

ACIP

Escambia County Board of Education

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Executive Summary

Introduction

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

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

Description of the School System

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

Escambia County is a rural county located in southern Alabama that spans an area of 953 square miles. There is a current population of approximately 38,000 people. The Escambia County School System employs 356 certified personnel (296 teachers) and 276 support personnel to serve 4,605 students. Our school system is organized into three feeder patterns, with high schools located in Atmore, Flomaton, and East Brewton. Escambia County High School is located in Atmore, Alabama. The following schools are members of its feeder pattern: A. C. Moore Elementary School, Escambia County Middle School, Huxford Elementary School, and Rachel Patterson Elementary School. Flomaton High School is fed by Flomaton Elementary School and Pollard-McCall Junior High School. The W. S. Neal High School feeder pattern in East Brewton, consists of W. S. Neal Elementary School and W. S. Neal Middle School. Turtle Point Science Center and our alternative school are located in Flomaton, and the Escambia Career Readiness Center is in Brewton. There are two central office locations. The Brewton Central Office houses the superintendent, assistant superintendent, financial services, transportation and human resources. Federal programs, curriculum and instruction, and our child nutrition program staff are located at the Atmore Central Office.

Our school system has experienced a number of changes over the last three years. The superintendent, assistant superintendent, director of transportation/human resources, and director of federal programs/curriculum and instruction entered their current positions at the beginning of the 2012 - 2013 school year. Additionally, the current elementary and secondary curriculum supervisors are new to their positions for the 2013 -2014 school year. Two new school board members have been elected and there have been seven principal changes. We have also added an assistant principal at the Escambia Career Readiness Center.

The greatest challenges for the Escambia County School System are due mainly to the distances between our facilities and the cultural differences of the communities. The three high school feeder patterns are geographically isolated from each other and the communities they serve are diverse. There is little communication between feeder patterns and they operate very differently at times. We have begun to implement procedures and processes which should improve communication and lead to consistency across the district.

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.

Our purpose is to develop graduates with the knowledge and skills to be successful in the 21st Century. The Escambia County School System has embraced Alabama's Plan 2020 in an effort to better prepare our students for their chosen career paths. We have added several career technical courses for our students as well as expanding our dual enrollment program to include dual credit classes. There are plans to include Advanced Placement courses in the near future and several teachers attended training to begin the process for AP certification. The system has placed a priority on professional development to support the implementation of the Alabama College and Career Ready Standards for math and English language arts. There are plans to improve our technology infrastructure and the curriculum and technology departments are collaborating to implement the most effective use of technology for the students. Through the improved use of technology for instruction, the addition of courses for college and non-college bound students, and an emphasis on the College and Career Ready Standards we hope to have all graduates prepared for what ever path they choose after high school.

Notable Achievements and Areas of Improvement

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

The Escambia County School System's notable achievements over the past three years are due to the leadership provided by our school board and superintendents. Our school board has obtained the AASB President's Award for the past four consecutive years. The President's Award honors school boards which have had at least 60% of their members attend three or more AASB School Board Member Academy courses in an academic year. The Board has also been recognized for displaying leadership through commitment to high ethical standards for our school system, and the Board President, Willie J. Grissett has achieved the "Master's Honor Roll Level of distinction" with the Alabama Association of School Boards.

Our system has also maintained an excellent level of financial stability during proration. Currently, there is nearly a five month reserve on hand. This fiscal responsibility has allowed Escambia County Schools to hire an additional curriculum supervisor (secondary) and employ a number of teachers above the foundation units provided by the State of Alabama. We have also been in a position to purchase new textbooks for math and English language arts to support the implementation of the College and Career Ready Standards in all grade levels from kindergarten to 12th grade.

Through the leadership of the Escambia County School Board and the Superintendent of Education, our system is poised to address the challenges which exist in education today. The system leadership is committed to increasing the graduation rate (74% in 2012), and preparing our students for college or the work force. All of our schools have wireless access in every building and the majority of our classrooms have interactive whiteboards to support instruction. We have included significant infrastructure upgrades in our current E-Rate grant to prepare our system for future 1:1 technology implementation. Currently, we are working to achieve district accreditation with Advanc-Ed and develop an effective five-year strategic plan. The district's financial state has allowed for the creation of a long range capital plan. This plan includes the construction of a new W. S. Neal High School and renovations at Escambia County High School, Flomaton High School, and Rachel Patterson Elementary School over the next three years.

Additional Information

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

N/A

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.

Several different forums with a variety of stakeholders were used in the development of the continuous improvement plan. The Title I committee which was selected through the collaboration of the Director of Curriculum and Instruction, Parental Involvement Supervisor, and Assistant Superintendent. The Title I Committee, all administrators, and the participants in the formulation of the strategic plan provided feedback for this plan. Central office personnel, administrators, and the Title I committee reviewed data, discussed goals, strategies, and activities as well as challenges for each goal. The decision was made that the continuous improvement plan would have the same goals as outlined in the district's strategic plan. The activities would reflect district steps to reach set goals. Meetings were scheduled during the day with prior notice given for participation by school employees, parents, and community stakeholders.

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

The stakeholders that participated in the initial development of this plan were the Superintendent, Assistant Superintendent, Director of Curriculum and Instruction, and Elementary and Secondary Supervisors. Feedback, comments, and suggestions from the Title I committee, principals, and community representatives were also used in the development of the plan.

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

The district's Continuous Improvement Plan will be posted on the website as well as presented to each principal. A review of the implementation of the plan will be reviewed and discussed at monthly Principal Meetings and at Central Office staff meetings.

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?	No	Stakeholder feedback was gathered through school surveys, advisory meetings, and the LEA Parental Involvement program review.	

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

Parent surveys indicate the majority of responses for most schools that parents feel welcome in their child's school, that the school encourages them to be involved in their student's education, and the school's academic goals.

Surveys also indicate that an overwhelming majority of parents received the LEA and local schools parental involvement plans. All members of the Federal Programs Advisory Committee and the LEA Parent Leaders received plans and found them available in the local schools parent centers. The LEA and school parental involvement plans are distributed and made available to Title I parents in several different ways including: posted on the local schools and district website, handbooks, parent centers/tables/corners, and sent home to parents. Plans are also available at the Atmore Central Office, at each Title I school and can be accessed during parent meetings, parent- teacher conferences, workshops, Parent Visitation Day, and at the Annual Meeting of Title I Parents.

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

Parent surveys indicate the majority of responses for most schools that parents feel welcome in their child's school, that the school encourages them to be involved in their student's education, and the school's academic goals.

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

Each school completes an Annual Evaluation of the Content and Effectiveness of the LEA Parental Involvement Plan. These evaluations also report.

Schools formed committees comprised of teachers and parents to review relevant data sources to identify strengths and weaknesses in order to determine and prioritize the school needs. The committees used several different data sources to determine the strengths and weaknesses used to establish school goals.

- Parents were informed regularly of their child's progress through progress reports, report cards, INOW Information System, and teacher communications.
- Parents were informed about the course of study requirements, curriculum used, and standards of assessments.
- School-Parent Compacts were signed by students, parents, and school representatives. Compacts were reviewed with parents at parent-teacher conferences.
- The state assessments-DIBELS, ARMT Plus, AHSGE, End of Course Assessments, Explore, Plan and AAA were reviewed.
- Data from other programs such as STI, Star Reading, Star Math, and Global Scholar were reviewed
- Other data reviewed included student demographic data related to attendance and discipline
- Parent surveys were also used to partner with parents

Areas in Need of Improvement

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

As indicated on school parent surveys, parents are unsure about volunteer work at the schools or being involved on committees at the schools. Survey questions asked them if they know about these opportunities and many responses were- no.

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

Parent surveys indicate a need for us to provide parents with more information in regard to the Title I program. Another area in which CCRS team members indicated a need to give parents and stakeholders information is the College and Career Ready standards. Stakeholders are unsure of the Alabama College and Career Ready standards relative to the common core standards, although many schools have held Parent Nights to enlighten parents and stakeholders.

What are the implications for these stakeholder perceptions?

Stakeholders need to be knowledgeable of the content standards their children are being taught so a partnership to improve student achievement will be established. Our system goal was to increase the number of students scoring proficient in reading and math; and, where applicable, in other academic and technical areas. A parent/ school partnership will make this possible.

Strategies for our district to improve with actively involving parents in the activities of our schools were identified in our Parental Involvement plan as:

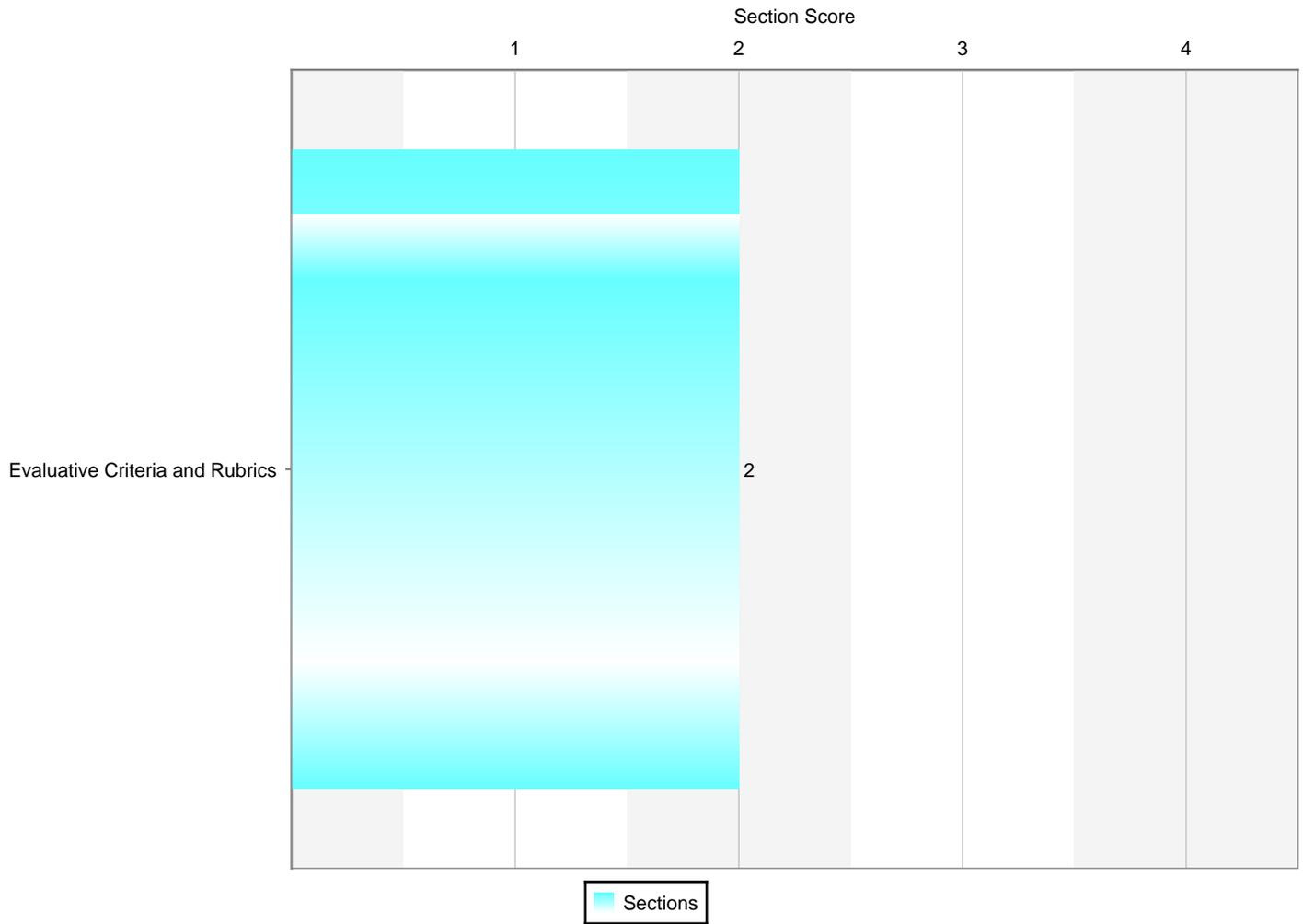
- Provide incentives to increase participation
- Continue to use effective methods of communication
- Involve their child in activities
- Provide EL resources to encourage participation
- Continue to offer activities at various times

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

This is consistent with feedback communicated directly from stakeholders as well as media sources.

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?	No	Data was reviewed and analyzed by the leadership team. Results were used for academic decisions in regard to the continuous improvement goals.	

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

Reading ARMT+ scores for grades 3-7 have exceeded percentages of achievement using 80% as a level of proficiency. 7th and 8th grade scores exceeded expected levels since students do not have explicit instruction in reading.

2012-2013 Reading 3rd-90%, 4th- 89%, 5th- 84%, 6th- 86%, 7th- 83%, 8th- 78%.

2012-2013 Math 3rd- 83%, 4th -79%, 5th - 91%, 6th- 70%, 7th- 59%, 8th- 72%

DIBELS assessments in grades K-2 have exceeded expected levels of performance as well as growth for the past three years, using 80% mastery as a criteria for positive performance, with the exception of 1st grade for the 2012 school year.

2010- K 88%, 1st 87% 2nd 80%

2011- K 85%, 1st 88% 2nd 82%

2012- K 93% 1st 77% 2nd 83%

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

Reading and Mathematics ARMT+ scores have shown positive trends in performance. Changes in assessment and course of study standards over the past years were considered in data analysis, such as ARMT to ARMT+ for grades 3-8 in 2011-2012 as well as the change to ACT Aspire for the 2013-2014 school year.

ARMT+

2012-2013 Reading 3rd-90%, 4th- 89%, 5th- 84%, 6th- 86%, 7th- 83%, 8th- 78%.

2012-2013 Math 3rd- 83%, 4th -79%, 5th - 91%, 6th- 70%, 7th- 59%, 8th- 72%

DIBELS assessments in grades K-2 have exceeded expected levels of performance as well as shown a positive trend for the past three years, using 80% mastery as a criteria for positive performance, with the exception of 1st grade for the 2012 school year.

2010- K 88%, 1st 87% 2nd 80%

2011- K 85%, 1st 88% 2nd 82%

2012- K 93% 1st 77% 2nd 83%

The graduation rate for Escambia County as a district has shown a trend of growth over the past three years.

2010-2011 74%, 2011-2012 74%, 2012-2013 78%

Growth was specifically noted at Flomaton High School 83%-89% and W. S. Neal High School 77%-83%. A slight decrease at Escambia County High School over this three year span from 69% to 67%.

The percentage of students meeting college readiness for ACT English Composition, Algebra, Biology, and meeting all 4 subjects has increased over the past 2 years.

English Comp. 45%-50%

Algebra 15%-26%

Biology 8%-20%

SY 2013-2014

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Meeting all 4 subjects 3%-13%

ACCESS scores from 2012 and 2013 show of the students tested 75% showed overall progress. The same students tested in 2012 and 2013 show one student moved away, 3 students showed gains in their overall score with one student scoring high enough to test out of the program. One student did not show progress.

5.1-moved away

4.4-4.7

3.1-2.8

3.7-5.6*

4.2-4.6

AAA scores for grades 5-8 in Reading and Math for the 2013 assessment indicate 100% proficiency.

The Science Assessment for 7th grade also shows a positive trend.

7th 2010- 52% 2011- 60% 2012-80% 2013-73%

Which area(s) indicate the overall highest performance?

DIBELS assessments in grades K-2 have exceeded expected levels of performance as well as shown a positive trend for the past three years, using 80% mastery as a criteria for positive performance, with the exception of 1st grade for the 2012 school year.

2010- K 88%, 1st 87% 2nd 80%

2011- K 85%, 1st 88% 2nd 82%

2012- K 93% 1st 77% 2nd 83%

Reading ARMT+ scores for grades 3-7 have exceeded percentages of achievement using 80% as a level of proficiency.

2012-2013 Reading 3rd-90%, 4th- 89%, 5th- 84%, 6th- 86%, 7th- 83%.

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

Based on ARMT+ reading scores positive gains are indicated for the poverty and black subgroups from 2012 scores to 2013 scores-

3rd grade -Black 76%- 83% and Poverty 84%- 87%

4th grade -Poverty 86% both years

Between which subgroups is the achievement gap closing?

The achievement gap between the poverty subgroup and all students subgroup is closing.

Reading

2012 ALL Poverty

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3rd 86.19 83.50
4th 87.53 85.58
5th 87.32 85.72
6th 87.50 85.77
7th 91.37 89.89
8th 85.89 83.46

Reading

2013 ALL Poverty

3rd 89.51 86.62
4th 88.57 85.93
5th 84.37 80.48
6th 85.68 83.39
7th 83.11 80.13
8th 78.30 75.27

Math

2012 ALL Poverty

3rd 86.74 84.17
4th 88.86 86.81
5th 94.22 93.19
6th 77.44 73.56
7th 87.54 85.82
8th 76.31 72.20

Math

2013 ALL Poverty

3rd 82.59 79.23
4th 78.86 75.81
5th 90.54 88.66
6th 69.91 66.07
7th 59.00 85.94
8th 71.55 67.16

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

STAR Reading data and Accelerated Reader data supports reading growth due to increased motivational programs for reading and time spent on reading in the elementary grades.

Areas in Need of Improvement

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

ACT scores indicate only 13% of our students that took the ACT scored at the benchmark level indicated by ACT as compared to 20% for the state. The 5 year trend from 2009-2013 reflects a composite score of 19-18.9.

English Composition District 50% State 66%

Algebra District 26% State 31%

Social Science District 27% State 41%

As a district the % of students meeting college readiness for Social Science has decreased over the past two years- 30%-27%

Biology District 20% State 30%

District Explore scores show 9% of our 8th grade students at or above college readiness standards as compared to 16% nationally.

District PLAN scores reflect 7% of our 10th grade students at or above college readiness standards as compared to 20% nationally.

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

The 5 year trend for ACT scores from 2009-2013 reflects a slight decrease in composite score from 19-18.9.

As a district the percentage of students meeting college readiness for Social Science has decreased over the past two years.

Social Science- 2012-30% to 2013- 27%

Alabama Science Assessment for 5th grade students also indicates a negative trend-

5th 2010- 81% 2011- 81% 2012-77% 2013-76%

Which area(s) indicate the overall lowest performance?

The lowest performance scores are the Mathematics scores for ARMT+.

2012 ALL Sped 2013 ALL Sped

3rd 86.74 34.62 3rd 82.59 47.83

4th 88.86 46.15 4th 78.86 30.77

5th 94.22 60.00 5th 90.54 51.53

6th 77.44 27.78 6th 69.91 23.68

7th 87.54 56.67 7th 59.00 21.05

8th 76.31 83.34 8th 71.55 36.66

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

The special education subgroup as indicated by ARMT+ scores shows a trend of decreasing proficiency with the exception of 3rd grade.

Reading

2012 Sped 2013 Sped

3rd 38.47 3rd 60.87

4th 43.59 4th 34.61

5th 37.50 5th 28.57

6th 44.44 6th 31.58

7th 63.33 7th 42.11

8th 70.83 8th 27.59

Math scores as indicated by ARMT+ scores for all students and special education students have shown decreasing proficiency for the past two years.

Math

2012 ALL Sped

3rd 86.74 34.62

4th 88.86 46.15

5th 94.22 60.00

6th 77.44 27.78

7th 87.54 56.67

8th 76.31 83.34

Math

2013 ALL Sped

3rd 82.59 47.83

4th 78.86 30.77

5th 90.54 51.53

6th 69.91 23.68

7th 59.00 21.05

8th 71.55 36.66

Between which subgroups is the achievement gap becoming greater?

The achievement gap between the special education subgroup and the all students subgroup continues to become greater.

Reading

2012 ALL Sped

3rd 86.19 38.47

4th 87.53 43.59

5th 87.32 37.50

6th 87.50 44.44

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7th 91.37 63.33

8th 85.89 70.83

Reading

2013 ALL Sped

3rd 89.51 60.87

4th 88.57 34.61

5th 84.37 28.57

6th 85.68 31.58

7th 83.11 42.11

8th 78.30 27.59

Math

2012 ALL Sped

3rd 86.74 34.62

4th 88.86 46.15

5th 94.22 60.00

6th 77.44 27.78

7th 87.54 56.67

8th 76.31 83.34

Math

2013 ALL Sped

3rd 82.59 47.83

4th 78.86 30.77

5th 90.54 51.53

6th 69.91 23.68

7th 59.00 21.05

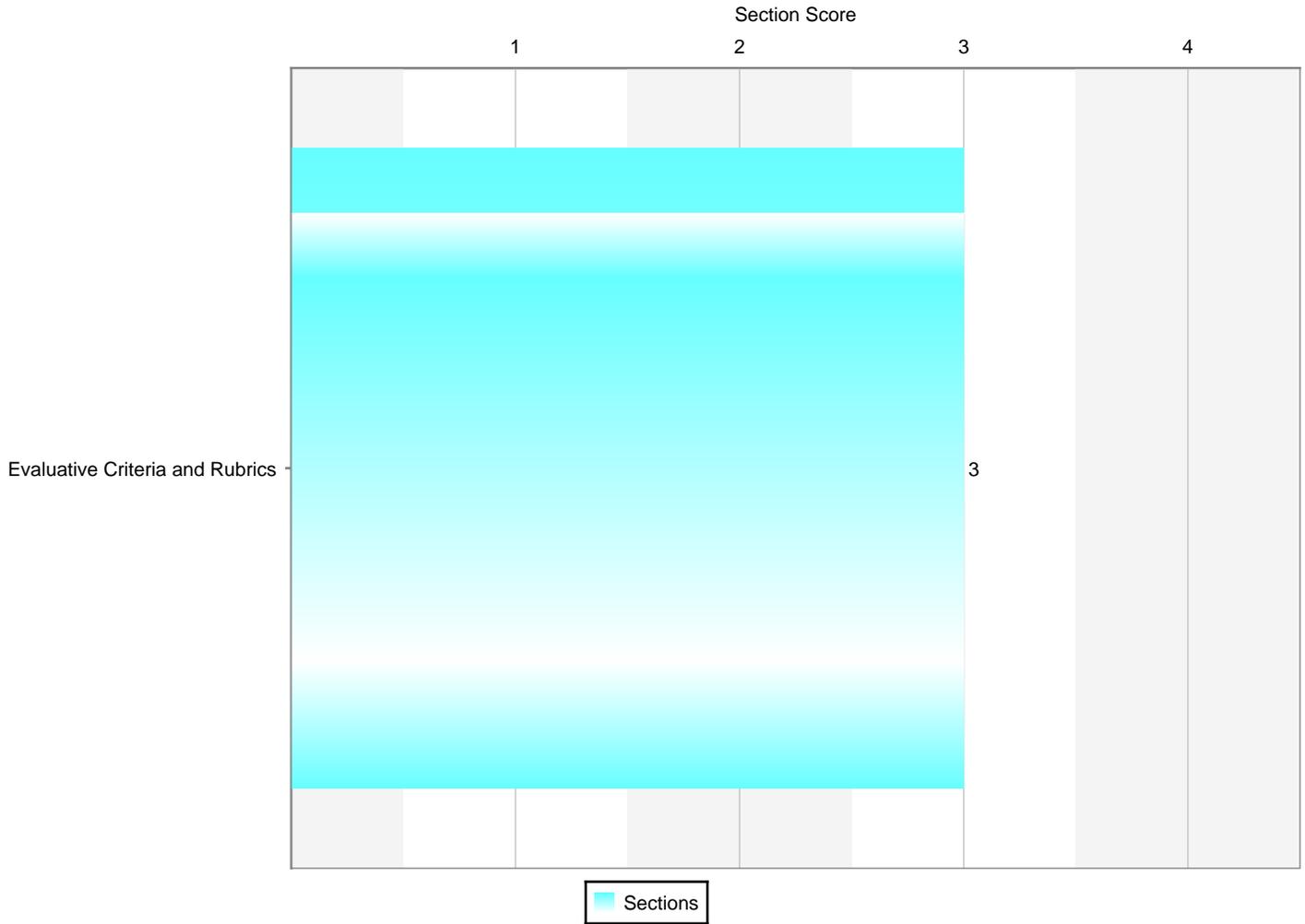
8th 71.55 36.66

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

STAR Math data supports a need to improve in the area of Mathematics.

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	The instructional leadership team for the district consists of the Superintendent, Assistant Superintendent, Director of Federal Programs/Curriculum and Instruction, Elementary and Secondary Supervisors, Special Education Supervisor, Parental Involvement Supervisor, and Technology Coordinator. Community stakeholders and parents also comprised the leadership team.	Sign in sheet

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 Employment 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	Mona Simmons Director of Human Resources	Equal Opportunity Policy and signatures

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	Magaline Marshall Parental Involvement Supervisor	Parental Involvement Plan/ Policy

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Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	All Escambia County Title I schools have a School-Parent Compact with the principal's signature. (Example attached) Magaline Marshall, Parental Involvement Supervisor, assures Title I schools have School-Parent compacts.	School-Parent Compact

Plan for ACIP

Overview

Plan Name

Plan for ACIP

Plan Description

Continuous Improvement Plan for 2013-2014

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	All graduates from the Escambia County School System will be prepared to enter college or the work force without the need of academic remediation.	Objectives: 1 Strategies: 5 Activities: 6	Organizational	\$2227280
2	The achievement gap between the all students subgroup and the special education subgroup will decrease for the district.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$39327
3	All schools will maintain effective, consistent leadership.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$7900
4	All teachers will be certified and highly qualified in their teaching field.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$27900

Goal 1: All graduates from the Escambia County School System will be prepared to enter college or the work force without the need of academic remediation.

Measurable Objective 1:

collaborate to graduate all students college or career ready without remediation by 05/30/2014 as measured by the percentage meeting ACT benchmarks or receiving career certification.

Strategy 1:

Four Year Plan Development - All students in the Escambia County School System will develop a relevant 4-year plan, using data from their interest inventory and ACT Explore results before entering high school.

Research Cited: Kuder, Inc. - Assessment and Career Planning

Activity - 4-year graduation plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
8th grade counselors meet with each student to review interest inventory results and ACT Explore data to develop a 4-year plan for graduation. Schools: Escambia County High School, Escambia County Middle School, Pollard-McCall Junior High School, W. S. Neal Middle School, Flomaton High School, W. S. Neal High School, Escambia Career Readiness Center	Career Preparation/Orientation	08/19/2013	05/30/2014	\$0	No Funding Required	Principal, Secondary Supervisor, Counselor

Strategy 2:

Professional Development for Teachers - Teachers will have opportunities for learning through workshops, trainings, and collaboration.

Research Cited: Research on Professional Development and Teacher Change: Implications for Adult Basic Change; Smith and Gillespie (2007)

Activity - CCRS Implementation Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A district CCRS Implementation Team consisting of teachers, administrators, and central office staff will attend quarterly CCRS meetings and then turn this information around to teachers and administrators in the district. Schools: All Schools	Professional Learning	08/19/2013	05/30/2014	\$5000	Title I Part A	CCRS Implementation team members

Activity - Educational Impact Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will have access to Educational Impact, an online training resource. Administrators can create online courses to meet the needs of the teachers by groups or individually. The courses include video clips with their own documents, links, interactive tools and other resources. Schools: All Schools	Professional Learning	09/02/2013	05/30/2014	\$25000	Title II Part A	Principals, Supervisors, and Teachers
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Strategy 3:

Technology Instructional Support - Teachers and administrators will be provided the tools and training necessary to ensure that all students have an opportunity to be successful and graduate career and /or college ready.

Research Cited: Benefits of Technology in Today's Classrooms (Boise State University) Evaluating the Effectiveness of Technology in Our Schools (ACT Policy Report)

Activity - Technology Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate to ensure Technology Plan is implemented and evaluated for effectiveness. Schools: All Schools	Professional Learning	08/19/2013	05/30/2014	\$2184230	USAC Technology, Title II Part A, District Funding	Technology Coordinator, Central Office staff, and Administrators

Strategy 4:

Parental Involvement - The Escambia County School System recognizes that a child's education is a responsibility shared by the school and family during the entire period the child spends in school. Further, the Escambia County School System recognizes that the involvement of parents of students in Title I schools enhances the effectiveness of the program and promotes student success. Working together we can forge the most powerful partnership that helps unlock the dreams of our children's future in this rapidly changing world when we focus on their tomorrows by preparing them today to graduate from high school ready for work, college, and life. Each school, through the efforts of the school system, and with the involvement of parents, shall build the schools' and parents' capacity for strong parental involvement. by implementing the district's and school's parental involvement plan.

Research Cited: Comer, J. (2000). Building Successful Partnerships, Bloomington, IN.

Activity - Parental Involvement Plan/Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Each school, through the efforts of the school system, and with the involvement of parents, shall build the schools' and parents' capacity for strong parental involvement. by implementing the district's and school's parental involvement plan.</p> <p>Schools: All Schools</p>	<p>Parent Involvement</p>	<p>08/19/2013</p>	<p>05/30/2014</p>	<p>\$13050</p>	<p>Other, Title I Part A</p>	<p>Parental Involvement Supervisor, Central Office Staff, School Parental Involvement Liaisons, Principals, and teachers</p>
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Strategy 5:

District Walkthroughs - District walkthroughs will be conducted at the school level at least 3 times a year to ensure documentation and implementation of each school's Continuous Improvement Plan.

Research Cited: Coburn, C. E., Honig, M. I., & Stein, M. K. (in press). What is the evidence on districts' use of evidence? In J. Bransford, L. Gomez, D. Lam, & N. Vye (Eds.), Research and practice: Towards a reconciliation. Cambridge, MA: Harvard Education Press.

Activity - Walkthrough	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Walkthroughs will be conducted using an instructional checklist of student centered learning indicators. Documentation will be kept and reviewed as indicated by the continuous improvement plan.</p> <p>Schools: All Schools</p>	<p>Other</p>	<p>08/19/2013</p>	<p>05/30/2014</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Central Office staff and principals</p>

Goal 2: The achievement gap between the all students subgroup and the special education subgroup will decrease for the district.

Measurable Objective 1:

100% of Students with Disabilities students will demonstrate a proficiency that indicates a decrease in achievement gap from All students in Mathematics by 05/30/2014 as measured by state assessment results.

Strategy 1:

Professional Development - Special Education and regular education teachers will attend workshops and trainings to improve instruction for special education students.

Research Cited: Research on Professional Development and Teacher Change: Implications for Adult Basic Change; Smith and Gillespie (2007)

Activity - Special Education Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All Special Education teachers in Escambia County will participate in a workshop/training provided by Dr. Erica King, a Special Education Coach through STI Services, on the topic on improving instruction in an inclusive setting to increase achievement. This professional learning will include strategies of collaboration with regular education teachers and strategies of using assessment data to identify specific student needs in order to close the achievement gap for Special Education students. Schools: All Schools	Professional Learning	02/03/2014	02/03/2014	\$2500	District Funding	Principals, Supervisors, and all teachers
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Activity - Special Education Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This professional learning will include strategies of collaboration with regular and special education teachers and strategies of using assessment data to identify specific student needs in order to close the achievement gap for Special Education students through training of a Special Education Coach. This coach will spend 3 days specifically at A. C. Moore Elementary School with the faculty and staff to reinforce these strategies. Schools: A. C. Moore Elementary School	Professional Learning	03/10/2014	03/12/2014	\$7500	District Funding	Central Office, Principal, and all teachers

Activity - Regional Support Team Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with regional support specialists, administration, and staff to develop a plan of implementation to close the achievement gap between the special education subgroup and all students. Schools: A. C. Moore Elementary School	Professional Learning	01/31/2014	05/30/2014	\$25327	Title I Part A	Central office staff, Principal, Instructional Coach, and all teachers

Strategy 2:

Feeder Pattern Support - Rachel Patterson Elementary School (K-2) and Escambia County Middle School (5-8) will be provided additional support and resources to decrease student achievement gap data.

Activity - Rachel Patterson Elementary Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate to provide formative Math assessments to 2nd grade students, all math data will be reviewed and analyzed at monthly data meetings, and RTI procedures will be reviewed. Schools: Rachel Patterson Elementary School	Academic Support Program	01/31/2014	05/30/2014	\$2000	Title I Part A	Central Office staff, Principal, Instructional Coach, and all teachers

Activity - Escambia County Middle School Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Collaborate to support ECMS's instructional needs by including Assistant Principal in Coaching Community trainings, adding 2 teachers to district CCRS Implementation team (1 ELA and 1 Math), and continuing with 1 special education teacher per grade level.	Academic Support Program	01/31/2014	05/30/2014	\$2000	Title I Part A	Central office staff, Principal, and all teachers
Schools: Escambia County Middle School						

Goal 3: All schools will maintain effective, consistent leadership.

Measurable Objective 1:

collaborate to maintain effective, consistent leadership at all schools by 05/30/2014 as measured by ValEd surveys, LeadAL results, district walkthrough evaluations, stakeholder feedback, and student achievement data..

Strategy 1:

Professional Development - Principals will have opportunities for learning through workshops, trainings, and collaboration with Central Office staff.

Research Cited: Research on Professional Development and Teacher Change: Implications for Adult Basic Change; Smith and Gillespie (2007)

Activity - Administrator Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrator academy will be a series of learning sessions for personnel in the district that hold an administrative degree to earn a professional learning unit of credit. Sessions will be held in a central location with topics such as School Finance- budgets/funding, Curriculum and Instruction, and Management. Educational Impact, an online training resource, will also be used.	Direct Instruction	10/15/2013	01/21/2014	\$5000	Title II Part A	Central Office Staff
Schools: All Schools						

Activity - Online Application Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district has implemented an online application program for all employees (Applitrack). This program will help ensure that applications contain required information concerning highly qualified status, Alabama Teaching Certification, and reference information/documents.	Policy and Process	11/01/2013	05/30/2014	\$2900	General Fund	Central Office Clerk, Superintendent, Assistant Superintendent, Principals
Schools: All Schools						

Goal 4: All teachers will be certified and highly qualified in their teaching field.

Measurable Objective 1:

collaborate to have certified and highly qualified teachers in their teaching field by 08/19/2013 as measured by certification documents in accordance with guidelines provided by the State of Alabama Board of Education..

Strategy 1:

Grade Level Course Incentives - Teachers will be provided a bonus to teach Mathematics and Science courses in grades 7-12.

Research Cited: Schweyer and Stotz, The Incentive Research Foundation: Motivating Today's Workforce: The Future of Incentive and Recognition Program Design, March 2011.

Activity - Teacher Bonuses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher bonuses are paid to Math and Science teachers for grades 7-12. Schools: All Schools	Policy and Process	08/19/2013	05/30/2014	\$25000	Title I Part A	Central Office Staff

Strategy 2:

Hiring Requirements/Guidelines - The district has implemented an online application program for all employees (Applitrack).

Research Cited: Human resources, hiring procedures

Activity - Online Application Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This program will help ensure that applications contain required information concerning highly qualified status, Alabama Teaching Certification, and reference information/documents. Schools: All Schools	Policy and Process	11/01/2013	05/30/2014	\$2900	General Fund	Central office staff and principals

Strategy 3:

Mentor Program - Novice teachers will be assigned a mentor teacher and will participate in a district induction program.

Research Cited: New Teacher Mentoring: Hopes and Promise for Improving Teacher Effectiveness (Harvard Education Press, 2009).

Dara Barlin, Ellen Moir, Janet Gless, and Jan Miles

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Novice and mentor teachers will participate in the district mentoring program guidelines. Schools: All Schools	Professional Learning	08/19/2013	05/30/2014	\$0	No Funding Required	Central office staff, principals, and novice/mentor teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parental Involvement Plan/Policy	Each school, through the efforts of the school system, and with the involvement of parents, shall build the schools' and parents' capacity for strong parental involvement. by implementing the district's and school's parental involvement plan.	Parent Involvement	08/19/2013	05/30/2014	\$5000	Parental Involvement Supervisor, Central Office Staff, School Parental Involvement Liaisons, Principals, and teachers
Total					\$5000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Educational Impact Training	Teachers will have access to Educational Impact, an online training resource. Administrators can create online courses to meet the needs of the teachers by groups or individually. The courses include video clips with their own documents, links, interactive tools and other resources.	Professional Learning	09/02/2013	05/30/2014	\$25000	Principals, Supervisors, and Teachers
Technology Plan	Collaborate to ensure Technology Plan is implemented and evaluated for effectiveness.	Professional Learning	08/19/2013	05/30/2014	\$5940	Technology Coordinator, Central Office staff, and Administrators
Administrator Academy	The administrator academy will be a series of learning sessions for personnel in the district that hold an administrative degree to earn a professional learning unit of credit. Sessions will be held in a central location with topics such as School Finance- budgets/funding, Curriculum and Instruction, and Management. Educational Impact, an online training resource, will also be used.	Direct Instruction	10/15/2013	01/21/2014	\$5000	Central Office Staff
Total					\$35940	

USAC Technology

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Plan	Collaborate to ensure Technology Plan is implemented and evaluated for effectiveness.	Professional Learning	08/19/2013	05/30/2014	\$1613250	Technology Coordinator, Central Office staff, and Administrators
Total					\$1613250	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Bonuses	Teacher bonuses are paid to Math and Science teachers for grades 7-12.	Policy and Process	08/19/2013	05/30/2014	\$25000	Central Office Staff
Parental Involvement Plan/Policy	Each school, through the efforts of the school system, and with the involvement of parents, shall build the schools' and parents' capacity for strong parental involvement. by implementing the district's and school's parental involvement plan.	Parent Involvement	08/19/2013	05/30/2014	\$8050	Parental Involvement Supervisor, Central Office Staff, School Parental Involvement Liaisons, Principals, and teachers
Rachel Patterson Elementary Support	Collaborate to provide formative Math assessments to 2nd grade students, all math data will be reviewed and analyzed at monthly data meetings, and RTI procedures will be reviewed.	Academic Support Program	01/31/2014	05/30/2014	\$2000	Central Office staff, Principal, Instructional Coach, and all teachers
Regional Support Team Assistance	Collaborate with regional support specialists, administration, and staff to develop a plan of implementation to close the achievement gap between the special education subgroup and all students.	Professional Learning	01/31/2014	05/30/2014	\$25327	Central office staff, Principal, Instructional Coach, and all teachers
CCRS Implementation Team	A district CCRS Implementation Team consisting of teachers, administrators, and central office staff will attend quarterly CCRS meetings and then turn this information around to teachers and administrators in the district.	Professional Learning	08/19/2013	05/30/2014	\$5000	CCRS Implementation team members

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Escambia County Middle School Support	Collaborate to support ECMS's instructional needs by including Assistant Principal in Coaching Community trainings, adding 2 teachers to district CCRS Implementation team (1 ELA and 1 Math), and continuing with 1 special education teacher per grade level.	Academic Support Program	01/31/2014	05/30/2014	\$2000	Central office staff, Principal, and all teachers
Total					\$67377	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
4-year graduation plan	8th grade counselors meet with each student to review interest inventory results and ACT Explore data to develop a 4-year plan for graduation.	Career Preparation/Orientation	08/19/2013	05/30/2014	\$0	Principal, Secondary Supervisor, Counselor
Mentoring	Novice and mentor teachers will participate in the district mentoring program guidelines.	Professional Learning	08/19/2013	05/30/2014	\$0	Central office staff, principals, and novice/mentor teachers
Walkthrough	Walkthroughs will be conducted using an instructional checklist of student centered learning indicators. Documentation will be kept and reviewed as indicated by the continuous improvement plan.	Other	08/19/2013	05/30/2014	\$0	Central Office staff and principals
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Online Application Process	The district has implemented an online application program for all employees (Applitrack). This program will help ensure that applications contain required information concerning highly qualified status, Alabama Teaching Certification, and reference information/documents.	Policy and Process	11/01/2013	05/30/2014	\$2900	Central Office Clerk, Superintendent, Assistant Superintendent, Principals
Online Application Process	This program will help ensure that applications contain required information concerning highly qualified status, Alabama Teaching Certification, and reference information/documents.	Policy and Process	11/01/2013	05/30/2014	\$2900	Central office staff and principals
Total					\$5800	

District Funding

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Special Education Professional Development	All Special Education teachers in Escambia County will participate in a workshop/training provided by Dr. Erica King, a Special Education Coach through STI Services, on the topic on improving instruction in an inclusive setting to increase achievement. This professional learning will include strategies of collaboration with regular education teachers and strategies of using assessment data to identify specific student needs in order to close the achievement gap for Special Education students.	Professional Learning	02/03/2014	02/03/2014	\$2500	Principals, Supervisors, and all teachers
Special Education Coaching	This professional learning will include strategies of collaboration with regular and special education teachers and strategies of using assessment data to identify specific student needs in order to close the achievement gap for Special Education students through training of a Special Education Coach. This coach will spend 3 days specifically at A. C. Moore Elementary School with the faculty and staff to reinforce these strategies.	Professional Learning	03/10/2014	03/12/2014	\$7500	Central Office, Principal, and all teachers
Technology Plan	Collaborate to ensure Technology Plan is implemented and evaluated for effectiveness.	Professional Learning	08/19/2013	05/30/2014	\$565040	Technology Coordinator, Central Office staff, and Administrators
Total					\$575040	

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
Special Education Professional Development	All Special Education teachers in Escambia County will participate in a workshop/training provided by Dr. Erica King, a Special Education Coach through STI Services, on the topic on improving instruction in an inclusive setting to increase achievement. This professional learning will include strategies of collaboration with regular education teachers and strategies of using assessment data to identify specific student needs in order to close the achievement gap for Special Education students.	Professional Learning	02/03/2014	02/03/2014	\$2500	Principals, Supervisors, and all teachers
Administrator Academy	The administrator academy will be a series of learning sessions for personnel in the district that hold an administrative degree to earn a professional learning unit of credit. Sessions will be held in a central location with topics such as School Finance- budgets/funding, Curriculum and Instruction, and Management. Educational Impact, an online training resource, will also be used.	Direct Instruction	10/15/2013	01/21/2014	\$5000	Central Office Staff
Online Application Process	The district has implemented an online application program for all employees (Applitrack). This program will help ensure that applications contain required information concerning highly qualified status, Alabama Teaching Certification, and reference information/documents.	Policy and Process	11/01/2013	05/30/2014	\$2900	Central Office Clerk, Superintendent, Assistant Superintendent, Principals
Teacher Bonuses	Teacher bonuses are paid to Math and Science teachers for grades 7-12.	Policy and Process	08/19/2013	05/30/2014	\$25000	Central Office Staff
CCRS Implementation Team	A district CCRS Implementation Team consisting of teachers, administrators, and central office staff will attend quarterly CCRS meetings and then turn this information around to teachers and administrators in the district.	Professional Learning	08/19/2013	05/30/2014	\$5000	CCRS Implementation team members
Online Application Process	This program will help ensure that applications contain required information concerning highly qualified status, Alabama Teaching Certification, and reference information/documents.	Policy and Process	11/01/2013	05/30/2014	\$2900	Central office staff and principals

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Mentoring	Novice and mentor teachers will participate in the district mentoring program guidelines.	Professional Learning	08/19/2013	05/30/2014	\$0	Central office staff, principals, and novice/mentor teachers
Technology Plan	Collaborate to ensure Technology Plan is implemented and evaluated for effectiveness.	Professional Learning	08/19/2013	05/30/2014	\$2184230	Technology Coordinator, Central Office staff, and Administrators
Parental Involvement Plan/Policy	Each school, through the efforts of the school system, and with the involvement of parents, shall build the schools' and parents' capacity for strong parental involvement. by implementing the district's and school's parental involvement plan.	Parent Involvement	08/19/2013	05/30/2014	\$13050	Parental Involvement Supervisor, Central Office Staff, School Parental Involvement Liaisons, Principals, and teachers
Walkthrough	Walkthroughs will be conducted using an instructional checklist of student centered learning indicators. Documentation will be kept and reviewed as indicated by the continuous improvement plan.	Other	08/19/2013	05/30/2014	\$0	Central Office staff and principals
Educational Impact Training	Teachers will have access to Educational Impact, an online training resource. Administrators can create online courses to meet the needs of the teachers by groups or individually. The courses include video clips with their own documents, links, interactive tools and other resources.	Professional Learning	09/02/2013	05/30/2014	\$25000	Principals, Supervisors, and Teachers
Total					\$2265580	

W. S. Neal Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
4-year graduation plan	8th grade counselors meet with each student to review interest inventory results and ACT Explore data to develop a 4-year plan for graduation.	Career Preparation/Orientation	08/19/2013	05/30/2014	\$0	Principal, Secondary Supervisor, Counselor
Total					\$0	

W. S. Neal High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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4-year graduation plan	8th grade counselors meet with each student to review interest inventory results and ACT Explore data to develop a 4-year plan for graduation.	Career Preparation/Orientation	08/19/2013	05/30/2014	\$0	Principal, Secondary Supervisor, Counselor
Total					\$0	

Rachel Patterson Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Rachel Patterson Elementary Support	Collaborate to provide formative Math assessments to 2nd grade students, all math data will be reviewed and analyzed at monthly data meetings, and RTI procedures will be reviewed.	Academic Support Program	01/31/2014	05/30/2014	\$2000	Central Office staff, Principal, Instructional Coach, and all teachers
Total					\$2000	

Pollard-McCall Junior High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
4-year graduation plan	8th grade counselors meet with each student to review interest inventory results and ACT Explore data to develop a 4-year plan for graduation.	Career Preparation/Orientation	08/19/2013	05/30/2014	\$0	Principal, Secondary Supervisor, Counselor
Total					\$0	

Flomaton High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
4-year graduation plan	8th grade counselors meet with each student to review interest inventory results and ACT Explore data to develop a 4-year plan for graduation.	Career Preparation/Orientation	08/19/2013	05/30/2014	\$0	Principal, Secondary Supervisor, Counselor
Total					\$0	

Escambia County Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
4-year graduation plan	8th grade counselors meet with each student to review interest inventory results and ACT Explore data to develop a 4-year plan for graduation.	Career Preparation/Orientation	08/19/2013	05/30/2014	\$0	Principal, Secondary Supervisor, Counselor

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Escambia County Middle School Support	Collaborate to support ECMS's instructional needs by including Assistant Principal in Coaching Community trainings, adding 2 teachers to district CCRS Implementation team (1 ELA and 1 Math), and continuing with 1 special education teacher per grade level.	Academic Support Program	01/31/2014	05/30/2014	\$2000	Central office staff, Principal, and all teachers
Total					\$2000	

Escambia County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
4-year graduation plan	8th grade counselors meet with each student to review interest inventory results and ACT Explore data to develop a 4-year plan for graduation.	Career Preparation/Orientation	08/19/2013	05/30/2014	\$0	Principal, Secondary Supervisor, Counselor
Total					\$0	

Escambia Career Readiness Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
4-year graduation plan	8th grade counselors meet with each student to review interest inventory results and ACT Explore data to develop a 4-year plan for graduation.	Career Preparation/Orientation	08/19/2013	05/30/2014	\$0	Principal, Secondary Supervisor, Counselor
Total					\$0	

A. C. Moore Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Special Education Coaching	This professional learning will include strategies of collaboration with regular and special education teachers and strategies of using assessment data to identify specific student needs in order to close the achievement gap for Special Education students through training of a Special Education Coach. This coach will spend 3 days specifically at A. C. Moore Elementary School with the faculty and staff to reinforce these strategies.	Professional Learning	03/10/2014	03/12/2014	\$7500	Central Office, Principal, and all teachers
Regional Support Team Assistance	Collaborate with regional support specialists, administration, and staff to develop a plan of implementation to close the achievement gap between the special education subgroup and all students.	Professional Learning	01/31/2014	05/30/2014	\$25327	Central office staff, Principal, Instructional Coach, and all teachers
Total					\$32827	