focus of all decisions impacting the work of school. It is essential to provide a safe and comfortable learning environment for all students to achieve academic success. Student performance is frequently assessed and the results are used to modify and improve instruction.

The school aligns instruction with its mission and expectations of student learning as indicated by the state's College and Career Ready Standards. Local Education Plans that support the curriculum include Educator Effectiveness Evaluation Plan, Continuous Improvement Plan, professional development opportunities, Parental Involvement Plan, Homeless Educational Plan, Lecroy Career Technical Center, ACT College Prep courses, Special Education services, and Gifted Education program. A variety of assessments are implemented to support the curriculum including DIBELS, ACT, WorkKeys, Renaissance STAR Reading and Math, and Scantron Performance Series. Activities offered that support the curriculum include award assemblies, Parent Teacher Organization Meetings, Orientation, parent conferences, various clubs and organizations, and educational field trips.

Maplesville High School administration, faculty, and staff are constantly monitoring the progress of the students to ensure that the school's mission and vision are guiding instruction. The administration at Maplesville High School collaborates with the central office staff throughout the year to examine instructional procedures, conduct evaluations of student engagement, and determine topics for professional development. Lesson plans are also submitted on a weekly basis to monitor implementation of standards and objectives. Time is allotted for data meetings, Problem Solving Team meetings, and continuous improvement meetings.

Notable Achievements and Areas of Improvement

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

In the spring of 2015, Maplesville High School went through a comprehensive review through the AdvanceEd Accreditation System. The review team visited the school for two days in March and determined that Maplesville High School was doing an outstanding job meeting and exceeding the standards for AdvanceEd Accreditation. The school was granted Accreditation through the year 2020.

Maplesville High School is maintaining the graduation rate at 96%. In an effort to increase the number of students who are graduating with the skills necessary to be successful in the real world, we are starting to reach out to our students. We are continuing efforts to help our students find their place in our school and community. This is achieved through academic planning, improved intervention and addressing the individual needs of our students.

Maplesville has always had a tremendous athletic program that has produced state titles in three different sports in previous decades. We took that success to a different realm in football. We won three 1A state championship titles in a row: 2014, 2015, and 2016.

In continuing efforts to prepare our graduates to be college and career ready, students who excel in their coursework can choose the dual enrollment program. It is a partnership that Chilton County Schools has created with Jeff State Community College and the University of Alabama to develop skills successful college students possess. We believe this has benefitted our school in many ways. We are also placing renewed emphasis on ACT and ACT WorkKeys testing. The administration and faculty of Maplesville High School is committed to ensuring that our graduating seniors are college and career ready.

This year, in an effort to advance leadership and citizenship skills within our student body, grades K-6 have implemented a "House System" that was inspired by the Ron Clark Academy. With an emphasis on improving behavior, this system allows for the students at Maplesville High School to work together to develop a positive atmosphere and a learning environment filled with future leaders. To build upon these skills, Maplesville High School will implement The Leader in Me program for grades 7-9. We believe these systems will greatly advance the academic goals of our school by building a spirit of personal responsibility and accountability within our student body.

With the implementation of the College and Career Readiness Standards, Maplesville High School is working diligently to identify achievement gaps in the academic performance of our students. One strategy that was implemented in the fall of 2016 is the Effective Learning Environments Observation Tool (ELEOT) from AdvanceEd. The administration began regular use of the ELEOT observation form when evaluating teachers in the classroom to recognize effective student engagement. It can also be used as a powerful tool for teacher self-assessment when evaluating whether or not their classroom is an active and supportive learning environment.

Additional Information

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

Maplesville High School has made significant progress over the past few years in the area of technology integration in the classroom in all grades, K-12. In an effort to become a 21st Century School, our faculty and staff are constantly looking for ways to incorporate technology in the classroom. Our goal is to use technology for critical thinking skills, communication, creativity, and student engagement. Over the past three years, Maplesville High School has added over 150 Chromebooks, 20 desktop computers, a smart tv and an interactive monitor. Teachers have also had the opportunity to complete training for Chromebook and Google Classroom to integrate more features into classrooms for a more technologically advanced environment. We are now at a higher than 1 to 1 ratio of Chromebooks to students. The administration and tech coordinator will become Google certified during this year.

Maplesville High School has also had the opportunity to make several upgrades to our campus. The main building received new paint in the hallways beginning the 2015-2016 school year. In the spring of 2016 Maplesville High School began renovations on the roofing system for the entire school for cosmetic and structural purposes. In addition to these much needed improvements, the lunchroom received new equipment and a refrigeration unit as well as the school parking lot has been repainted and labeled for easier flow of traffic. Prior to the beginning of the 2018-2019 school year, the bathrooms on our elementary hallway were renovated and modernized. In partnership with the Maplesville City Council, we also laid new mulch within the elementary playground. During this year, we will also complete our Pre-K playground.

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.

The Maplesville High School Leadership Team is developed at the beginning of the school year. The team is comprised of a representation of the community stakeholders, such as: teachers, students, members of the community, the instructional coach, the counselor, and administration. These members are selected to serve on the Leadership Team.

Faculty members on the leadership team are informed of their roles at the beginning of the year. Other representatives are contacted in person by committee members. Meetings are held at different times (during school hours and after school hours) to accommodate all members of the team.

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

The Maplesville High School Leadership Team consists of our instructional coach, the counselor, teachers, administrators, community members, and students.

Teachers are assigned to this committee to represent a variety of areas such as special education, general education, high school, and elementary. Maplesville High School's Title I Parental Involvement Representatives are also members of the Leadership Team.

Once the representatives were chosen from the school, representatives were then chosen from the student body and the community. The students that were chosen represent a diverse cross section of our student population. The members of the community represent businesses, government, religious groups and parents.

Administration and faculty members are responsible for data analysis to determine areas of strengths and weaknesses. Students and community members are encouraged to voice questions and concerns. The entire team is responsible for reviewing and implementing the plan throughout the school year. All meetings held will be documented with sign-in sheets, agendas and outcomes.

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

The faculty and staff of Maplesville High School have the opportunity to review the Continuous Improvement Plan prior to submission. Questions, concerns, and input can then be communicated to members of the Leadership Team. Once the final plan is complete it will be presented for approval at a local board of education meeting. After approval, the plan will be posted for review online. Paper copies of the plan will also be available for review. Stakeholders will receive information regarding the progress of the improvement plan through quarterly meetings held by the Leadership Team.

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		MHS 2017-2018 Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

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

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

Areas of Notable Achievement

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

2017-2018 marked the first year that the State of Alabama used the Scantron Performance Series as the statewide testing standard for grades 3-8. In Math, grades 3 and 5 achieved the highest percentage of students meeting or exceeding target level, with 32% and 31% respectively. In Reading, grades 4 and 5 where the two with the highest percentage of students meeting or exceeding target level, with 36% and 38%.

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

Between the fall and spring administration of the Scantron Performance Series testing in both Math and Reading, all grades 3-8 at MHS showed a positive gain in scores. The highest gain in Math was 3rd grade at +179. The highest gain in Reading was 6th grade at +192.

Which area(s) indicate the overall highest performance?

The highest overall performance was in 5th grade Reading, with 38% of students meeting target level of "Proficient Learner." The highest level of students reaching the above target level of "Distinguished Learner" came in 3rd grade Reading, with 13% of students reaching that mark.

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

Grades 3-6 all increased performance on the Scantron Performance Series Reading Test between the fall and spring administration at a higher rate than other students. All of these grades showed gains of over +150 between the two administrations. On the Scantron Performance Series Math test, only 5th grade showed a gain of +150.

Between which subgroups is the achievement gap closing?

On the Scantron Performance Series test, there was a 17% gap between minority and non-minority students in Math and a 15% gap between minority and non-minority students in Reading. In the future, MHS will work to close these gaps.

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

Data from all state assessments is consistent with local assessments given during the 2017-2018 school year. Local assessments include STAR Reading and Math, DIBELS, Reflex Math, SPIRE, ACT plus Writing, ACT WorkKeys, PreACT, and PSAT.

Areas in Need of Improvement

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

For the 2017-2018 final administration of the Scantron Performance Series Math and Reading test, Maplesville High School was lower than the Chilton County Schools district averages in all grades except 7th and 8th grade math, and 5th grade reading. MHS was more than 20% lower than the CCS district averages for 3rd and 4th grade math, and more than 10% lower than the CCS district averages in 3rd and 4th grade reading.

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

While every grade on both math and reading showed gains between the fall and spring administration, the lowest gains were in 7th and 8th grade math (+68 and +90) and 7th grade reading (+60).

Which area(s) indicate the overall lowest performance?

The lowest overall performance on the Scantron Performance Series math test was in grades 6 and 8, with only 20% and 21% of students meeting the target of levels III or IV. In reading, the lowest overall performance was in grades 3, 7, and 8. In those grades, 23%, 22%, and 24% of the students met the target levels of III or IV.

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

For both the Scantron Performance Series math and reading test, those students in grades 7 and 8 who are transitioning to high school show the lowest gains between the fall and spring administration of the tests. Both grades in both subjects are well below the aggregate gains level.

Between which subgroups is the achievement gap becoming greater?

For the Scantron Performance Series math test, 0% of SPED students at Maplesville High School met the target levels of III or IV. Maplesville High School is currently implementing new strategies to combat the gap between SPED and general education students.

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

Data from all state assessments is consistent with local assessments given during the 2017-2018 school year. Local assessments include STAR Reading and Math, DIBELS, Reflex Math, SPIRE, ACT plus Writing, ACT WorkKeys, PreACT, and PSAT.

Report Summary

Scores By Section

Section Score
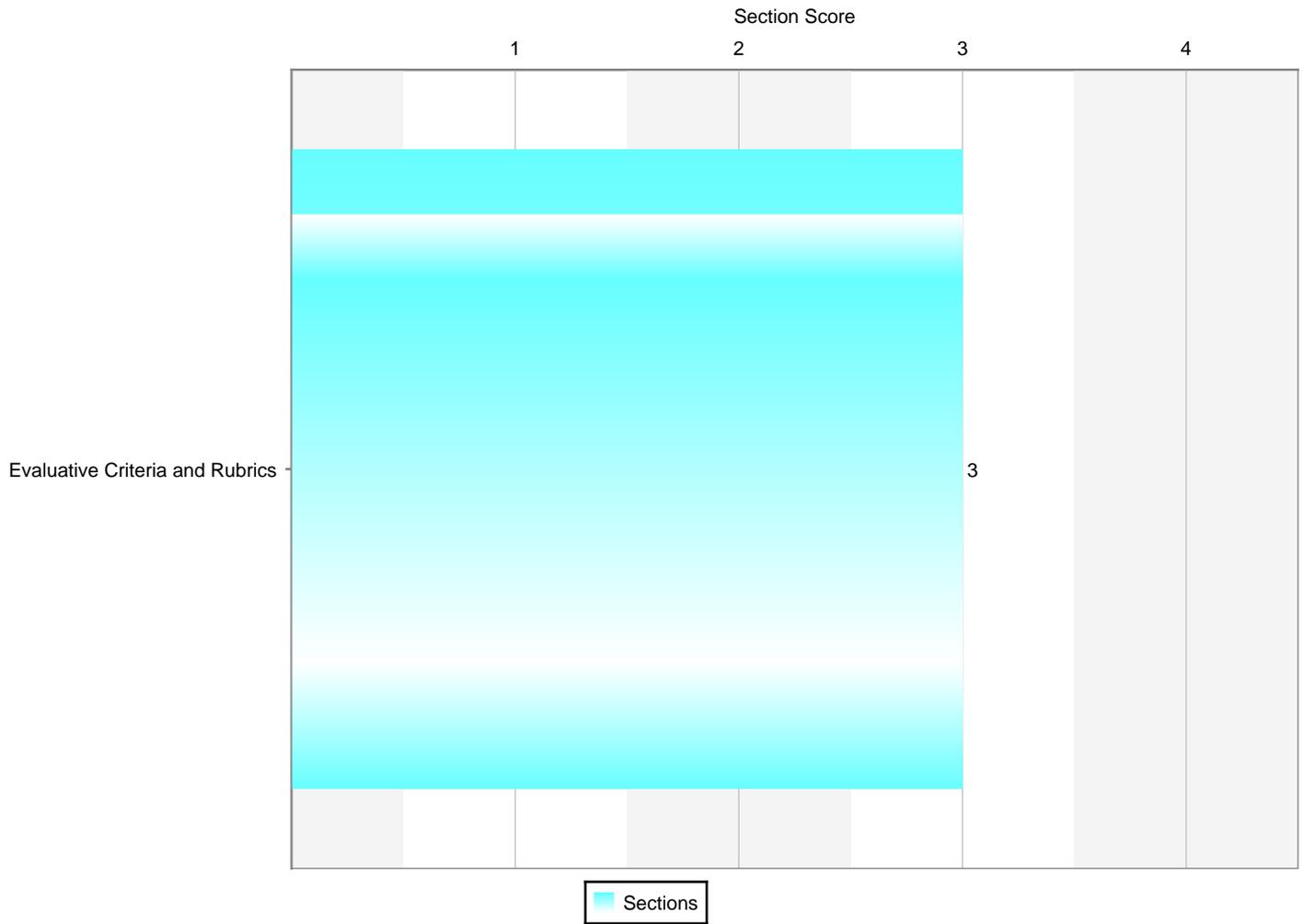
ACIP Assurances

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	John Howard - Principal Crystal Sabat - Assistant Principal Janice Maddox - Counselor Gina Abbott - Lead Reading Specialist (District) DeNe' Carter - Teacher Adam Hix - Teacher Kelly Hubbert - Teacher Gina Riley - Teacher Brittany Yeargan - Teacher Marla Dunkin - Parent Hall Harrison - Parent Caitlin Burnett - Student Kelsey Turner - Student Jayden Coats - Student	MHS Leadership Meeting 9-26-18

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	John Howard Principal - Maplesville High School 1256 AL HWY 139 Maplesville, AL 36750 205-280-4900	MHS ACIP Assurance 2

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	John Howard Principal - Maplesville High School 1256 AL HWY 139 Maplesville, AL 36750 205-280-4900	MHS ACIP Assurance 3

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

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		School-Parent Compact

2018-2019 MHS Plan for ACIP

Overview

Plan Name

2018-2019 MHS 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	Students of MHS in grades 3-8 will increase their math proficiency.	Objectives: 1 Strategies: 2 Activities: 3	Academic	$0
2	Students of MHS in grades 3-8 will increase their reading proficiency	Objectives: 1 Strategies: 3 Activities: 4	Academic	$3319
3	Students of MHS will increase or maintain graduation rate and reduce the college and career graduation rate gap.	Objectives: 2 Strategies: 4 Activities: 12	Academic	$9208
4	Students, Faculty, Staff, and Stakeholders of MHS in will create a climate and culture of leadership.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	$8183

Goal 1: Students of MHS in grades 3-8 will increase their math proficiency.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the College and Career Readiness Standards in Mathematics by 05/23/2019 as measured by a comparison of Scantron Performance Series math test results from the previous year..

Strategy 1:

Targeted Instruction - Teachers will identify needed areas of improvement for individuals and groups of students and provide explicit instruction in these areas.

Category: Develop/Implement Learning Supports

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue learning to analyze available data from multiple sources, such as STAR Math, Scantron Performance Series, and Reflex Math results to determine needed areas of targeted instruction. Teachers will also participate in periodic data meetings.	Professional Learning	08/09/2018	05/23/2019	$0	No Funding Required	Administration, Instructional Coach, Regional Support Team, Classroom Teachers

Strategy 2:

Differentiated Instruction - Teachers will use classroom management techniques to provide differentiated instruction according to students current level of performance.

Students will participate in appropriate tiers of instruction according to needs identified through various forms of data.

Category: Develop/Implement Learning Supports

Activity - Classroom Management	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development to continue to learn ways to provide support and structure to their students within the classroom and provide a base for which differentiated instruction can be delivered. Teachers will also participate in the RtI process to obtain assistance in determining ways to differentiate instruction for specific students.	Professional Learning	08/09/2018	05/23/2019	$0	No Funding Required	Administration, RtI Team, Academic Coach, Regional Support Team, Classroom Teachers

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

Standards based program for students struggling in math.	Academic Support Program	08/09/2018	05/23/2019	$0	Other	Administration, Instructional Coach, Classroom Teachers

Goal 2: Students of MHS in grades 3-8 will increase their reading proficiency

Measurable Objective 1:

A 2% increase of Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the College and Career Readiness Standards in Reading by 05/23/2019 as measured by a comparison of Scantron Performance Series math test results from the previous year..

Strategy 1:

Explicit Instruction - Implement the Saxon Phonics program in grades K-2 to provide a

foundation of reading skills for students at MHS.

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

Research Cited: Bach, DawnMarie, "A study of the effectiveness of Saxon Phonics on phonemic awareness" (2003). Theses and Dissertations. 1257.

http://rdw.rowan.edu/etd/1257

Activity - Building a Strong Foundation - Phonics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize a phonics program in grades K, 1, and 2 to build fundamental skills of phonemic awareness, alphabetizing, decoding, fluency, and spelling. This program teaches students to decode words. Therefore, as they continue to learn multi-syllabic words in upper elementary grades, the students will have the tools to decode and understand the words.	Direct Instruction	08/09/2018	05/23/2019	$3319	Title I Part A	Administration, Instructional Coach, Regional Support Team, Classroom Teachers

Strategy 2:

Targeted Instruction - Teachers will identify areas of improvement for individuals and groups of students and provide explicit instruction in these areas.

Category: Develop/Implement Learning Supports

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

Teachers will continue to analyze available data from multiple sources such as STAR Reading, Scantron Performance Series, and DIBELS to determine needed areas of targeted instruction. Teachers will participate in periodic data meetings.	Professional Learning	08/09/2018	05/23/2019	$0	No Funding Required	Administration, Instructional Coach, Regional Support Team, Classroom Teachers

Activity - SPIRE Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SPIRE Reading Intervention is an intense reading intervention program to engage struggling reading students in the curriculum.	Academic Support Program	08/09/2018	05/23/2019	$0	Other	Administration, Instructional Coach, Classroom Teachers

Strategy 3:

Differentiated Instruction - Teachers will use classroom management techniques to provide differentiated instruction according to students current level of performance.

Category: Develop/Implement Learning Supports

Activity - Classroom Management	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development to continue to learn ways to provide support and structure to their students within the classroom and provide a base for which differentiated instruction can be delivered. Teachers will also participate in the RtI process to obtain assistance in determining ways to differentiate instruction for specific students.	Professional Learning	08/09/2018	05/23/2019	$0	No Funding Required	Administration, RtI Team, Academic Coach, Regional Support Team, Classroom Teachers

Goal 3: Students of MHS will increase or maintain graduation rate and reduce the college and career graduation rate gap.

Measurable Objective 1:

A 1% increase of All Students will achieve college and career readiness reducing the college and career readiness/graduation gap in Practical Living by 05/23/2019 as measured by by successfully completing at least on of the CCR indicators (dual enrollemtn, ACT, WorkKeys, etc.).

Strategy 1:

Targeted Instruction - Students will be given targeted instruction throughout their time at MHS to increase performance on ACT with Writing and ACT WorkKeys.

Category: Develop/Implement College and Career Ready Standards

Activity - Acceleration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During Acceleration Period, students will be engaged in ACT with Writing and ACT WorkKeys supplemental instruction at least 3 times a week for at least 30 minutes each day. All 10th graders will participate in ACT with Writing preparation, all 11th graders will participate in ACT WorkKeys preparation, and seniors will receive targeted instruction as needed.	Academic Support Program	08/09/2018	05/23/2019	$0	No Funding Required	Administration, Classroom Teachers

Activity - Academic Incentives Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maplesville High School will implement strategies to increase student awareness in grades 9-12 on the importance of College and Career Readiness. An incentives program will be set up for performance and preparation regarding the PreACT, ACT with Writing, and ACT WorkKeys. A "21+ Club" for the ACT with Writing test will be established to provide incentives for those students who reach a composite score of 21 or higher on the test.	Academic Support Program	08/09/2018	05/23/2019	$0	No Funding Required	Administration, Classroom Teachers

Activity - Edmentum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Edmentum academic support program with adaptive curriculum, assessments, and practice proven to improve student achievement used for instruction and remediation throughout grades in both elementary and high school at MHS.	Academic Support Program	08/09/2018	05/23/2019	$0	Other	Administration, Instructional Coach, Classroom Teachers

Activity - Career Preparedness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 9th graders will be enrolled in Career Preparedness and will utilize the Kuder program to develop a four year plan. The plan will be a guide for their course selection for the next four years. Each year, students will continue to update their goals and make revisions to the four year plan.	Career Preparation/Orientation	08/09/2018	05/23/2019	$0	No Funding Required	Administration, Counselor, Career Preparedness Teachers

Activity - ACT Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be engaged in ACT prep or ACT WorkKeys/Key Train to be used for preparation for the ACT with Writing and ACT WorkKeys tests.	Academic Support Program	08/09/2018	05/23/2019	$0	No Funding Required	Administration, Classroom Teachers

Activity - School-wide Reading Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Expansion of the Accelerated Reader program to engage the entire student population to increase reading proficiency, vocabulary depth, and reading comprehension abilities. The AR program is already implemented in the elementary and middle school grades, and will expand to high school students. Renaissance learning provides servicing of our STAR Reading, STAR Math, and Accelerated Reading programs. The current cost is $4,565. We currently have an AR capacity of 300, and will expand this to 450. At a cost of $3.95 per student, the total expansion cost for an additional 150 in capacity would be approximately $600. This will bring the total cost of our Renaissance programs to $5,165. | Academic Support Program | 08/09/2018 | 05/23/2019 | $5165 | Title I Part A | Administration, Instructional Coach, Classroom Teachers |

Activity - Technology Enhancements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Addition of a Chromebook cart and replacement Chromebooks to supplement various programs used for remediation, classroom learning, and standardized testing.	Technology	08/09/2018	05/23/2019	$3000	Title I Part A	Administration, Tech Specialist, Classroom Teachers

Activity - Library Management	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Follett library management system to ensure proper management of library resources for student use.	Academic Support Program	08/09/2018	05/23/2019	$1043	Title I Part A	Administration, Library Media Specialist

Strategy 2:

Incentive Program - Incentive based programs will be implemented to increase student awareness of the importance of college and career readiness.

Category: Develop/Implement Student and School Culture Program

Activity - ACT Incentive Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maplesville High School will implement strategies to increase student awareness in grades 9-12 on the importance of College and Career Readiness. An incentives program will be set up for performance and preparation regarding the PreACT, ACT with Writing, and ACT WorkKeys. A "21+ Club" for the ACT with Writing test will be established to provide incentives for those students who reach a composite score of 21 or higher on the test.	Behavioral Support Program	08/09/2018	05/23/2019	$0	No Funding Required	Administration, Counselor, Classroom Teachers

Measurable Objective 2:

1% of Twelfth grade students will collaborate to increase or maintain graduation rate in Practical Living by 05/23/2019 as measured by successful completion of Alabama High School Diploma..

Strategy 1:

Monitor the Cohort - Periodically checking grades, attendance and discipline for At-Risk 12th grade students.

Category: Develop/Implement College and Career Ready Standards

Activity - Parental/Student Contact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators, counselor, and teachers will make parental and student contact to notify them of attendance and failing grades.	Academic Support Program	08/09/2018	05/23/2019	$0	No Funding Required	Administrator, Counselor, Classroom Teachers

Activity - Graduation Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and counselor will identify students who are at risk of dropping out or failure.	Academic Support Program, Parent Involvement, Policy and Process	08/09/2018	05/23/2019	$0	No Funding Required	Administrators and counselor

Strategy 2:

Edmentum/ACCESS - Staff will continuously monitor students grades by running failure reports and soliciting teacher input on students needing to be immediately

placed in credit/grade recovery to avoid failure and remain in cohort.

Category: Other - Program

Activity - Edmentum/ACCESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have time during acceleration and classroom (as needed) to use Edmentum as a grade/credit recovery tool to assist in recovering failing grades so that they can remain in their cohort.	Academic Support Program	08/09/2018	05/23/2019	$0	No Funding Required	Administrators, Counselor, Classroom Teachers

Goal 4: Students, Faculty, Staff, and Stakeholders of MHS in will create a climate and culture of leadership.

Measurable Objective 1:

collaborate to increase student satisfaction, student self-learning goal setting, and student college and career readiness planning by 05/23/2019 as measured by parent and student responses on the end of year surveys..

Strategy 1:

K-6 House System - Students and Teachers will continue to implement the K-6 House System based on strategies from the Ron Clark Academy. Students will continue

to learn positive behaviors and develop leadership skills as they progress through the elementary grades.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Post, Guest. "Using a House System to 'Raise the Whole Child' at Coppinville Junior High School." A Alabama Best Practices Center, 28 June 2018,

aplusala.org/best-practices-center/2018/06/28/using-a-house-system-to-raise-the-whole-child-at-coppinville-junior-high/.

Activity - K-6 House System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation and Continuation of the K-6 House System	Behavioral Support Program	08/09/2018	05/23/2019	$0	No Funding Required	Administration, Classroom Teachers

Strategy 2:

Leadership Program - Install a leadership program in grades 7-9 as a continuation of the skills developed in grades K-6 through the House System.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Associated Press. (2013, October 15). 'Leader in Me' program helps transform schools, supporters say. Retrieved from

https://www.lehighvalleylive.com/breaking-news/index.ssf/2013/10/leader_in_me_program_helps_tra.html

Activity - Leadership Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Install a leadership program in grades 7-9 to develop skills so the students become self-motivated, lifelong learners who ensure their own college and career readiness. Students in grades 7-9 will participate in the program during the Acceleration Period.	Behavioral Support Program	08/09/2018	05/23/2019	$6500	Title I Part A	Administration, Classroom Teachers

Strategy 3:

Improve Parental Engagement - School activities will be planned to increase parental engagement: Title I Meeting/Orientation, PTO meetings, Lunch Invites, Honors

Day, Sporting Events, Banquet, Field Trips, Dyslexia training for parents to help their children academically, iNow Portal training, Internet Safety Training for parents,

Grandparents' Day.

Category: Other - Parental Engagement

Activity - School Messenger	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be notified of important events through school messenger.	Behavioral Support Program	08/09/2018	05/23/2019	$358	Title I Part A	Administration

Activity - School InSites	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School website will contain pertinent information about forms and events.	Behavioral Support Program	08/09/2018	05/23/2019	$600	Title I Part A	Administration, Media Specialist

ACIP

Maplesville High School

Activity - School Check In	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Check In will be used to monitor individuals entering the school building during the day.	Behavioral Support Program	08/09/2018	05/23/2019	$725	Title I Part A	Administration, Faculty, Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Library Management	Follett library management system to ensure proper management of library resources for student use.	Academic Support Program	08/09/2018	05/23/2019	$1043	Administration, Library Media Specialist
School-wide Reading Initiative	Expansion of the Accelerated Reader program to engage the entire student population to increase reading proficiency, vocabulary depth, and reading comprehension abilities. The AR program is already implemented in the elementary and middle school grades, and will expand to high school students. Renaissance learning provides servicing of our STAR Reading, STAR Math, and Accelerated Reading programs. The current cost is $4,565. We currently have an AR capacity of 300, and will expand this to 450. At a cost of $3.95 per student, the total expansion cost for an additional 150 in capacity would be approximately $600. This will bring the total cost of our Renaissance programs to $5,165.	Academic Support Program	08/09/2018	05/23/2019	$5165	Administration, Instructional Coach, Classroom Teachers
Leadership Program	Install a leadership program in grades 7-9 to develop skills so the students become self-motivated, lifelong learners who ensure their own college and career readiness. Students in grades 7-9 will participate in the program during the Acceleration Period.	Behavioral Support Program	08/09/2018	05/23/2019	$6500	Administration, Classroom Teachers
School InSites	School website will contain pertinent information about forms and events.	Behavioral Support Program	08/09/2018	05/23/2019	$600	Administration, Media Specialist
Building a Strong Foundation - Phonics	Teachers will utilize a phonics program in grades K, 1, and 2 to build fundamental skills of phonemic awareness, alphabetizing, decoding, fluency, and spelling. This program teaches students to decode words. Therefore, as they continue to learn multi-syllabic words in upper elementary grades, the students will have the tools to decode and understand the words.	Direct Instruction	08/09/2018	05/23/2019	$3319	Administration, Instructional Coach, Regional Support Team, Classroom Teachers
School Messenger	Parents will be notified of important events through school messenger.	Behavioral Support Program	08/09/2018	05/23/2019	$358	Administration

Technology Enhancements	Addition of a Chromebook cart and replacement Chromebooks to supplement various programs used for remediation, classroom learning, and standardized testing.	Technology	08/09/2018	05/23/2019	$3000	Administration, Tech Specialist, Classroom Teachers
School Check In	School Check In will be used to monitor individuals entering the school building during the day.	Behavioral Support Program	08/09/2018	05/23/2019	$725	Administration, Faculty, Staff
				Total	$20710	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reflex Math	Standards based program for students struggling in math.	Academic Support Program	08/09/2018	05/23/2019	$0	Administration, Instructional Coach, Classroom Teachers
Edmentum	Edmentum academic support program with adaptive curriculum, assessments, and practice proven to improve student achievement used for instruction and remediation throughout grades in both elementary and high school at MHS.	Academic Support Program	08/09/2018	05/23/2019	$0	Administration, Instructional Coach, Classroom Teachers
SPIRE Reading Intervention	SPIRE Reading Intervention is an intense reading intervention program to engage struggling reading students in the curriculum.	Academic Support Program	08/09/2018	05/23/2019	$0	Administration, Instructional Coach, Classroom Teachers
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Acceleration	During Acceleration Period, students will be engaged in ACT with Writing and ACT WorkKeys supplemental instruction at least 3 times a week for at least 30 minutes each day. All 10th graders will participate in ACT with Writing preparation, all 11th graders will participate in ACT WorkKeys preparation, and seniors will receive targeted instruction as needed.	Academic Support Program	08/09/2018	05/23/2019	$0	Administration, Classroom Teachers
Parental/Student Contact	Administrators, counselor, and teachers will make parental and student contact to notify them of attendance and failing grades.	Academic Support Program	08/09/2018	05/23/2019	$0	Administrator, Counselor, Classroom Teachers

ACT Incentive Program	Maplesville High School will implement strategies to increase student awareness in grades 9-12 on the importance of College and Career Readiness. An incentives program will be set up for performance and preparation regarding the PreACT, ACT with Writing, and ACT WorkKeys. A "21+ Club" for the ACT with Writing test will be established to provide incentives for those students who reach a composite score of 21 or higher on the test.	Behavioral Support Program	08/09/2018	05/23/2019	$0	Administration, Counselor, Classroom Teachers
Data Analysis	Teachers will continue learning to analyze available data from multiple sources, such as STAR Math, Scantron Performance Series, and Reflex Math results to determine needed areas of targeted instruction. Teachers will also participate in periodic data meetings.	Professional Learning	08/09/2018	05/23/2019	$0	Administration, Instructional Coach, Regional Support Team, Classroom Teachers
Edmentum/ACCESS	Students will have time during acceleration and classroom (as needed) to use Edmentum as a grade/credit recovery tool to assist in recovering failing grades so that they can remain in their cohort.	Academic Support Program	08/09/2018	05/23/2019	$0	Administrators, Counselor, Classroom Teachers
Classroom Management	Teachers will participate in professional development to continue to learn ways to provide support and structure to their students within the classroom and provide a base for which differentiated instruction can be delivered. Teachers will also participate in the RtI process to obtain assistance in determining ways to differentiate instruction for specific students.	Professional Learning	08/09/2018	05/23/2019	$0	Administration, RtI Team, Academic Coach, Regional Support Team, Classroom Teachers
Graduation Tracking	Administrators and counselor will identify students who are at risk of dropping out or failure.	Academic Support Program, Parent Involvement, Policy and Process	08/09/2018	05/23/2019	$0	Administrators and counselor
K-6 House System	Implementation and Continuation of the K-6 House System	Behavioral Support Program	08/09/2018	05/23/2019	$0	Administration, Classroom Teachers
Academic Incentives Program	Maplesville High School will implement strategies to increase student awareness in grades 9-12 on the importance of College and Career Readiness. An incentives program will be set up for performance and preparation regarding the PreACT, ACT with Writing, and ACT WorkKeys. A "21+ Club" for the ACT with Writing test will be established to provide incentives for those students who reach a composite score of 21 or higher on the test.	Academic Support Program	08/09/2018	05/23/2019	$0	Administration, Classroom Teachers

Data Analysis	Teachers will continue to analyze available data from multiple sources such as STAR Reading, Scantron Performance Series, and DIBELS to determine needed areas of targeted instruction. Teachers will participate in periodic data meetings.	Professional Learning	08/09/2018	05/23/2019	$0	Administration, Instructional Coach, Regional Support Team, Classroom Teachers
Career Preparedness	All 9th graders will be enrolled in Career Preparedness and will utilize the Kuder program to develop a four year plan. The plan will be a guide for their course selection for the next four years. Each year, students will continue to update their goals and make revisions to the four year plan.	Career Preparation/Orientation	08/09/2018	05/23/2019	$0	Administration, Counselor, Career Preparedness Teachers
Classroom Management	Teachers will participate in professional development to continue to learn ways to provide support and structure to their students within the classroom and provide a base for which differentiated instruction can be delivered. Teachers will also participate in the RtI process to obtain assistance in determining ways to differentiate instruction for specific students.	Professional Learning	08/09/2018	05/23/2019	$0	Administration, RtI Team, Academic Coach, Regional Support Team, Classroom Teachers
ACT Preparation	Students will be engaged in ACT prep or ACT WorkKeys/Key Train to be used for preparation for the ACT with Writing and ACT WorkKeys tests.	Academic Support Program	08/09/2018	05/23/2019	$0	Administration, Classroom Teachers
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		2018 Stakeholder Feedback

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?

The AdvancED eProve survey results indicated the area of highest overall satisfaction or approval for the middle/high school student inventory and the elementary student inventory was in Section 4. The teacher inventory survey showed the highest overall satisfaction or approval in Section D.

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

The Climate & Culture survey for parents, high/middle school students, and elementary students all showed a high percentage who report that they listen to teachers and take test. No other trends were detected.

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

Feedback obtained through our Leadership Team meetings is consistent with the information provided by our AdvancED eProve surveys.

Areas in Need of Improvement

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

The AdvancED eProve survey results indicated the area of lowest overall satisfaction or approval for the middle/high school student inventory and the elementary student inventory was in Section 2. The teacher inventory survey showed the lowest overall satisfaction or approval in Section E.

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

In both the Elementary Student Inventory and High/Middle School Student Inventory, more than 50% of the students indicated that they "work on real-life problems" in only one or none of their classes.

What are the implications for these stakeholder perceptions?

The results obtained from the AdvancED eProve surveys indicate that Maplesville High School should make plans to improve student, staff, and faculty feedback. Also, the administration, faculty, and staff should work toward relaying the connection between material learned and real-life scenarios in which the students will use the gained knowledge. The MHS Leadership Team will work to provide support to students and faculty to develop plans to address these issues.

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

Both students and teachers indicated low levels of feedback from their respective superiors. This data is consistent with the recent analysis of the MHS Leadership Team.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

4
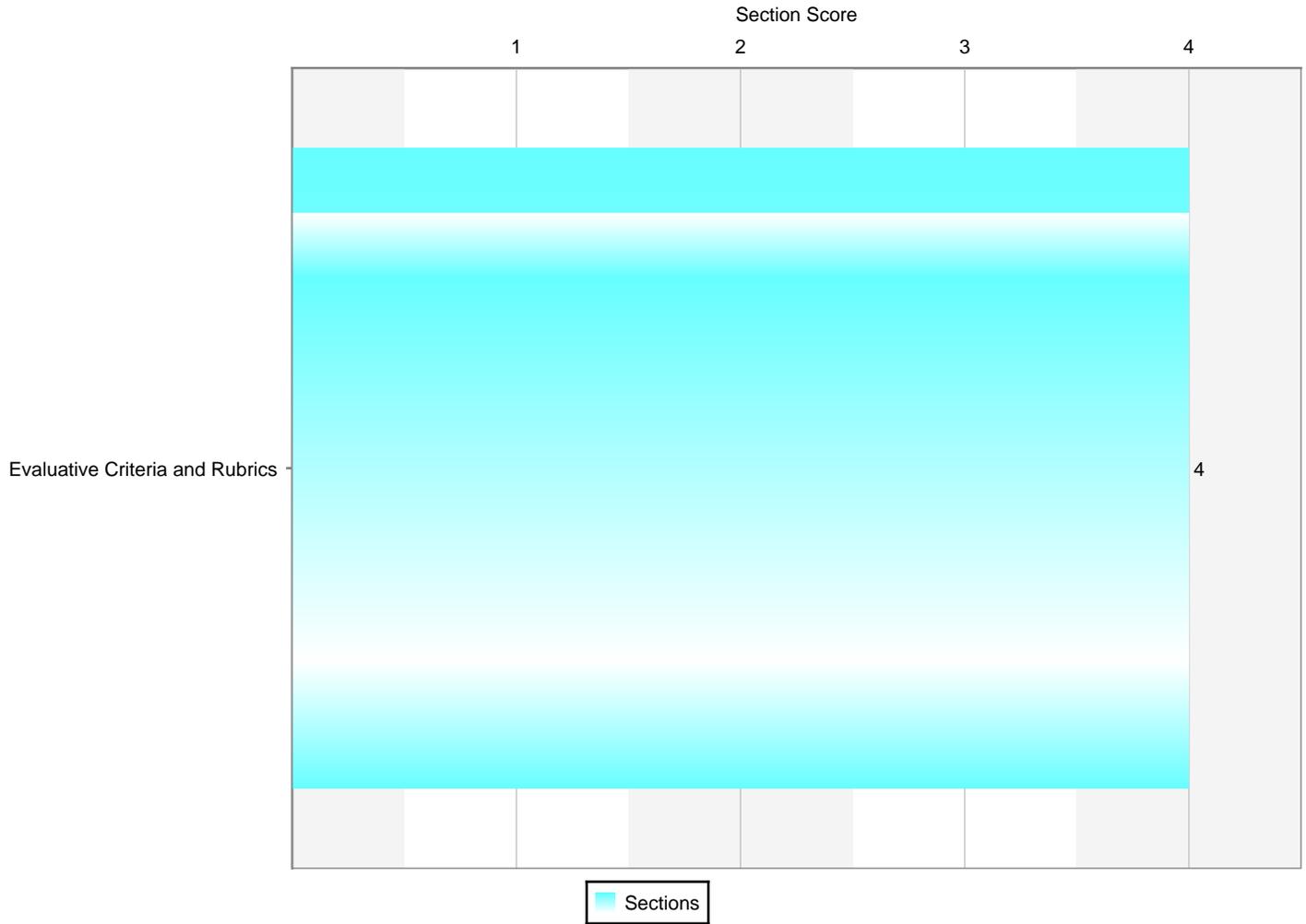
Sections

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 2018-2019 Leadership Team met at the beginning of the year to conduct the comprehensive needs assessment. The team reviewed state data pertaining to all academic and cultural needs related to the school. Faculty, staff, parents, and students complete a survey of stakeholder feedback. Strengths and weaknesses are identified and a plan of action is developed after determining the overall needs of the students. Meetings are held periodically throughout the year to monitor progress in the areas that are identified.

What were the results of the comprehensive needs assessment?

The comprehensive needs assessment revealed that our students are still performing below expectations on state assessments in most grades in reading and math. In addition, our data indicated a gap in the performance of our general education, minority, and special education students

What conclusions were drawn from the results?

Maplesville High School has been identified as a focus school because of the gap that exists between our special education subgroup and the general education subgroup. Our goal is to close the gap that exists through the use of an acceleration period that will provide support to both groups of students. In addition, we are working to implement strategies in the classroom to increase student engagement and use of technology.

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

Our goal is to increase the number of students who are College and Career ready and to close the gap between our subgroups (all students, special education, and minority students) by using an acceleration period at least three days a week. The students will use Edmentum and other resources to increase reading and math scores on future assessments.

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

The school's goals are based on the identified areas of weakness as determined by the needs assessment performed by the leadership team.

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

We used longitudinal student data to identify weaknesses within grades, subjects, and population groups.

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

When evaluating the progress made by the students, we looked at all subgroups including the whole school population, minority, and special education populations. All students will receive the necessary enrichment and it will be individualized to each students level of need. This is done through the use of Scantron Performance Series testing.

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:

Students of MHS in grades 3-8 will increase their math proficiency.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the College and Career Readiness Standards in Mathematics by 05/23/2019 as measured by a comparison of Scantron Performance Series math test results from the previous year..

Strategy1:

Differentiated Instruction - Teachers will use classroom management techniques to provide differentiated instruction according to students current level of performance. Students will participate in appropriate tiers of instruction according to needs identified through various forms of data.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Standards based program for students struggling in math.	Academic Support Program	08/09/2018	05/23/2019	$0 - Other	Administration, Instructional Coach, Classroom Teachers

Activity - Classroom Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to continue to learn ways to provide support and structure to their students within the classroom and provide a base for which differentiated instruction can be delivered. Teachers will also participate in the RtI process to obtain assistance in determining ways to differentiate instruction for specific students.	Professional Learning	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, RtI Team, Academic Coach, Regional Support Team, Classroom Teachers

Strategy2:

Targeted Instruction - Teachers will identify needed areas of improvement for individuals and groups of students and provide explicit instruction in these areas.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue learning to analyze available data from multiple sources, such as STAR Math, Scantron Performance Series, and Reflex Math results to determine needed areas of targeted instruction. Teachers will also participate in periodic data meetings.	Professional Learning	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Instructional Coach, Regional Support Team, Classroom Teachers

Goal 2:

Students of MHS in grades 3-8 will increase their reading proficiency

Measurable Objective 1:

A 2% increase of Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the College and Career Readiness Standards in Reading by 05/23/2019 as measured by a comparison of Scantron Performance Series math test results from the previous year..

Strategy1:

Targeted Instruction - Teachers will identify areas of improvement for individuals and groups of students and provide explicit instruction in these areas.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - SPIRE Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SPIRE Reading Intervention is an intense reading intervention program to engage struggling reading students in the curriculum.	Academic Support Program	08/09/2018	05/23/2019	$0 - Other	Administration, Instructional Coach, Classroom Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to analyze available data from multiple sources such as STAR Reading, Scantron Performance Series, and DIBELS to determine needed areas of targeted instruction. Teachers will participate in periodic data meetings.	Professional Learning	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Instructional Coach, Regional Support Team, Classroom Teachers

Strategy2:

Explicit Instruction - Implement the Saxon Phonics program in grades K-2 to provide a

foundation of reading skills for students at MHS.

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

Research Cited: Bach, DawnMarie, "A study of the effectiveness of Saxon Phonics on phonemic awareness" (2003). Theses and

Dissertations. 1257.

http://rdw.rowan.edu/etd/1257

Activity - Building a Strong Foundation - Phonics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize a phonics program in grades K, 1, and 2 to build fundamental skills of phonemic awareness, alphabetizing, decoding, fluency, and spelling. This program teaches students to decode words. Therefore, as they continue to learn multi-syllabic words in upper elementary grades, the students will have the tools to decode and understand the words.	Direct Instruction	08/09/2018	05/23/2019	$3319 - Title I Part A	Administration, Instructional Coach, Regional Support Team, Classroom Teachers

Strategy3:

Differentiated Instruction - Teachers will use classroom management techniques to provide differentiated instruction according to students

current level of performance.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Classroom Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to continue to learn ways to provide support and structure to their students within the classroom and provide a base for which differentiated instruction can be delivered. Teachers will also participate in the RtI process to obtain assistance in determining ways to differentiate instruction for specific students.	Professional Learning	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, RtI Team, Academic Coach, Regional Support Team, Classroom Teachers

Goal 3:

Students of MHS will increase or maintain graduation rate and reduce the college and career graduation rate gap.

Measurable Objective 1:

A 1% increase of All Students will achieve college and career readiness reducing the college and career readiness/graduation gap in

Practical Living by 05/23/2019 as measured by by successfully completing at least on of the CCR indicators (dual enrollement, ACT,

WorkKeys, etc.).

Strategy1:

Incentive Program - Incentive based programs will be implemented to increase student awareness of the importance of college and career

readiness.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - ACT Incentive Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maplesville High School will implement strategies to increase student awareness in grades 9-12 on the importance of College and Career Readiness. An incentives program will be set up for performance and preparation regarding the PreACT, ACT with Writing, and ACT WorkKeys. A "21+ Club" for the ACT with Writing test will be established to provide incentives for those students who reach a composite score of 21 or higher on the test.	Behavioral Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Counselor, Classroom Teachers

Strategy2:

Targeted Instruction - Students will be given targeted instruction throughout their time at MHS to increase performance on ACT with Writing and ACT WorkKeys.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Library Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follett library management system to ensure proper management of library resources for student use.	Academic Support Program	08/09/2018	05/23/2019	$1043 - Title I Part A	Administration, Library Media Specialist

Activity - Career Preparedness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9th graders will be enrolled in Career Preparedness and will utilize the Kuder program to develop a four year plan. The plan will be a guide for their course selection for the next four years. Each year, students will continue to update their goals and make revisions to the four year plan.	Career Preparation/ Orientation	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Counselor, Career Preparedness Teachers

Activity - School-wide Reading Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expansion of the Accelerated Reader program to engage the entire student population to increase reading proficiency, vocabulary depth, and reading comprehension abilities. The AR program is already implemented in the elementary and middle school grades, and will expand to high school students. Renaissance learning provides servicing of our STAR Reading, STAR Math, and Accelerated Reading programs. The current cost is $4,565. We currently have an AR capacity of 300, and will expand this to 450. At a cost of $3.95 per student, the total expansion cost for an additional 150 in capacity would be approximately $600. This will bring the total cost of our Renaissance programs to $5,165.	Academic Support Program	08/09/2018	05/23/2019	$5165 - Title I Part A	Administration, Instructional Coach, Classroom Teachers

Activity - Technology Enhancements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Addition of a Chromebook cart and replacement Chromebooks to supplement various programs used for remediation, classroom learning, and standardized testing.	Technology	08/09/2018	05/23/2019	$3000 - Title I Part A	Administration, Tech Specialist, Classroom Teachers

Activity - Edmentum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Edmentum academic support program with adaptive curriculum, assessments, and practice proven to improve student achievement used for instruction and remediation throughout grades in both elementary and high school at MHS.	Academic Support Program	08/09/2018	05/23/2019	$0 - Other	Administration, Instructional Coach, Classroom Teachers

Activity - ACT Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be engaged in ACT prep or ACT WorkKeys/Key Train to be used for preparation for the ACT with Writing and ACT WorkKeys tests.	Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Classroom Teachers

Activity - Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During Acceleration Period, students will be engaged in ACT with Writing and ACT WorkKeys supplemental instruction at least 3 times a week for at least 30 minutes each day. All 10th graders will participate in ACT with Writing preparation, all 11th graders will participate in ACT WorkKeys preparation, and seniors will receive targeted instruction as needed.	Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Classroom Teachers

Activity - Academic Incentives Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maplesville High School will implement strategies to increase student awareness in grades 9-12 on the importance of College and Career Readiness. An incentives program will be set up for performance and preparation regarding the PreACT, ACT with Writing, and ACT WorkKeys. A "21+ Club" for the ACT with Writing test will be established to provide incentives for those students who reach a composite score of 21 or higher on the test.	Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Classroom Teachers

Measurable Objective 2:

1% of Twelfth grade students will collaborate to increase or maintain graduation rate in Practical Living by 05/23/2019 as measured by successful completion of Alabama High School Diploma..

Strategy1:

Edmentum/ACCESS - Staff will continuously monitor students grades by running failure reports and soliciting teacher input on students

needing to be immediately placed in credit/grade recovery to avoid failure and remain in cohort.

Category: Other - Program

Research Cited:

Activity - Edmentum/ACCESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have time during acceleration and classroom (as needed) to use Edmentum as a grade/credit recovery tool to assist in recovering failing grades so that they can remain in their cohort.	Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administrators, Counselor, Classroom Teachers

Strategy2:

Monitor the Cohort - Periodically checking grades, attendance and discipline for At-Risk 12th grade students.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Graduation Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and counselor will identify students who are at risk of dropping out or failure.	Parent Involvement Policy and Process Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administrators and counselor

Activity - Parental/Student Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, counselor, and teachers will make parental and student contact to notify them of attendance and failing grades.	Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administrator, Counselor, Classroom Teachers

Goal 4:

Students, Faculty, Staff, and Stakeholders of MHS in will create a climate and culture of leadership.

Measurable Objective 1:

collaborate to increase student satisfaction, student self-learning goal setting, and student college and career readiness planning by

05/23/2019 as measured by parent and student responses on the end of year surveys..

Strategy1:

K-6 House System - Students and Teachers will continue to implement the K-6 House System based on strategies from the Ron Clark

Academy. Students will continue to learn positive behaviors and develop leadership skills as they progress through the elementary grades.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Post, Guest. "Using a House System to 'Raise the Whole Child' at Coppinville Junior High School." A Alabama Best

Practices Center, 28 June 2018, aplusala.org/best-practices-center/2018/06/28/using-a-house-system-to-raise-the-whole-child-at-coppinville-

junior-high/.

Activity - K-6 House System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation and Continuation of the K-6 House System	Behavioral Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Classroom Teachers

Strategy2:

Leadership Program - Install a leadership program in grades 7-9 as a continuation of the skills developed in grades K-6 through the House

System.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Associated Press. (2013, October 15). 'Leader in Me' program helps transform schools, supporters say. Retrieved from

https://www.lehighvalleylive.com/breaking-news/index.ssf/2013/10/leader_in_me_program_helps_tra.html

Activity - Leadership Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Install a leadership program in grades 7-9 to develop skills so the students become self-motivated, lifelong learners who ensure their own college and career readiness. Students in grades 7-9 will participate in the program during the Acceleration Period.	Behavioral Support Program	08/09/2018	05/23/2019	$6500 - Title I Part A	Administration, Classroom Teachers

Strategy3:

Improve Parental Engagement - School activities will be planned to increase parental engagement: Title I Meeting/Orientation, PTO

meetings, Lunch Invites, Honors Day, Sporting Events, Banquet, Field Trips, Dyslexia training for parents to help their children academically,

iNow Portal training, Internet Safety Training for parents, Grandparents' Day.

Category: Other - Parental Engagement

Research Cited:

Activity - School Check In	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Check In will be used to monitor individuals entering the school building during the day.	Behavioral Support Program	08/09/2018	05/23/2019	$725 - Title I Part A	Administration, Faculty, Staff

Activity - School InSites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School website will contain pertinent information about forms and events.	Behavioral Support Program	08/09/2018	05/23/2019	$600 - Title I Part A	Administration, Media Specialist

Activity - School Messenger	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be notified of important events through school messenger.	Behavioral Support Program	08/09/2018	05/23/2019	$358 - Title I Part A	Administration

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

Goal 1:

Students of MHS in grades 3-8 will increase their math proficiency.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the College and Career Readiness Standards in Mathematics by 05/23/2019 as measured by a comparison of Scantron Performance Series math test results from the previous year..

Strategy1:

Targeted Instruction - Teachers will identify needed areas of improvement for individuals and groups of students and provide explicit instruction in these areas.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue learning to analyze available data from multiple sources, such as STAR Math, Scantron Performance Series, and Reflex Math results to determine needed areas of targeted instruction. Teachers will also participate in periodic data meetings.	Professional Learning	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Instructional Coach, Regional Support Team, Classroom Teachers

Strategy2:

Differentiated Instruction - Teachers will use classroom management techniques to provide differentiated instruction according to students current level of performance. Students will participate in appropriate tiers of instruction according to needs identified through various forms of data.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Standards based program for students struggling in math.	Academic Support Program	08/09/2018	05/23/2019	$0 - Other	Administration, Instructional Coach, Classroom Teachers

Activity - Classroom Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to continue to learn ways to provide support and structure to their students within the classroom and provide a base for which differentiated instruction can be delivered. Teachers will also participate in the RtI process to obtain assistance in determining ways to differentiate instruction for specific students.	Professional Learning	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, RtI Team, Academic Coach, Regional Support Team, Classroom Teachers

Goal 2:

Students of MHS in grades 3-8 will increase their reading proficiency

Measurable Objective 1:

A 2% increase of Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the College and Career Readiness Standards in Reading by 05/23/2019 as measured by a comparison of Scantron Performance Series math test results from the previous year..

Strategy1:

Differentiated Instruction - Teachers will use classroom management techniques to provide differentiated instruction according to students current level of performance.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Classroom Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to continue to learn ways to provide support and structure to their students within the classroom and provide a base for which differentiated instruction can be delivered. Teachers will also participate in the RtI process to obtain assistance in determining ways to differentiate instruction for specific students.	Professional Learning	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, RtI Team, Academic Coach, Regional Support Team, Classroom Teachers

Strategy2:

Explicit Instruction - Implement the Saxon Phonics program in grades K-2 to provide a

foundation of reading skills for students at MHS.

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

Research Cited: Bach, DawnMarie, "A study of the effectiveness of Saxon Phonics on phonemic awareness" (2003). Theses and

Dissertations. 1257.

http://rdw.rowan.edu/etd/1257

Activity - Building a Strong Foundation - Phonics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize a phonics program in grades K, 1, and 2 to build fundamental skills of phonemic awareness, alphabetizing, decoding, fluency, and spelling. This program teaches students to decode words. Therefore, as they continue to learn multi-syllabic words in upper elementary grades, the students will have the tools to decode and understand the words.	Direct Instruction	08/09/2018	05/23/2019	$3319 - Title I Part A	Administration, Instructional Coach, Regional Support Team, Classroom Teachers

Strategy3:

Targeted Instruction - Teachers will identify areas of improvement for individuals and groups of students and provide explicit instruction in these areas.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to analyze available data from multiple sources such as STAR Reading, Scantron Performance Series, and DIBELS to determine needed areas of targeted instruction. Teachers will participate in periodic data meetings.	Professional Learning	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Instructional Coach, Regional Support Team, Classroom Teachers

Activity - SPIRE Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SPIRE Reading Intervention is an intense reading intervention program to engage struggling reading students in the curriculum.	Academic Support Program	08/09/2018	05/23/2019	$0 - Other	Administration, Instructional Coach, Classroom Teachers

Goal 3:

Students of MHS will increase or maintain graduation rate and reduce the college and career graduation rate gap.

Measurable Objective 1:

A 1% increase of All Students will achieve college and career readiness reducing the college and career readiness/graduation gap in Practical Living by 05/23/2019 as measured by by successfully completing at least on of the CCR indicators (dual enrollement, ACT, WorkKeys, etc.).

Strategy1:

Incentive Program - Incentive based programs will be implemented to increase student awareness of the importance of college and career readiness.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - ACT Incentive Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maplesville High School will implement strategies to increase student awareness in grades 9-12 on the importance of College and Career Readiness. An incentives program will be set up for performance and preparation regarding the PreACT, ACT with Writing, and ACT WorkKeys. A "21+ Club" for the ACT with Writing test will be established to provide incentives for those students who reach a composite score of 21 or higher on the test.	Behavioral Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Counselor, Classroom Teachers

Strategy2:

Targeted Instruction - Students will be given targeted instruction throughout their time at MHS to increase performance on ACT with Writing and ACT WorkKeys.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Academic Incentives Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maplesville High School will implement strategies to increase student awareness in grades 9-12 on the importance of College and Career Readiness. An incentives program will be set up for performance and preparation regarding the PreACT, ACT with Writing, and ACT WorkKeys. A "21+ Club" for the ACT with Writing test will be established to provide incentives for those students who reach a composite score of 21 or higher on the test.	Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Classroom Teachers

Activity - Edmentum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Edmentum academic support program with adaptive curriculum, assessments, and practice proven to improve student achievement used for instruction and remediation throughout grades in both elementary and high school at MHS.	Academic Support Program	08/09/2018	05/23/2019	$0 - Other	Administration, Instructional Coach, Classroom Teachers

Activity - Career Preparedness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9th graders will be enrolled in Career Preparedness and will utilize the Kuder program to develop a four year plan. The plan will be a guide for their course selection for the next four years. Each year, students will continue to update their goals and make revisions to the four year plan.	Career Preparation/ Orientation	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Counselor, Career Preparedness Teachers

Activity - Technology Enhancements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Addition of a Chromebook cart and replacement Chromebooks to supplement various programs used for remediation, classroom learning, and standardized testing.	Technology	08/09/2018	05/23/2019	$3000 - Title I Part A	Administration, Tech Specialist, Classroom Teachers

Activity - ACT Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be engaged in ACT prep or ACT WorkKeys/Key Train to be used for preparation for the ACT with Writing and ACT WorkKeys tests.	Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Classroom Teachers

Activity - Library Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follett library management system to ensure proper management of library resources for student use.	Academic Support Program	08/09/2018	05/23/2019	$1043 - Title I Part A	Administration, Library Media Specialist

Activity - Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During Acceleration Period, students will be engaged in ACT with Writing and ACT WorkKeys supplemental instruction at least 3 times a week for at least 30 minutes each day. All 10th graders will participate in ACT with Writing preparation, all 11th graders will participate in ACT WorkKeys preparation, and seniors will receive targeted instruction as needed.	Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Classroom Teachers

Activity - School-wide Reading Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expansion of the Accelerated Reader program to engage the entire student population to increase reading proficiency, vocabulary depth, and reading comprehension abilities. The AR program is already implemented in the elementary and middle school grades, and will expand to high school students. Renaissance learning provides servicing of our STAR Reading, STAR Math, and Accelerated Reading programs. The current cost is $4,565. We currently have an AR capacity of 300, and will expand this to 450. At a cost of $3.95 per student, the total expansion cost for an additional 150 in capacity would be approximately $600. This will bring the total cost of our Renaissance programs to $5,165.	Academic Support Program	08/09/2018	05/23/2019	$5165 - Title I Part A	Administration, Instructional Coach, Classroom Teachers

Measurable Objective 2:

1% of Twelfth grade students will collaborate to increase or maintain graduation rate in Practical Living by 05/23/2019 as measured by successful completion of Alabama High School Diploma..

Strategy1:

Monitor the Cohort - Periodically checking grades, attendance and discipline for At-Risk 12th grade students.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Graduation Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and counselor will identify students who are at risk of dropping out or failure.	Academic Support Program Policy and Process Parent Involvement	08/09/2018	05/23/2019	$0 - No Funding Required	Administrators and counselor

Activity - Parental/Student Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, counselor, and teachers will make parental and student contact to notify them of attendance and failing grades.	Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administrator, Counselor, Classroom Teachers

Strategy2:

Edmentum/ACCESS - Staff will continuously monitor students grades by running failure reports and soliciting teacher input on students

needing to be immediately placed in credit/grade recovery to avoid failure and remain in cohort.

Category: Other - Program

Research Cited:

Activity - Edmentum/ACCESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have time during acceleration and classroom (as needed) to use Edmentum as a grade/credit recovery tool to assist in recovering failing grades so that they can remain in their cohort.	Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administrators, Counselor, Classroom Teachers

Goal 4:

Students, Faculty, Staff, and Stakeholders of MHS in will create a climate and culture of leadership.

Measurable Objective 1:

collaborate to increase student satisfaction, student self-learning goal setting, and student college and career readiness planning by

05/23/2019 as measured by parent and student responses on the end of year surveys..

Strategy1:

Leadership Program - Install a leadership program in grades 7-9 as a continuation of the skills developed in grades K-6 through the House

System.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Associated Press. (2013, October 15). 'Leader in Me' program helps transform schools, supporters say. Retrieved from

https://www.lehighvalleylive.com/breaking-news/index.ssf/2013/10/leader_in_me_program_helps_tra.html

Activity - Leadership Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Install a leadership program in grades 7-9 to develop skills so the students become self-motivated, lifelong learners who ensure their own college and career readiness. Students in grades 7-9 will participate in the program during the Acceleration Period.	Behavioral Support Program	08/09/2018	05/23/2019	$6500 - Title I Part A	Administration, Classroom Teachers

Strategy2:

Improve Parental Engagement - School activities will be planned to increase parental engagement: Title I Meeting/Orientation, PTO

meetings, Lunch Invites, Honors Day, Sporting Events, Banquet, Field Trips, Dyslexia training for parents to help their children academically,

iNow Portal training, Internet Safety Training for parents, Grandparents' Day.

Category: Other - Parental Engagement

Research Cited:

Activity - School InSites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School website will contain pertinent information about forms and events.	Behavioral Support Program	08/09/2018	05/23/2019	$600 - Title I Part A	Administration, Media Specialist

Activity - School Messenger	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be notified of important events through school messenger.	Behavioral Support Program	08/09/2018	05/23/2019	$358 - Title I Part A	Administration

Activity - School Check In	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Check In will be used to monitor individuals entering the school building during the day.	Behavioral Support Program	08/09/2018	05/23/2019	$725 - Title I Part A	Administration, Faculty, Staff

Strategy3:

K-6 House System - Students and Teachers will continue to implement the K-6 House System based on strategies from the Ron Clark

Academy. Students will continue to learn positive behaviors and develop leadership skills as they progress through the elementary grades.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Post, Guest. "Using a House System to 'Raise the Whole Child' at Coppinville Junior High School." A Alabama Best

Practices Center, 28 June 2018, aplusala.org/best-practices-center/2018/06/28/using-a-house-system-to-raise-the-whole-child-at-coppinville-

junior-high/.

Activity - K-6 House System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation and Continuation of the K-6 House System	Behavioral Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Classroom 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:
Students of MHS in grades 3-8 will increase their math proficiency.

Measurable Objective 1:
A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the College and Career Readiness Standards in Mathematics by 05/23/2019 as measured by a comparison of Scantron Performance Series math test results from the previous year..

Strategy1:
Targeted Instruction - Teachers will identify needed areas of improvement for individuals and groups of students and provide explicit instruction in these areas.
Category: Develop/Implement Learning Supports
Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue learning to analyze available data from multiple sources, such as STAR Math, Scantron Performance Series, and Reflex Math results to determine needed areas of targeted instruction. Teachers will also participate in periodic data meetings.	Professional Learning	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Instructional Coach, Regional Support Team, Classroom Teachers

Strategy2:
Differentiated Instruction - Teachers will use classroom management techniques to provide differentiated instruction according to students current level of performance. Students will participate in appropriate tiers of instruction according to needs identified through various forms of

data.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Classroom Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to continue to learn ways to provide support and structure to their students within the classroom and provide a base for which differentiated instruction can be delivered. Teachers will also participate in the RtI process to obtain assistance in determining ways to differentiate instruction for specific students.	Professional Learning	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, RtI Team, Academic Coach, Regional Support Team, Classroom Teachers

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Standards based program for students struggling in math.	Academic Support Program	08/09/2018	05/23/2019	$0 - Other	Administration, Instructional Coach, Classroom Teachers

Goal 2:

Students of MHS in grades 3-8 will increase their reading proficiency

Measurable Objective 1:

A 2% increase of Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the College and Career Readiness Standards in Reading by 05/23/2019 as measured by a comparison of Scantron Performance Series math test results from the previous year..

Strategy1:

Targeted Instruction - Teachers will identify areas of improvement for individuals and groups of students and provide explicit instruction in these areas.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to analyze available data from multiple sources such as STAR Reading, Scantron Performance Series, and DIBELS to determine needed areas of targeted instruction. Teachers will participate in periodic data meetings.	Professional Learning	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Instructional Coach, Regional Support Team, Classroom Teachers

Activity - SPIRE Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SPIRE Reading Intervention is an intense reading intervention program to engage struggling reading students in the curriculum.	Academic Support Program	08/09/2018	05/23/2019	$0 - Other	Administration, Instructional Coach, Classroom Teachers

Strategy2:

Differentiated Instruction - Teachers will use classroom management techniques to provide differentiated instruction according to students

current level of performance.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Classroom Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to continue to learn ways to provide support and structure to their students within the classroom and provide a base for which differentiated instruction can be delivered. Teachers will also participate in the RtI process to obtain assistance in determining ways to differentiate instruction for specific students.	Professional Learning	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, RtI Team, Academic Coach, Regional Support Team, Classroom Teachers

Strategy3:

Explicit Instruction - Implement the Saxon Phonics program in grades K-2 to provide a

foundation of reading skills for students at MHS.

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

Research Cited: Bach, DawnMarie, "A study of the effectiveness of Saxon Phonics on phonemic awareness" (2003). Theses and

Dissertations. 1257.

http://rdw.rowan.edu/etd/1257

Activity - Building a Strong Foundation - Phonics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize a phonics program in grades K, 1, and 2 to build fundamental skills of phonemic awareness, alphabetizing, decoding, fluency, and spelling. This program teaches students to decode words. Therefore, as they continue to learn multi-syllabic words in upper elementary grades, the students will have the tools to decode and understand the words.	Direct Instruction	08/09/2018	05/23/2019	$3319 - Title I Part A	Administration, Instructional Coach, Regional Support Team, Classroom Teachers

Goal 3:

Students of MHS will increase or maintain graduation rate and reduce the college and career graduation rate gap.

Measurable Objective 1:

1% of Twelfth grade students will collaborate to increase or maintain graduation rate in Practical Living by 05/23/2019 as measured by

successful completion of Alabama High School Diploma..

Strategy1:

Edmentum/ACCESS - Staff will continuously monitor students grades by running failure reports and soliciting teacher input on students

needing to be immediately placed in credit/grade recovery to avoid failure and remain in cohort.

Category: Other - Program

Research Cited:

Activity - Edmentum/ACCESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have time during acceleration and classroom (as needed) to use Edmentum as a grade/credit recovery tool to assist in recovering failing grades so that they can remain in their cohort.	Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administrators, Counselor, Classroom Teachers

Strategy2:

Monitor the Cohort - Periodically checking grades, attendance and discipline for At-Risk 12th grade students.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Parental/Student Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, counselor, and teachers will make parental and student contact to notify them of attendance and failing grades.	Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administrator, Counselor, Classroom Teachers

Activity - Graduation Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and counselor will identify students who are at risk of dropping out or failure.	Parent Involvement Policy and Process Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administrators and counselor

Measurable Objective 2:

A 1% increase of All Students will achieve college and career readiness reducing the college and career readiness/graduation gap in

Practical Living by 05/23/2019 as measured by by successfully completing at least on of the CCR indicators (dual enrollement, ACT,

WorkKeys, etc.).

Strategy1:

Incentive Program - Incentive based programs will be implemented to increase student awareness of the importance of college and career

readiness.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - ACT Incentive Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maplesville High School will implement strategies to increase student awareness in grades 9-12 on the importance of College and Career Readiness. An incentives program will be set up for performance and preparation regarding the PreACT, ACT with Writing, and ACT WorkKeys. A "21+ Club" for the ACT with Writing test will be established to provide incentives for those students who reach a composite score of 21 or higher on the test.	Behavioral Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Counselor, Classroom Teachers

Strategy2:

Targeted Instruction - Students will be given targeted instruction throughout their time at MHS to increase performance on ACT with Writing and ACT WorkKeys.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During Acceleration Period, students will be engaged in ACT with Writing and ACT WorkKeys supplemental instruction at least 3 times a week for at least 30 minutes each day. All 10th graders will participate in ACT with Writing preparation, all 11th graders will participate in ACT WorkKeys preparation, and seniors will receive targeted instruction as needed.	Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Classroom Teachers

Activity - ACT Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be engaged in ACT prep or ACT WorkKeys/Key Train to be used for preparation for the ACT with Writing and ACT WorkKeys tests.	Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Classroom Teachers

Activity - Technology Enhancements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Addition of a Chromebook cart and replacement Chromebooks to supplement various programs used for remediation, classroom learning, and standardized testing.	Technology	08/09/2018	05/23/2019	$3000 - Title I Part A	Administration, Tech Specialist, Classroom Teachers

Activity - Library Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follett library management system to ensure proper management of library resources for student use.	Academic Support Program	08/09/2018	05/23/2019	$1043 - Title I Part A	Administration, Library Media Specialist

Activity - Edmentum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Edmentum academic support program with adaptive curriculum, assessments, and practice proven to improve student achievement used for instruction and remediation throughout grades in both elementary and high school at MHS.	Academic Support Program	08/09/2018	05/23/2019	$0 - Other	Administration, Instructional Coach, Classroom Teachers

Activity - School-wide Reading Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expansion of the Accelerated Reader program to engage the entire student population to increase reading proficiency, vocabulary depth, and reading comprehension abilities. The AR program is already implemented in the elementary and middle school grades, and will expand to high school students. Renaissance learning provides servicing of our STAR Reading, STAR Math, and Accelerated Reading programs. The current cost is $4,565. We currently have an AR capacity of 300, and will expand this to 450. At a cost of $3.95 per student, the total expansion cost for an additional 150 in capacity would be approximately $600. This will bring the total cost of our Renaissance programs to $5,165.	Academic Support Program	08/09/2018	05/23/2019	$5165 - Title I Part A	Administration, Instructional Coach, Classroom Teachers

Activity - Academic Incentives Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maplesville High School will implement strategies to increase student awareness in grades 9-12 on the importance of College and Career Readiness. An incentives program will be set up for performance and preparation regarding the PreACT, ACT with Writing, and ACT WorkKeys. A "21+ Club" for the ACT with Writing test will be established to provide incentives for those students who reach a composite score of 21 or higher on the test.	Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Classroom Teachers

Activity - Career Preparedness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9th graders will be enrolled in Career Preparedness and will utilize the Kuder program to develop a four year plan. The plan will be a guide for their course selection for the next four years. Each year, students will continue to update their goals and make revisions to the four year plan.	Career Preparation/ Orientation	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Counselor, Career Preparedness Teachers

Goal 4:

Students, Faculty, Staff, and Stakeholders of MHS in will create a climate and culture of leadership.

Measurable Objective 1:

collaborate to increase student satisfaction, student self-learning goal setting, and student college and career readiness planning by

05/23/2019 as measured by parent and student responses on the end of year surveys..

Strategy1:

Leadership Program - Install a leadership program in grades 7-9 as a continuation of the skills developed in grades K-6 through the House System.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Associated Press. (2013, October 15). 'Leader in Me' program helps transform schools, supporters say. Retrieved from https://www.lehighvalleylive.com/breaking-news/index.ssf/2013/10/leader_in_me_program_helps_tra.html

Activity - Leadership Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Install a leadership program in grades 7-9 to develop skills so the students become self-motivated, lifelong learners who ensure their own college and career readiness. Students in grades 7-9 will participate in the program during the Acceleration Period.	Behavioral Support Program	08/09/2018	05/23/2019	$6500 - Title I Part A	Administration, Classroom Teachers

Strategy2:

Improve Parental Engagement - School activities will be planned to increase parental engagement: Title I Meeting/Orientation, PTO meetings, Lunch Invites, Honors Day, Sporting Events, Banquet, Field Trips, Dyslexia training for parents to help their children academically, iNow Portal training, Internet Safety Training for parents, Grandparents' Day.

Category: Other - Parental Engagement

Research Cited:

Activity - School Check In	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Check In will be used to monitor individuals entering the school building during the day.	Behavioral Support Program	08/09/2018	05/23/2019	$725 - Title I Part A	Administration, Faculty, Staff

Activity - School Messenger	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be notified of important events through school messenger.	Behavioral Support Program	08/09/2018	05/23/2019	$358 - Title I Part A	Administration

Activity - School InSites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School website will contain pertinent information about forms and events.	Behavioral Support Program	08/09/2018	05/23/2019	$600 - Title I Part A	Administration, Media Specialist

Strategy3:

K-6 House System - Students and Teachers will continue to implement the K-6 House System based on strategies from the Ron Clark Academy. Students will continue to learn positive behaviors and develop leadership skills as they progress through the elementary grades.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Post, Guest. "Using a House System to 'Raise the Whole Child' at Coppinville Junior High School." A Alabama Best

Practices Center, 28 June 2018, aplusala.org/best-practices-center/2018/06/28/using-a-house-system-to-raise-the-whole-child-at-coppinville-junior-high/.

Activity - K-6 House System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation and Continuation of the K-6 House System	Behavioral Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Classroom Teachers

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

Goal 1:

Students of MHS in grades 3-8 will increase their reading proficiency

Measurable Objective 1:

A 2% increase of Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the College and Career Readiness Standards in Reading by 05/23/2019 as measured by a comparison of Scantron Performance Series math test results from the previous year..

Strategy1:

Differentiated Instruction - Teachers will use classroom management techniques to provide differentiated instruction according to students current level of performance.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Classroom Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to continue to learn ways to provide support and structure to their students within the classroom and provide a base for which differentiated instruction can be delivered. Teachers will also participate in the RtI process to obtain assistance in determining ways to differentiate instruction for specific students.	Professional Learning	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, RtI Team, Academic Coach, Regional Support Team, Classroom Teachers

Strategy2:

Targeted Instruction - Teachers will identify areas of improvement for individuals and groups of students and provide explicit instruction in these areas.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to analyze available data from multiple sources such as STAR Reading, Scantron Performance Series, and DIBELS to determine needed areas of targeted instruction. Teachers will participate in periodic data meetings.	Professional Learning	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Instructional Coach, Regional Support Team, Classroom Teachers

Activity - SPIRE Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SPIRE Reading Intervention is an intense reading intervention program to engage struggling reading students in the curriculum.	Academic Support Program	08/09/2018	05/23/2019	$0 - Other	Administration, Instructional Coach, Classroom Teachers

Strategy3:

Explicit Instruction - Implement the Saxon Phonics program in grades K-2 to provide a

foundation of reading skills for students at MHS.

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

Research Cited: Bach, DawnMarie, "A study of the effectiveness of Saxon Phonics on phonemic awareness" (2003). Theses and

Dissertations. 1257.

http://rdw.rowan.edu/etd/1257

Activity - Building a Strong Foundation - Phonics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize a phonics program in grades K, 1, and 2 to build fundamental skills of phonemic awareness, alphabetizing, decoding, fluency, and spelling. This program teaches students to decode words. Therefore, as they continue to learn multi-syllabic words in upper elementary grades, the students will have the tools to decode and understand the words.	Direct Instruction	08/09/2018	05/23/2019	$3319 - Title I Part A	Administration, Instructional Coach, Regional Support Team, Classroom Teachers

Goal 2:

Students of MHS will increase or maintain graduation rate and reduce the college and career graduation rate gap.

Measurable Objective 1:

1% of Twelfth grade students will collaborate to increase or maintain graduation rate in Practical Living by 05/23/2019 as measured by

successful completion of Alabama High School Diploma..

Strategy1:

Monitor the Cohort - Periodically checking grades, attendance and discipline for At-Risk 12th grade students.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Parental/Student Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, counselor, and teachers will make parental and student contact to notify them of attendance and failing grades.	Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administrator, Counselor, Classroom Teachers

Activity - Graduation Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and counselor will identify students who are at risk of dropping out or failure.	Academic Support Program Parent Involvement Policy and Process	08/09/2018	05/23/2019	$0 - No Funding Required	Administrators and counselor

Strategy2:

Edmentum/ACCESS - Staff will continuously monitor students grades by running failure reports and soliciting teacher input on students

needing to be immediately placed in credit/grade recovery to avoid failure and remain in cohort.

Category: Other - Program

Research Cited:

Activity - Edmentum/ACCESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have time during acceleration and classroom (as needed) to use Edmentum as a grade/credit recovery tool to assist in recovering failing grades so that they can remain in their cohort.	Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administrators, Counselor, Classroom Teachers

Measurable Objective 2:

A 1% increase of All Students will achieve college and career readiness reducing the college and career readiness/graduation gap in

Practical Living by 05/23/2019 as measured by by successfully completing at least on of the CCR indicators (dual enrollment, ACT,

WorkKeys, etc.).

Strategy1:

Incentive Program - Incentive based programs will be implemented to increase student awareness of the importance of college and career

readiness.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - ACT Incentive Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maplesville High School will implement strategies to increase student awareness in grades 9-12 on the importance of College and Career Readiness. An incentives program will be set up for performance and preparation regarding the PreACT, ACT with Writing, and ACT WorkKeys. A "21+ Club" for the ACT with Writing test will be established to provide incentives for those students who reach a composite score of 21 or higher on the test.	Behavioral Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Counselor, Classroom Teachers

Strategy2:

Targeted Instruction - Students will be given targeted instruction throughout their time at MHS to increase performance on ACT with Writing and ACT WorkKeys.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Academic Incentives Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maplesville High School will implement strategies to increase student awareness in grades 9-12 on the importance of College and Career Readiness. An incentives program will be set up for performance and preparation regarding the PreACT, ACT with Writing, and ACT WorkKeys. A "21+ Club" for the ACT with Writing test will be established to provide incentives for those students who reach a composite score of 21 or higher on the test.	Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Classroom Teachers

Activity - ACT Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be engaged in ACT prep or ACT WorkKeys/Key Train to be used for preparation for the ACT with Writing and ACT WorkKeys tests.	Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Classroom Teachers

Activity - Library Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follett library management system to ensure proper management of library resources for student use.	Academic Support Program	08/09/2018	05/23/2019	$1043 - Title I Part A	Administration, Library Media Specialist

Activity - Technology Enhancements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Addition of a Chromebook cart and replacement Chromebooks to supplement various programs used for remediation, classroom learning, and standardized testing.	Technology	08/09/2018	05/23/2019	$3000 - Title I Part A	Administration, Tech Specialist, Classroom Teachers

Activity - School-wide Reading Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expansion of the Accelerated Reader program to engage the entire student population to increase reading proficiency, vocabulary depth, and reading comprehension abilities. The AR program is already implemented in the elementary and middle school grades, and will expand to high school students. Renaissance learning provides servicing of our STAR Reading, STAR Math, and Accelerated Reading programs. The current cost is $4,565. We currently have an AR capacity of 300, and will expand this to 450. At a cost of $3.95 per student, the total expansion cost for an additional 150 in capacity would be approximately $600. This will bring the total cost of our Renaissance programs to $5,165.	Academic Support Program	08/09/2018	05/23/2019	$5165 - Title I Part A	Administration, Instructional Coach, Classroom Teachers

Activity - Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During Acceleration Period, students will be engaged in ACT with Writing and ACT WorkKeys supplemental instruction at least 3 times a week for at least 30 minutes each day. All 10th graders will participate in ACT with Writing preparation, all 11th graders will participate in ACT WorkKeys preparation, and seniors will receive targeted instruction as needed.	Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Classroom Teachers

Activity - Edmentum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Edmentum academic support program with adaptive curriculum, assessments, and practice proven to improve student achievement used for instruction and remediation throughout grades in both elementary and high school at MHS.	Academic Support Program	08/09/2018	05/23/2019	$0 - Other	Administration, Instructional Coach, Classroom Teachers

Activity - Career Preparedness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9th graders will be enrolled in Career Preparedness and will utilize the Kuder program to develop a four year plan. The plan will be a guide for their course selection for the next four years. Each year, students will continue to update their goals and make revisions to the four year plan.	Career Preparation/ Orientation	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Counselor, Career Preparedness Teachers

Goal 3:

Students, Faculty, Staff, and Stakeholders of MHS in will create a climate and culture of leadership.

Measurable Objective 1:

collaborate to increase student satisfaction, student self-learning goal setting, and student college and career readiness planning by

05/23/2019 as measured by parent and student responses on the end of year surveys..

Strategy1:

Leadership Program - Install a leadership program in grades 7-9 as a continuation of the skills developed in grades K-6 through the House System.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Associated Press. (2013, October 15). 'Leader in Me' program helps transform schools, supporters say. Retrieved from https://www.lehighvalleylive.com/breaking-news/index.ssf/2013/10/leader_in_me_program_helps_tra.html

Activity - Leadership Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Install a leadership program in grades 7-9 to develop skills so the students become self-motivated, lifelong learners who ensure their own college and career readiness. Students in grades 7-9 will participate in the program during the Acceleration Period.	Behavioral Support Program	08/09/2018	05/23/2019	$6500 - Title I Part A	Administration, Classroom Teachers

Strategy2:

Improve Parental Engagement - School activities will be planned to increase parental engagement: Title I Meeting/Orientation, PTO meetings, Lunch Invites, Honors Day, Sporting Events, Banquet, Field Trips, Dyslexia training for parents to help their children academically, iNow Portal training, Internet Safety Training for parents, Grandparents' Day.

Category: Other - Parental Engagement

Research Cited:

Activity - School Check In	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Check In will be used to monitor individuals entering the school building during the day.	Behavioral Support Program	08/09/2018	05/23/2019	$725 - Title I Part A	Administration, Faculty, Staff

Activity - School Messenger	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be notified of important events through school messenger.	Behavioral Support Program	08/09/2018	05/23/2019	$358 - Title I Part A	Administration

Activity - School InSites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School website will contain pertinent information about forms and events.	Behavioral Support Program	08/09/2018	05/23/2019	$600 - Title I Part A	Administration, Media Specialist

Strategy3:

K-6 House System - Students and Teachers will continue to implement the K-6 House System based on strategies from the Ron Clark Academy. Students will continue to learn positive behaviors and develop leadership skills as they progress through the elementary grades.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Post, Guest. "Using a House System to 'Raise the Whole Child' at Coppinville Junior High School." A Alabama Best

Practices Center, 28 June 2018, aplusala.org/best-practices-center/2018/06/28/using-a-house-system-to-raise-the-whole-child-at-coppinville-junior-high/.

Activity - K-6 House System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation and Continuation of the K-6 House System	Behavioral Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Classroom 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.

It is our goal at Maplesville High School that all students will have equal access to a free and appropriate education. Students who are English Language Learners receive services from our county coordinator according to their individualized educational plan. Teachers within the classroom also make accommodations when needed for the ELL students. Student and parents also have access to the handbook, documents, and resources in their home language when appropriate.

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		MHS - Principal Attestation

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

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

It is the policy of the Chilton County Board of Education that only highly qualified teachers are recruited for teaching positions at Maplesville High School. Furthermore, teachers are required to attend professional development that will enhance their knowledge in their content and improve teacher effectiveness. Data meetings and RtI are held periodically to help teachers identify students who have academic concerns and develop a plan of action for the students.

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?

Maplesville High School is a small, home-town school. Many of our faculty members are life-long members of this community. During the 2017-2018 school year, we experienced a 21% turnover rate in our faculty. Because of our small faculty, this turnover was comprised of 3 teachers and 2 administrators who left for various reasons including retirements, transfers, and ineffective performance. For the 2018-2019 school year, we have a new principal and assistant principal.

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

Maplesville High School currently has 30 certified faculty members with an average of approximately 14 years of experience, and 60% holding an advanced degree. One hundred percent of the teaching staff meet or exceed the state definition of highly qualified. Maplesville High School also has 18 staff members and 1 registered nurse on campus.

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).

The turnover rate of Maplesville High School decreased from 28% last year to 21% this year. The new personnel at MHS is expected to contribute to more structure and stability for the future.

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.

Chilton County will provide training for a Mentor Teacher Program for first year teachers. The training provides new teachers with a mentor teacher to offer ongoing support and guidance throughout the school year.

College and Career Readiness Standards Implementation Training has also taken place over the last few years. This training is provided to assist teachers with the implementation of the new standards into the classroom.

Edmentum Training will also be provided for all of our faculty and staff. This training will help teachers have more resources for the acceleration period that is required to help bring our students to the next level.

Training will also be offered in the areas of Reflex Math Program for Grades 3-8, Dyslexia training for faculty and a book study on accelerating success in work and life that will be ongoing throughout the school year.

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

Administrators in the state of Alabama have a variety of ways that they can earn professional development. The Chilton County Board of Education provides administrators professional development on the ACIP, instructional rounds, INOW and new technology. This year, administrators will have the opportunity to earn a PLU through the Board of Education. Administrators and teachers also have the opportunity to take online professional development through eLearning for Educators and through Alabama Public Television.

Chilton County will provide Mentor Teaching Training for first year teachers. This training provides ongoing mentoring and support for new teachers.

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

Chilton County will provide Mentor Teaching Training for first year teachers. This training provides ongoing mentoring and support for newteachers.

At Maplesville High School, the administration helps provide our teachers with a mentoring program that allows our teachers to work together in a collaborative environment. We have a true sense of community within our school. Even though there are many increasing demands placed on our teachers, our administration implements a policy of professionalism in which teachers are valued in both their content knowledge and ability to make decisions regarding their classroom instruction and management.

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

The CCRS professional development is in its sixth year of implementation. Representative teachers attend training and then present the information to other faculty members.

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:

Students of MHS in grades 3-8 will increase their math proficiency.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the College and Career Readiness Standards in Mathematics by 05/23/2019 as measured by a comparison of Scantron Performance Series math test results from the previous year..

Strategy1:

Targeted Instruction - Teachers will identify needed areas of improvement for individuals and groups of students and provide explicit instruction in these areas.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue learning to analyze available data from multiple sources, such as STAR Math, Scantron Performance Series, and Reflex Math results to determine needed areas of targeted instruction. Teachers will also participate in periodic data meetings.	Professional Learning	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Instructional Coach, Regional Support Team, Classroom Teachers

Strategy2:

Differentiated Instruction - Teachers will use classroom management techniques to provide differentiated instruction according to students current level of performance. Students will participate in appropriate tiers of instruction according to needs identified through various forms of data.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Reflex Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Standards based program for students struggling in math.	Academic Support Program	08/09/2018	05/23/2019	$0 - Other	Administration, Instructional Coach, Classroom Teachers

Activity - Classroom Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to continue to learn ways to provide support and structure to their students within the classroom and provide a base for which differentiated instruction can be delivered. Teachers will also participate in the RtI process to obtain assistance in determining ways to differentiate instruction for specific students.	Professional Learning	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, RtI Team, Academic Coach, Regional Support Team, Classroom Teachers

Goal 2:

Students of MHS in grades 3-8 will increase their reading proficiency

Measurable Objective 1:

A 2% increase of Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the College and Career Readiness Standards in Reading by 05/23/2019 as measured by a comparison of Scantron Performance Series math test results from the previous year..

Strategy1:

Explicit Instruction - Implement the Saxon Phonics program in grades K-2 to provide a

foundation of reading skills for students at MHS.

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

Research Cited: Bach, DawnMarie, "A study of the effectiveness of Saxon Phonics on phonemic awareness" (2003). Theses and

Dissertations. 1257.

http://rdw.rowan.edu/etd/1257

Activity - Building a Strong Foundation - Phonics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize a phonics program in grades K, 1, and 2 to build fundamental skills of phonemic awareness, alphabetizing, decoding, fluency, and spelling. This program teaches students to decode words. Therefore, as they continue to learn multi-syllabic words in upper elementary grades, the students will have the tools to decode and understand the words.	Direct Instruction	08/09/2018	05/23/2019	$3319 - Title I Part A	Administration, Instructional Coach, Regional Support Team, Classroom Teachers

Strategy2:

Targeted Instruction - Teachers will identify areas of improvement for individuals and groups of students and provide explicit instruction in

these areas.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - SPIRE Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SPIRE Reading Intervention is an intense reading intervention program to engage struggling reading students in the curriculum.	Academic Support Program	08/09/2018	05/23/2019	$0 - Other	Administration, Instructional Coach, Classroom Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to analyze available data from multiple sources such as STAR Reading, Scantron Performance Series, and DIBELS to determine needed areas of targeted instruction. Teachers will participate in periodic data meetings.	Professional Learning	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Instructional Coach, Regional Support Team, Classroom Teachers

Strategy3:

Differentiated Instruction - Teachers will use classroom management techniques to provide differentiated instruction according to students current level of performance.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Classroom Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development to continue to learn ways to provide support and structure to their students within the classroom and provide a base for which differentiated instruction can be delivered. Teachers will also participate in the RtI process to obtain assistance in determining ways to differentiate instruction for specific students.	Professional Learning	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, RtI Team, Academic Coach, Regional Support Team, Classroom Teachers

Goal 3:

Students of MHS will increase or maintain graduation rate and reduce the college and career graduation rate gap.

Measurable Objective 1:

A 1% increase of All Students will achieve college and career readiness reducing the college and career readiness/graduation gap in Practical Living by 05/23/2019 as measured by by successfully completing at least on of the CCR indicators (dual enrollement, ACT, WorkKeys, etc.).

Strategy1:

Incentive Program - Incentive based programs will be implemented to increase student awareness of the importance of college and career readiness.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - ACT Incentive Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maplesville High School will implement strategies to increase student awareness in grades 9-12 on the importance of College and Career Readiness. An incentives program will be set up for performance and preparation regarding the PreACT, ACT with Writing, and ACT WorkKeys. A "21+ Club" for the ACT with Writing test will be established to provide incentives for those students who reach a composite score of 21 or higher on the test.	Behavioral Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Counselor, Classroom Teachers

Strategy2:

Targeted Instruction - Students will be given targeted instruction throughout their time at MHS to increase performance on ACT with Writing and ACT WorkKeys.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Edmentum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Edmentum academic support program with adaptive curriculum, assessments, and practice proven to improve student achievement used for instruction and remediation throughout grades in both elementary and high school at MHS.	Academic Support Program	08/09/2018	05/23/2019	$0 - Other	Administration, Instructional Coach, Classroom Teachers

Activity - ACT Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be engaged in ACT prep or ACT WorkKeys/Key Train to be used for preparation for the ACT with Writing and ACT WorkKeys tests.	Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Classroom Teachers

Activity - Academic Incentives Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maplesville High School will implement strategies to increase student awareness in grades 9-12 on the importance of College and Career Readiness. An incentives program will be set up for performance and preparation regarding the PreACT, ACT with Writing, and ACT WorkKeys. A "21+ Club" for the ACT with Writing test will be established to provide incentives for those students who reach a composite score of 21 or higher on the test.	Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Classroom Teachers

Activity - School-wide Reading Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expansion of the Accelerated Reader program to engage the entire student population to increase reading proficiency, vocabulary depth, and reading comprehension abilities. The AR program is already implemented in the elementary and middle school grades, and will expand to high school students. Renaissance learning provides servicing of our STAR Reading, STAR Math, and Accelerated Reading programs. The current cost is $4,565. We currently have an AR capacity of 300, and will expand this to 450. At a cost of $3.95 per student, the total expansion cost for an additional 150 in capacity would be approximately $600. This will bring the total cost of our Renaissance programs to $5,165.	Academic Support Program	08/09/2018	05/23/2019	$5165 - Title I Part A	Administration, Instructional Coach, Classroom Teachers

Activity - Technology Enhancements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Addition of a Chromebook cart and replacement Chromebooks to supplement various programs used for remediation, classroom learning, and standardized testing.	Technology	08/09/2018	05/23/2019	$3000 - Title I Part A	Administration, Tech Specialist, Classroom Teachers

Activity - Library Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follett library management system to ensure proper management of library resources for student use.	Academic Support Program	08/09/2018	05/23/2019	$1043 - Title I Part A	Administration, Library Media Specialist

Activity - Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During Acceleration Period, students will be engaged in ACT with Writing and ACT WorkKeys supplemental instruction at least 3 times a week for at least 30 minutes each day. All 10th graders will participate in ACT with Writing preparation, all 11th graders will participate in ACT WorkKeys preparation, and seniors will receive targeted instruction as needed.	Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Classroom Teachers

Activity - Career Preparedness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 9th graders will be enrolled in Career Preparedness and will utilize the Kuder program to develop a four year plan. The plan will be a guide for their course selection for the next four years. Each year, students will continue to update their goals and make revisions to the four year plan.	Career Preparation/ Orientation	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Counselor, Career Preparedness Teachers

Measurable Objective 2:

1% of Twelfth grade students will collaborate to increase or maintain graduation rate in Practical Living by 05/23/2019 as measured by

successful completion of Alabama High School Diploma..

Strategy1:

Edmentum/ACCESS - Staff will continuously monitor students grades by running failure reports and soliciting teacher input on students

needing to be immediately placed in credit/grade recovery to avoid failure and remain in cohort.

Category: Other - Program

Research Cited:

Activity - Edmentum/ACCESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have time during acceleration and classroom (as needed) to use Edmentum as a grade/credit recovery tool to assist in recovering failing grades so that they can remain in their cohort.	Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administrators, Counselor, Classroom Teachers

Strategy2:

Monitor the Cohort - Periodically checking grades, attendance and discipline for At-Risk 12th grade students.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Graduation Tracking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and counselor will identify students who are at risk of dropping out or failure.	Policy and Process Parent Involvement Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administrators and counselor

Activity - Parental/Student Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, counselor, and teachers will make parental and student contact to notify them of attendance and failing grades.	Academic Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administrator, Counselor, Classroom Teachers

Goal 4:

Students, Faculty, Staff, and Stakeholders of MHS in will create a climate and culture of leadership.

Measurable Objective 1:

collaborate to increase student satisfaction, student self-learning goal setting, and student college and career readiness planning by

05/23/2019 as measured by parent and student responses on the end of year surveys..

Strategy1:

K-6 House System - Students and Teachers will continue to implement the K-6 House System based on strategies from the Ron Clark

Academy. Students will continue to learn positive behaviors and develop leadership skills as they progress through the elementary grades.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Post, Guest. "Using a House System to 'Raise the Whole Child' at Coppinville Junior High School." A Alabama Best

Practices Center, 28 June 2018, aplusala.org/best-practices-center/2018/06/28/using-a-house-system-to-raise-the-whole-child-at-coppinville-

junior-high/.

Activity - K-6 House System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation and Continuation of the K-6 House System	Behavioral Support Program	08/09/2018	05/23/2019	$0 - No Funding Required	Administration, Classroom Teachers

Strategy2:

Improve Parental Engagement - School activities will be planned to increase parental engagement: Title I Meeting/Orientation, PTO

meetings, Lunch Invites, Honors Day, Sporting Events, Banquet, Field Trips, Dyslexia training for parents to help their children academically,

iNow Portal training, Internet Safety Training for parents, Grandparents' Day.

Category: Other - Parental Engagement

Research Cited:

Activity - School Messenger	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be notified of important events through school messenger.	Behavioral Support Program	08/09/2018	05/23/2019	$358 - Title I Part A	Administration

Activity - School Check In	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Check In will be used to monitor individuals entering the school building during the day.	Behavioral Support Program	08/09/2018	05/23/2019	$725 - Title I Part A	Administration, Faculty, Staff

Activity - School InSites	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School website will contain pertinent information about forms and events.	Behavioral Support Program	08/09/2018	05/23/2019	$600 - Title I Part A	Administration, Media Specialist

Strategy3:

Leadership Program - Install a leadership program in grades 7-9 as a continuation of the skills developed in grades K-6 through the House

System.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Associated Press. (2013, October 15). 'Leader in Me' program helps transform schools, supporters say. Retrieved from

https://www.lehighvalleylive.com/breaking-news/index.ssf/2013/10/leader_in_me_program_helps_tra.html

Activity - Leadership Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Install a leadership program in grades 7-9 to develop skills so the students become self-motivated, lifelong learners who ensure their own college and career readiness. Students in grades 7-9 will participate in the program during the Acceleration Period.	Behavioral Support Program	08/09/2018	05/23/2019	$6500 - Title I Part A	Administration, Classroom Teachers

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

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

Teachers at Maplesville High School are actively involved in the decision making process. The administration, instructional coach, and teachers hold periodic data meetings to disaggregate data from statewide academics assessments and local assessments. Since Maplesville High School is a K-12 school, we have data from all statewide academic assessments including Scantron Performance Series, ACT, DIBELS, and WorkKeys. At the data meetings, teachers discuss the progress that students are making within their classroom and any possible difficulties. Students who are struggling in the classroom are presented to the Problem Solving Team. The Problem Solving Team evaluates the data presented to them and determines if further tiered instruction, referral for testing or a new plan needs to take place so that the student can achieve success in the classroom. Disaggregated data is used to determine what students may need intervention and what specific standards need to be addressed in the classroom.

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?

At the elementary level, Scnatron Performance Series assessments, STAR Reading and Math, DIBELS, Reflex Math, and classroom assessments are used to identify students who are experiencing difficulty mastering certain standards.

At the middle and high school level, Scantron Performance Series assessment, STAR Reading and Math assessments, ACT, and WorkKeys assessments are used to identify students who are experiencing difficulty mastering certain standards.

The administration, instructional coach, and teachers also hold periodic data meetings to discuss the academic concerns of students within their classroom. Gaps in implementation are identified in the data meetings and teachers address the gaps in their instruction.

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 at Maplesville High School monitor students daily through teacher observations, questioning and formative assessments. Students who are having difficulty understanding the daily objective receive Tier II instruction in a small group setting. Students who continue to have trouble mastering the standards may be placed in Tier III instruction. The administration, literacy coach, and teachers hold periodic data meetings to discuss students who are having difficulty mastering the State's academic assessment standards. Data driven decisions are made in the data meetings. Teachers may continue Tier II or Tier III instruction with the students or refer the student to the Problem Solving Team.

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

The faculty and staff at Maplesville High School go above and beyond to help students that are academically needy in various areas. Our most recent curriculum adoptions in Math and Reading allow our students to have access to resources through the internet that will allow parents to work with the students at home. If the students do not have access to the internet, teachers prepare and distribute activities that the students can work on while they are at home. Teachers at MHS also create a positive atmosphere and confidence in students that struggle in the classroom. With knowledge that some students will not have a parent at home that can work with them, our teachers also offer extra help within the classroom. Tier III intervention is offered for students with greater needs academically through small group instruction.

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.

It is our goal at Maplesville High School that all students will have equal access to a free and appropriate education. Students who are English Language Learners receive services from our county coordinator according to their individualized educational plan. Teachers within the classroom also make accommodations when needed for the ELL students. Student and parents also have access to the handbook, documents, and resources in their home language when appropriate. Economically disadvantaged students can also apply for Free or Reduced Lunch. Each special education student has an Individualized Education Plan that addresses the specific needs of the students. The students are also assigned a caseworker that collaborates with the general education teachers to make sure that the students are getting the help they need within the classroom. Students who are neglected or delinquent have access to our school counselor and are allowed to meet with her when needed. Maplesville High School currently has no students that would be considered homeless. However, students who are migratory or homeless would receive the consideration, accommodations and communication they deserve.

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, including individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for non-tradition fields, single parents, displaced homemakers, and individuals with limited English proficiency have access to all services available at Maplesville High School. These services include Free and Reduced Lunch, Title I Services, ELL Services, Special Education Services, and At Risk Counseling. Students also have access to services provided by the Department of Human Resources and the Department of Mental Health.

All students at Maplesville High School have equal access to a free and appraise education. Supplies, services, and shelter are offered through various community organizations and churches. The administration and counselor at Maplesville High School will help identify students who are in need of these services. If additional funding is needed, the administration will contact the Chilton County Board of Education to request funding.

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.

Our school uses federal, state, and local programs and resources to directly address the needs of our school. Since our goal statements are based on needs assessments, the programs and resources are used for goal achievement. The activities and professional development in our improvement plan are there because of these programs. Resources, strategies, practices and programs are all aligned to bridge the gap in performance between the special education subgroup and the general education subgroup.

Our Title I and CNP programs are directly related to achievement. The CNP insures that all students receive proper nutrition, which allows them to function at a higher level. The Career Tech program is directly related to our goal of graduating students who are college and career ready.

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)?

Maplesville High School does not directly receive funding for violence prevention programs, housing programs, and adult education. Our students do have the opportunity to attend assemblies on topics such as bullying and Internet safety though. These programs are free and designed to help students understand the dangers that are facing them on a daily basis.

Maplesville High School works in conjunction with the local Head Start Program to provide transition services and speech and language services for students within our community.

Students in grades 7-12 have the opportunity to take vocational and technical education classes on campus and at the Lecroy Career Technical Center in Clanton. Students can also receive job training at the career technical center.

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

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

Evaluation of the schoolwide program is completed by the Maplesville High School Leadership Team, the administration, the faculty and staff, the parents, and the students.

The Maplesville High School Leadership Team meets quarterly to assess the school's progress toward meeting the goals that have been set. They use data from Scantron Performance Series and STAR reading and math to make sure that any gaps in the implementation of the College and Career.

Readiness Standards are being addressed. The AdvancEd surveys that are completed by all stakeholders also help us evaluate how effectively our school is accomplishing its mission and purpose.

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?

Teachers are consistently using assessments within their classrooms to monitor the progress of their students. After the first administration of the STAR reading and math in the fall, teachers can meet with students and set goals for the next administration of the test. The administration and teachers also analyze the results in periodic data meetings. The academic assessments and results drove the academic goals, strategies, and activities developed as part of the Maplesville High School CIP.

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?

Increasing student achievement of those who are farthest from achieving the standards can always be a struggle. Our goal at Maplesville High School is to see our students succeed. Although all students may not meet the benchmark score on a given test, we want to see the students be successful. Therefore, students are given individual goals within the classroom. After the students take the Scantron Performance Series assessment and the STAR reading and math assessment, teachers sit down with each student individually and set goals for the next couple of months. The goals are specific and achievable for each student. After discussing and setting the goals, teachers then help the students develop a plan of action that will help meet their goal. Students who are farthest away from achieving the standards are also monitored through the RTI process. Teachers bring these students before the Problem Solving Team so that they may be monitored and to determine what will be the best way to meet the needs of these students.

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?

Goals of the CIP are discussed with the faculty and staff at monthly meetings and revisions are made as needed. Once data is available from state assessments, the Leadership Team evaluates the effectiveness of the goals, objectives and strategies within the CIP

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.	23.58

Provide the number of classroom teachers.

23.58

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2364160.0

Total   2,364,160.00

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	85562.0

Total   85,562.00

Assistant Principal

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

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	54619.0

Total   54,619.00

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	56124.0

Total   56,124.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	59068.0

Total   59,068.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0

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

Total   0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total   0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	8127.0

Total   8,127.00

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.	2438.0

Total   2,438.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total   0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	14522.0

Total   14,522.00

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.	2604.0

Total   2,604.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	95918.71

Provide a brief explanation and breakdown of expenses.

Personnel - $75,208.69 (1 - Justin Little: $61,528.12; 0.2 - April Clements: $12,776.06; Subs - $904.51)

Materials - $16,693.43

Technology - $3,000

Parental Involvement - $1,016.59

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

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.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

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.

N/A

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))

Maplesville High School holds a Student/Parent Orientation night at the beginning of each school year. At this meeting, parents receive information about school wide programs including the Parental Involvement Plan and the School-Parent Compact. The school's Title I/Parental Involvement Representative also presents the parents with information about the school's participation in Title I and explains to the parents how they can be more actively involved in the education of their child.

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 faculty and staff along with the school PTO make every effort to arrange parental engagement opportunities at various times throughout the school year. Parent conferences are readily encouraged and scheduled at mutually agreed upon times. Other activities within the school year are held during the school day and after school so all parents will have the opportunity to be involved.

Parents are involved in the planning, review, and implementation of our Title I Program in numerous ways. Each year parents are chosen to participate in the school's Leadership Team. The parents that are involved in the Leadership Team represent a cross-section of our school population. Ideas that are brought before the team are documented and discussed. At the end of each school year, the team meets to reflect on the year's activities and discuss what changes may need to be made for the upcoming year. The PTO also helps with the review and implementation of the Title I Program. The PTO has the opportunity to organize activities throughout the year that allow teachers, parents, and students to work together and improve the Title I Program at Maplesville High School.

Funds for parental engagement are being used in many ways at Maplesville High School. The first use of funds is for the school newsletter that is sent home with students monthly. It is also available online. The school bookkeeper creates a two-sided newsletter with important school information. One side of the newsletter is a calendar with a list of activities that students and parents can be involved with for the upcoming month including ballgames, PTO meetings, field trips and various during and after school activities. The other side of the newsletter is used to recognize the various accomplishments of the students of Maplesville High School. Another portion of the parental involvement allocation is used for items that recognize student achievement such as ribbons for A, A-B, and B honor roll and certificates for students who excel in the classroom. Parental involvement money is also used to purchase the school messenger call-out system that the school uses to keep parents informed about upcoming events at Maplesville High School as well as emergency notifications.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular

meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Parents of Maplesville High School are provided with an online version of the student/parent handbook at the beginning of each school year. The handbook provides positive, practical information about the school and its policies and procedures. The handbook is available in both English and Spanish. If parents are unable to access the online version, they may request a copy in the office.

Maplesville High School distributes a school-parent compact to provide parents with information regarding the school's curriculum, assessments, and expectations of achievement. This compact outlines how parents, school staff, and students will share the responsibility for improved student academic achievement. The purpose of the school compact is to foster and build the school to parent partnership helping children achieve the standard set by the State Department of Education. Each section is outlined with responsibilities to be taken on by the particular person named in the section. The completed compact is kept on file for use by the teachers and for working with parents and students. Jointly producing the compact seems to foster better communication between home and school.

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

The school staff, parents, and students share the responsibility for improved student academic achievement. At the beginning of each school year, the school-parent compact is signed as an agreement between the three to ensure the greatest academic success possible for the child. The school makes three attempts for the parent to return the compact. The compact is reviewed each year to include any updates or changes needed. The compact can also be used during parent/teacher conferences.

Report cards are sent home every nine weeks, and progress reports are sent home in the middle of each nine weeks. All parents can obtain their child/children's code from the office to access the Home Portal of INOW to review current grade statuses in each class.

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

Maplesville High School will implement board approved procedures that are used to allow parents to make and submit comments first to the principal, then to the central office staff, and finally to the State Board of Education if they disagree with any aspect or component of the Maplesville High School Continuous Improvement Plan. A letter of discontent and/or disagreement can be found in the Parental Involvement Policy for parents who do not agree with the decision made by the Leadership Team.

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)

Maplesville High School will provide material to help parents work with their children to improve their child's academic achievement. Parents will be given information on upcoming standardized testing such as Scantron Performance Series, ACT, PSAT, and WorkKeys. Results from standardized state tests as well as local assessments will be provided to students and parents along with an explanation of what the results mean for the students.

With the implementation of the new College and Career Readiness Standards, our goal is to explain to parents what impact this will have on their children. This will be done through parent conferences and meetings held at school.

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)

Literacy training and parenting skills will be promoted at Maplesville High School. This will be accomplished in a variety of ways. First, parent meetings will be provided and will be various in number and flexible in format. The school newsletter will also be sent home and will contain parenting information for home. The school nurse will be actively involved with sharing information concerning child development and wellness with parents. Parents will be encouraged to attend all school functions and events. Finally, the school web page will be valuable resource with useful resources for all parents.

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

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

Shall 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)

At Maplesville High School, we strive to coordinate services including Title I, II, III and VI, Special Education, At-Risk and utilize cooperative planning among the staff and community members to increase student learning. We also work consistently and cooperatively with Head Start

and the juvenile justice resource team to increase community awareness of school issues and provide community support for students, parents, and our school.

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)

At Maplesville High School, we strive to coordinate services including Title I, II, III and VI, Special Education, At-Risk and utilize cooperative planning among the staff and community members to increase student learning. We also work consistently and cooperatively with Head Start and the juvenile justice resource team to increase community awareness of school issues and provide community support for students, parents, and our school.

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)

It is our goal at Maplesville High School to provide opportunities for communication and participation with all parents. At the beginning of each school year or upon enrollment, all students receive a Home Language Survey. This survey is used to determine the primary language spoken in each student's home. At Maplesville High School, the predominant home languages are English and Spanish. For our parents who speak Spanish, a faculty member who speaks Spanish is provided to interpret during the enrollment and registration process. Parents who speak Spanish also receive a student handbook, school calendar, and tentative state wide testing date in Spanish. Maplesville High School is also registered online with www.transact.com. This is a web-based service that provides forms translated in 23 different languages. These forms are downloadable and reproducible.

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))

Maplesville High School makes every effort to have effective communication with parents with limited English proficiency, parents with disabilities, and parents of migratory students. Recognizing the ELL population and communication difficulties between the parents of the students and Maplesville High School faculty and staff will help bridge the gap between cultures. Maplesville High School will provide a translator at conferences, orientation, and PTO Meetings. Letters, forms, and conference notices will be provided in alternate languages when needed.

Maplesville High School currently has no migratory students. However, parents of migratory students would receive the consideration, accommodations, and communication that they deserve.