



ACIP

Clarke County Board of Education

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Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

Description of the School System

Describe the school system'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 system serves?

Clarke County is a rural county located in Southwest Alabama with a population of approximately 21,000. Within the county are two public systems, the Thomasville City System and the Clarke County Public School System. The Clarke County System has 342 employees with a student population of 2,632. The Central Office is located in Grove Hill.

The school system, the second largest employer in the county, has an annual budget of \$27 million with a monthly payroll of \$1.8 million and bills payable averaging \$600,000 per month.

Like the general population of Clarke County, the student population is made up primarily of just two ethnic groups. The school district population is 66% African American, 33% Caucasian and 2% other.

The school system receives its funding from three major sources: 64% from the State, 21% from local government, 15% from Federal funds.

Three of the system's schools are located in Grove Hill, Alabama. Grove Hill Elementary has a professional staff of 28 and serves a student population of 335 in grades K-4. The facility also serves as the main site for our after school program funded by a 21st Century Grant.

Wilson Hall Middle School in Grove Hill serves a population of 248 in grades 5-8 and has a professional staff of 18. Wilson Hall School was originally founded in the early 1900's, and over the years, has evolved into Wilson Hall Middle School.

The former Clarke County High School, built in the 1930's, was replaced in 2007 with a brand new facility. Located in Grove Hill, this 3A high school serves 389 students in grades 9-12. Twenty-seven professional staff members are employed at this site.

Jackson is home to four schools: Gillmore Elementary, Jackson Intermediate, Jackson Middle, and Jackson High School. Gillmore, once one of the largest K-4 elementary schools in the state with over 1000 students, is now a K-2 school serving 406 students from the south end of the county. Thirty teachers are employed at this school. The Clarke County Board of Education completed the rebuilding of Joe M. Gillmore Elementary School at its present location and it was ready for students to begin in August 2015.

Jackson Intermediate was built in 2000 and serving approximately 354 students with a professional staff of 25, this facility resulted in a joint effort by the Clarke County Board of Education and the City of Jackson.

Jackson Middle School serves grades 6-8 and is located on the site of the old Jackson High School. Twenty-four teachers instruct 376 students at this site in the heart of Jackson. This is the site of the First District Agricultural College from which Jackson High School developed. Part of this campus is shared with Coastal Alabama Community College.

Jackson High School, built in 1980, serves a population of 524 students in grades 9-12. Thirty-four teachers are employed at this site. Their Joe C. McCorquodale Auditorium is one of the largest in the area, able to seat over 1,100 patrons. This school also has a remodeled music wing and an athletic facility constructed in 2008.

Executive Summary

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The Clarke County School District received its first district accreditation in the Spring of 2013. The ensuing years have been spent addressing the recommendations made by the visiting team, examining data and survey results in an effort to maintain a cycle of continuous improvement. The Superintendent and school personnel work hard to see that all schools and the District are able to maintain accreditation standards.

Clarke County Schools provide a comprehensive array of services to meet the needs of students, ages three through twenty-one, who have been identified as disabled. Our system offers services for students of varying intellectual abilities ranging from students with severe impairments to gifted students. We also offer speech, occupational and physical therapy.

Services provided to any given child are based upon that child's individual needs. Our mandate is to assure that each child receives a free, appropriate public education. Special education services are designed to provide the support necessary to allow a child to derive meaningful benefits from his or her educational experience.

The school nurses in Clarke County Schools support student success through interventions that improve student health and impact academic achievement. They develop emergency care plans for students in life-threatening situations (e.g., bee stings, peanut allergies, and insulin reactions), and develop Individual Health Plans (IHPs) for medically fragile students. The nurses also care for students who become ill or injured at school. School nurses conduct health assessments for students being evaluated for special education's Individual Educational Plans (IEPs), helping to ensure inclusion of students with disabilities and significant and/or multiple impairments. They provide input and train school staffs regarding child abuse, hazardous materials, and blood borne pathogens.

One of the most improved areas is the Transportation Department. The Clarke County School System operates 52 buses each day. There are 47 regular buses and 5 special needs buses. The fleet travels approximately 700,000 miles each year. All of the buses are less than 10 years of age and qualify for fleet renewal funds. We have camera systems on all buses which aid in the discipline/safety of students and drivers. All of our buses are equipped with short-wave radios that will reach any spot in our rural county. Buses are well maintained considering we have almost 500 miles of unpaved roads in our county. The system recently purchased 21 new 2018 model buses to upgrade the transportation fleet.

Clarke County has been hit hard with the economic downturn in the last 5 years although it is still a timber related county with unemployment of 11.1%. The high unemployment rate and the increase in numbers of our families needing assistance will always affect the local schools. Our district participates in the Community Eligibility Provision (CEP), a USDA federal program, which allows all students to receive breakfast and lunch at no charge to the student.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

VISION STATEMENT

Clarke County Board of Education strives to enable all students to become competent and effective members of a diverse society in a global workforce.

MISSION STATEMENT

The Clarke County Board of Education is committed to providing all students a relevant, engaging, and challenging curriculum in a safe, positive learning environment.

BELIEF STATEMENTS

We believe that our first responsibility is to provide a quality educational program that meets the needs of all schools in the district.

We believe that we teach the whole child. we expect academic achievement, personal responsibility, honesty, cultural sensitivity, and respect for people, property, and the environment.

We believe that all children can learn best in a safe, caring, and aesthetically pleasing environment.

We believe it is our responsibility to develop civic minded, responsible, well-rounded, goal oriented graduates who strives to be life-long learners.

We believe that it is our responsibility to integrate and utilize technological resources to enhance and improve learning communication and efficiency.

We believe that every student, regardless of ethnicity, gender, economic status or disability, is expected to reach his or her academic potential.

The Clarke County System is implementing College and Career Ready Standards to promote every child a graduate and every child prepared for college and/or career. In addition, the district will promote and integrate appropriate technology to enhance curricular outcomes and develop a strong partnership with parents and the community. The district has spent the last several years identifying key interventions to address the needs of students who have not yet met performance indicators in reading and math. The district is integrating technology to enhance learning. The continued integration and adoption of ever-changing technologies will pose a worthy challenge to us as will our work engaging families in the work of the school.

Notable Achievements and Areas of Improvement

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

21st CENTURY COMMUNITY LEARNING CENTER

This enrichment program is funded by a 21st Century grant which is in its second year of renewal. The Community Learning Center grant, is an after school program including activities with computers, arts, recreation, crafts, and games. A 4-H club is part of the program, exposing children to science experiments, gardening, cooking, character education and community service. Children are also provided with tutors who help with homework each day.

INSTRUCTIONAL PLANNING

A Strategic Planning Committee has developed a five-year plan for our system. The effort was led by a representative from the Alabama Association of School Boards with input provided by teachers, parents, and community groups. LEA instructional leaders meet to share and discuss updates, areas of concern, areas of success and recent data to address instructional issues in our system.

In an effort to meet the needs of the local workforce, Clarke County Board of Education is changing the face of its Career and Technical Education programs to meet the needs of its regional workforce development, SAWDC (Southwest Alabama Workforce Development Council) and local business and industry. Utilizing data from this council, as well as listening to the needs of local business and industry leaders, Clarke County Board of Education has expanded opportunities in Career and Technical Education (CTE) for the betterment of its region. With the use of innovative and formula bond monies Industrial Maintenance Mechanical, Welding, and Information Technology Programs have been added to the mix of already existing CTE programs (i.e. Finance/work-based learning, Family and Consumer Services, Business Management Administration, Marketing, and Health Science). Clarke County Schools now offers added certifications/credentials/Career Readiness Indicators in all programs for its students to be better prepared and skilled for the workforce. Plans are in the works to open a Regional Workforce Training Center. This facility will serve students in both high schools allowing them access to courses in Construction Technology, HVAC, Welding, Industrial Maintenance and Information Technologies.

Clarke County continues to offer academic dual enrollment for its students during the school day, as well as after hours. To extend more opportunities in dual enrollment for our students, the Welding and Industrial Maintenance Mechanic programs offer dual enrollment opportunities at no cost to students who are eligible. Agreements are in place with Coastal Alabama Community College and they are excited that certified personnel are available to give students an opportunity to participate in post-secondary technical courses with their college. The IT program offers AP Computer Science.

TECHNOLOGY STRIDES

We maintain a Clarke County School website with links to all schools and their websites. We hope that the use of the websites will be beneficial for parents and students, the schools and staff members, as well as the general public.

During August of 2015, the Clarke County School System completed a replacement building for Gillmore Elementary School. The electrical system, network data cabling, telephone system and wireless infrastructure were built to 21st Century standards. Some of the features

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include; Category 6 data cabling, 10GB fiber backbone, new network switches with 10GB uplinks, VoIP telephone and intercom system and high density 802.11g/n/a wireless network.

Additional 21 touch Interactive panels were installed for classrooms, replacing the Interactive whiteboards and projectors used in the old school. An additional four (4) touch Interactive panels are planned for installation during the 2016-2017 school year.

Other notable improvements to available technology for our students include:

- 1) Funding from the E-Rate program was received during the E-Rate FY 2015 (2015-2016) for a high density 802.11g/n/ac wireless network to replace the existing wireless network. The new wireless network was installed in all seven of our schools during the 2015-2016 school year by our Technology staff.
- 2) During the 2014-2015 school year Wilson Hall Middle School added another computer lab. Wilson Hall Middle School now has a total of 4 computer labs with over 120 computers.
- 3) During the 2014-2015 school year Clarke County High School added a new Career Tech computer lab which will be used for industrial career training.
- 4) Jackson High School (2014-2015) added a new mobile computer cart with 30 laptop computers available for use by classes and; when needed, for testing.
- 5) Jackson Intermediate School (2014-2015) added a new mobile computer cart with 17 laptops available for teachers to check out and use in their classrooms.
- 6) Jackson Middle School during the 2015-2016 school year added two new computer labs adding over 60 computers for use by the students, Jackson Middle School now has 3 computer labs.
- 7) In July 2016 Grove Hill Elementary School upgraded the computer lab replacing computers, computer tables and adding an interactive touch panel. The new computer lab layout is more functional and conducive for student learning.
- 8) During the 2016-2017 school year
 - a) February 2016 four (4) new server for DHCP/DNS and file sharing were purchased to replace old servers at Jackson High, Gillmore Elementary, Jackson Intermediate, and Wilson Hall Middle School. Later in May 2016 new servers were purchased for Clarke County High, Grove Hill Elementary and Jackson Middle.
 - b) E-Rate funding was received to upgrade the network switches at 6 schools. The new switches have 10GB fiber uplink capability between network data distribution frames. The new network switches were placed at the main data distribution racks at Clarke County High, Grove Hill Elementary, Wilson Hall Middle, Jackson High, Jackson Intermediate, and Jackson Middle. Gillmore Elementary School already has an upgraded data infrastructure due to recent construction.
 - c) In a continuing effort to maintain a robust learning environment over 300 new computers were purchased and placed in computer labs, classrooms and administrative offices. The new computers purchased were used to replace old computers. Most of the computers replaced were more than 7 years old.
 - d) Twenty (20) New Interactive Touch Panels were installed in six schools, Gillmore Elementary five (5), Grove Hill Elementary three (3), Clarke County High four (4), Wilson Hall Middle four (4), Jackson High three (3), and Jackson Middle one (1).

HEALTH SERVICES

We have a RN who is the supervisor of nursing and by using a combination of local, Title I and Special Ed funding, we have been able to place LPNs in each school. In addition to checking temperatures and administering medications to students, our nurses provide help to our students with special health needs.

EXTRA CURRICULAR OPPORTUNITIES

JACKSON HIGH SCHOOL: The Aggie Football Team was 5-6 for the 2017 season and ended up 3rd in the 5A Area 1 Region. They lost to

Calera in the first round of playoffs. The Lady Aggies Basketball team was 22-8 in 5A Area 2 Region play for the 2017-2018 season. They won the DeMarquis Besteda Memorial Christmas Tournament and were 5A Area 2 Champions. Several students were selected to the Area All-Tournament Team. The Lady Aggies advanced to Regionals and were honored to have two students selected to the Regional All Tournament Team. The boys Basketball Team finished tied for 2nd in 5A Area 2 play with an overall record of 19-12. The team made it to the sub-regional round of the 5A state playoffs. The Aggie Baseball team has a spring schedule full of games and they look forward to region play. The Aggie Golf and Tennis teams are looking forward to a busy spring with lots of matches scheduled.

The Aggie marching band competed in 2 marching festivals and received excellent ratings at both in October. They marched in the Fire Prevention Parade in October and the Christmas parade in December. They had several students perform with the USA Jaguar marching band during the USA Marching Honor band. The Aggie Band performed a winter concert with the JMS bands and the JHS Choir. In February, the band marched in two Mardi Gras Parades in Mobile, Alabama. The concert band will be performing at the state Music Performance assessment in Mobile. The band has 11 students participating in an honor band in Thomasville, AL in March and a student that placed second chair in the District Honor Band. Students will have the opportunity to compete at the district's Solo and Ensemble competition in April. The Band will perform a Spring Concert in May, as well as perform recruiting concerts at both Gilmore Elementary School and Jackson Intermediate School before this school year ends. The JHS choir will put on the play "Beauty and the Beast" in the spring of 2018.

CLARKE COUNTY HIGH SCHOOL: Last summer, the CCHS varsity cheerleaders won a variety of awards at camp, including the much coveted Banana Spirit Award, Superior Ribbons, and 2 trophies the final day of competition. Two cheerleaders were selected UCA All-American, and two were recipients of Pin-It-Forward awards. The varsity football team experienced an exceptional 2017 season, advancing to the semi-finals for the first time ever. In the semi-finals, they were beaten by the team that went on to win the 3A State Championship. Several members of this team won awards at local, district, and state levels, with three signing to play at the college level. The girls' basketball team had a phenomenal year, finishing regular season and sub-regional play undefeated. They were beaten in Dothan at the Regional Tournament by another undefeated team. At least one of the members of this team will play at the college level.

Executive Summary

AREAS OF NEED

The Clarke County School System is working to improve in several areas; however, obtaining adequate state and local funds to support new initiatives for improvement is a major problem.

In the past three years, Clarke County School System has lost revenue and teacher units. Simply put, funding directly relates to the district's ability to implement programs that will lead to significant improvements in all areas.

Despite funding issues, the Board of Education has identified the following areas of need:

- The lack of an adequate gymnasium at Jackson Middle School.
- Continue to update technology and infra-structure.
- Continue to develop ways to increase parental involvement.

AREAS OF IMPROVEMENT

- Career Tech is continuing to expand opportunities for students in our two high schools
- The school system has recently completed a project that includes the installation and commissioning of a new central control system platform for all HVAC equipment across the District, replacing the central plant at Jackson High School and the window units at Wilson Hall

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Middle School with new HVAC equipment, comprehensive interior and exterior LED lighting upgrades, occupancy sensors, water fixture retrofits, a window replacement at Wilson Hall, a new cloud-based Voice-over IP phone system, and building envelope improvements to minimize unwanted infiltration at each school.

Additional Information

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

CAPITAL PROJECTS

In spite of funding issues the Clarke County Board of Education has still been able to maintain and upgrade many of our facilities.

- The new Gillmore Elementary school was completed at a cost of \$8.25 million.
- The establishment of a Regional Workforce Training Center at a cost of over a million dollars.

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.

Stakeholders involved in the CIP planning process included: teacher and administrator representatives from the seven schools within the district, LEA representatives, parents, community members. Meetings were scheduled to accommodate all parties involved with the plan.

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

Representative stakeholders that participated in the LEA plan development included LEA representatives, school representatives which included classroom teachers, administrators, and counselors, community stakeholders and a parent representative. All were able to participate in the development of the plan through discussion and contribution.

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

All stakeholders received a copy through email, each school has a plan copy and the plan is located on the district website.

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		

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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	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 acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

Parents were asked to choose the four words which best describe their interactions with the school. The following items were chosen with the greatest frequency:

Respectful-17%

Supportive- 17%

Helpful-16%

Comfortable-12%

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

This is our first administration of the new AdvancED surveys so there is no trend data.

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

Title I Parent Surveys indicate findings which are consistent with the AdvancED surveys.

Areas in Need of Improvement

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

The AdvancED Climate and Culture Parent survey does not indicate any low levels of satisfaction.

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

This is our first administration of the new AdvancED surveys so there is no trend data.

What are the implications for these stakeholder perceptions?

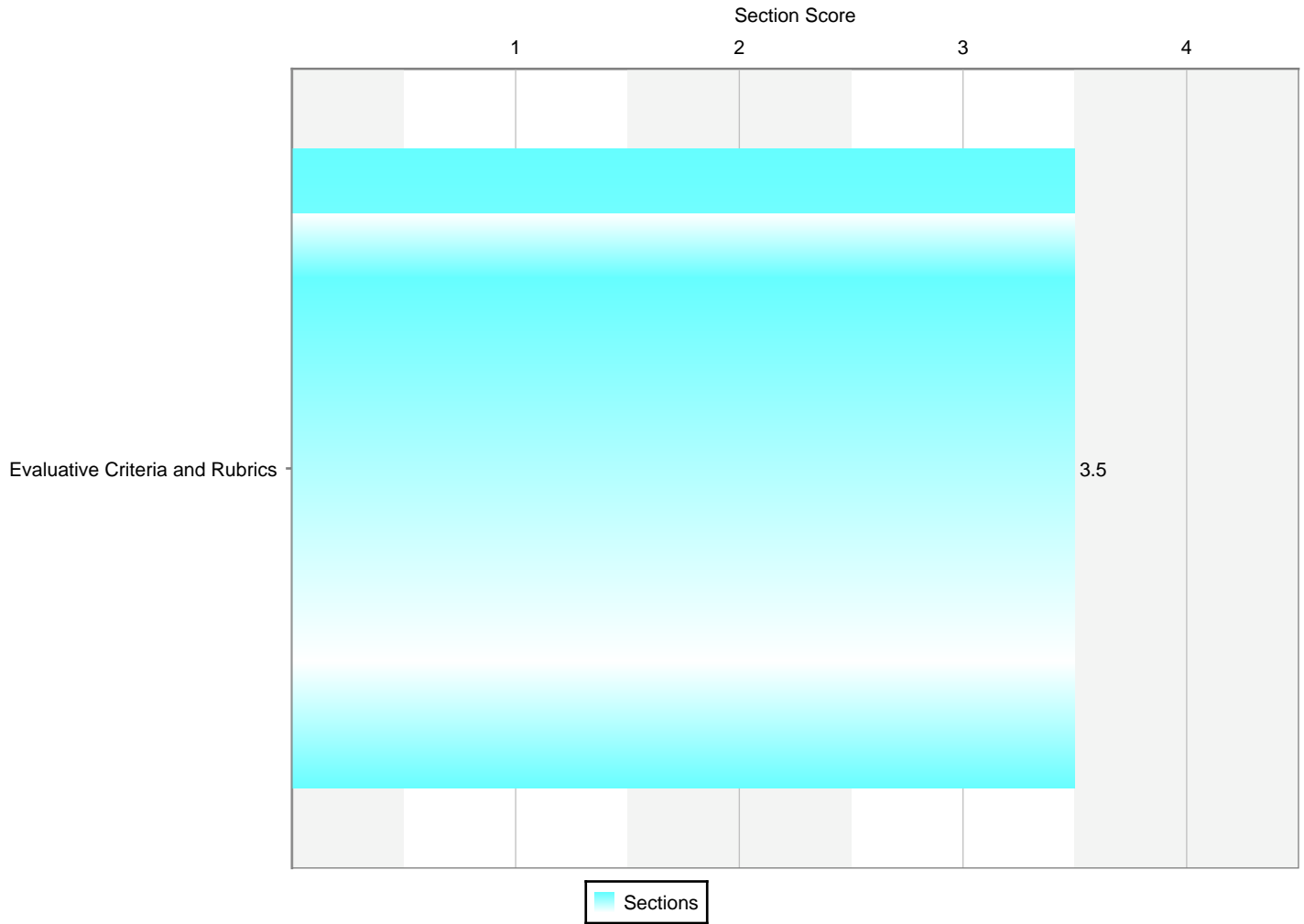
The AdvancED Climate and Culture Parent survey does not indicate any low levels of satisfaction.

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

The AdvancED Climate and Culture Parent survey does not indicate any low levels of satisfaction.

Report Summary

Scores By Section



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		Test data 2016-2017

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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

Third grade math maintained the highest percentages of students in the Exceeding/Ready categories in the LEA.

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

Fifth grade showed significant improvement in the percentages of students scoring Exceeding/Ready in reading and math.

Which area(s) indicate the overall highest performance?

Third grade math

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

The African American subgroup in grades four, five, and seven showed a higher percentage of students scoring in the Exceeding/Ready categories than the prior years in reading.

The African American subgroup in grades three, five, and seven show increases in the percentage of students scoring in the Exceeding/Ready categories than the prior years in math.

Between which subgroups is the achievement gap closing?

The gap between students in the economically disadvantaged subgroup and the All Students subgroup appears to be decreasing.

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

The Scantron Gains Analysis report shows that fifth grade reading was one of the grades with the largest percentage of students meeting their annual target gains last year.

Areas in Need of Improvement

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

Grades seven, eight, and ten in math. Grade ten in reading.

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

Middle and high school math shows a negative trend in performance.

Which area(s) indicate the overall lowest performance?

Seventh, eighth and tenth grade math show the overall lowest performance.

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

The black subgroup in math in grades four, six, eight, and ten show a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

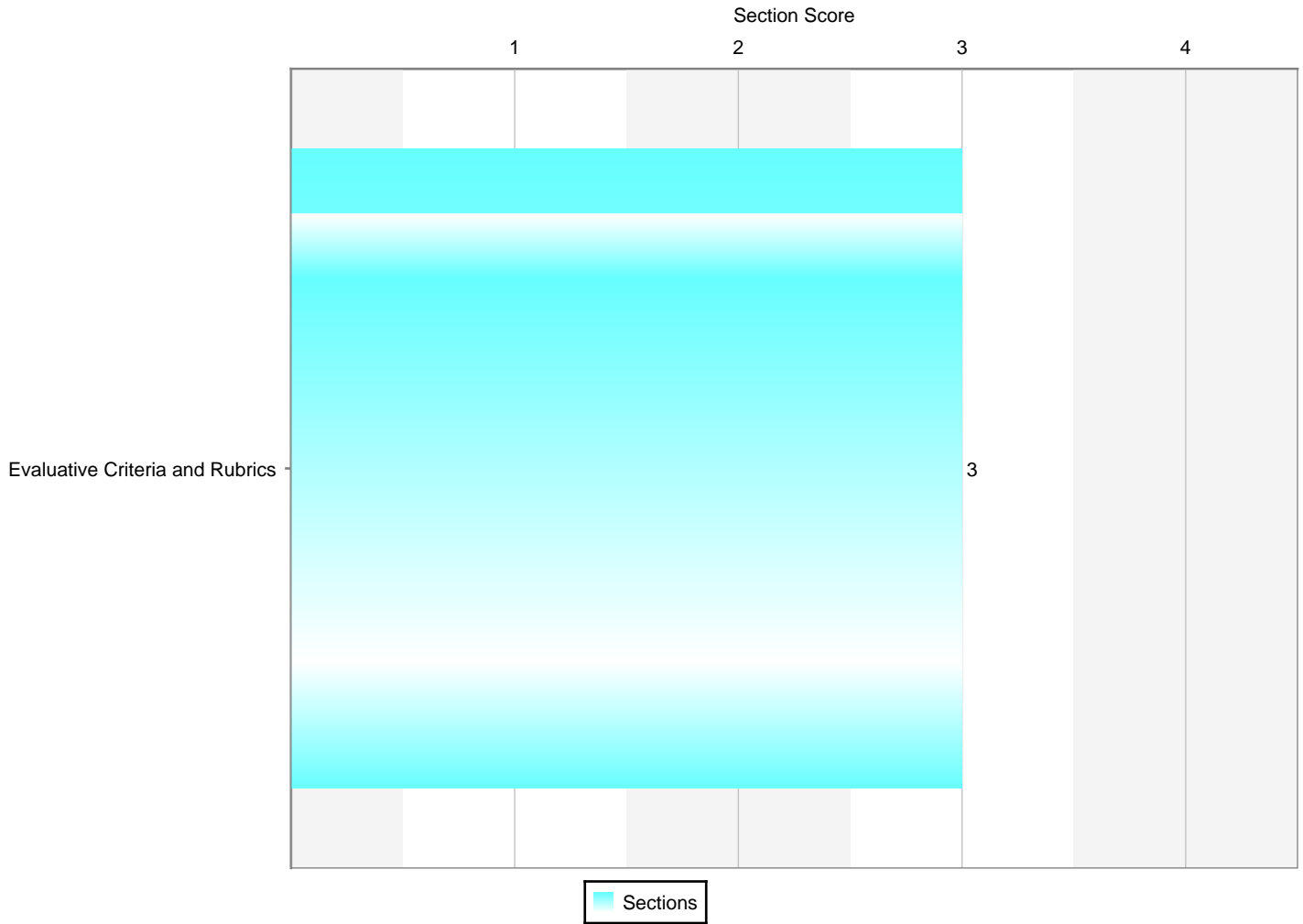
The gap between the achievement of African American and Caucasian students is increasing.

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

Scantron data shows a lower percentage of African American students scored in the Above/Far Above categories than Caucasian students.

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

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

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		Non-discrimination policy

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	<p>Julia Ann Deas-Test Coordinator 155 W. Cobb St. Grove Hill, AL 36451 251` 250-2155</p> <p>Angie Jordan 155 W. Cobb St. Grove Hill, AL 36451 251 250-2155</p>	Non discrimination signatures

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 Plan with Right to Know

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

LEA ACIP 2017-2018

Overview

Plan Name

LEA ACIP 2017-2018

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	Improve proficiency in Reading in Clarke County schools.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
2	Improve proficiency in Math in Clarke County schools.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$0
3	Increase student attendance rate by decreasing chronic absenteeism.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
4	All schools will implement a student advocate program for students.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
5	Decrease the gap between the All Students and Special Education subgroups at Wilson Hall Middle School and Jackson Middle School in reading and math scores by implementing Turnaround Principles 4 and 6.	Objectives: 2 Strategies: 3 Activities: 3	Academic	\$0
6	Provide effective reading instruction for students displaying dyslexic tendencies.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$20000

Goal 1: Improve proficiency in Reading in Clarke County schools.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in comprehension skills in Reading by 05/24/2018 as measured by State and Local assessments..

Strategy 1:

Instructional reading strategies - All teachers will use instructional reading strategies with students on a daily basis. These strategies will target comprehension difficulties experienced by students. Secondary teachers will practice Strategic Teaching on a daily basis as expected by CCBOE.

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

Research Cited: Alabama College and Career Ready Standards are the basis for reading instruction and is supported by the Alabama Reading Initiative.

Activity - Monitor the implementation of instructional reading comprehension strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation monitoring will occur through regular walkthroughs. Schools: All Schools	Academic Support Program	08/14/2017	05/24/2018	\$0	No Funding Required	Principals, Assistant Principals, LEA Reading Coordinator, Resource Specialist, Federal Programs Director

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative assessments for progress monitoring to look for improvement in comprehension skills. Schools: All Schools	Academic Support Program	08/14/2017	05/24/2018	\$0	No Funding Required	Teachers, Administrators, LEA Reading Coordinator, Resource Specialist, other LEA Personnel

Activity - Monitor the implementation of the ELA comprehensive reading program in grades K-8	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Monitor the implementation of the ELA comprehensive reading program through walkthroughs, program fidelity checks and collaborative meetings. Schools: All Schools	Academic Support Program	08/14/2017	05/24/2018	\$0	No Funding Required	Principals, Assistant Principals, Reading coaches, LEA Reading Coordinator, Resource Specialist
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Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools (grades K-10) will administer the Scantron Performance Series assessment three times a year to identify AL-CCR standards mastery. The ACT and WorkKeys assessments will be given to grades 11 and 12 respectfully. Schools: All Schools	Academic Support Program	08/14/2017	05/24/2018	\$0	No Funding Required	Teachers, Administration, LEA Reading Coordinator, other LEA Personnel

Activity - Data and Collaborative Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will participate in data and collaborative meetings at least once per month to review student data and plan next steps. Schools: All Schools	Academic Support Program	08/14/2017	05/24/2018	\$0	No Funding Required	Teachers, Administrators, LEA Personnel

Strategy 2:

System Response to Instruction Plan - All schools will follow the board approved system Response to Instruction plan.

Category: Develop/Implement Learning Supports

Research Cited: Research is provided by the RTI Action Network

Activity - Monitor RTI effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor effectiveness through regular walkthroughs and analysis of data. Ensure that data is being used to drive instruction. Schools: All Schools	Academic Support Program	08/14/2017	05/24/2018	\$0	No Funding Required	Teachers, Administrators, LEA Special Education Coordinator, other LEA personnel

Goal 2: Improve proficiency in Math in Clarke County schools.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency increase in Mathematics by 05/24/2018 as measured by the state assessments, benchmark assessments and math program assessments.

Strategy 1:

Implement Math College and Career Ready Standards - Math College and Career Ready standards will be implemented by all math teachers using the Alabama Insight tool, math programs and textbooks: Go Math K-6, Houghton-Mifflin 7- 8, Algebra, and Geometry to build conceptual understanding for students.

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

Research Cited: Response to Intervention(Instruction) identifies effective tier I, II, III strategies to increase student achievement.

Activity - Monitor the implementation of the Math College and Career Ready Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math CCRS implementation will be monitored through the Continuous Improvement Plans at each school with math specific walkthroughs. Schools: All Schools	Academic Support Program	08/14/2017	05/24/2018	\$0	No Funding Required	Principals, Assistant Principals, Resource Specialist, other LEA personnel.

Activity - Progress monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative assessments to monitor student mastery of CCRS standards. Schools: All Schools	Academic Support Program	08/14/2017	05/24/2018	\$0	No Funding Required	Teachers, Administrators, and LEA personnel will monitor through walkthroughs.

Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools (grades K-10) will administer the Scantron Performance Series assessment three times per year to determine CCRS standards mastery. The ACT and WorkKeys assessments will be given to grades 11 and 12 respectively. Schools: All Schools	Academic Support Program	08/14/2017	05/24/2018	\$0	No Funding Required	Teachers, Administrators, LEA Reading Coordinator, other LEA Personnel

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Activity - Data and Planning Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will participate in data and planning meetings once per month to review student data and plan next steps. Schools: All Schools	Academic Support Program	08/14/2017	05/24/2018	\$0	No Funding Required	Teachers, Administrators, LEA personnel

Strategy 2:

System Response to Instruction Plan - All schools will follow a board approved system Response to Instruction plan.

Category: Develop/Implement Learning Supports

Research Cited: No Child Left Behind

Activity - Monitor RTI effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor effectiveness through regular walkthroughs and data analysis. Ensure that data is being used to drive instruction. Schools: All Schools	Academic Support Program	08/14/2017	05/24/2018	\$0	No Funding Required	Teachers, Administrators, LEA personnel, District Special Education Coordinator

Goal 3: Increase student attendance rate by decreasing chronic absenteeism.**Measurable Objective 1:**

demonstrate a proficiency increase of 1 % in attendance rate at each LEA school by 05/24/2018 as measured by monthly attendance reports.

Strategy 1:

Increase Attendance Rate through the Use of Attendance Strategies - Administrators and teachers will utilize various strategies to increase student attendance.

Category: Other - Implement attendance strategies

Research Cited: Robert Belfanz with Johns Hopkins University drop out and attendance research.

Activity - Monitoring of Attendance Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The evidence of attendance strategy use will be monitored through regular walk throughs. Schools: All Schools	Academic Support Program	08/14/2017	05/24/2018	\$0	No Funding Required	Principals, Assistant Principals, LEA personnel

Strategy 2:

School Attendance Liaison - An LEA Attendance liaison will work with schools on a weekly basis to identify chronic absentee students.

Category: Develop/Implement Learning Supports

Activity - Intervention Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance liaison will work with schools to follow next step procedures to intervene with chronic absentee students. Schools: All Schools	Behavioral Support Program	08/14/2017	05/24/2018	\$0	No Funding Required	Principals, Attendance Liaison

Goal 4: All schools will implement a student advocate program for students.**Measurable Objective 1:**

increase student growth of each student being assigned to an adult advocate by 08/28/2017 as measured by advocate documentation.

Strategy 1:

Advocate assignments - All students will be assigned to an adult advocate/mentor within the school.

Category:

Research Cited: Institute for Research and Reform in Education

Activity - Student/Advocate Interaction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adult advocates will keep records of student/advocate interaction. Advocates will encourage students in the areas of academics, attendance and behavior. Schools: All Schools	Academic Support Program	08/28/2017	05/24/2018	\$0	No Funding Required	Teachers, Principals, LEA Personnel

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advocate/student interaction records will be monitored on a regular basis. Schools: All Schools	Academic Support Program	08/28/2017	05/24/2018	\$0	No Funding Required	Principals, Assistant Principals, LEA personnel

Goal 5: Decrease the gap between the All Students and Special Education subgroups at Wilson Hall Middle School and Jackson Middle School in reading and math scores by implementing

Turnaround Principles 4 and 6.

Measurable Objective 1:

A 3% increase of Fifth, Sixth, Seventh and Eighth grade Students with Disabilities students will demonstrate a proficiency that is improved in Mathematics by 05/25/2018 as measured by the Scantron Performance series assessment.

Strategy 1:

Math Intervention Strategies - Various intervention strategies will be used by the general education and special education teacher to improve math proficiency with special education students. An improvement plan will be created for each student.

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

Research Cited: Response to Intervention(Instruction) research

Activity - Monitor the Implementation of Math Intervention strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During regular walkthroughs, the implementation of math intervention strategies with special education students will be monitored. This includes: Skill identification through benchmark data, teacher collaboration, identified intervention strategies . Schools: Wilson Hall Middle School, Jackson Middle School	Academic Support Program	08/14/2017	05/25/2018	\$0	No Funding Required	LEA personnel, Principals, General Education and Special Education teachers.

(shared) Strategy 2:

Data Driven Instruction - Teachers will use ongoing Scantron Performance series assessments to drive and adjust instruction received by special education students. Data will be reviewed and evaluated at regularly scheduled data meetings.

Category: Develop/Implement Learning Supports

Activity - Data Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to review and evaluate data at regularly scheduled data meetings. Schools: Wilson Hall Middle School, Jackson Middle School	Academic Support Program	08/14/2017	05/25/2018	\$0	No Funding Required	Principal, Assistant Principal, Teachers

Measurable Objective 2:

A 3% increase of Fifth, Sixth, Seventh and Eighth grade Students with Disabilities students will demonstrate a proficiency in improving scores in Reading by 05/25/2018 as measured by Global Scholar benchmark data.

Strategy 1:

Reading Intervention Strategies - General Education and Special Education teachers will use Scantron Performance series benchmark data and work collaboratively to

identify skills not attained and to create an intervention plan for each student.

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

Research Cited: Alabama Reading Initiative

Activity - Monitor the Implementation of Reading Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor through regular walkthroughs the identification of skills not attained, collaboration of general education and special education teachers, and the intervention strategies identified for each student. Schools: Wilson Hall Middle School, Jackson Middle School	Academic Support Program	08/14/2017	05/25/2018	\$0	No Funding Required	LEA personnel, Principals, General Education and Special Education teachers

(shared) Strategy 2:

Data Driven Instruction - Teachers will use ongoing Scantron Performance series assessments to drive and adjust instruction received by special education students.

Data will be reviewed and evaluated at regularly scheduled data meetings.

Category: Develop/Implement Learning Supports

Activity - Data Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to review and evaluate data at regularly scheduled data meetings. Schools: Wilson Hall Middle School, Jackson Middle School	Academic Support Program	08/14/2017	05/25/2018	\$0	No Funding Required	Principal, Assistant Principal, Teachers

Goal 6: Provide effective reading instruction for students displaying dyslexic tendencies.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency for students displaying dyslexic tendencies in Reading by 05/24/2018 as measured by universal screeners.

Strategy 1:

Develop and Implement an Instructional Plan for Students Displaying Dyslexic Tendencies - Multisensory instructional strategies will be implemented on a daily basis in all classrooms for the benefit of students displaying dyslexic tendencies.

Category: Develop/Implement Professional Learning and Support

Research Cited: Torgensen, J. K., Foorman, B. R., & Wagner, R. K.. (2006). FCRR Technical Report #8-Dyslexia: A brief for Educators, Parents, and Legislators in Florida. Florida Center for Reading Research.

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Activity - Ongoing Training for Multisensory Instructional Strategy Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in collaborative groups to learn how to implement multi-sensory instructional strategies as provided by LEA personnel. Schools: All Schools	Professional Learning	08/14/2017	05/24/2018	\$0	No Funding Required	LEA, personnel, Principals, Classroom teachers
Activity - Dyslexia Specific Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on universal screeners, students in the lowest 25%ile will be further assessed using dyslexia specific screeners. Schools: All Schools	Academic Support Program	08/14/2017	05/24/2018	\$0	No Funding Required	Identified school personnel
Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using SPIRE (elementary) and Rewards (middle school) their will be Tier III pullouts for students with dyslexic tendencies and severely struggling students. Schools: Jackson Intermediate School, Wilson Hall Middle School, Grove Hill Elementary School, Joe M. Gillmore Elementary School, Jackson Middle School	Academic Support Program	08/14/2017	05/24/2018	\$20000	Title I Part A	School and LEA personnel

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
Intervention	Using SPIRE (elementary) and Rewards (middle school) their will be Tier III pullouts for students with dyslexic tendencies and severely struggling students.	Academic Support Program	08/14/2017	05/24/2018	\$20000	School and LEA personnel
Total					\$20000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress monitoring	Teachers will use formative assessments to monitor student mastery of CCRS standards.	Academic Support Program	08/14/2017	05/24/2018	\$0	Teachers, Administrators, and LEA personnel will monitor through walkthroughs.
Assessment	All schools (grades K-10) will administer the Scantron Performance Series assessment three times a year to identify AL-CCR standards mastery. The ACT and WorkKeys assessments will be given to grades 11 and 12 respectfully.	Academic Support Program	08/14/2017	05/24/2018	\$0	Teachers, Administration, LEA Reading Coordinator, other LEA Personnel
Monitor RTI effectiveness	Monitor effectiveness through regular walkthroughs and analysis of data. Ensure that data is being used to drive instruction.	Academic Support Program	08/14/2017	05/24/2018	\$0	Teachers, Administrators, LEA Special Education Coordinator, other LEA personnel

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Monitor the implementation of the ELA comprehensive reading program in grades K-8	Monitor the implementation of the ELA comprehensive reading program through walkthroughs, program fidelity checks and collaborative meetings.	Academic Support Program	08/14/2017	05/24/2018	\$0	Principals, Assistant Principals, Reading coaches, LEA Reading Coordinator, Resource Specialist
Data Meeting	Teachers will meet to review and evaluate data at regularly scheduled data meetings.	Academic Support Program	08/14/2017	05/25/2018	\$0	Principal, Assistant Principal, Teachers
Monitor the implementation of instructional reading comprehension strategies	Implementation monitoring will occur through regular walkthroughs.	Academic Support Program	08/14/2017	05/24/2018	\$0	Principals, Assistant Principals, LEA Reading Coordinator, Resource Specialist, Federal Programs Director
Data and Collaborative Meetings	All schools will participate in data and collaborative meetings at least once per month to review student data and plan next steps.	Academic Support Program	08/14/2017	05/24/2018	\$0	Teachers, Administrators, LEA Personnel
Monitor the implementation of the Math College and Career Ready Standards	Math CCRS implementation will be monitored through the Continuous Improvement Plans at each school with math specific walkthroughs.	Academic Support Program	08/14/2017	05/24/2018	\$0	Principals, Assistant Principals, Resource Specialist, other LEA personnel.
Intervention Procedures	Attendance liaison will work with schools to follow next step procedures to intervene with chronic absentee students.	Behavioral Support Program	08/14/2017	05/24/2018	\$0	Principals, Attendance Liaison
Progress Monitoring	Advocate/student interaction records will be monitored on a regular basis.	Academic Support Program	08/28/2017	05/24/2018	\$0	Principals, Assistant Principals, LEA personnel
Student/Advocate Interaction	Adult advocates will keep records of student/advocate interaction. Advocates will encourage students in the areas of academics, attendance and behavior.	Academic Support Program	08/28/2017	05/24/2018	\$0	Teachers, Principals, LEA Personnel

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Ongoing Training for Multisensory Instructional Strategy Implementation	Teachers will meet in collaborative groups to learn how to implement multi-sensory instructional strategies as provided by LEA personnel.	Professional Learning	08/14/2017	05/24/2018	\$0	LEA, personnel, Principals, Classroom teachers
Monitor the Implementation of Math Intervention strategies	During regular walkthroughs, the implementation of math intervention strategies with special education students will be monitored. This includes: Skill identification through benchmark data, teacher collaboration, identified intervention strategies .	Academic Support Program	08/14/2017	05/25/2018	\$0	LEA personnel, Principals, General Education and Special Education teachers.
Dyslexia Specific Screening	Based on universal screeners, students in the lowest 25%ile will be further assessed using dyslexia specific screeners.	Academic Support Program	08/14/2017	05/24/2018	\$0	Identified school personnel
Progress Monitoring	Teachers will use formative assessments for progress monitoring to look for improvement in comprehension skills.	Academic Support Program	08/14/2017	05/24/2018	\$0	Teachers, Administrators, LEA Reading Coordinator, Resource Specialist, other LEA Personnel
Data and Planning Meetings	All schools will participate in data and planning meetings once per month to review student data and plan next steps.	Academic Support Program	08/14/2017	05/24/2018	\$0	Teachers, Administrators, LEA personnel
Monitoring of Attendance Strategies	The evidence of attendance strategy use will be monitored through regular walk throughs.	Academic Support Program	08/14/2017	05/24/2018	\$0	Principals, Assistant Principals, LEA personnel
Monitor RTI effectiveness	Monitor effectiveness through regular walkthroughs and data analysis. Ensure that data is being used to drive instruction.	Academic Support Program	08/14/2017	05/24/2018	\$0	Teachers, Administrators, LEA personnel, District Special Education Coordinator
Monitor the Implementation of Reading Intervention Strategies	Monitor through regular walkthroughs the identification of skills not attained, collaboration of general education and special education teachers, and the intervention strategies identified for each student.	Academic Support Program	08/14/2017	05/25/2018	\$0	LEA personnel, Principals, General Education and Special Education teachers

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Assessment	All schools (grades K-10) will administer the Scantron Performance Series assessment three times per year to determine CCRS standards mastery. The ACT and WorkKeys assessments will be given to grades 11 and 12 respectively.	Academic Support Program	08/14/2017	05/24/2018	\$0	Teachers, Administrators, LEA Reading Coordinator, other LEA Personnel
Total					\$0	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor the implementation of instructional reading comprehension strategies	Implementation monitoring will occur through regular walkthroughs.	Academic Support Program	08/14/2017	05/24/2018	\$0	Principals, Assistant Principals, LEA Reading Coordinator, Resource Specialist, Federal Programs Director
Monitor the implementation of the Math College and Career Ready Standards	Math CCRS implementation will be monitored through the Continuous Improvement Plans at each school with math specific walkthroughs.	Academic Support Program	08/14/2017	05/24/2018	\$0	Principals, Assistant Principals, Resource Specialist, other LEA personnel.
Progress Monitoring	Teachers will use formative assessments for progress monitoring to look for improvement in comprehension skills.	Academic Support Program	08/14/2017	05/24/2018	\$0	Teachers, Administrators, LEA Reading Coordinator, Resource Specialist, other LEA Personnel
Progress monitoring	Teachers will use formative assessments to monitor student mastery of CCRS standards.	Academic Support Program	08/14/2017	05/24/2018	\$0	Teachers, Administrators, and LEA personnel will monitor through walkthroughs.

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Monitor the implementation of the ELA comprehensive reading program in grades K-8	Monitor the implementation of the ELA comprehensive reading program through walkthroughs, program fidelity checks and collaborative meetings.	Academic Support Program	08/14/2017	05/24/2018	\$0	Principals, Assistant Principals, Reading coaches, LEA Reading Coordinator, Resource Specialist
Monitoring of Attendance Strategies	The evidence of attendance strategy use will be monitored through regular walk throughs.	Academic Support Program	08/14/2017	05/24/2018	\$0	Principals, Assistant Principals, LEA personnel
Student/Advocate Interaction	Adult advocates will keep records of student/advocate interaction. Advocates will encourage students in the areas of academics, attendance and behavior.	Academic Support Program	08/28/2017	05/24/2018	\$0	Teachers, Principals, LEA Personnel
Progress Monitoring	Advocate/student interaction records will be monitored on a regular basis.	Academic Support Program	08/28/2017	05/24/2018	\$0	Principals, Assistant Principals, LEA personnel
Assessment	All schools (grades K-10) will administer the Scantron Performance Series assessment three times a year to identify AL-CCR standards mastery. The ACT and WorkKeys assessments will be given to grades 11 and 12 respectfully.	Academic Support Program	08/14/2017	05/24/2018	\$0	Teachers, Administration, LEA Reading Coordinator, other LEA Personnel
Assessment	All schools (grades K-10) will administer the Scantron Performance Series assessment three times per year to determine CCRS standards mastery. The ACT and WorkKeys assessments will be given to grades 11 and 12 respectively.	Academic Support Program	08/14/2017	05/24/2018	\$0	Teachers, Administrators, LEA Reading Coordinator, other LEA Personnel
Data and Planning Meetings	All schools will participate in data and planning meetings once per month to review student data and plan next steps.	Academic Support Program	08/14/2017	05/24/2018	\$0	Teachers, Administrators, LEA personnel
Data and Collaborative Meetings	All schools will participate in data and collaborative meetings at least once per month to review student data and plan next steps.	Academic Support Program	08/14/2017	05/24/2018	\$0	Teachers, Administrators, LEA Personnel

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Monitor RTI effectiveness	Monitor effectiveness through regular walkthroughs and data analysis. Ensure that data is being used to drive instruction.	Academic Support Program	08/14/2017	05/24/2018	\$0	Teachers, Administrators, LEA personnel, District Special Education Coordinator
Monitor RTI effectiveness	Monitor effectiveness through regular walkthroughs and analysis of data. Ensure that data is being used to drive instruction.	Academic Support Program	08/14/2017	05/24/2018	\$0	Teachers, Administrators, LEA Special Education Coordinator, other LEA personnel
Ongoing Training for Multisensory Instructional Strategy Implementation	Teachers will meet in collaborative groups to learn how to implement multi-sensory instructional strategies as provided by LEA personnel.	Professional Learning	08/14/2017	05/24/2018	\$0	LEA, personnel, Principals, Classroom teachers
Dyslexia Specific Screening	Based on universal screeners, students in the lowest 25%ile will be further assessed using dyslexia specific screeners.	Academic Support Program	08/14/2017	05/24/2018	\$0	Identified school personnel
Intervention Procedures	Attendance liaison will work with schools to follow next step procedures to intervene with chronic absentee students.	Behavioral Support Program	08/14/2017	05/24/2018	\$0	Principals, Attendance Liaison
Total					\$0	

Wilson Hall Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor the Implementation of Math Intervention strategies	During regular walkthroughs, the implementation of math intervention strategies with special education students will be monitored. This includes: Skill identification through benchmark data, teacher collaboration, identified intervention strategies .	Academic Support Program	08/14/2017	05/25/2018	\$0	LEA personnel, Principals, General Education and Special Education teachers.
Monitor the Implementation of Reading Intervention Strategies	Monitor through regular walkthroughs the identification of skills not attained, collaboration of general education and special education teachers, and the intervention strategies identified for each student.	Academic Support Program	08/14/2017	05/25/2018	\$0	LEA personnel, Principals, General Education and Special Education teachers

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Data Meeting	Teachers will meet to review and evaluate data at regularly scheduled data meetings.	Academic Support Program	08/14/2017	05/25/2018	\$0	Principal, Assistant Principal, Teachers
Intervention	Using SPIRE (elementary) and Rewards (middle school) their will be Tier III pullouts for students with dyslexic tendencies and severely struggling students.	Academic Support Program	08/14/2017	05/24/2018	\$20000	School and LEA personnel
Total					\$20000	

Joe M. Gillmore Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention	Using SPIRE (elementary) and Rewards (middle school) their will be Tier III pullouts for students with dyslexic tendencies and severely struggling students.	Academic Support Program	08/14/2017	05/24/2018	\$20000	School and LEA personnel
Total					\$20000	

Jackson Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor the Implementation of Math Intervention strategies	During regular walkthroughs, the implementation of math intervention strategies with special education students will be monitored. This includes: Skill identification through benchmark data, teacher collaboration, identified intervention strategies .	Academic Support Program	08/14/2017	05/25/2018	\$0	LEA personnel, Principals, General Education and Special Education teachers.
Monitor the Implementation of Reading Intervention Strategies	Monitor through regular walkthroughs the identification of skills not attained, collaboration of general education and special education teachers, and the intervention strategies identified for each student.	Academic Support Program	08/14/2017	05/25/2018	\$0	LEA personnel, Principals, General Education and Special Education teachers
Data Meeting	Teachers will meet to review and evaluate data at regularly scheduled data meetings.	Academic Support Program	08/14/2017	05/25/2018	\$0	Principal, Assistant Principal, Teachers
Intervention	Using SPIRE (elementary) and Rewards (middle school) their will be Tier III pullouts for students with dyslexic tendencies and severely struggling students.	Academic Support Program	08/14/2017	05/24/2018	\$20000	School and LEA personnel
Total					\$20000	

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Jackson Intermediate School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention	Using SPIRE (elementary) and Rewards (middle school) their will be Tier III pullouts for students with dyslexic tendencies and severely struggling students.	Academic Support Program	08/14/2017	05/24/2018	\$20000	School and LEA personnel
Total					\$20000	

Grove Hill Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention	Using SPIRE (elementary) and Rewards (middle school) their will be Tier III pullouts for students with dyslexic tendencies and severely struggling students.	Academic Support Program	08/14/2017	05/24/2018	\$20000	School and LEA personnel
Total					\$20000	