



ACIP

Covington County Board of Education

Mr. Shannon Driver, Superintendent
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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?

One of the most notable features of Covington County School System is its unique make up of nine individual rural schools. Within each of these schools, exists a sense of pride, an attitude of personal ownership, and personal investment. This is reflected in our students, teachers, parents, and community members. To a large degree, the school is the community hub for citizens of our county.

Covington County has an area of 1,024 square miles, a population of 37,886 and contains 14 individual towns. The county is located in South Central Alabama and is 80 to 125 miles from cities such as Montgomery, Mobile, Dothan and Pensacola.

Covington County Schools (CCS) contains 9 schools. These are:

Fleeta Junior High School: ADM 155

Floral High School: ADM 202

Pleasant Home School: ADM 565

Red Level Elementary School: ADM 345

Red Level High School: ADM 260

Straughn Elementary School: ADM 594

Straughn High School: ADM 415

Straughn Middle School: ADM 282

W.S. Harlan Elementary School: ADM 301

CCS also maintains the Covington County Board of Education Central Office in Andalusia and a separate Transportation Facility (Bus Shop) just south of Andalusia.

Our System has five preschool programs. One on the campus of Red Level Elementary School, one classroom set up at a centralized location at the Covington County Board of Education Office Building, one on the campus of Pleasant Home School, and two on the campus of Straughn Elementary School.

CCS has 3,119 students of which 61.9% qualify for Free or Reduced Lunch.

Our Communities have access to 21st Century Community Learning Centers on multiple school campuses. The Extended Day programs are providing tech activities and teacher supervised homework assistance.

Local Community Colleges are offering Dual Enrollment programs for high schools.

One common challenge we see in schools is the high number of lower income families we serve. The only exposure to technology that many students receive is the time they use it in the classroom. For example, completing an online assignment or getting online homework assistance at home is not an option for many students.

Listed below are some relevant statistics:

Covington County Population: 37,886

Median Household Income: \$33,852

Covington County Schools Enrollment: 3119

Percentage Free or Reduced Lunch Students: 61.9%

Challenges that affect our system include the common theme of funding. Our system has experienced a significant reduction in revenues from local, state, and federal sources while unfunded or underfunded requirements continue to increase. This requires careful management to ensure that our schools are staffed, equipped, and maintained to provide our students with the education that we expect them to have. Another challenge is hiring and retaining high quality, certified teachers in subject areas where there are a limited number of applicants available.

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.

The mission of Covington County Schools is to provide students with the skills and knowledge to become respectful, responsible and resourceful members of society. Our vision statement is "Respectful, Responsible, Resourceful". The leaders, teachers, and support staff, in addition to our community stakeholders, believe that the development of these three characteristics should be the goal of the individual schools and our district. Two major factors make this goal attainable in our community. First, we are very fortunate to have excellent teachers, leaders, and support staff, who understand the vital role of the community school and its potential impact on the students they serve. The other factor is parental and community support. Our community stakeholders are very involved in the educational process and are supportive of the students and our employees.

21st Century technology skills are needed for students to succeed in the information age. CCS infuses classrooms with technology tools such as computers, hand-held devices and smart boards to promote a "connected" digital learning experience.

Mission: The mission of Covington County Schools is to provide students with the skills and knowledge to become respectful, resourceful, and responsible members of society.

Vision: Respectful, Resourceful, Responsible

Beliefs:

We believe every student should be taught by qualified and caring staff.

We believe every student should be provided a safe learning environment.

We believe every student can learn.

We believe our students should be prepared to adapt to future challenges.

We believe in uniting the home, school, businesses and community as partners in the educational process.

CCS is committed to preparing students for a life of learning, responsibility and service.

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.

Achievement:

In the area of Instruction, the Covington County School System has focused/channeled its local financial resources to enhance student learning by funding technology, library media, textbooks, professional development, capital improvements, network infrastructure, and support personnel.

In the area of Professional Development, the Covington County School System has provided school administrators, teachers, students, parents/guardians, and stakeholders with opportunities to collaborate in professional learning environments focusing on content literacy, common core state standards/college and career-ready standards, using data to drive instruction, and technology integration. Covington County School System successfully implemented a Flex Hours Professional Development plan during the 2013-14 school year and will continue this plan. Teachers are given the opportunity to seek out and participate in professional development specific to their content area, self-identified areas in need of improvement, and/or specific interests they would like to explore that would contribute to expanding student learning. There is an organized system of documenting teacher participation in professional development hours. As part of their salaried contract, they are required to actively participate in 18 clock hours which is equivalent to three working days. Overall, there has been a positive response to this plan and there have been several notable attributes directly made to the classroom through this type of opportunity.

Collaboratively-developed Continuous Improvement Plans (CIPs) have been required of all Covington County Schools for the past three years, enabling schools to use data to improve student achievement.

Grants have been secured for Extended Day Programs in elementary schools. Through the 21st Century Community Learning Centers, schools have provided students and parents/guardians with extended learning opportunities and family literacy after school hours.

Improvement:

The Covington County School System is striving for a 100% Graduation Rate, with all students performing at or above grade level in reading and mathematics in K-12.

The Covington County School System will strive toward providing students with digital resources (ebooks, tablets, on-line instructional programming, etc.) including 1:1 initiatives and BYOD (Bring Your Own Devices), while maintaining a secure and safe digital environment.

The Covington County School System will strive to build a technology infrastructure capable of keeping pace with the digital learning environments in its schools.

Additional Information

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

Covington County Schools will continue the initiative of continuously evaluating our formative assessment tools and strategies. The purpose of this continued effort is to ensure the assessments we use are helpful in determining the specific needs of our students. Central office personnel, school administrators, and teachers are working collaboratively to become increasingly knowledgeable of how to effectively use data to realign curriculum and instruction methods. Collectively an effort is being made to use formative and summative assessments to genuinely guide teachers to better understand their student's needs and reach each individual student to prepare them for success on whatever path they choose to pursue after high school graduation.

Along with this effort to use assessment data to drive instruction, a concerted effort is being made to increase professional development in the area of strategic teaching strategies. We want to further improve our abilities to teach students using research based methods and strategies.

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.

School administrators were involved in the improvement planning process for the district as well as department leaders. Monthly meetings were held to discuss needs within the schools and ideas for improvements. School administrators were asked to discuss thoughts and ideas with their faculty to generate feedback. This allowed for needed conversations focused on improving district level support. District department leaders were asked to have conversations with community stakeholders including parents and business owners to generate feedback and suggestions.

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

Shannon Driver - (Superintendent) lead and facilitate conversations focused on district improvement

Nikki Guilford - (Curriculum Coordinator) facilitate conversations with stakeholders and groups, complete ACIP plan in Assist, submit final plans to board members for approval.

Mark Miller - (Technology Coordinator) lead discussions with district leaders focused on improvement of technology and usage, contribute to ACIP conversations to relay needs

Kelly McCollough - (Special Education Coordinator) lead discussions with school counselors and special education teachers to be able to contribute feedback focused on needs

Chris Thomasson -(Federal Programs Coordinator) lead discussions with school and community stakeholders to determine needs and contribute feedback to ACIP district planning

Deedee Holland - (Instructional Specialist and Personnel Director) lead and facilitate conversations with teachers to determine needs from classroom perspective, contribute this feedback to ACIP district planning

School Administrators: Craig Nichols (PHS) Donny Powell (SHS) Max Whittaker (FHS) Randy McGlaun (RLHS) Cassandra Scott (SMS) Bettye Anne Older (SES) Joy Colvin (WSH) Seth Richards (FJHS) Clifton Pace (RLES)

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

Final plan is communicated through the district's website, email to teachers, and a printed copy kept for public review at Covington County Schools Board of Education Office.

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: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	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?

Overall 98% of parents throughout the district who took the Parent Survey provided, responded that they felt welcome in their child's school.

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

NA

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

NA

Areas in Need of Improvement

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

Only 76% of parents surveyed responded that they were familiar with ways in which they could volunteer to work or help out at the school.

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

NA

What are the implications for these stakeholder perceptions?

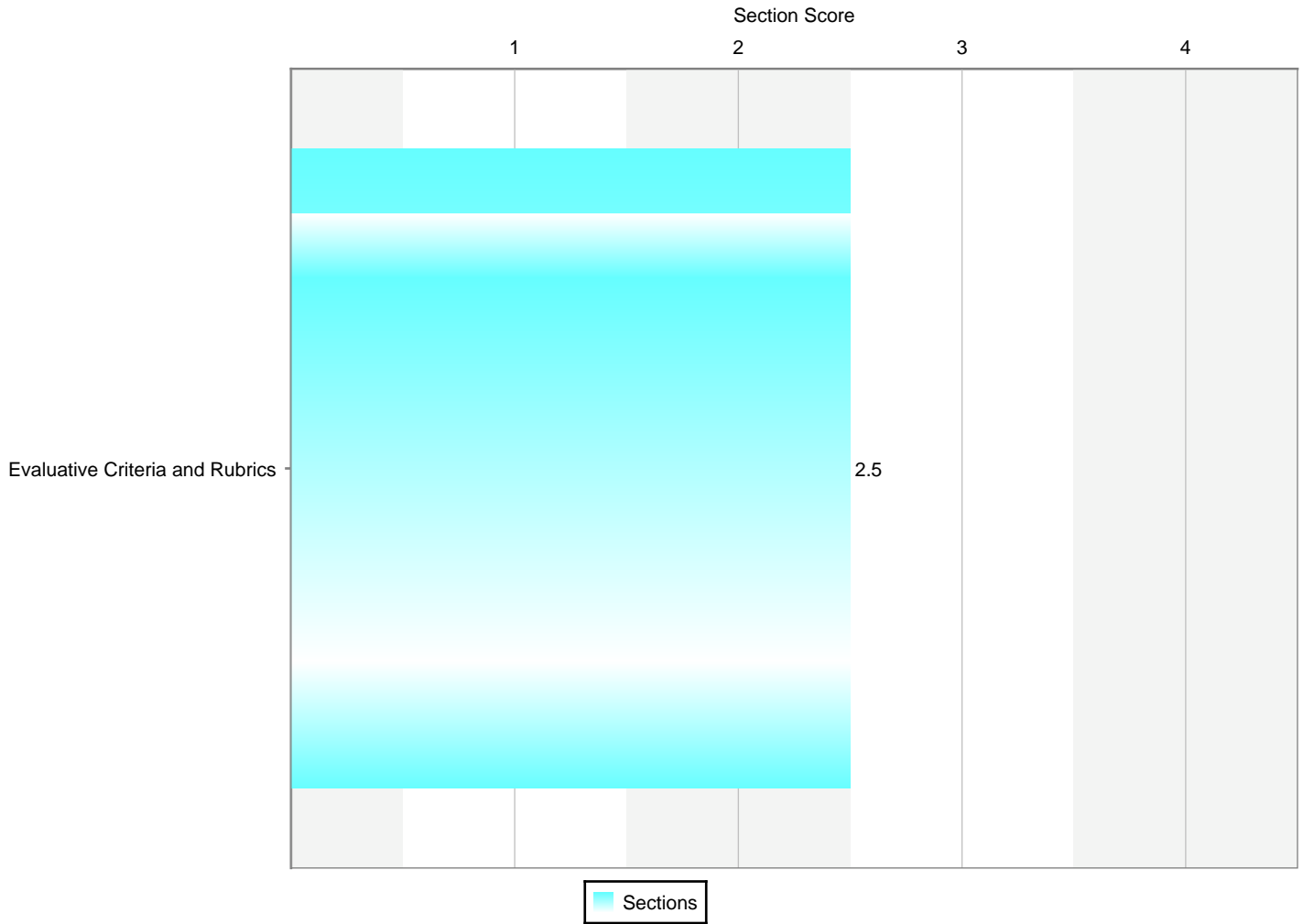
Overall, parents have a positive attitude toward the schools within our district. The survey indicates that parents do want to be more involved in programs and activities at their child's school

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

NA

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		Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

Areas of Notable Achievement

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

District Sixth Grade Aspire Math score is 12% higher than the national average.

District Third Grade Aspire Math score is 11% higher than the national average.

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

Using the STAR Reading Longitudinal reports:

Beginning of the year reading scores for grades 3,4,5, & 6 show an upward trend over the past three years.

Beginning of the year math scores for grades 3,5,7,8,10 and 11 show an upward trend over the past three years.

Which area(s) indicate the overall highest performance?

Third and sixth grade math have the overall highest performance.

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

.

Between which subgroups is the achievement gap closing?

Gender and Poverty groups are the subgroups that can be compared in our district. The population for minority groups is less than 15%.

There is not a significant difference in the achievement of gender or income based groups

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

Aspire Assessments and STAR formative assessments are consistent.

Areas in Need of Improvement

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

Tenth grade Aspire scores in all subject areas are below the expected level of performance.

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

There is only one year of Aspire data for tenth grade.

Which area(s) indicate the overall lowest performance?

Tenth grade math and science scores on the Aspire assessment are the overall lowest performance areas.

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

Using STAR longitudinal reports, grades 7-11 show decreasing performance for beginning of the year scores.

Between which subgroups is the achievement gap becoming greater?

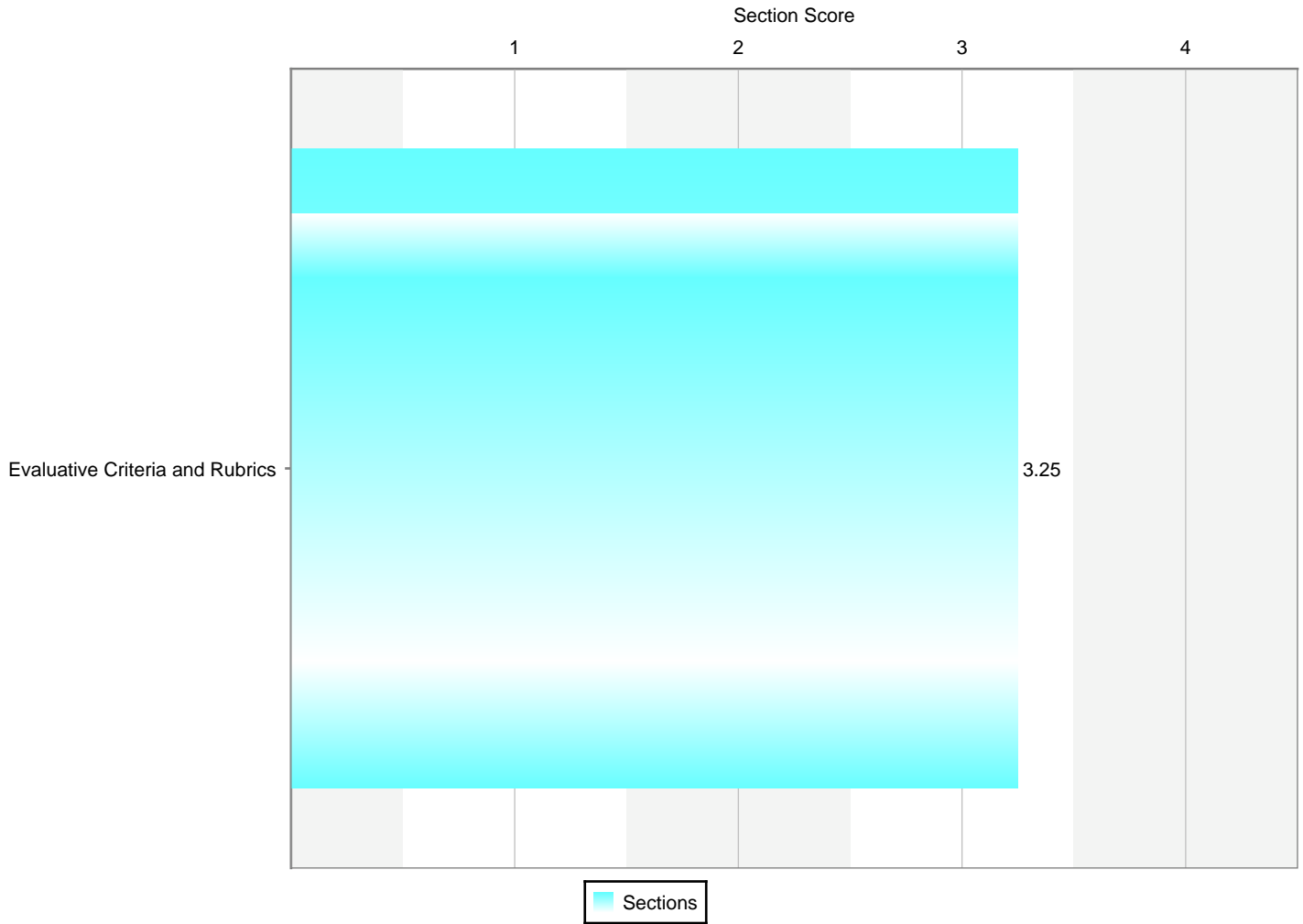
There are no significant achievement gaps between socio-economic and gender subgroups. The minority population is less than 15%.

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

Aspire Assessment data and STAR data is comparable, indicating the results are consistent.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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		Equal Opportunity 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		Equal Opportunity Policy

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		LEA Parental Involvement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	District and Schools use the same Parent Compact.	LEA Parent Compact

2016-17 ACIP Plan

Overview

Plan Name

2016-17 ACIP Plan

Plan Description

Continuous Improvement Plan for 2016-17 School Year.
Some goals are continuations of goals established in the 2015-16 school year.

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	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$1000
2	Prepare and support teachers and leaders to graduate college and career ready Students	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$1000
3	All Educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$230000
4	All students in the Covington County School System will increase their math proficiency.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0
5	All students in the Covington County School System will increase their reading proficiency.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0
6	All Schools in Covington County School System will increase student attendance.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$0
7	Teachers in Covington County School System will use strategic teaching strategies daily.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
8	Review and Improve Respose to Intervention Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
9	Third grade students will be able to successfully read and understand grade level text.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$1000
10	Strengthen Covington County's ability to attract, recruit, and retain highly effective educators	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$0

Goal 1: Engage and Empower the Learner Through Technology

Measurable Objective 1:

A 20% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior in effectively and responsibility using digital tools in Reading by 09/15/2016 as measured by Classroom/Student Observations and final products..

Strategy 1:

Professional Development - 1. Provide Professional Development opportunities to help Teachers move from static text-based resources to more dynamic, interactive multi-media content. Include learning sessions to integrate technology to deliver the interactive content.

2. Provide Professional Development opportunities for Teachers to develop strategies to help students learn from each other through collaborative software apps.

Data Sources:

1. Administrator and Teacher Surveys
2. Professional Development Attendance

Category:

Research Cited: Alabama Technology Plan: Transform 2020

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Planned Professional Development Classes Schools: All Schools	Professional Learning	08/08/2016	07/31/2017	\$1000	General Fund	Mark Miller, Nikki Guilford

Strategy 2:

Online Collaboration - 1. Promote the use of Microsoft Office365 as a Collaboration Tool for Students. Students will receive Office365 User Account and will be given working space on SkyDrive. From there they can work on their individual files or participate in group projects by creating shared files.

Data Sources:

1. Administrator and Teacher Surveys
2. Office365 Resource Usage Data

Category:

Research Cited: Alabama Technology Plan: Transform 2020

Activity - Office365 & Google Apps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Promote Office365 and Google Apps for Education for Online Collaboration Tools Schools: All Schools	Technology	08/08/2016	07/31/2017	\$0	General Fund	Mark Miller

Goal 2: Prepare and support teachers and leaders to graduate college and career ready Students

Measurable Objective 1:

A 20% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to improve their professional practice, model lifelong learning and exhibit leadership in school and community by promoting and demonstrating the effective use of digital content, technology tools and resources. in English Language Arts by 05/30/2014 as measured by Transform 2020 Survey, Lesson Plans, Educate Alabama Summary..

Strategy 1:

Professional Development - 1. Provide Professional Development for "Train the Trainer" and "End User" classes that promote growth in the use of technology already deployed in schools.

Data Sources:

1. Administrator and Teacher Surveys.
2. Professional Development Attendance.

Category:

Research Cited: Alabama Technology Plan: Transform 2020

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide Workshops during the summer. Schools: All Schools	Professional Learning	08/08/2016	07/31/2017	\$1000	General Fund	Mark Miller

Strategy 2:

Online Collaboration - 1. Promote the use of Office365 as a collaboration tool for Teachers. Teachers have access to e-mail on Office365 from school, home and mobile devices. Continue to promote Office 365 as a collaboration tool by expanding the capabilities and begin using the Calendar, SkyDrive and Sites features.

2. Create common areas within Office365 for Teachers and Administrators to share information. This may include Office Documents, Lesson Plans, Calendars, etc. Staff may also consider the reduction of paper usage by sharing information via online files rather than printed material.

Data Sources:

1. Administrator and Teacher Surveys
2. Office365 Resource Usage Data

Category:

Research Cited: Alabama Technology Plan: Transform 2020

Activity - Online Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online Collaboration Schools: All Schools	Technology	08/08/2016	07/31/2017	\$0	General Fund	Mark Miller

Goal 3: All Educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to Locate and promote the use of High-quality, cost effective, complete and supplemental managed interactive, digital content curriculum materials and tex aligned with Alabama's College and Career Ready Standards. by 08/29/2014 as measured by Transform 2020 Survey, District Capital Plan.

Strategy 1:

Software Infrastructure Support - 1. Work to fund, implement and provide support for the District's software apps.

2. Provide Professional Development opportunities for Teachers to help them help themselves when it comes to classroom Tech Support. Cover basic troubleshooting steps to resolve issues related to video, sound, networking, etc.
3. Implement centralized methods of software deployment to minimize the amount of "on site" support needed per classroom or per computer.
4. Ensure sufficient school-wide network connectivity and speed.

Data Sources:

1. Administrator and Teacher Surveys
2. Purchase Orders
3. Network Traffic Reports
4. Tech Support Reports

Category:

Research Cited: Alabama Plan 2020

Activity - Software Infrastructure Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fund, Support and Improve the District's Software Infrastructure Schools: All Schools	Technology	08/08/2016	07/31/2017	\$80000	General Fund	Mark Miller

Strategy 2:

Hardware Infrastructure Support - 1. Work to fund, improve and provide support for the District's network and device infrastructure.

2. Apply for E-Rage eligible services to support internet connectivity, basic telephone service and web hosting.
3. Seek funding sources for new technology and deploy new devices as budgets allow.
4. Ensure sufficient school-wide network connectivity and speed.
5. Seek sources for external tech support to improve District-Wide service and support.

Data Sources:

1. Administrator and Teacher Surveys
2. E-Rate Applications
3. Purchase Orders
4. Invoices paid for Support Services
5. Tech Support Reports

Category:

Research Cited: Alabama Plan 2020

Activity - Hardware Infrastructure Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Fund, Support and Improve the District's Hardware Infrastructure Schools: All Schools	Technology	08/08/2016	07/31/2017	\$150000	Other, USAC Technology, Career and Technical Education Funds	Mark Miller
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Goal 4: All students in the Covington County School System will increase their math proficiency.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency level growth in grade level math skills in Mathematics by 05/22/2015 as measured by Teachers observing individual screening and progress monitoring assessments to indicate growth..

Strategy 1:

- Use Data Effectively to Focus Instruction - 1. Utilize STAR Assessments which analyzes student data at multiple levels
- 2. Develop a district-wide plan for collecting, interpreting, and using data. Dedicate time and develop structures for district schools and teachers to use data to effectively alter instruction
- 3. Train teachers and principals in how to interpret and use data to change instruction
- 4. Use annual state testing performance data when it becomes available to evaluate the overall effectiveness of instructional services provided by the district.

Category:
 Research Cited: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Activity - Establish District Rtl Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a team consisting of one representative from each school. The team will meet monthly to look at progress monitoring data and collaborate to improve remediation strategies for students. Team leaders will be responsible for returning to their local school and overseeing the implementation of plans for focusing instruction for groups of students as well as individual students. Schools: All Schools	Academic Support Program	10/07/2014	05/15/2015	\$0	No Funding Required	Curriculum Coordinator will lead the Rtl Leadership Team. Principals will designate the school leader.

Strategy 2:

Expand Professional Development Opportunities - A district wide plan will be established to incorporate peer observations. Teachers will be given the opportunity to

participate in observing model lessons conducted by other teachers within their school and/or district. The district will:

- * Ensure school leaders advocate and support teacher observation as a valid form of professional development
- * Build a community of trust among faculty
- * Establish a school-wide commitment to the approach
- * Separate observation from the teacher evaluation process
- * Declare the purpose for teacher observation and a commitment to its outcomes
- * Invite teachers to first participate in the process as volunteers
- * Allow time for teachers to observe other teachers
- * Organize scheduled meetings and follow-up conversations
- * Select specific strategies and skills on which to focus during an observation session

Category:

Research Cited: Hirsh, Linda J., "Utilizing Peer Observation as a Professional Development Tool" (2001). Educational Thesis. Paper 22

Activity - Schedule Peer Teacher Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create and Implement a Schedule to allow teachers to observe peer teachers. Schools: All Schools	Professional Learning	10/08/2014	05/15/2015	\$0	No Funding Required	Principals will coordinate with teachers and other principals to establish schedules. Superintendent and Curriculum Coordinator will assist as needed.

Strategy 3:

Cross Curricular Professional Development - Professional development sessions will be provided by the district at the Covington County Schools Board of Education Office Buildings Quarterly. These workshops will be focused on collaboration among schools, grade levels, and content areas. The workshops will be developed considering the following:

- Teachers will have opportunities to engage with the CCRS content and practices, following a deliberate sequence based on mathematical concepts and foundations.
- The District will create materials that specifically address local content and provide teachers with tangible examples of strategic practices.
- Professional development should be consistent with existing knowledge on effective ways to support learning, particularly regarding alignment with school goals, and collaboration between educators.
- Professional development activities will be established as coherent and continuous experiences that provide a consistent message of how CCRS should be

incorporated into the classroom.

Category:

Research Cited:

Ingersoll, R., and Strong, M. (2011). The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research. Review of Education Research, 81(2), 201-233

Activity - Professional Development Quarterly Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The District will provide quarterly professional development sessions focused on improving instruction in all content areas. The focus will be on collaboration among schools, grade levels, and content instructors. Providing specific strategies to implement in the classroom aligned with the district goal of improving math proficiency scores will be targeted.</p> <p>Schools: All Schools</p>	Professional Learning	10/08/2014	07/31/2015	\$0	No Funding Required	Curriculum Coordinator, will collaborate with district department leaders, regional in-service providers, principals, and teachers to develop effective professional development sessions aligned with meeting district goals.

Goal 5: All students in the Covington County School System will increase their reading proficiency.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency level growth in grade level reading proficiency in English Language Arts by 05/22/2015 as measured by teachers and administrators observing individual screening and progress monitoring assessments to indicate growth.

Strategy 1:

- Use Data Effectively to Focus Instruction - 1. Utilize STAR Assessments which analyzes student data at multiple levels.
- 2. Develop a district-wide plan for collecting, interpreting, and using data. Dedicate time and develop structures for district schools and teachers to use data to effectively alter instruction
- 3. Train teachers and principals on how to interpret and use data to change instruction.
- 4. Use annual state testing performance data when it becomes available to evaluate the overall effectiveness of instructional services provided by the district.

Category:

Research Cited: Hamilton, L., Halverson, R., Jackson, S., mandinach, E., Supovitz, J., & Wayman, J. (2009). Using Student Achievement to Support Instructional Decision Making. Washington, DC: National Center for Education Evaluation and regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Activity - Develop District Rtl Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Establish a team consisting of one representative from each school. The team will meet monthly to look at progress monitoring data and collaborate to improve remediation strategies for students. Team leaders will be responsible for returning to their local school and together with the administration give guidance and support with implementation of plans. Plans will be designed to focus instruction for groups of students as well as individual students in order to meet the district goal of reading proficiency improvement.</p> <p>Schools: All Schools</p>	Academic Support Program	10/08/2014	08/08/2015	\$0	No Funding Required	Principals will choose a teacher to represent their school on the team. Curriculum Coordinator will plan agenda and lead meetings. Meetings will be focused on collaborating between schools, providing support, and data analysis.

Strategy 2:

- Professional Development - Expand Professional Development Opportunities – A district wide plan will be established to incorporate peer observations. Teachers will be given the opportunity to participate in observing model lessons conducted by other teachers within their school and/or district. The district will:
- *Ensure school leaders advocate and support teacher observation as a valid orm of proessional development
 - *Build a community of trust among faculty
 - *Establish a school-wide commitment to the approach
 - *Separate observation from the teacher evaluation process

- *Declare the purpose for teacher observation and commitment to its outcomes
- *Invite teachers to first participate in the process as volunteers
- *Allow time or teachers to observe other teachers
- *Organize scheduled meetings and follow-up conversations
- *Select specific strategies and skills on which to focus during an observation session

Category:

Research Cited: Hirsh, Linda J., "Utilizing Peer Observation as a Professional Development Tool" (2001). Educational Thesis. Paper 22

Activity - Peer Observation for Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create and implement a schedule to allow teachers to observe peer teachers. Schools: All Schools	Professional Learning	10/08/2014	05/22/2015	\$0	No Funding Required	Principals will coordinate with teachers and fellow principals to establish schedules. Superintendent, Curriculum Coordinator, and Accreditation Coordinator will assist as needed.

Strategy 3:

Professional Development to Increase Rigor in Reading - Professional development sessions will be provided by the district at the Covington County Schools Board of Education Office Building quarterly. These sessions will be focused on collaboration among schools, grade levels, and content areas. The workshops will be developed considering the following:

- Practical, researched-based teaching and learning strategies that teachers can use immediately
- Models of how to effectively teach Alabama College and Career Readiness Standards and literacy skills
- Teachers learn a common approach and a common language around literacy instruction that when implemented strengthens school-wide literacy efforts and helps schools move forward
- Material is relevant and responsive to the needs of students and teachers

Category:

Research Cited: Gallimore, R., et al, "Moving the Learning of Teaching Closer to Practice," The Elementary School Journal, 2009

Activity - Professional Development for Cross Curricular Teaching of Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The District will provide quarterly professional development sessions focused on providing practical, research-based teaching and learning strategies. Opportunity for collaboration among schools, grade levels, and content instructors will be given. These sessions will occur at The Covington County Schools Board of Education Office Building which is a central location for all schools within the district.</p> <p>Schools: All Schools</p>	Professional Learning	10/08/2014	05/15/2015	\$0	No Funding Required	Superintendent, Program Coordinators, Principals, Lead Teachers, Instructional Coaches

Goal 6: All Schools in Covington County School System will increase student attendance.

Measurable Objective 1:

collaborate to increase student attendance by 05/29/2015 as measured by average daily attendance percentage compared to previous years.

Strategy 1:

1. Create a school climate that encourages students to attend school - 1. Make students and parents or guardians feel welcome at school and school events.
2. Create an environment that enables students to succeed in academics or activities by acknowledging accomplishments, even small ones.
3. Provide SchoolCast for all schools giving them the option to set up a phone notification system to notify parents of student absences
4. When students are absent, teachers will talk to them upon their return about why they were absent.
5. Empower and expect teachers to take action when they think a student may be truant.
6. Reward and recognize good attendance through exemption policy and attendance rewards
7. Make school a place where students feel safe from harm and harassment.
8. Build relationships with local law enforcement, juvenile courts, and faith based or community organizations to share information and suggestions for keeping students in school.

Category:

Research Cited: Railsback, J. (2004). Increasing student attendance: Strategies from research and practice. Retrieved March 15, 2005, from <http://www.nwrel.org/request/2004june/>

Ziesemer, C. (1984). Student and staff perceptions of truancy and court referrals. *Social Work in Education*, 6, 167–178.

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Activity - Preventative Steps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Establish a contact person at each school for parents to work with 2. Make home visits to families of chronically absent students 3. Use resource officer to work with problem students and families 4. Conduct workshops for families about attendance 5. Reward students for improved attendance Schools: All Schools	Behavioral Support Program	10/09/2014	05/29/2015	\$0	No Funding Required	Central Office Administration, School Administration, Teachers, School Resource Officers

Strategy 2:

Sanctions for Truancy - 1. First, second, and third unexcused absence - teacher will caution student about truancy and remind student that a written explanation must be submitted by the parent/guardian.

2. Fourth truancy - parent will be notified by school administration that student was truant and provide the dates of trancies.

3. Fifth - truancy the parent/guardian or person having control of said student shall be sent to NOTICE TO APPEAR at the Covington County Juvenile Court for Early Warning Truancy Prevention Program.

Failure to appear at the Early Warning Truancy Prevention Program meeting shall result in the filing of a complaint/petition against the student and/or parent/guardian.

4. Seventh unexcused absence and within ten days of that seventh absence, the school will file a complaint/petition against the student or parent/guardian.

5. Tenth absence coded "excused" but not satisfactorily explained may also be required to attend Early Warning Court.

Category:

Research Cited: Railsback, J. (2004). Increasing student attendance: Strategies from research and practice. Retrieved March 15, 2005, from <http://www.nwrel.org/request/2004june/>

Ziesemer, C. (1984). Student and staff perceptions of truancy and court referrals. *Social Work in Education*, 6, 167–178.

Activity - Communicating Truancy Prevention and Sanctions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Make all administration knowledgeable of guidelines for truancy prevention. 2. Communicate with parents and community the expectations of school attendance and the sanctions when truancy becomes a problem. 3. Develop notification letters to be used by administration when communicating with parents. 4. Involve parents by holding face to face conferences when truancy problems develop. Schools: All Schools	Behavioral Support Program	10/09/2014	05/29/2015	\$0	No Funding Required	District Administration, School Principals, Teachers, Resource Officers

Strategy 3:

- Collaboration among teachers, administrators, community leaders, resource officers - 1. Empower teachers to get involved when students are truant
- 2. Provide professional development for school truancy contact person and school resource officers
- 3. Partner with local community agencies to conduct workshops for families about attendance

Category:

Research Cited: Railsback, J. (2004). Increasing student attendance: Strategies from research and practice. Retrieved March 15, 2005, from <http://www.nwrel.org/request/2004june/>

Ziesemer, C. (1984). Student and staff perceptions of truancy and court referrals. *Social Work in Education*, 6, 167–178.

Activity - Collaboration to Prevent Truancy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Involve District Leadership Team in planning for and implementing new approaches to preventing truancy Work with school and community stakeholders to develop effective, relevant parent workshop agendas Communicate frequently with school truancy contact person Schools: All Schools	Behavioral Support Program	10/09/2014	05/29/2015	\$0	No Funding Required	District Administration, School Administration, District CIP Leadership team

Goal 7: Teachers in Covington County School System will use strategic teaching strategies daily.

Measurable Objective 1:

demonstrate a behavior : Teachers will effectively use strategic teaching strategies to increase student engagement by 05/27/2016 as measured by the local spring reading formative assessment (STAR). Students in grades 3-8 will increase their percentage ranking by 4% from a 41% PR score on the fall reading formative assessment (STAR)..

Strategy 1:

Embedded Professional Development - An Instructional Specialist will be secured to provide embedded professional development for teachers of grades 7-12. The specialist will work with district and local administrators to identify areas of student achievement in need of improvement. The specialist will begin working with teachers on a systematic and routine basis to help teachers develop strategic teaching strategies that will be most effective in their classroom. The specialist will work side-by-side in the classroom to model good teaching practices.

Category:

Research Cited: National Association of Secondary School Principals. (2004). *Breaking Ranks: Strategies for Leading High School Reform*. Reston, VA

Activity - Data Meetings - High School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High School Instructional Specialist will lead data meetings with school administrators and lead teachers to identify areas of strength and weaknesses. The Specialist will assist school administrators and lead teachers in deciding how to use the data to improve instruction in the classroom. Schools: Straughn High School, Florala High School, Straughn Middle School, Red Level High School, Pleasant Home School	Academic Support Program	08/01/2015	05/27/2016	\$0	District Funding	District Administration and Instructional Specialist

Activity - Teacher Training on Strategic Teaching Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Specialist will work through the coaching cycle with teachers as needed based on the recommendation of the principal and data information Schools: Straughn High School, Florala High School, Straughn Middle School, Red Level High School, Pleasant Home School	Professional Learning	08/01/2015	05/27/2016	\$0	District Funding	District Administrators, School Administrators, Instructional Specialist

Strategy 2:

Embedded Professional Development - Elementary - Instructional Coaches will be secured to provide embedded professional development for teachers of grades K-5. The instructional coach will work with district and local administrators to identify areas of student achievement in need of improvement. The instructional coach will begin working with teachers on a systematic and routine basis to help teachers develop strategic teaching strategies that will be most effective in their classroom. The instructional coach will work side-by-side in the classroom to model good teaching practices and provide support to the classroom teacher.

Category:

Research Cited: Silver, H., Strong, R., & Perini, M. (2007). *The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson*. Thoughtful Education Press.

Activity - Data Meetings - Elementary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coach will lead data meetings with school administrators and lead teachers to identify areas of strength and weaknesses. Instructional Coach will assist school administrators and lead teachers in deciding how to use the data to improve instruction in the classroom. Schools: Fleeta Junior High School, Red Level Elementary School, Straughn Elementary School, Pleasant Home School, W.S. Harlan Elementary School	Academic Support Program	08/01/2015	05/27/2016	\$0	District Funding	District and School Administrators

Goal 8: Review and Improve Response to Intervention Plan

Measurable Objective 1:

collaborate to review and improve the district RtI Plan by 05/27/2016 as measured by Improved delivery of RtI Model which will result in an increase in student achievement in reading and math.

Strategy 1:

Review - District Curriculum Coordinator and Special Education Coordinator will work with a committee made up of one teacher from each school to review current RtI Plan. Committee will review assessment tools being used for progress monitoring, include in the plan the following elements:

- delivery of instruction provided by highly qualified teacher
- scientifically research based programs being utilized effectively for all tiers of instruction
- data results used to guide individualized instruction for students
- progress monitoring occurring systematically and at least every two weeks
- formal documentation of student progress provided to parent

Category:

Activity - RtI Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Form RtI committee Schools: All Schools	Academic Support Program	08/01/2015	05/27/2016	\$0	No Funding Required	Nikki Guilford and Kelly McCollough

Goal 9: Third grade students will be able to successfully read and understand grade level text.**Measurable Objective 1:**

demonstrate a proficiency in third grade reading by 05/19/2017 as measured by the district spring reading formative assessment (STAR). The percentage of students reading at or above proficiency will increase by 10% from 50% (pretest Fall Assessment 2016) to 60% post test (Spring Assessment 2017). Proficiency is set at 50%.

Strategy 1:

Reading Specialist - The district will supplement the allocated funds from the State Department to ensure each school has one full time reading specialist/coach.

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

Activity - Reading Specialist Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Specialists will participate in an ARI training titled "Condensed Beginning Reading Training." Schools: All Schools	Professional Learning	09/14/2016	09/14/2016	\$0	No Funding Required	All building reading coaches and district LEA

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Activity - Student Centered Coaching Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Coaches will participate in a book study lead by District Curriculum Coordinator: "Student Centered Coaching" by Diane Sweeney. Schools: All Schools	Professional Learning	09/26/2016	12/02/2016	\$200	District Funding	All reading coaches and district curriculum coordinator.

Activity - Reading Intervention Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Coaches will take a lead in planning, developing, and implementing sound reading intervention classes for students needing additional support. Schools: All Schools	Academic Support Program	09/01/2016	05/19/2017	\$0	No Funding Required	Reading Coaches, Principals, Third grade teachers

Activity - Constructed Response Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third grade teachers will participate in training focused on using and assessing constructed response questions. Facilitators through Chalkable will be secured for this training. Schools: All Schools	Professional Learning	10/19/2016	10/19/2016	\$800	General Fund	Curriculum Coordinator

Strategy 2:

Leadership Effectiveness Training - Administrators will participate in the 2016-17 CCRS Professional Learning Team Meetings focused on deepening understanding of rigor, develop insight related to what rigor looks like in the classroom, and current practices to support rigor.

Category: Develop /Implement Leader Effectiveness Plan

Activity - CCRS Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in CCRS Professional Learning Team Meetings provided by Alabama Regional Staff Schools: All Schools	Professional Learning	09/15/2016	02/09/2017	\$0	No Funding Required	District LEA representatives and building principals

Activity - Eleot Observation Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will receive professional development on using the Eleot Tool for classroom observation. Schools: All Schools	Professional Learning, Academic Support Program	08/04/2016	05/25/2017	\$0	No Funding Required	Curriculum Coordinator

Goal 10: Strengthen Covington County's ability to attract, recruit, and retain highly effective educators

Measurable Objective 1:

demonstrate a behavior that indicates the positive impact of the Alabama Teacher Mentoring Program by 05/25/2017 as measured by the increase in effective educator retention.

Strategy 1:

Professionalism - Educators will participate in professional learning on the following topics: Alabama Quality Teaching Standards, Educator Code of Ethics, Parent Conferences, Confidentiality, and Communication (oral and written)

Category: Develop/Implement Professional Learning and Support

Activity - Code of Ethics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information presented at New Teacher Mentor Program Orientation Schools: All Schools	Career Preparation/Orientation	10/19/2016	10/19/2016	\$0	No Funding Required	Teacher Mentor
Activity - Parent Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning specific to communicating with parents. Schools: All Schools	Parent Involvement	10/19/2016	05/25/2017	\$0	No Funding Required	Teacher Mentor
Activity - Confidentiality	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development specific to confidentiality. Schools: All Schools	Professional Learning	10/19/2016	05/25/2017	\$0	No Funding Required	Teacher Mentor
Activity - Alabama Quality Teaching Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development focused on the Alabama Quality Teaching Standards Schools: All Schools	Professional Learning, Recruitment and Retention	10/19/2016	05/25/2017	\$0	No Funding Required	Teacher mentor

Strategy 2:

Teaching and Learning - Professional learning will cover the following topics: feedback to students, implementing technology, differentiated instruction, developing lesson plans, using pacing guides, understanding college and career ready standards.

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

Activity - Mentor Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meetings with teacher mentor will occur at a minimum, twice monthly. These meetings will focus on conversations and professional development in the areas of feedback to students, implementing technology, differentiated instruction, understanding college and career ready standards, developing lesson plans, and using pacing guides. Schools: All Schools	Professional Learning	10/19/2016	05/25/2017	\$0	No Funding Required	Teacher mentor and district liaison

Strategy 3:

Classroom Management - Professional learning will cover the following strategies: room arrangement, classroom rules and procedures, discipline plan, positive reinforcement, motivating students, transition time, time management, assessing and grading student work.

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

Activity - Mentor Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly meetings will focus on mentor/mentee conversations focused on classroom rules, procedures, and room arrangements, discipline procedures, positive reinforcement, time management, and assessing student work. Schools: All Schools	Professional Learning, Recruitment and Retention	10/19/2016	05/25/2017	\$0	No Funding Required	Teacher mentor and district liaison

Strategy 4:

Implementation of the Alabama Teacher Mentor Program - Induction, formal orientation of novice teachers, mentoring, professional development of novice teachers, professional development of mentors

Category: Develop/Implement Teacher Effectiveness Plan

Activity - District Responsibilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. District Planning Team 2. Specific Needs of novice teachers 3. Anticipate barriers (time) 4. Identify services currently provided 5. Review materials and resources 6. Evaluate the Program Schools: All Schools	Recruitment and Retention	10/19/2016	05/25/2017	\$0	No Funding Required	Mentor Teachers, District Liaison

Activity - Principal's Responsibilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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1. Orient new teachers 2. Provide Instructional support 3. Expect the staff to support new teachers 4. Create a professional culture Schools: All Schools	Recruitment and Retention	10/19/2016	05/25/2017	\$0	No Funding Required	District Mentor Liaison and School Principal
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Activity - Evidence of Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Participate in three surveys 2. Names and emails of mentors and mentees to Logan Searcy 3. Inclusion of ACIP Induction/Mentoring Goal 4 LEA Teacher turnover rate included in an ACIP district goal in ASSIST 5. Training verification, agendas, etc. uploaded in a Stakeholder Feedback diagnostic Schools: All Schools	Recruitment and Retention	10/19/2016	05/25/2017	\$0	No Funding Required	District Mentor Liaison

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Centered Coaching Book Study	Reading Coaches will participate in a book study lead by District Curriculum Coordinator: "Student Centered Coaching" by Diane Sweeney.	Professional Learning	09/26/2016	12/02/2016	\$200	All reading coaches and district curriculum coordinator.
Teacher Training on Strategic Teaching Strategies	Instructional Specialist will work through the coaching cycle with teachers as needed based on the recommendation of the principal and data information	Professional Learning	08/01/2015	05/27/2016	\$0	District Administrator s, School Administrator s, Instructional Specialist
Data Meetings - Elementary	The Instructional Coach will lead data meetings with school administrators and lead teachers to identify areas of strength and weaknesses. Instructional Coach will assist school administrators and lead teachers in deciding how to use the data to improve instruction in the classroom.	Academic Support Program	08/01/2015	05/27/2016	\$0	District and School Administrator s
Data Meetings - High School	High School Instructional Specialist will lead data meetings with school administrators and lead teachers to identify areas of strength and weaknesses. The Specialist will assist school administrators and lead teachers in deciding how to use the data to improve instruction in the classroom.	Academic Support Program	08/01/2015	05/27/2016	\$0	District Administration and Instructional Specialist
Total					\$200	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Hardware Infrastructure Support	Fund, Support and Improve the District's Hardware Infrastructure	Technology	08/08/2016	07/31/2017	\$50000	Mark Miller
Total					\$50000	

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Hardware Infrastructure Support	Fund, Support and Improve the District's Hardware Infrastructure	Technology	08/08/2016	07/31/2017	\$75000	Mark Miller
Total					\$75000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Preventative Steps	<ol style="list-style-type: none"> 1. Establish a contact person at each school for parents to work with 2. Make home visits to families of chronically absent students 3. Use resource officer to work with problem students and families 4. Conduct workshops for families about attendance 5. Reward students for improved attendance 	Behavioral Support Program	10/09/2014	05/29/2015	\$0	Central Office Administration , School Administration , Teachers, School Resource Officers
Professional Development Quarterly Sessions	The District will provide quarterly professional development sessions focused on improving instruction in all content areas. The focus will be on collaboration among schools, grade levels, and content instructors. Providing specific strategies to implement in the classroom aligned with the district goal of improving math proficiency scores will be targeted.	Professional Learning	10/08/2014	07/31/2015	\$0	Curriculum Coordinator, will collaborate with district department leaders, regional in-service providers, principals, and teachers to develop effective professional development sessions aligned with meeting district goals.
Establish District Rtl Team	Establish a team consisting of one representative from each school. The team will meet monthly to look at progress monitoring data and collaborate to improve remediation strategies for students. Team leaders will be responsible for returning to their local school and overseeing the implementation of plans for focusing instruction for groups of students as well as individual students.	Academic Support Program	10/07/2014	05/15/2015	\$0	Curriculum Coordinator will lead the Rtl Leadership Team. Principals will designate the school leader.

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Develop District RtI Leadership Team	Establish a team consisting of one representative from each school. The team will meet monthly to look at progress monitoring data and collaborate to improve remediation strategies for students. Team leaders will be responsible for returning to their local school and together with the administration give guidance and support with implementation of plans. Plans will be designed to focus instruction for groups of students as well as individual students in order to meet the district goal of reading proficiency improvement.	Academic Support Program	10/08/2014	08/08/2015	\$0	Principals will choose a teacher to represent their school on the team. Curriculum Coordinator will plan agenda and lead meetings. Meetings will be focused on collaborating between schools, providing support, and data analysis.
Professional Development for Cross Curricular Teaching of Literacy	The District will provide quarterly professional development sessions focused on providing practical, research-based teaching and learning strategies. Opportunity for collaboration among schools, grade levels, and content instructors will be given. These sessions will occur at The Covington County Schools Board of Education Office Building which is a central location for all schools within the district.	Professional Learning	10/08/2014	05/15/2015	\$0	Superintendent, Program Coordinators, Principals, Lead Teachers, Instructional Coaches
Mentor Meetings	Meetings with teacher mentor will occur at a minimum, twice monthly. These meetings will focus on conversations and professional development in the areas of feedback to students, implementing technology, differentiated instruction, understanding college and career ready standards, developing lesson plans, and using pacing guides.	Professional Learning	10/19/2016	05/25/2017	\$0	Teacher mentor and district liaison
Mentor Meetings	Monthly meetings will focus on mentor/mentee conversations focused on classroom rules, procedures, and room arrangements, discipline procedures, positive reinforcement, time management, and assessing student work.	Professional Learning, Recruitment and Retention	10/19/2016	05/25/2017	\$0	Teacher mentor and district liaison
Reading Specialist Training	Reading Specialists will participate in an ARI training titled "Condensed Beginning Reading Training."	Professional Learning	09/14/2016	09/14/2016	\$0	All building reading coaches and district LEA

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Peer Observation for Professional Development	Create and implement a schedule to allow teachers to observe peer teachers.	Professional Learning	10/08/2014	05/22/2015	\$0	Principals will coordinate with teachers and fellow principals to establish schedules. Superintendent, Curriculum Coordinator, and Accreditation Coordinator will assist as needed.
Alabama Quality Teaching Standards	Professional development focused on the Alabama Quality Teaching Standards	Professional Learning, Recruitment and Retention	10/19/2016	05/25/2017	\$0	Teacher mentor
Collaboration to Prevent Truancy	Involve District Leadership Team in planning for and implementing new approaches to preventing truancy Work with school and community stakeholders to develop effective, relevant parent workshop agendas Communicate frequently with school truancy contact person	Behavioral Support Program	10/09/2014	05/29/2015	\$0	District Administration, School Administration, District CIP Leadership team
Eleot Observation Tool	Administrators will receive professional development on using the Eleot Tool for classroom observation.	Professional Learning, Academic Support Program	08/04/2016	05/25/2017	\$0	Curriculum Coordinator
Parent Conferences	Professional Learning specific to communicating with parents.	Parent Involvement	10/19/2016	05/25/2017	\$0	Teacher Mentor
Code of Ethics	Information presented at New Teacher Mentor Program Orientation	Career Preparation/Orientation	10/19/2016	10/19/2016	\$0	Teacher Mentor
Principal's Responsibilities	1. Orient new teachers 2. Provide Instructional support 3. Expect the staff to support new teachers 4. Create a professional culture	Recruitment and Retention	10/19/2016	05/25/2017	\$0	District Mentor Liaison and School Principal
District Responsibilities	1. District Planning Team 2. Specific Needs of novice teachers 3. Anticipate barriers (time) 4. Identify services currently provided 5. Review materials and resources 6. Evaluate the Program	Recruitment and Retention	10/19/2016	05/25/2017	\$0	Mentor Teachers, District Liaison

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Reading Intervention Classes	Reading Coaches will take a lead in planning, developing, and implementing sound reading intervention classes for students needing additional support.	Academic Support Program	09/01/2016	05/19/2017	\$0	Reading Coaches, Principals, Third grade teachers
Communicating Truancy Prevention and Sanctions	1. Make all administration knowledgeable of guidelines for truancy prevention. 2. Communicate with parents and community the expectations of school attendance and the sanctions when truancy becomes a problem. 3. Develop notification letters to be used by administration when communicating with parents. 4. Involve parents by holding face to face conferences when truancy problems develop.	Behavioral Support Program	10/09/2014	05/29/2015	\$0	District Administration, School Principals, Teachers, Resource Officers
CCRS Team Meetings	Participate in CCRS Professional Learning Team Meetings provided by Alabama Regional Staff	Professional Learning	09/15/2016	02/09/2017	\$0	District LEA representatives and building principals
Schedule Peer Teacher Observations	Create and Implement a Schedule to allow teachers to observe peer teachers.	Professional Learning	10/08/2014	05/15/2015	\$0	Principals will coordinate with teachers and other principals to establish schedules. Superintendent and Curriculum Coordinator will assist as needed.
Confidentiality	Professional development specific to confidentiality.	Professional Learning	10/19/2016	05/25/2017	\$0	Teacher Mentor
Evidence of Implementation	1. Participate in three surveys 2. Names and emails of mentors and mentees to Logan Searcy 3. Inclusion of ACIP Induction/Mentoring Goal 4 LEA Teacher turnover rate included in an ACIP district goal in ASSIST 5. Training verification, agendas, etc. uploaded in a Stakeholder Feedback diagnostic	Recruitment and Retention	10/19/2016	05/25/2017	\$0	District Mentor Liaison
Rtl Committee	Form Rtl committee	Academic Support Program	08/01/2015	05/27/2016	\$0	Nikki Guilford and Kelly McCollough
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Hardware Infrastructure Support	Fund, Support and Improve the District's Hardware Infrastructure	Technology	08/08/2016	07/31/2017	\$25000	Mark Miller
					Total	\$25000

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Constructed Response Training	Third grade teachers will participate in training focused on using and assessing constructed response questions. Facilitators through Chalkable will be secured for this training.	Professional Learning	10/19/2016	10/19/2016	\$800	Curriculum Coordinator
Online Collaboration	Online Collaboration	Technology	08/08/2016	07/31/2017	\$0	Mark Miller
Professional Development	Planned Professional Development Classes	Professional Learning	08/08/2016	07/31/2017	\$1000	Mark Miller, Nikki Guilford
Office365 & Google Apps	Promote Office365 and Google Apps for Education for Online Collaboration Tools	Technology	08/08/2016	07/31/2017	\$0	Mark Miller
Software Infrastructure Support	Fund, Support and Improve the District's Software Infrastructure	Technology	08/08/2016	07/31/2017	\$80000	Mark Miller
Professional Development	Provide Workshops during the summer.	Professional Learning	08/08/2016	07/31/2017	\$1000	Mark Miller
					Total	\$82800

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
Professional Development	Planned Professional Development Classes	Professional Learning	08/08/2016	07/31/2017	\$1000	Mark Miller, Nikki Guilford
Professional Development	Provide Workshops during the summer.	Professional Learning	08/08/2016	07/31/2017	\$1000	Mark Miller
Software Infrastructure Support	Fund, Support and Improve the District's Software Infrastructure	Technology	08/08/2016	07/31/2017	\$80000	Mark Miller
Hardware Infrastructure Support	Fund, Support and Improve the District's Hardware Infrastructure	Technology	08/08/2016	07/31/2017	\$150000	Mark Miller
Office365 & Google Apps	Promote Office365 and Google Apps for Education for Online Collaboration Tools	Technology	08/08/2016	07/31/2017	\$0	Mark Miller
Online Collaboration	Online Collaboration	Technology	08/08/2016	07/31/2017	\$0	Mark Miller
Establish District Rtl Team	Establish a team consisting of one representative from each school. The team will meet monthly to look at progress monitoring data and collaborate to improve remediation strategies for students. Team leaders will be responsible for returning to their local school and overseeing the implementation of plans for focusing instruction for groups of students as well as individual students.	Academic Support Program	10/07/2014	05/15/2015	\$0	Curriculum Coordinator will lead the Rtl Leadership Team. Principals will designate the school leader.
Schedule Peer Teacher Observations	Create and Implement a Schedule to allow teachers to observe peer teachers.	Professional Learning	10/08/2014	05/15/2015	\$0	Principals will coordinate with teachers and other principals to establish schedules. Superintendent and Curriculum Coordinator will assist as needed.

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Professional Development Quartly Sessions	The District will provide quarterly professional development sessions focused on improving instruction in all content areas. The focus will be on collaboration among schools, grade levels, and content instructors. Providing specific strategies to implement in the classroom aligned with the district goal of improving math proficiency scores will be targeted.	Professional Learning	10/08/2014	07/31/2015	\$0	Curriculum Coordinator, will collaborate with district department leaders, regional in-service providers, principals, and teachers to develop effective professional development sessions aligned with meeting district goals.
Develop District RtI Leadership Team	Establish a team consisting of one representative from each school. The team will meet monthly to look at progress monitoring data and collaborate to improve remediation strategies for students. Team leaders will be responsible for returning to their local school and together with the administration give guidance and support with implementation of plans. Plans will be designed to focus instruction for groups of students as well as individual students in order to meet the district goal of reading proficiency improvement.	Academic Support Program	10/08/2014	08/08/2015	\$0	Principals will choose a teacher to represent their school on the team. Curriculum Coordinator will plan agenda and lead meetings. Meetings will be focused on collaborating between schools, providing support, and data analysis.

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Peer Observation for Professional Development	Create and implement a schedule to allow teachers to observe peer teachers.	Professional Learning	10/08/2014	05/22/2015	\$0	Principals will coordinate with teachers and fellow principals to establish schedules. Superintendent, Curriculum Coordinator, and Accreditation Coordinator will assist as needed.
Professional Development for Cross Curricular Teaching of Literacy	The District will provide quarterly professional development sessions focused on providing practical, research-based teaching and learning strategies. Opportunity for collaboration among schools, grade levels, and content instructors will be given. These sessions will occur at The Covington County Schools Board of Education Office Building which is a central location for all schools within the district.	Professional Learning	10/08/2014	05/15/2015	\$0	Superintendent, Program Coordinators, Principals, Lead Teachers, Instructional Coaches
Preventative Steps	<ol style="list-style-type: none"> 1. Establish a contact person at each school for parents to work with 2. Make home visits to families of chronically absent students 3. Use resource officer to work with problem students and families 4. Conduct workshops for families about attendance 5. Reward students for improved attendance 	Behavioral Support Program	10/09/2014	05/29/2015	\$0	Central Office Administration, School Administration, Teachers, School Resource Officers
Communicating Truancy Prevention and Sanctions	<ol style="list-style-type: none"> 1. Make all administration knowledgeable of guidelines for truancy prevention. 2. Communicate with parents and community the expectations of school attendance and the sanctions when truancy becomes a problem. 3. Develop notification letters to be used by administration when communicating with parents. 4. Involve parents by holding face to face conferences when truancy problems develop. 	Behavioral Support Program	10/09/2014	05/29/2015	\$0	District Administration, School Principals, Teachers, Resource Officers
Collaboration to Prevent Truancy	Involve District Leadership Team in planning for and implementing new approaches to preventing truancy Work with school and community stakeholders to develop effective, relevant parent workshop agendas Communicate frequently with school truancy contact person	Behavioral Support Program	10/09/2014	05/29/2015	\$0	District Administration, School Administration, District CIP Leadership team

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Rtl Committee	Form Rtl committee	Academic Support Program	08/01/2015	05/27/2016	\$0	Nikki Guilford and Kelly McCollough
Reading Specialist Training	Reading Specialists will participate in an ARI training titled "Condensed Beginning Reading Training."	Professional Learning	09/14/2016	09/14/2016	\$0	All building reading coaches and district LEA
Student Centered Coaching Book Study	Reading Coaches will participate in a book study lead by District Curriculum Coordinator: "Student Centered Coaching" by Diane Sweeney.	Professional Learning	09/26/2016	12/02/2016	\$200	All reading coaches and district curriculum coordinator.
Reading Intervention Classes	Reading Coaches will take a lead in planning, developing, and implementing sound reading intervention classes for students needing additional support.	Academic Support Program	09/01/2016	05/19/2017	\$0	Reading Coaches, Principals, Third grade teachers
CCRS Team Meetings	Participate in CCRS Professional Learning Team Meetings provided by Alabama Regional Staff	Professional Learning	09/15/2016	02/09/2017	\$0	District LEA representatives and building principals
Code of Ethics	Information presented at New Teacher Mentor Program Orientation	Career Preparation/Orientation	10/19/2016	10/19/2016	\$0	Teacher Mentor
Parent Conferences	Professional Learning specific to communicating with parents.	Parent Involvement	10/19/2016	05/25/2017	\$0	Teacher Mentor
Confidentiality	Professional development specific to confidentiality.	Professional Learning	10/19/2016	05/25/2017	\$0	Teacher Mentor
Alabama Quality Teaching Standards	Professional development focused on the Alabama Quality Teaching Standards	Professional Learning, Recruitment and Retention	10/19/2016	05/25/2017	\$0	Teacher mentor
Mentor Meetings	Meetings with teacher mentor will occur at a minimum, twice monthly. These meetings will focus on conversations and professional development in the areas of feedback to students, implementing technology, differentiated instruction, understanding college and career ready standards, developing lesson plans, and using pacing guides.	Professional Learning	10/19/2016	05/25/2017	\$0	Teacher mentor and district liaison
Mentor Meetings	Monthly meetings will focus on mentor/mentee conversations focused on classroom rules, procedures, and room arrangements, discipline procedures, positive reinforcement, time management, and assessing student work.	Professional Learning, Recruitment and Retention	10/19/2016	05/25/2017	\$0	Teacher mentor and district liaison
District Responsibilities	1. District Planning Team 2. Specific Needs of novice teachers 3. Anticipate barriers (time) 4. Identify services currently provided 5. Review materials and resources 6. Evaluate the Program	Recruitment and Retention	10/19/2016	05/25/2017	\$0	Mentor Teachers, District Liaison

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Principal's Responsibilities	1. Orient new teachers 2. Provide Instructional support 3. Expect the staff to support new teachers 4. Create a professional culture	Recruitment and Retention	10/19/2016	05/25/2017	\$0	District Mentor Liaison and School Principal
Evidence of Implementation	1. Participate in three surveys 2. Names and emails of mentors and mentees to Logan Searcy 3. Inclusion of ACIP Induction/Mentoring Goal 4 LEA Teacher turnover rate included in an ACIP district goal in ASSIST 5. Training verification, agendas, etc. uploaded in a Stakeholder Feedback diagnostic	Recruitment and Retention	10/19/2016	05/25/2017	\$0	District Mentor Liaison
Eleot Observation Tool	Administrators will receive professional development on using the Eleot Tool for classroom observation.	Professional Learning, Academic Support Program	08/04/2016	05/25/2017	\$0	Curriculum Coordinator
Constructed Response Training	Third grade teachers will participate in training focused on using and assessing constructed response questions. Facilitators through Chalkable will be secured for this training.	Professional Learning	10/19/2016	10/19/2016	\$800	Curriculum Coordinator
Total					\$233000	

W.S. Harlan Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Meetings - Elementary	The Instructional Coach will lead data meetings with school administrators and lead teachers to identify areas of strength and weaknesses. Instructional Coach will assist school administrators and lead teachers in deciding how to use the data to improve instruction in the classroom.	Academic Support Program	08/01/2015	05/27/2016	\$0	District and School Administrators
Total					\$0	

Straughn Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Meetings - High School	High School Instructional Specialist will lead data meetings with school administrators and lead teachers to identify areas of strength and weaknesses. The Specialist will assist school administrators and lead teachers in deciding how to use the data to improve instruction in the classroom.	Academic Support Program	08/01/2015	05/27/2016	\$0	District Administration and Instructional Specialist

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Teacher Training on Strategic Teaching Strategies	Instructional Specialist will work through the coaching cycle with teachers as needed based on the recommendation of the principal and data information	Professional Learning	08/01/2015	05/27/2016	\$0	District Administrator s, School Administrator s, Instructional Specialist
Total					\$0	

Straughn High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Meetings - High School	High School Instructional Specialist will lead data meetings with school administrators and lead teachers to identify areas of strength and weaknesses. The Specialist will assist school administrators and lead teachers in deciding how to use the data to improve instruction in the classroom.	Academic Support Program	08/01/2015	05/27/2016	\$0	District Administration and Instructional Specialist
Teacher Training on Strategic Teaching Strategies	Instructional Specialist will work through the coaching cycle with teachers as needed based on the recommendation of the principal and data information	Professional Learning	08/01/2015	05/27/2016	\$0	District Administrator s, School Administrator s, Instructional Specialist
Total					\$0	

Straughn Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Meetings - Elementary	The Instructional Coach will lead data meetings with school administrators and lead teachers to identify areas of strength and weaknesses. Instructional Coach will assist school administrators and lead teachers in deciding how to use the data to improve instruction in the classroom.	Academic Support Program	08/01/2015	05/27/2016	\$0	District and School Administrator s
Total					\$0	

Red Level High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Meetings - High School	High School Instructional Specialist will lead data meetings with school administrators and lead teachers to identify areas of strength and weaknesses. The Specialist will assist school administrators and lead teachers in deciding how to use the data to improve instruction in the classroom.	Academic Support Program	08/01/2015	05/27/2016	\$0	District Administration and Instructional Specialist

ACIP

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Teacher Training on Strategic Teaching Strategies	Instructional Specialist will work through the coaching cycle with teachers as needed based on the recommendation of the principal and data information	Professional Learning	08/01/2015	05/27/2016	\$0	District Administrator s, School Administrator s, Instructional Specialist
Total					\$0	

Red Level Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Meetings - Elementary	The Instructional Coach will lead data meetings with school administrators and lead teachers to identify areas of strength and weaknesses. Instructional Coach will assist school administrators and lead teachers in deciding how to use the data to improve instruction in the classroom.	Academic Support Program	08/01/2015	05/27/2016	\$0	District and School Administrator s
Total					\$0	

Pleasant Home School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Meetings - High School	High School Instructional Specialist will lead data meetings with school administrators and lead teachers to identify areas of strength and weaknesses. The Specialist will assist school administrators and lead teachers in deciding how to use the data to improve instruction in the classroom.	Academic Support Program	08/01/2015	05/27/2016	\$0	District Administration and Instructional Specialist
Data Meetings - Elementary	The Instructional Coach will lead data meetings with school administrators and lead teachers to identify areas of strength and weaknesses. Instructional Coach will assist school administrators and lead teachers in deciding how to use the data to improve instruction in the classroom.	Academic Support Program	08/01/2015	05/27/2016	\$0	District and School Administrator s
Teacher Training on Strategic Teaching Strategies	Instructional Specialist will work through the coaching cycle with teachers as needed based on the recommendation of the principal and data information	Professional Learning	08/01/2015	05/27/2016	\$0	District Administrator s, School Administrator s, Instructional Specialist
Total					\$0	

Floral High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Data Meetings - High School	High School Instructional Specialist will lead data meetings with school administrators and lead teachers to identify areas of strength and weaknesses. The Specialist will assist school administrators and lead teachers in deciding how to use the data to improve instruction in the classroom.	Academic Support Program	08/01/2015	05/27/2016	\$0	District Administration and Instructional Specialist
Teacher Training on Strategic Teaching Strategies	Instructional Specialist will work through the coaching cycle with teachers as needed based on the recommendation of the principal and data information	Professional Learning	08/01/2015	05/27/2016	\$0	District Administrator s, School Administrator s, Instructional Specialist
Total					\$0	

Fleeta Junior High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Meetings - Elementary	The Instructional Coach will lead data meetings with school administrators and lead teachers to identify areas of strength and weaknesses. Instructional Coach will assist school administrators and lead teachers in deciding how to use the data to improve instruction in the classroom.	Academic Support Program	08/01/2015	05/27/2016	\$0	District and School Administrator s
Total					\$0	