



ACIP

Hubbertville School

Fayette County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Hubbertville School is a K - 12 school located in rural Glen Allen, Alabama. The school is the heartbeat of the community and most activities are associated with the school in some way. A community park located adjacent to the school is used for sporting events and physical education classes. A pavilion provides the setting for school-related activities and also serves as a site for school standardized testing. Additionally, it is used for community activities. Another building houses our Pre-k program, secured with a grant, which is proving to be a vital resource for our children.

Hubbertville is one of six schools in the county, the only K - 12 school. It is located twelve miles from the county seat of Fayette, 55 miles from Tuscaloosa, and 75 miles from Birmingham, one of the largest cities in Alabama. The school is a Title 1 school with 65% of the total population of 393 qualifying for free- or reduced-price lunch, with 100% of the African-American population qualifying. Racially, the school is composed of 98.7% Caucasian and 1.3% African American student population. There is a 5.9% special education population with two resource teachers, one K-6 and another 7-12. Sixty-five percent of the special education population qualifies for free- or reduced-price lunch. Administration consists of one principal and one part-time assistant principal. Approximate student average daily attendance rate is 97%; teacher attendance is up from the previous year. Fifty percent of our faculty are graduates of Hubbertville School, with 60% of our faculty having advanced degrees and others working toward an advanced degree.

Our school has a very disciplined and outstanding athletic program. Currently, football, basketball and softball are offered, with other sports being considered. A high percentage of our student body participates in either athletics, band, or cheerleading. This participation contributes to commitment from the students and higher levels of involvement from the parents.

With the efforts of our faculty and staff, grants have been secured to offer an after school program to our students in K - 12. Highly qualified teachers offer tutoring, and outside resource people offer enrichment activities to program participants. Approximately 50 students take advantage of this opportunity.

Through a cooperative relationship with Beville State Community College, the trio program is offered to our students. Ten students are members of Upward Bound, an after-school opportunity in which the students receive tutoring and small group counseling four hours per week, the target of which is to increase the number of graduates who continue to college. Educational Talent Search, the second component of the trio program, serves approximately 40 students on several occasions throughout the year, again encouraging college attendance. (The third component of the trio program is the Student Support Services program, offered at Beville; this component targets first-generation, low-income students.)

Membership in clubs keeps our student body actively-engaged in our school.

With grant funds secured from AAHE, students in grades 9-12 have been offered free trips to at least one college and one industry or business for the last two years. The goal is to educate our students about career choices and also to increase the rate of graduates who attend college.

Change is a part of life, especially in schools. Currently, we are transitioning toward ACT-based assessments. Adjustments are being made, scores from the EXPLORE and PLAN are being examined, and continuous professional development is conducted to aid in the process. Preparation for the ASPIRE in grades 3-8 is also underway. Use of technology in the classroom, both by faculty and students is becoming a way of life; many classes are technology-based. The new career preparedness class incorporates technology with creating career and education plans.

School's Purpose

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

Our mission is to teach our children to love to learn, to love and respect themselves and others, to love our community, state and country, to rise up to the challenge of life, to take pride in the results of hard work, and to value and pursue only that which is honorable.

Our vision is that our school will provide curriculum and instruction that stresses collaboration, communication, and problem solving.

Common Core state standards will provide a vision for college- and career-ready students. Technology will provide students with a global awareness that will prepare them for global workplace success.

Our school's tiered intervention process will target achievement gaps and low-achieving students and will incorporate strategies that support and accelerate student achievement.

Character education and service learning will continue to be provided to develop morals and values.

Our core beliefs about students are:

All students can learn.

All students learn at different paces and have different learning styles.

Motivated students are productive students.

Students' basic needs must be met before learning can occur.

Our core beliefs about teachers:

Collaboration and positive relationships assist good learning.

Teachers must be involved in the decision-making process of the school and are committed to carrying out the goals of the school.

Technology must be integrated into instruction in a 21st-century learning environment.

Teachers must be willing to change to meet the needs of the school and students.

Our core beliefs about school and community:

Families need to be positive and active in the education of students.

The school makes decisions based on the needs of the students.

Active communication must exist between school, families, and communities.

All school personnel are important in the education of students.

Notable Achievements and Areas of Improvement

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

Hubbertville School has enjoyed various notable achievements over the last three years. For the second time in six years, the school has received the US News and World Report Bronze Award for Best High Schools in the state of Alabama. Schools receiving this recognition are noticed for outstanding achievement in math and English proficiencies on state assessments, as well as for Advanced Placement test scores.

Hubbertville is also enjoying academic improvement resulting from certain state-mandated programs and also from professional development activities chosen at the school level. For example, reading scores have steadily increased as a result of ARI implementation in our elementary grades, and math and science assessment scores in grades three through eight have improved due to AMSTI instruction. We also attribute improved student achievement and interest to our school's commitment to strategic teaching. A few years ago, all teachers received ARI/PAL training, which includes, but is not limited to, strategic teaching. Since receiving this training, all teachers have effectively utilized these strategies, which are scientifically-based and embraced by educational specialists.

Over the next three years, we intend to become more proficient in using strategic teaching as our primary instructional method by providing all teachers with necessary training and practice opportunities. We believe that improved student achievement will be the direct result of such efforts. We also want to see our graduates better-prepared for the technological age. We intend to accomplish this end by providing our students with educational experiences using the most current technologies available at the time. (This goal would be much more attainable if we could receive funding for a full-time technology coordinator.)

Finally, we intend to continue to reach out to the parents in our community - to educate them on the importance of their children's earning a high school diploma. We will accomplish this not only by continuing current efforts, but also by finding new ways of teaching parents about the benefits of a twenty-first century education.

Additional Information

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

No additional information.

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.

ACIP work continues throughout the school year as academic assessment results are disaggregated (this occurs as the results are received) and as classroom data are accumulated. Monthly data meetings are held to discuss student progress in reading, and weekly grade level meetings are held to align curriculum requirements with state-mandated assessments. Meetings are held with faculty, staff, parents, and community leaders to share and discuss results. Needs are determined and instructional strategies are developed to improve areas of concern. Goals are set and plans are developed to incorporate checkpoints as we monitor progress. As needed, modifications are made to plans to insure that goals are met. Survey results, the School Incident Report, and Educate Alabama data are all analyzed by the ACIP team to determine at-risk areas, as well as faculty strengths and weaknesses. The surveys, which are available in both online and hard copy formats, also provide valuable feedback about school culture.

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

Tim Dunavant - Principal
Dustin Silas - Assistant Principal
Diane Fisher - Guidance Counselor
Stella Fisher - Reading Coach
Debbie Ingle - Elementary Teacher/Parent Involvement Coordinator
Debra Spiller - Science Teacher
Lisa McCaleb - Elementary Teacher
Matthew Rutledge - English Teacher
Rhonda Dunavant - FACS Teacher
Dana Stidham - Technology Coordinator
Amanda Tranum - Social Studies Teacher
Lynn Roby - Math Teacher
Jessica Bonds - Community Member
Kaylee Jones - Student
Kaitlyn Little - Student
Katelyn Dunavant - Student
Clay Gary - Student

School administrators and faculty representatives are involved in analyzing and disaggregating data, examining survey results, and providing school process information. This information is used to identify areas of strength, as well as areas in need of improvement. They then use their findings to write goals that directly address the needs of the students. Parent and student representatives review the plan and provide input on any possible modifications.

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

Copies of the final improvement plan are placed in the library and on the table in the hallway outside the school office for stakeholder perusal. The plan is also accessible via the school website.

Stakeholders are kept abreast of plan progress in a variety of ways. School events, areas of need, and areas of progress are discussed at monthly PTO meetings, weekly Booster Club meetings, Band Booster meetings, and the school's annual Parent Night, as well as at district Parent Conference Day. Notable school achievements, which are part of the school's connection to the community, are also highlighted at these meetings and events.

Furthermore, plan progress is communicated via written correspondence. Important information is often included with student report cards and progress reports, as well as in folders that are periodically sent home with elementary students. Furthermore, notable achievements, school happenings, and other information of cultural value are published in the local newspaper and on the school website.

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Staff Survey Elementary School Survey Middle/High School Survey Parent Survey

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

2014-2015 Survey Data

All four surveys show that "purpose and direction" has the highest overall level of satisfaction. However, certain questions worth notice are as follows:

Staff Survey

#5. Our school has a continuous improvement process based on data, goals, actions, and measures for growth - 4.67

Elementary Survey

#1. In my school my principal and teachers want every student to learn. - 3.0

5. In my school my teachers want me to do my best work. - 3.0

7. My teachers use different activities to help me learn. - 3.0

9. My teachers tell me how I should behave and do my work. - 3.0

15. My school has many places where I can learn, such as the library. - 3.0

20. My principal and teachers help me to be ready for the next grade. - 3.0

Middle/High School Survey

#8. In my school, the principal and teachers have high expectations of me. - 4.28

29. In my school, I have access to counseling, career planning, and other programs to help me in school. - 4.25

Parent Survey

#1. Our school's purpose statement is clearly focused on student success. - 4.32

3. Our school has established goals and a plan for improving student learning. - 4.31

2013-2014 Survey Data

All four surveys show that "purpose and direction" has the highest overall level of satisfaction. However, certain questions worth notice are as follows:

Staff Survey

#6. Our school's governing body or school board complies with all policies, procedures, laws, & regulations. - 4.67

Elementary Survey

#1. In my school my principal and teachers want every student to learn. - 3.0

5. In my school my teachers want me to do my best work. - 3.0

7. My teachers use different activities to help me learn. - 3.0

9. My teachers tell me how I should behave and do my work. - 3.0

15. My school has many places where I can learn, such as the library. - 3.0

20. My principal and teachers help me to be ready for the next grade. - 3.0

Middle/High School Survey

#8. In my school, the principal and teachers have high expectations of me. - 4.28

29. In my school, I have access to counseling, career planning, and other programs to help me in school. - 4.25

Parent Survey

#1. Our school's purpose statement is clearly focused on student success. - 4.32

3. Our school has established goals and a plan for improving student learning. - 4.31

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

2014-2015 School Year

Item #5 on the Staff Survey, Our school has a continuous improvement process based on data, goals, actions, and measures for growth, shows an improvement from 4.48 to 4.67

2013-2014 School Year

We were unable to identify any trends since this is the first year we have employed these particular surveys.

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

The reported findings above are consistent with our feedback source from 2013-14 Parent Involvement Surveys.

Areas in Need of Improvement

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

2014-2015 School Year:

High school and elementary respondents indicated that they are least satisfied with "Using Results for Continuous Improvement," while staff and parent respondents are least satisfied with "Teaching and Assessing for Learning."

"Using Results..." had the lowest overall level of satisfaction rating.

Specific questions worth noting are as follows:

Staff Survey -

#49: Our school has a systematic process for collecting, analyzing, and using data, decreased from 4.39 to 3.94.

Elementary Survey -

#18: My principal and teachers ask me what I think about school, decreased from 2.42 to 2.27.

Middle/High School Survey -

#14: My school makes sure there is at least one adult who knows me well and shows interest in my education and future, decreased from 3.99 to 3.76.

Parent Survey -

#16: All of my child's teachers keep me informed regularly of how my child is being graded, remained the same at 3.8.

2013-2014 School Year:

High school and elementary respondents indicated that they are least satisfied with "Using Results for Continuous Improvement," while staff and parent respondents are least satisfied with "Teaching and Assessing for Learning."

"Using Results..." had the lowest overall level of satisfaction rating.

Specific questions worth noting are as follows:

Staff Survey

#31. In our school, a formal process is in place to support new staff members in their professional practice. - 3.65

Elementary Survey

#18. My principal and teachers ask me what I think about school. - 2.27

Middle/High School Survey

#27. In my school, students help each other even if they are not friends. - 3.28

Parent Survey

#16. All of my child's teachers keep me informed regularly of how my child is being graded. - 3.8

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

2014-2015 School Year:

SY 2014-2015

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Staff Survey -

Governance and Leadership

Middle/High School Survey -

Teaching & Assessing for Learning

Elementary Survey -

Using Results for Continuous Improvement

2013-2014 School Year:

No trend detected (first year implementing these surveys).

What are the implications for these stakeholder perceptions?

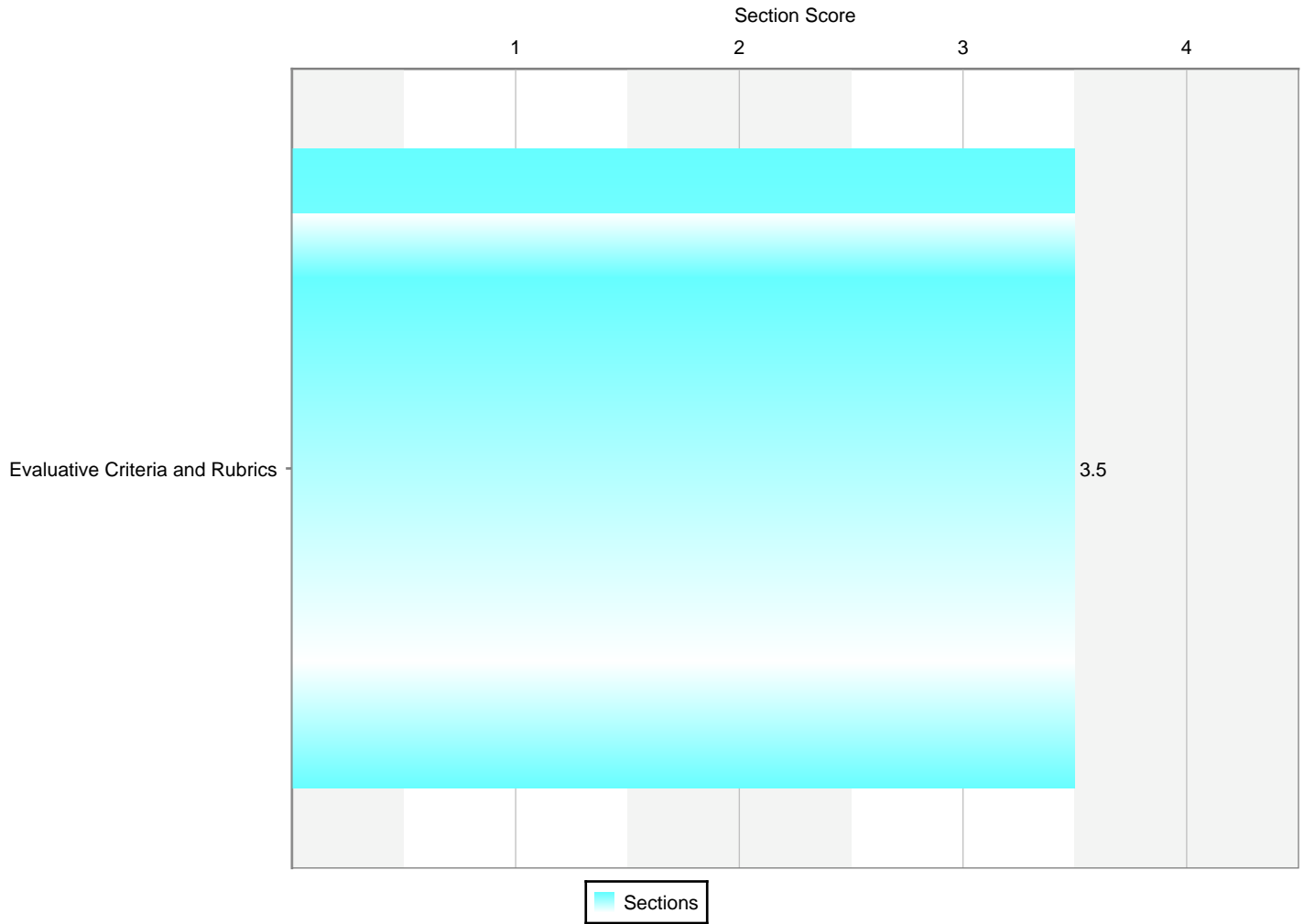
We will use this feedback to see whether or not our instructional practices support the way we assess our students. We will also examine our methods for using data to evaluate school improvement. This evaluation will be an objective process, but it will also require that we examine how well we communicate to parents and students.

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

The reported findings above are consistent with our feedback source from 2013-14 Parent Involvement Surveys.

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		Data Documents

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	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?

Sixty-three percent (63%) of the 10th graders who took the Plan test scored at or above the college-readiness benchmark (15) on the English subtest.

Sixty-one percent (61%) of the 8th graders who took the Explore test scored at or above the college-readiness benchmark (13) on the English subtest.

The fourth-grade class ranked in the 80th percentile in math, the 75th percentile in science, and the 63rd percentile in reading on the Aspire test.

The fifth-grade class ranked in the 64th percentile in math and the 61st percentile in reading on the Aspire test.

The sixth- and seventh-grade classes ranked in the 59th percentile in reading on the Aspire test.

The eighth-grade class ranked in the 58th percentile in reading on the Aspire test.

Seventy-eight percent (78%) of seventh-grade students and seventy-three percent (73%) of fifth-grade students scored at levels III and IV on the Alabama Science Assessment.

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

Because state assessment instruments have changed from the prior year, it is impossible to make a trend statement about a particular class's or group's progress. However, data (although taken from different test instruments) suggests that Hubbertville's 4th- and 5th-grade instructional programs remain strong in math and reading. It also suggests that the 7th- and 8th-grade reading programs are continue to produce positive results. Furthermore, the 6th-grade program had produced stable results for the previous two years; current data suggests that the results are either still stable or improved.

Last year's data:

ARMT+ Math: 7th grade shows a positive trend in the percentage of students scoring at level III & IV proficiency over the last three years (AMO was met without including level II adjustments for the last two years).

Math: 5th grade shows a positive trend in the percentage of students scoring at level III & IV proficiency over the last three years (AMO was met without level II adjustments for all three years); furthermore, 100% of students scored at level III & IV for the last two years.

Math: Hubbertville's 4th grade ranked first in comparison with 4th graders from four other similar schools; its 5th grade ranked second.

Reading: 8th grade shows a positive trend in the percentage of students scoring at level III & IV proficiency over the last two years (AMO was met without level II adjustments for 2012-2013 school year).

Reading: Hubbertville's 4th and 5th grades ranked second in comparison with 4th and 5th graders from four other similar schools.

AHSGE: The percentage of students who had passed the math portion of the exam rose steadily over the last three years (85%, 89%, 91%). Furthermore, Hubbertville's success percentage (91%) was higher than the district's success percentage (82%) on the math exam for the 2012-2013 school year; and, in a comparison with four other nearby schools of similar size and demographics, Hubbertville ranked second.

Which area(s) indicate the overall highest performance?

The fourth-grade class appears to demonstrate the highest level of performance, having scored in the 80th percentile in math, the 75th percentile in science, and the 63rd percentile in reading on the Aspire test.

Last year's data:

Math: 5th grade - 100% of students scored at level III & IV for the last two years. (AMO was met without level II adjustments for both years).

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

According to current Aspire test data, sixth-grade females outperformed males in reading, math, and science (55%, 45%, and 27% proficient, respectively). Furthermore, fourth-grade female proficiency percentages are higher than the whole-group percentages in math (100% proficient), science (67% proficient), and reading (70% proficient). Fourth-grade males are 79% proficient in math.

Last year's data:

ARMT+ Reading: 6th-grade males showed an increase in performance over the previous year. The percentage of males scoring at proficient levels increased by 8%.

8th grade shows an increase in the percentage of free- or reduced-price lunch students scoring at level III & IV proficiency over the last two school years. In 2013, this percentage was at 67%, which is up from 44% for the previous year.

ARMT+ Math: For the last two years, the percentage of 4th-grade free- or reduced-price lunch students scoring at level III & IV proficiency was higher than the whole-group percentage.

For the last two years, the percentage of 4th-grade female students scoring at level III & IV proficiency was higher than the whole-group percentage.

Between which subgroups is the achievement gap closing?

According to Aspire data, the achievement gap in percent proficient between sixth-grade males and females is quite narrow (2%) in math. The same is true for seventh grade (5%) and eighth grade (1%). (Females outperformed males in grade six, but the males outperformed the females in grades seven and eight.)

According to ACT data, the percentage of females scoring at benchmark in reading is 1.5% higher than that of males.

Last year's data:

ARMT+ Math: The achievement gap between the free- or reduced-price lunch group and the full-price lunch group continues to be narrow for the 4th grade class for both the 2012 and the 2013 school years.

ARMT+ Reading: The achievement gap between the males and females appears to be narrowing for the 4th-grade class. Females outperformed males by 28% in 2012 and by 20% in 2013 (percentage scoring proficient).

The achievement gap between the males and females appears to be narrowing for the 8th-grade class. Females outperformed males by 19% in 2012 and by 11% in 2013 (percentage scoring proficient).

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

The reported findings above are consistent with local data.

Areas in Need of Improvement

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

The third-grade class scored in the 43rd percentile in reading on the Aspire test.

The sixth-grade class scored in the 42nd percentile in math on the Aspire test.

Eighty-six percent (86%) of 8th graders scored below the benchmark (17) in math on the Explore test; ninety-six percent (96%) scored below the science benchmark (20).

Ninety-two percent (92%) of 10th graders scored below the benchmark (19) in math on the Plan test; one-hundred percent (100%) scored below the science benchmark (21); and seventy-one percent (71%) scored below the reading benchmark (17).

Thirty-eight percent (38%) of students in the Class of 2016 earned a proficient score of 154 on the ACT Quality Core English 10 End-of-Course Assessment.

Twenty-nine percent (29%) of students in the Class of 2017 earned a proficient score of 149 on the ACT Quality Core Algebra I Enc-of-Course Assessment.

Ten percent (10%) of students in the Class of 2015 scored "at or above" the benchmarks on the ACT test in both Reading (22) and Math (22); five percent (5%) scored "at or above" the benchmark in Science (23).

Five percent (5%) of students in the Class of 2015 scored "at or above" the benchmark composite score of 21.25 on the ACT test.

Last year's data:

AHSGE Reading: The percentage of students who passed the Reading subtest was lower than anticipated.

ARMT Math: The percentage of 6th-grade students receiving scoring at proficient levels was lower than expected.

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

Again, because state assessment instruments have changed, there is no detailed data comparison. However, it appears that math continues to be a focus area at the sixth- through eleventh-grade levels.

Last year's data:

AHSGE: The percentage of students who had passed the reading subtest decreased from 92% to 83% over the last two school years.

The percentage of students who had passed the language subtest decreased from 92% to 66% over the last two school years.

ARMT+ Math: The percentage of 6th-grade students receiving proficient scores decreased from 97% to 89% from 2012 to 2013.

Hubbertville's 3rd and 8th grades scored lower than 3rd and 8th graders in a comparison with four other similar schools.

ARMT+ Reading: The percentage of 6th-grade students scoring at proficient levels decreased from 2011 to 2012 (from 94% to 81%), but showed no change from 2012 to 2013.

Hubbertville's 3rd, 6th, and 7th graders scored lower than their contemporaries in a comparison with four other similar schools.

Dibels: There continues to be a lack of significant progression in Oral Reading Fluency between a group's 2nd grade Spring testing (78%) and their Fall testing (52%).

Which area(s) indicate the overall lowest performance?

It appears that math, science, and reading are focus areas at the high school level. Math is also an area of concern for sixth grade, while reading is an area of concern for third grade.

Last year's data:

AHSGE: The percentage of students who had passed the language subtest decreased from 92% to 66% from 2012 to 2013.

The percentage of students who had passed the reading subtest decreased from 92% to 83% from 2012 to 2013.

ARMT+ Math: The percentage of 6th-grade students scoring at proficient levels decreased from 97% to 81% from 2012 to 2013.

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

Because of an inability to compare previous test results (ARMT+), AHSGE) with current test results (Aspire, Explore, Plan, QC, ACT), it is difficult to formulate trend statements. However, current Aspire test data show that 80% of third-grade males at Hubbertville is not proficient in reading and 87% is not proficient in science. Furthermore, 86% of 5th-grade males is not proficient in reading; 80% of 6th-grade males is not proficient in science; 82% of 7th grade males is not proficient in math; and 87% of 7th-grade females is not proficient in math.

Current Quality Core End-of-Course Assessment data show that 71% of tenth-grade males is not proficient in English and 73% of ninth-grade females is not proficient in Algebra I.

Current ACT data show that 81% of eleventh-grade males is not proficient in English, 94.5% of females and 86% of males are not proficient in math, 89% of females and 90.5% of males are not proficient in reading, 100% of females and 90.5% of males are not proficient in science.

It appears that, at the high school level, although performance for both genders is low, female performance lags behind that of males in both math and science and male performance lags behind that of females in reading.

In grades three through six, according to Aspire data, females outperform males in almost all areas (math, science, and reading). This trend appears to reverse in grades seven and eight (except in eighth-grade reading).

Last year's data:

ARMT+ Math: The percentage of 6th-grade free- or reduced-price students scoring at proficient levels declined from 2012 to 2013 (from 100% to 78%).

The percentage of 6th-grade females scoring proficient declined from 2012 to 2013 (from 100% to 73%), as well as the percentage of 6th-grade males scoring proficient (from 95% to 89%).

Between which subgroups is the achievement gap becoming greater?

It appears that, at the high school level, although performance for both genders is low, female performance lags behind that of males in both math and science and male performance lags behind that of females in reading. (ACT data shows an achievement gap of 8.5% in math and a 9.5% gap in science.)

However, the widest gap between males and females at the high school level appears to be in English. According to the English 10 Quality Core End-of-Course Test, fourteen percent (14%) more females than males earned a proficient score. ACT data is more striking: thirty-one percent (31%) more females than males earned a proficient score.

In grades three through six, according to Aspire data, females outperform males in almost all areas (math, science, and reading). This trend appears to reverse in grades seven and eight (except in eighth-grade reading).

Last year's data:

ARMT+ Math: The achievement gap has widened over the last two years between 4th-grade males and females, with females outscoring males by 17% in 2012 and by 21% in 2013 (percentage scoring proficient).

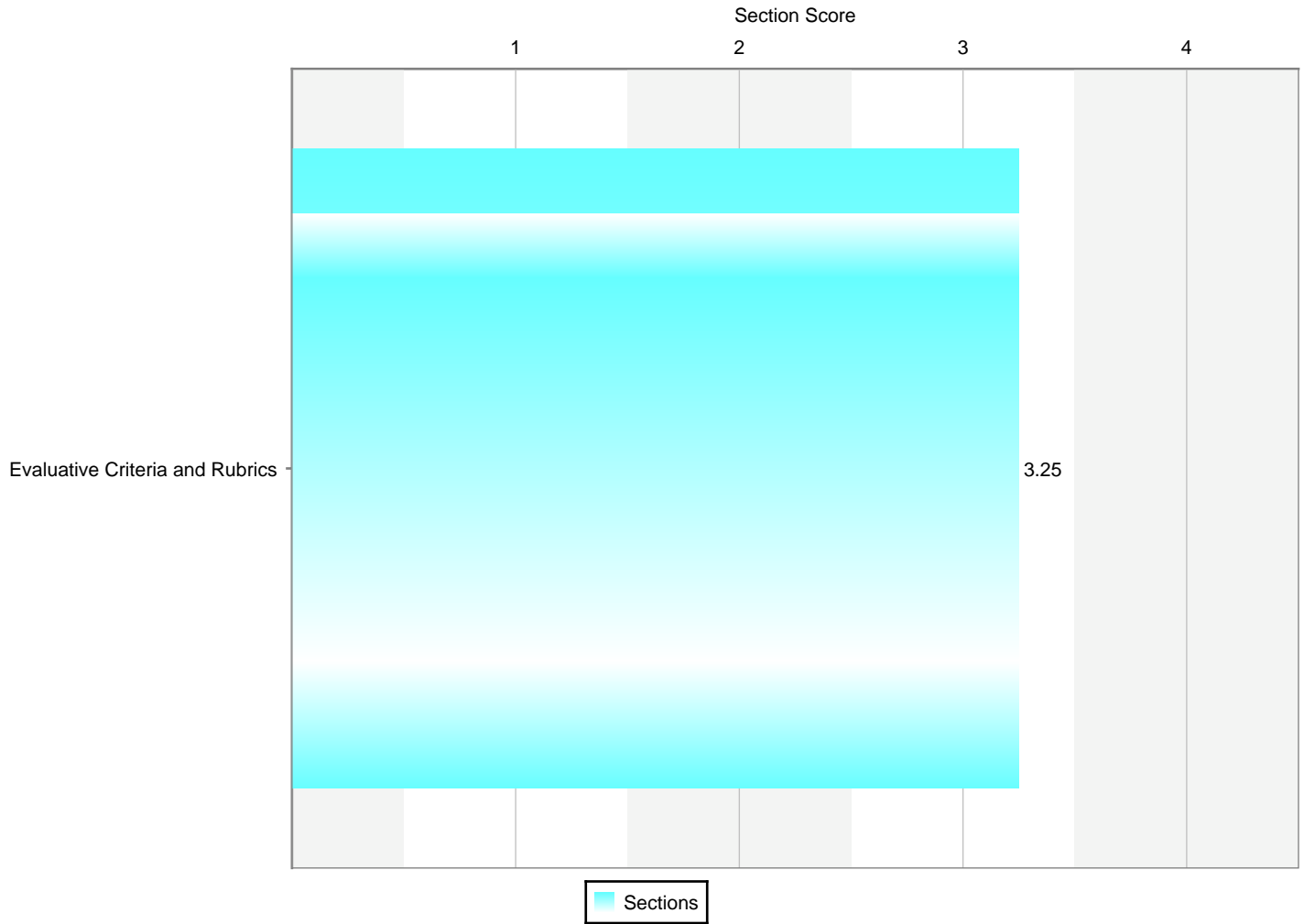
The achievement gap has widened drastically between 8th-grade males and females, with females outscoring males by 4% in 2012 and by 21% in 2013 (percentage scoring proficient).

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

The reported findings above are consistent with our local data.

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		School Leadership Team

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		Non-Discriminatory 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	Tim Dunavant, Principal 7360 County Road 49 Fayette, AL 35555 205-487-2845	

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		Parent Involvement Policy

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		School-Parent Compact

2014-2015 ACIP Plan

Overview

Plan Name

2014-2015 ACIP Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All learners will be engaged and empowered through the use of technology.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$165
2	All students at Hubbertville School will receive quality instruction that will prepare them to graduate college- or career-ready.	Objectives: 3 Strategies: 3 Activities: 9	Academic	\$94265
3	All students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 2 Strategies: 2 Activities: 5	Organizational	\$122390
4	To increase the number of high school students scoring at a proficient level in mathematics.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$0
5	All students at Hubbertville School will have the opportunity to graduate with their cohorts and be College- and Career-Ready.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$211000
6	To increase the number of students in grades three through eight scoring proficient in math and reading.	Objectives: 2 Strategies: 2 Activities: 3	Academic	\$0

Goal 1: All learners will be engaged and empowered through the use of technology.

Measurable Objective 1:

75% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in using technology tools to organize, interpret, and display data, as well as in using digital environments to collaborate and communicate in Practical Living by 05/20/2015 as measured by work products generated in multiple classroom environments.

Strategy 1:

Technology-Based Learning - Classroom teachers (career tech, language arts, mathematics, social studies, and science) will provide regular and frequent opportunities for students to use technology as a learning tool. Students will prepare multimedia presentations using programs such as Power Point, Keynote, and Prezi; they will work in online learning environments such as Edmodo, Quizlet, Socrative, and Moodle; they will utilize learning and assessment tools such as Study Island and Global Scholar; and they will create websites and wikis, as well as participate in blogsters.

Students will utilize desktop and laptop computers, as well as mobile devices to conduct research, prepare presentations, take assessments, communicate with teachers, collaborate with classmates, publish written works, and solve problems.

Research Cited: ARI, AMSTI, Science in Motion, ACT

Activity - Monitor Use of Technology as Learning Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and/or assistant principal will monitor the use of technology as a learning tool through periodic walk-throughs.	Policy and Process	08/14/2014	05/20/2015	\$0	No Funding Required	principal and/or assistant principal, classroom teachers for 7th-12th students

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan lessons that enable students to use technology in the learning process. Because many students still do not have access to technology and technology support at home, technology-based lessons and activities are critical for growth and development in the 21st century.	Policy and Process	08/14/2014	05/20/2015	\$0	No Funding Required	All classroom teachers

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Hubbertville School

Teachers will participate in training to use iPads, iPods, Smartboards, elmos, etc. in order to facilitate student support in the classroom, as well as to maximize technology-based learning opportunities.	Professional Learning	08/14/2014	05/20/2015	\$165	Title I Part A	Local technology coordinators and assistants; inservice center trainers
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Strategy 2:

Technology-Based Transitioning - Students in grades nine through twelve will use technology to enhance college- and career-readiness by preparing resumes, conducting college and career research, and completing job applications, college applications, and test registrations. The technological skills employed in completing these tasks will support their transition from high school to college and/or career.

Research Cited: College- and Career-Ready Focus, AL State Dept. of Education

Activity - Student Experience	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades nine through twelve will prepare resumes, job and/or college applications, test registrations (ACT), etc. as part of their classes and their preparation for graduation.	Direct Instruction	08/14/2014	05/20/2015	\$0	No Funding Required	Career Tech teacher, Guidance Counselor

Goal 2: All students at Hubbertville School will receive quality instruction that will prepare them to graduate college- or career-ready.

Measurable Objective 1:

100% of All Students will demonstrate a behavior of receiving instruction from teachers who are trained in providing college- or career-ready instruction in Career & Technical by 05/20/2015 as measured by all teachers receiving training on Alabama's College- and Career-Ready Standards and/or Career Tech standards..

Strategy 1:

Teacher Training - Teachers in grades 3-12 will receive specialized training that will equip them to teach the new state standards. This training will be provided by AMSTI specialists, state department math specialists (Quality Core), CCRS Implementation Team specialists, and career-tech personnel. Furthermore, new teachers will be mentored by member(s) of the faculty who are experienced, well-trained, and highly-qualified.

Research Cited: AL State Dept. of Education

Activity - CCRS Implementation Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Hubbertville School

Select staff members will attend the State Department's CCRS Implementation Team quarterly meetings; other faculty will receive turnaround training subsequent to each session.	Professional Learning	09/24/2014	05/20/2015	\$0	Other	CCRS Implementation Team members
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Activity - AL Career Information System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career Tech teachers will increase their knowledge of the AL Career Information System, which provides students and parents with access to valuable career exploration activities and college financial aid information.	Professional Learning	08/14/2014	05/20/2015	\$0	No Funding Required	Career Tech Teachers

Activity - Work Keys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidance Counselor and Career Tech teachers will help students use WorkKeys so that they may build job skills and increase marketability.	Career Preparation/Orientation	08/14/2014	05/20/2015	\$0	No Funding Required	Guidance Counselor, Career Tech teachers

Activity - AMSTI and Quality Core Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AMSTI specialists and a state department math specialist will work in the classroom with 5-12 math teachers to provide guidance and support for implementing the new state math standards. They will also meet with the teachers to discuss vertical alignment of the courses of study. Furthermore, they will also hold off-site training.	Professional Learning	08/13/2014	05/20/2015	\$0	No Funding Required	Mathematics teachers

Activity - Teacher Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers (especially first-year teachers) will benefit from the guidance of more experienced, well-trained professionals. This activity is designed to prevent burnout in the inexperienced teacher, to model best practices, and to develop effective educators who will stay at Hubbertville.	Recruitment and Retention	08/14/2014	05/22/2015	\$0	No Funding Required	Principal, Vice-Principal, Guidance Counselor, select staff

Measurable Objective 2:

100% of Economically Disadvantaged students will demonstrate a behavior of receiving instruction and opportunities that would improve their academic achievement in Mathematics by 05/20/2015 as measured by improved academic proficiency .

Strategy 1:

Improving Achievement of Economically Disadvantaged - Class-size reduction teacher units help to keep some class sizes smaller; consequently, achievement is improved. Furthermore, additional materials that might further aid achievement can be purchased.

Research Cited: Title I

Activity - Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Hubbertville School

Hubbertville has 1.4 FTEs of Title I teacher units.	Class Size Reduction	08/14/2014	05/22/2015	\$85450	Title I Schoolwide	Title I teachers
Activity - Materials and Supplies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional supplies and materials can be purchased to help improve academic achievement.	Other	08/14/2014	05/22/2015	\$2283	Title I Schoolwide	Principal, Title I teachers
Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increasing parental involvement can help improve student achievement by influencing the way parents view education. If parents appreciate the value of education, then they will be more likely to encourage their children to attend regularly and to engage in learning opportunities. This focus can be especially important for our economically-disadvantaged population.	Parent Involvement	08/14/2014	05/22/2015	\$1010	Title I Schoolwide	Principal, Parent-Involvement Committee

Measurable Objective 3:

100% of Economically Disadvantaged students will demonstrate a behavior of receiving instruction and opportunities that would improve their academic achievement in Career & Technical by 05/22/2015 as measured by improved academic proficiency .

Strategy 1:

Career Technical Educational Education Focus - Economically-disadvantaged students do not always have access to career information or to instruction that might help them toward a rewarding career in the future. Our Career Tech departments offer such information and instruction, as well as exposure to career exploration and skills matching. Students receiving this exposure and information might become excited about a particular career option, which could, ultimately, improve their economic status.

Research Cited: AL State Dept of Education (Career Tech), Title I

Activity - Field Trips for Career Exposure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Field trips to various Career Tech events, as well as to industries and other companies.	Career Preparation/Orientation	08/14/2014	05/22/2015	\$5522	Perkins	Career Tech staff, Guidance Counselor

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

Measurable Objective 1:

collaborate to provide access to available technologies for learning by 05/20/2015 as measured by checkout and usage logs kept by classroom teachers and technology coordinator.

Strategy 1:

Technology Availability and Support - Technology coordinators will devise a system for ensuring that hardware and materials are available to all classrooms on an equitable basis. They will also maintain systems and infrastructure and report problems, working with the necessary parties to minimize technological disability that could disrupt the learning process.

Research Cited: Technology-based learning

Activity - Technology Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology coordinators will receive training on hardware, software, and systems maintenance so they can troubleshoot problems and assist staff and students with technology questions.	Professional Learning	08/14/2014	05/20/2015	\$0	Title I Part A	School technology coordinator

Measurable Objective 2:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessment and data by 08/03/2015 as measured by Transform 2020 Survey Results, Inventory Report, and Bandwidth Traffic Report.

Strategy 1:

Communication Services - All employees of the Fayette County School System will have access to an email system for communication purposes. All employees and students will have access to the Fayette County website which will be maintained and updated at the Central Office. Individual schools will be accessed from the district site as well. Fayette County will also have the SchoolCast Communication system that will allow supervisors, principals, and other designated individuals to communicate with students and parents via phone, email, or text.

Activity - Email Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All employees of the Fayette County School System will have access to a web-based application that allows employees to compose, send, store, and receive messages over electronic communication systems.	Technology	08/20/2013	08/03/2015	\$9000	District Funding	Technology Coordinator

Activity - Web Hosting Service	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fayette County has a web hosting and portal solution built with the latest technology to deliver the functionality, reliability, and performance that schools require. The state-of-the-art hosting, connectivity, and infrastructure are the best at making those critical connections between our schools, students, parents, and community members.	Technology	08/20/2013	08/03/2015	\$17390	District Funding	Technology Coordinator, Network Administrator

Activity - Firewall/Network Security	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
M86 Firewall/Network Security is a comprehensive security solution developed specifically to protect K-12 networks. Extensive and comprehensive reports on all network traffic, desktop applications, and installed hardware provide an unparalleled view of our network.	Technology	08/20/2013	08/03/2015	\$0	No Funding Required	Network Administrator

Activity - Phone Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide local and long distance telephone services to each of the schools ad central office locations.	Technology	08/01/2013	08/03/2015	\$96000	District Funding	Technology Coordinator, Network Administrator, Principals

Goal 4: To increase the number of high school students scoring at a proficient level in mathematics.

Measurable Objective 1:

15% of Eleventh grade students will demonstrate a proficiency in Mathematics by 05/20/2015 as measured by ACT assessment.

Strategy 1:

Utilize Rigorous Tasks and Assessments. - Math teachers in grades 9-11 will use more rigorous tasks and questions in their instruction in order to improve students' conceptual knowledge and problem-solving skills.

Research Cited: ACT, CCRS

Activity - Study Island Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will attend Study Island training session(s).	Professional Learning	09/25/2014	05/20/2015	\$0	No Funding Required	Director of Curriculum and Instruction, Technology Coordinator, Principal

Strategy 2:

Appropriate Instructional Methods - Students will receive explicit, intensive instruction on math standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

Activity - ARI PAL Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Hubbertville School

All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Professional Learning	08/19/2013	05/20/2014	\$0	No Funding Required	All classroom teachers who teach literacy-based subjects.
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Activity - Variety of Instructional Methods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Professional Learning	08/14/2014	05/20/2015	\$0	No Funding Required	All classroom teachers

Activity - Five-E Instructional Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Nine through twelve math teachers will utilize the Five-E Instructional Model (engage, explore, explain, elaborate, evaluate), which emphasizes group task/problem solving, interpreting findings, and reporting results.	Professional Learning	08/14/2014	05/20/2015	\$0	No Funding Required	All 9-12 math teachers

Strategy 3:

Professional Learning - Nine through twelve math teachers will receive training on tools and processes that will help them utilize Quality Core resources in their instruction. This training will, therefore, impact student achievement.

Research Cited: ACT & Quality Core

Activity - Quality Core Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A state department specialist will provide quarterly training sessions on how to construct instructional units by correlating AL CCRS with ACT Quality Core standards.	Professional Learning	08/11/2014	05/20/2015	\$0	No Funding Required	Nine through twelve math teacher

Goal 5: All students at Hubbertville School will have the opportunity to graduate with their cohorts and be College- and Career-Ready.

Measurable Objective 1:

collaborate to develop students so that they graduate on time, ready to participate as citizens in society at large by 05/20/2015 as measured by all students' successful transitioning throughout high school and into post-high school..

Strategy 1:

Instructional Support - By providing various instructional supports for students as they proceed through high school, teachers can help students to successfully complete coursework required for graduation with their cohorts.

Research Cited: RtI

ACIP

Hubbertville School

Activity - Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using data analysis and observation, teachers at all levels will identify students who need instructional support in a particular class or course. Teachers will then employ strategies necessary to help those students improve achievement.	Academic Support Program	08/14/2014	05/20/2015	\$0	No Funding Required	Experienced, highly qualified teachers; Rti leadership team

Activity - High-Quality Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive high-quality instruction, which will give them the academic foundation they need to proceed through school without retention and to be prepared for work or college/training after high school. This attention to instructional quality involves mentoring new or beginning teachers to ensure that their instruction is delivered at a level that will produce the desired result.	Direct Instruction	08/14/2014	05/20/2015	\$0	No Funding Required	Experienced, highly-qualified teachers

Activity - LEAD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The LEAD 21st Century after-school program will provide homework assistance, tutoring, and enrichment activities to students in K-12 who encounter academic challenges or who lack a varied experiential base.	Academic Support Program	08/25/2014	05/20/2015	\$125000	Other	School administrators, teachers, student assistants, community representatives, parent volunteers

Strategy 2:

Transition Assistance - Students will receive transition assistance from teachers, the guidance counselor, and other staff as they move from pre-K to kindergarten, from sixth to seventh grade, from eighth to ninth grade, and from high school to work or post-secondary education. This assistance will help students adjust to change at each level, as well as to provide support as they assume more responsibility for their future and prepare for citizenry.

Research Cited: AL State Dept of Education

Activity - Freshman Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eighth-grade students and their parents attend an evening orientation meeting to discuss graduation requirements, Carnegie units, schedules, and other transition issues.	Other	03/31/2014	05/20/2015	\$0	No Funding Required	Principal, assistant principal, guidance counselor

Activity - Financial Aid Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seniors and their parents attend an evening financial aid meeting, where they receive vital information about applying for college financial aid.	Other	01/15/2015	05/20/2015	\$0	No Funding Required	Principal, assistant principal, guidance counselor

Activity - Pre-K Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will host a federally-funded pre-K program designed to help prepare children for kindergarten.	Academic Support Program	08/14/2014	05/20/2015	\$86000	Other	Pre-school teacher and paraprofessional

Goal 6: To increase the number of students in grades three through eight scoring proficient in math and reading.

Measurable Objective 1:

50% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a behavior of becoming proficient in Reading by 05/20/2015 as measured by proficiency groupings on the ACT Aspire test.

(shared) Strategy 1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

Activity - ARI PAL Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Policy and Process	08/14/2014	05/20/2015	\$0	No Funding Required	All classroom teachers

Activity - Variety of Instructional Methods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Policy and Process	08/14/2014	05/20/2015	\$0	No Funding Required	All classroom teachers

(shared) Strategy 2:

Professional Learning - Teachers in grades three through eight will attend Study Island training. Implementation of content learned from training will impact student achievement.

Research Cited: Study Island

Activity - Study Island Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Representatives from Study Island will provide training sessions for preparing resources and assessments to use in instruction.	Professional Learning	09/25/2014	05/20/2015	\$0	No Funding Required	Study Island representatives

Measurable Objective 2:

50% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a behavior of becoming proficient in Mathematics by 05/20/2015 as measured by proficiency groupings on the ACT Aspire test.

(shared) Strategy 1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

Activity - ARI PAL Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Policy and Process	08/14/2014	05/20/2015	\$0	No Funding Required	All classroom teachers

Activity - Variety of Instructional Methods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Policy and Process	08/14/2014	05/20/2015	\$0	No Funding Required	All classroom teachers

(shared) Strategy 2:

Professional Learning - Teachers in grades three through eight will attend Study Island training. Implementation of content learned from training will impact student achievement.

Research Cited: Study Island

Activity - Study Island Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Hubbertville School

Representatives from Study Island will provide training sessions for preparing resources and assessments to use in instruction.	Professional Learning	09/25/2014	05/20/2015	\$0	No Funding Required	Study Island representative s
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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
Email Integration	All employees of the Fayette County School System will have access to a web-based application that allows employees to compose, send, store, and receive messages over electronic communication systems.	Technology	08/20/2013	08/03/2015	\$9000	Technology Coordinator
Phone Services	Provide local and long distance telephone services to each of the schools ad central office locations.	Technology	08/01/2013	08/03/2015	\$96000	Technology Coordinator, Network Administrator, Principals
Web Hosting Service	Fayette County has a web hosting and portal solution built with the latest technology to deliver the functionality, reliability, and performance that schools require. The state-of-the-art hosting, connectivity, and infrastructure are the best at making those critical connections between our schools, students, parents, and community members.	Technology	08/20/2013	08/03/2015	\$17390	Technology Coordinator, Network Administrator
Total					\$122390	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Training	Technology coordinators will receive training on hardware, software, and systems maintenance so they can troubleshoot problems and assist staff and students with technology questions.	Professional Learning	08/14/2014	05/20/2015	\$0	School technology coordinator
Teacher Training	Teachers will participate in training to use iPads, iPods, Smartboards, elmos, etc. in order to facilitate student support in the classroom, as well as to maximize technology-based learning opportunities.	Professional Learning	08/14/2014	05/20/2015	\$165	Local technology coordinators and assistants; inservice center trainers
Total					\$165	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AL Career Information System	Career Tech teachers will increase their knowledge of the AL Career Information System, which provides students and parents with access to valuable career exploration activities and college financial aid information.	Professional Learning	08/14/2014	05/20/2015	\$0	Career Tech Teachers
Monitor Use of Technology as Learning Tools	Principal and/or assistant principal will monitor the use of technology as a learning tool through periodic walk-throughs.	Policy and Process	08/14/2014	05/20/2015	\$0	principal and/or assistant principal, classroom teachers for 7th-12th students
Financial Aid Night	Seniors and their parents attend an evening financial aid meeting, where they receive vital information about applying for college financial aid.	Other	01/15/2015	05/20/2015	\$0	Principal, assistant principal, guidance counselor
Teacher Mentoring	New teachers (especially first-year teachers) will benefit from the guidance of more experienced, well-trained professionals. This activity is designed to prevent burnout in the inexperienced teacher, to model best practices, and to develop effective educators who will stay at Hubbertville.	Recruitment and Retention	08/14/2014	05/22/2015	\$0	Principal, Vice-Principal, Guidance Counselor, select staff
AMSTI and Quality Core Training	AMSTI specialists and a state department math specialist will work in the classroom with 5-12 math teachers to provide guidance and support for implementing the new state math standards. They will also meet with the teachers to discuss vertical alignment of the courses of study. Furthermore, they will also hold off-site training.	Professional Learning	08/13/2014	05/20/2015	\$0	Mathematics teachers
Quality Core Training	A state department specialist will provide quarterly training sessions on how to construct instructional units by correlating AL CCRS with ACT Quality Core standards.	Professional Learning	08/11/2014	05/20/2015	\$0	Nine through twelve math teacher
Firewall/Network Security	M86 Firewall/Network Security is a comprehensive security solution developed specifically to protect K-12 networks. Extensive and comprehensive reports on all network traffic, desktop applications, and installed hardware provide an unparalleled view of our network.	Technology	08/20/2013	08/03/2015	\$0	Network Administrator
Five-E Instructional Model	Nine through twelve math teachers will utilize the Five-E Instructional Model (engage, explore, explain, elaborate, evaluate), which emphasizes group task/problem solving, interpreting findings, and reporting results.	Professional Learning	08/14/2014	05/20/2015	\$0	All 9-12 math teachers

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Lesson Planning	Teachers will plan lessons that enable students to use technology in the learning process. Because many students still do not have access to technology and technology support at home, technology-based lessons and activities are critical for growth and development in the 21st century.	Policy and Process	08/14/2014	05/20/2015	\$0	All classroom teachers
ARI PAL Strategies	All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Policy and Process	08/14/2014	05/20/2015	\$0	All classroom teachers
Rtl	Using data analysis and observation, teachers at all levels will identify students who need instructional support in a particular class or course. Teachers will then employ strategies necessary to help those students improve achievement.	Academic Support Program	08/14/2014	05/20/2015	\$0	Experienced, highly qualified teachers; Rti leadership team
Freshman Orientation	Eighth-grade students and their parents attend an evening orientation meeting to discuss graduation requirements, Carnegie units, schedules, and other transition issues.	Other	03/31/2014	05/20/2015	\$0	Principal, assistant principal, guidance counselor
Variety of Instructional Methods	All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Policy and Process	08/14/2014	05/20/2015	\$0	All classroom teachers
Study Island Training	Representatives from Study Island will provide training sessions for preparing resources and assessments to use in instruction.	Professional Learning	09/25/2014	05/20/2015	\$0	Study Island representatives
ARI PAL Strategies	All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Professional Learning	08/19/2013	05/20/2014	\$0	All classroom teachers who teach literacy-based subjects.
Student Experience	Students in grades nine through twelve will prepare resumes, job and/or college applications, test registrations (ACT), etc. as part of their classes and their preparation for graduation.	Direct Instruction	08/14/2014	05/20/2015	\$0	Career Tech teacher, Guidance Counselor
Variety of Instructional Methods	All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Professional Learning	08/14/2014	05/20/2015	\$0	All classroom teachers
Study Island Training	All teachers will attend Study Island training session(s).	Professional Learning	09/25/2014	05/20/2015	\$0	Director of Curriculum and Instruction, Technology Coordinator, Principal

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Hubbertville School

Work Keys	Guidance Counselor and Career Tech teachers will help students use WorkKeys so that they may build job skills and increase marketability.	Career Preparation/Orientation	08/14/2014	05/20/2015	\$0	Guidance Counselor, Career Tech teachers
High-Quality Instruction	Students will receive high-quality instruction, which will give them the academic foundation they need to proceed through school without retention and to be prepared for work or college/training after high school. This attention to instructional quality involves mentoring new or beginning teachers to ensure that their instruction is delivered at a level that will produce the desired result.	Direct Instruction	08/14/2014	05/20/2015	\$0	Experienced, highly-qualified teachers
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
LEAD	The LEAD 21st Century after-school program will provide homework assistance, tutoring, and enrichment activities to students in K-12 who encounter academic challenges or who lack a varied experiential base.	Academic Support Program	08/25/2014	05/20/2015	\$125000	School administrators, teachers, student assistants, community representatives, parent volunteers
CCRS Implementation Team	Select staff members will attend the State Department's CCRS Implementation Team quarterly meetings; other faculty will receive turnaround training subsequent to each session.	Professional Learning	09/24/2014	05/20/2015	\$0	CCRS Implementation Team members
Pre-K Program	We will host a federally-funded pre-K program designed to help prepare children for kindergarten.	Academic Support Program	08/14/2014	05/20/2015	\$86000	Pre-school teacher and paraprofessional
Total					\$211000	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Field Trips for Career Exposure	Field trips to various Career Tech events, as well as to industries and other companies.	Career Preparation/Orientation	08/14/2014	05/22/2015	\$5522	Career Tech staff, Guidance Counselor
Total					\$5522	

ACIP

Hubbertville School

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instruction	Hubbertville has 1.4 FTEs of Title I teacher units.	Class Size Reduction	08/14/2014	05/22/2015	\$85450	Title I teachers
Materials and Supplies	Additional supplies and materials can be purchased to help improve academic achievement.	Other	08/14/2014	05/22/2015	\$2283	Principal, Title I teachers
Parental Involvement	Increasing parental involvement can help improve student achievement by influencing the way parents view education. If parents appreciate the value of education, then they will be more likely to encourage their children to attend regularly and to engage in learning opportunities. This focus can be especially important for our economically-disadvantaged population.	Parent Involvement	08/14/2014	05/22/2015	\$1010	Principal, Parent-Involvement Committee
Total					\$88743	

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Strategies to Increase Parental Involvement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved.

Each school year (usually in the Fall), Hubbertville hosts a Parent Involvement Night. Dinner is provided, and parents are given opportunities to become familiar with local organizations that offer education and support. These organizations include local businesses, community colleges, and government agencies. Parents also receive materials about our school and other agencies/programs available to them. Furthermore, they view a power point presentation about the Title I program and the 1% set-aside.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

At the beginning of each school year, parents are asked to read and sign the school policy and the Parent/School Compact, which includes a section that clarifies parent responsibilities. These documents are reviewed at our Fall Parent-Involvement Night and again at the end-of-year parent meeting, where parents are provided feedback opportunities. All parents are invited to attend both of these meetings.

In addition to these meetings, all parents are also invited to Open House, which is usually held shortly after the start of the school year, and to the system-wide Parent-Teacher Conference Day, held in October.

Parent surveys are distributed at these meetings; these surveys give parents an opportunity to provide feedback about our program and to give suggestions for improvement.

The Title I committee also convenes at various times during the school year.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

All parents are invited to attend our annual Open House, usually held immediately after the start of school. Here, they can talk with teachers, administrators, and counselors about our programs, assessments, and achievement expectations. They can also visit our information table, which is situated in the hall opposite the school office. Here, parents can examine the school's continuous improvement plan and collect various pamphlets and brochures about school and parenting, as well as the Parent-School Compact.

Parents receive additional information from the folders and information brought home by their children on the first day of school. This folder contains information about school and board policies, the school calendar, assessments, etc.

Parent Conference Day and Parent Involvement Night offer still more opportunities for parents to ask questions and receive information about any topic they wish to discuss with teachers and/or administrators. (Furthermore, school staff members are a phone call or visit away and are available to visit with parents by appointment.)

Parents can also visit the school website for information on school events or for links to other websites that are pertinent to school and

parenting issues.

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

The School-Parent Compact is reviewed and discussed at the end-of-year meeting, which is open to all parents. At this time, parents are urged to provide feedback about the document and to suggest possible changes. The Compact is sent home with each student at the beginning of each year; additional copies are provided for pick-up anytime at our parent resource table across from the office. Parents are free to make suggestions anytime, not just at the end-of-year meeting. A copy of the school's ACIP is also kept on the resource table, and it can be accessed online via the school website.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

At Hubbertville, parents are always welcome to submit comments to the school administration or to the Board of Education's Parent-Involvement Coordinator.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

The school hosts an annual Parent-Involvement Night and an end-of-year meeting. Both of these meetings provide opportunities for parents to provide input regarding the content and effectiveness of the parent-involvement policy. Parent Night also serves as a forum for parents to become acquainted with local organizations that might provide education and supports. These organizations include local businesses, community colleges, and government agencies.

The school also provides information and collects feedback from parents on conference day, as well as at various school-related events such as Fall Festival, Field Day, Homecoming, the Alumni Dinner, Awards' Day, field trips, sporting events, and PTO meetings. Furthermore, information is shared through the school website, Schoolcast call system, and newsletters.

The school provides materials, grades, test results, etc. in a way that is clear and understandable for parents. Furthermore, results are discussed at conferences and other meetings, or at any other time parents need clarification. They are always welcome to ask for any clarification regarding state standards, assessments, Title I, or any other topic. Hubbertville School adheres to the district's non-discrimination policy on these and other matters.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

The parent resource table contains various pamphlets and brochures encouraging parent involvement in achievement and literacy. Sample titles include, "100 Ways for Parents to Be Involved in Their Child's Education" and "How to Help Your Child with Homework." Additional resources are available for checkout from the school library. Parenting tips are also included on class newsletters and on the school website. The website also has links to other helpful parenting/educational websites, as well as to the iNow parent portal.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Staff members are encouraged to reach out to parents at Parent-Involvement Night, the end-of-year parent meeting, at Open House, on Conference Day, at PTO meetings, at school events, through School Cast, through newsletters, and through committee work. Furthermore, the school parent-involvement coordinator and principal are planning a training session for teachers regarding communicating with parents. The information presented in this training will provide new ideas for garnering parental participation. They also encourage teachers to identify potential parent leaders who might be able to volunteer at school in various capacities (reading to students, making copies, etc.).

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

In order to encourage more parent participation in the educational process, the school provides parenting tips and suggestions on class newsletters, on the school website, and at the parent resource table. To extend this outreach, the school plans to include parenting posters, as well as photos of parent leaders/volunteers at the resource table. In addition to these ways of encouraging involvement, the school also seeks to involve parents in the LEAD after-school program, in the pre-K program, and in the Upward Bound program. Parents could be used

in various ways, including, but not limited to, assisting with enrichment activities, games, and reading.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

Parents receive information in different ways, including both print and auditory. Notes, reminders, and newsletters are sent home in weekly folders; flyers and posters advertise meetings and programs; brochures address parenting issues; beginning-of-year folders contain policies, schedules, and calendars; the school website provides a wealth of information; Schoolcast provides telephone reminders of important events and happenings. The school office is also happy to provide information and/or clarifications.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

The school offers several opportunities for students and parents to become involved at school and in the community at large. Students participate in (and parents attend) an annual Veterans' Day Program held at the school. Another well-attended community event (attended by students, school staff, and parents) is the annual Glen Allen Community Clean-up.

The school also hosts various outreach activities that are designed to bring parents and grandparents into the school. These activities include Grandparents' Day and Dr. Seuss Day. The parent-involvement coordinator and principal are currently planning a new event, Doughnuts with Dads, which will be designed to engage fathers in the school process.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

Hubbertville does not currently have any limited-English-proficiency students, but is equipped with resources for educating such students, should they enroll.

The school is equipped with wheelchair ramps both inside and outside, for any disabled or infirmed students or parents. We adhere to the district's non-discriminatory policy, welcoming all students and parents:

It is the policy of the Fayette County Board of Education that no person shall on the grounds of race, color, religion, gender, age, national origin, veteran status, disability, genetic information or testing, or family and medical leave be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity or employment. Inquiries or complaints regarding compliance may be directed to Dr. Rene Nichols, Title VI, Title IX, Section 504 Coordinator, Fayette County Board of Education, Post Office Box 686, Fayette, Alabama 35555 or to the Office for Civil Rights, Department of Education, Washington, DC 20210.

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The principal and ACIP committee chairperson met with Central Office points of contact on September 16, 2014 to collect test data compiled by Central Office personnel and to discuss the ACIP. A Central Office contact later emailed staff, student, and parent survey results, as well as attendance information, to the ACIP committee chair.

The ACIP committee convened on September 16 for an organizational meeting and to discuss assignments for completing the ACIP. Subsequent to the meeting, the guidance counselor and education specialist met with individual teachers to view and discuss Aspire results. Other committee members were tasked with analyzing ACT, Plan, Explore, and Quality Core End-of-Course test results, as well as survey results and other pertinent information (attendance, discipline, etc.).

The ACIP committee convened again on September 29, 2014 to discuss findings and to identify strengths and weaknesses and to develop ACIP goal statements.

Aside from the structured ACIP process for identifying needs, staff members also skillfully utilize other opportunities throughout the school year, including regular RtI meetings, common planning time (for discussing student needs and monitoring improvement), and faculty meetings. Furthermore, since Hubbertville is a small school, faculty and staff are able to share data on an informal basis as the need arises.

2. What were the results of the comprehensive needs assessment?

The comprehensive needs assessment provided insight into focus areas related to student achievement and school culture. Math and reading continue to be areas of focus for student achievement, although state assessments continue to change from year to year.

3. What conclusions were drawn from the results?

Math and reading continue to be areas of focus for our school at all levels.

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

We are an ARI and AMSTI school; we also utilize ARI-PALs strategies, as well as Alabama Science in Motion and Scott Foresman programs. We have a special lab for students who take courses via the internet through ACCESS distance learning, and we host a 21st Century After-School program for grades K-12 students who need additional tutoring outside the classroom.

Early-warning court referrals for excessive absences was low at one percent.

Student daily absences are approximately 6%. Total student absences were 1053.

The graduation rate rose from 89% in the previous year to 92%.

Many of our students come from homes where education is not a high priority. Others live in environments where adult supervision is minimal. Consequently, these students often do not thrive in a school setting and find themselves lacking academic goals.

There were no long-term suspensions (10 or more days), nor were there any Alternative School placements.

There were 316 office referrals. This is an increase from 165 last year. Of the total, ninety-six (96) resulted in suspension. Eighty-four (84) students were placed in in-school suspension, twelve (12) in out-of-school suspension.

Dialogue with teachers revealed that more than 50% of teachers felt that they have insufficient time to collaborate with colleagues (standard 5.1)

Teacher absences increased dramatically from 274 in the previous year to 449.5.

Wireless internet is available for the entire school. Classroom teachers have their own laptops, LCD projectors, ELMOs (elementary), and Smartboards (high school). In addition, to these resources, Smart tables are available for use in elementary grades, and responders and wireless slates are available (on a check-out basis) for any grade level. Laptop computers are available for building-wide student use. In fact, the ratio of laptops to students has been reduced to less than one-to-two. Emerging technologies are procured as funds become available.

A full-time technology coach would benefit the school by providing needed assistance for training and use of technology. He/she could also research different programs and internet resources and assist faculty members with their implementation. This person could also be responsible for the physical placement and maintenance of the technology resources.

Scott Foresman reading series provides materials for Tiers I, II, and III instruction. Tier I instruction utilizes whole-group activities, small-group activities (which is differentiated for each group), and centers/stations. Tier III instruction provides particular students with additional exposure to skills not yet mastered. (This instruction is provided by a certified teacher other than the student's regular classroom teacher.) Grade-level teachers meet with our education specialist at the end of each unit to disaggregate data and to make adjustments to instruction.

Tier II instruction is dependent upon the teacher who provides the whole-group and small-group instruction. For Tier II, teachers must be very observant and aware of students who did NOT master skills taught in Tier I instruction. This information drives Tier II instruction. Consequently, Tier II instruction is quite subjective and may vary, depending upon the teacher's judgement.

Both the Agriscience and Family and Consumer Science programs at Hubbertville are Business and Industry Certified. The CTSOs for both programs are very active at local, county, state, and national levels. One of the State CTSO officers was a member of our FACS program.

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

When data are analyzed, plan team members examine trends and also look for strengths and weaknesses. When weaknesses (needs) are identified, goals are then written to target those areas.

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

Needs assessment data are gathered from multiple sources, including state and local assessments (Aspire, Explore, Plan, ACT, and Quality Core End-of-Course Algebra I and English 10 Assessments), Educate Alabama, and parent, student, and staff surveys.

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

Sixty-five percent of our student population qualifies for free- or reduced-priced lunches. Because the data are so influenced by this group, the goals also directly address their needs. No student is excluded from efforts to increase achievement, to provide access to current technology for learning, or to provide clear pathways toward college or career after high school.

Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficiency Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

All learners will be engaged and empowered through the use of technology.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in using technology tools to organize, interpret, and display data, as well as in using digital environments to collaborate and communicate in Practical Living by 05/20/2015 as measured by work products generated in multiple classroom environments.

Strategy1:

Technology-Based Learning - Classroom teachers (career tech, language arts, mathematics, social studies, and science) will provide regular and frequent opportunities for students to use technology as a learning tool. Students will prepare multimedia presentations using programs such as Power Point, Keynote, and Prezi; they will work in online learning environments such as Edmodo, Quizlet, Socrative, and Moodle; they will utilize learning and assessment tools such as Study Island and Global Scholar; and they will create websites and wikis, as well as participate in blogsters.

Students will utilize desktop and laptop computers, as well as mobile devices to conduct research, prepare presentations, take assessments, communicate with teachers, collaborate with classmates, publish written works, and solve problems.

Research Cited: ARI, AMSTI, Science in Motion, ACT

Activity - Monitor Use of Technology as Learning Tools	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and/or assistant principal will monitor the use of technology as a learning tool through periodic walk-throughs.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	principal and/or assistant principal, classroom teachers for 7th-12th students

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan lessons that enable students to use technology in the learning process. Because many students still do not have access to technology and technology support at home, technology-based lessons and activities are critical for growth and development in the 21st century.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training to use iPads, iPods, Smartboards, elmos, etc. in order to facilitate student support in the classroom, as well as to maximize technology-based learning opportunities.	Professional Learning			08/14/2014	05/20/2015	\$165 - Title I Part A	Local technology coordinators and assistants; inservice center trainers

Strategy2:

Technology-Based Transitioning - Students in grades nine through twelve will use technology to enhance college- and career-readiness by preparing resumes, conducting college and career research, and completing job applications, college applications, and test registrations. The technological skills employed in completing these tasks will support their transition from high school to college and/or career.

Research Cited: College- and Career-Ready Focus, AL State Dept. of Education

Activity - Student Experience	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades nine through twelve will prepare resumes, job and/or college applications, test registrations (ACT), etc. as part of their classes and their preparation for graduation.	Direct Instruction			08/14/2014	05/20/2015	\$0 - No Funding Required	Career Tech teacher, Guidance Counselor

Goal 2:

All students at Hubbertville School will receive quality instruction that will prepare them to graduate college- or career-ready.

Measurable Objective 1:

100% of All Students will demonstrate a behavior of receiving instruction from teachers who are trained in providing college- or career-ready instruction in Career & Technical by 05/20/2015 as measured by all teachers receiving training on Alabama's College- and Career-Ready Standards and/or Career Tech standards..

Strategy1:

Teacher Training - Teachers in grades 3-12 will receive specialized training that will equip them to teach the new state standards. This training will be provided by AMSTI specialists, state department math specialists (Quality Core), CCRS Implementation Team specialists, and career-tech personnel. Furthermore, new teachers will be mentored by member(s) of the faculty who are experienced, well-trained, and highly-qualified.

Research Cited: AL State Dept. of Education

ACIP

Hubbertville School

Activity - AMSTI and Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AMSTI specialists and a state department math specialist will work in the classroom with 5-12 math teachers to provide guidance and support for implementing the new state math standards. They will also meet with the teachers to discuss vertical alignment of the courses of study. Furthermore, they will also hold off-site training.	Professional Learning			08/13/2014	05/20/2015	\$0 - No Funding Required	Mathematics teachers

Activity - Work Keys	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance Counselor and Career Tech teachers will help students use WorkKeys so that they may build job skills and increase marketability.	Career Preparation/Orientation			08/14/2014	05/20/2015	\$0 - No Funding Required	Guidance Counselor, Career Tech teachers

Activity - AL Career Information System	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Tech teachers will increase their knowledge of the AL Career Information System, which provides students and parents with access to valuable career exploration activities and college financial aid information.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Career Tech Teachers

Activity - Teacher Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers (especially first-year teachers) will benefit from the guidance of more experienced, well-trained professionals. This activity is designed to prevent burnout in the inexperienced teacher, to model best practices, and to develop effective educators who will stay at Hubbertville.	Recruitment and Retention			08/14/2014	05/22/2015	\$0 - No Funding Required	Principal, Vice-Principal, Guidance Counselor, select staff

Activity - CCRS Implementation Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select staff members will attend the State Department's CCRS Implementation Team quarterly meetings; other faculty will receive turnaround training subsequent to each session.	Professional Learning			09/24/2014	05/20/2015	\$0 - Other	CCRS Implementation Team members

Measurable Objective 2:

100% of All Students will demonstrate a behavior of receiving instruction and opportunities that would improve their academic achievement in Career & Technical by 05/22/2015 as measured by improved academic proficiency .

Strategy1:

Career Technical Educational Education Focus - Economically-disadvantaged students do not always have access to career information or to instruction that might help them toward a rewarding career in the future. Our Career Tech departments offer such information and instruction, as well as exposure to career exploration and skills matching. Students receiving this exposure and information might become excited about a particular career option, which could, ultimately, improve their economic status.

Research Cited: AL State Dept of Education (Career Tech), Title I

Activity - Field Trips for Career Exposure	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Field trips to various Career Tech events, as well as to industries and other companies.	Career Preparation/Orientation			08/14/2014	05/22/2015	\$5522 - Perkins	Career Tech staff, Guidance Counselor

Measurable Objective 3:

100% of All Students will demonstrate a behavior of receiving instruction and opportunities that would improve their academic achievement in Mathematics by 05/20/2015 as measured by improved academic proficiency .

Strategy1:

Improving Achievement of Economically Disadvantaged - Class-size reduction teacher units help to keep some class sizes smaller; consequently, achievement is improved. Furthermore, additional materials that might further aid achievement can be purchased.

Research Cited: Title I

Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hubbertville has 1.4 FTEs of Title I teacher units.	Class Size Reduction			08/14/2014	05/22/2015	\$85450 - Title I Schoolwide	Title I teachers

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increasing parental involvement can help improve student achievement by influencing the way parents view education. If parents appreciate the value of education, then they will be more likely to encourage their children to attend regularly and to engage in learning opportunities. This focus can be especially important for our economically-disadvantaged population.	Parent Involvement			08/14/2014	05/22/2015	\$1010 - Title I Schoolwide	Principal, Parent-Involvement Committee

Activity - Materials and Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional supplies and materials can be purchased to help improve academic achievement.	Other			08/14/2014	05/22/2015	\$2283 - Title I Schoolwide	Principal, Title I teachers

Goal 3:

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

Measurable Objective 1:

collaborate to provide access to available technologies for learning by 05/20/2015 as measured by checkout and usage logs kept by classroom teachers and technology coordinator.

Strategy1:

Technology Availability and Support - Technology coordinators will devise a system for ensuring that hardware and materials are available to all classrooms on an equitable basis. They will also maintain systems and infrastructure and report problems, working with the necessary parties to minimize technological disability that could disrupt the learning process.

Research Cited: Technology-based learning

Activity - Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology coordinators will receive training on hardware, software, and systems maintenance so they can troubleshoot problems and assist staff and students with technology questions.	Professional Learning			08/14/2014	05/20/2015	\$0 - Title I Part A	School technology coordinator

Goal 4:

To increase the number of high school students scoring at a proficient level in mathematics.

Measurable Objective 1:

15% of All Students will demonstrate a proficiency in Mathematics by 05/20/2015 as measured by ACT assessment.

Strategy1:

Professional Learning - Nine through twelve math teachers will receive training on tools and processes that will help them utilize Quality Core resources in their instruction. This training will, therefore, impact student achievement.

Research Cited: ACT & Quality Core

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A state department specialist will provide quarterly training sessions on how to construct instructional units by correlating AL CCRS with ACT Quality Core standards.	Professional Learning			08/11/2014	05/20/2015	\$0 - No Funding Required	Nine through twelve math teacher

Strategy2:

Utilize Rigorous Tasks and Assessments. - Math teachers in grades 9-11 will use more rigorous tasks and questions in their instruction in order to improve students' conceptual knowledge and problem-solving skills.

Research Cited: ACT, CCRS

Activity - Study Island Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend Study Island training session(s).	Professional Learning			09/25/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction, Technology Coordinator, Principal

Strategy3:

Appropriate Instructional Methods - Students will receive explicit, intensive instruction on math standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

Activity - Variety of Instructional Methods	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Activity - ARI PAL Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Professional Learning			08/19/2013	05/20/2014	\$0 - No Funding Required	All classroom teachers who teach literacy-based subjects.

Activity - Five-E Instructional Model	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Nine through twelve math teachers will utilize the Five-E Instructional Model (engage, explore, explain, elaborate, evaluate), which emphasizes group task/problem solving, interpreting findings, and reporting results.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	All 9-12 math teachers

Goal 5:

All students at Hubbertville School will have the opportunity to graduate with their cohorts and be College- and Career-Ready.

Measurable Objective 1:

collaborate to develop students so that they graduate on time, ready to participate as citizens in society at large by 05/20/2015 as measured by all students' successful transitioning throughout high school and into post-high school..

Strategy1:

Instructional Support - By providing various instructional supports for students as they proceed through high school, teachers can help students to successfully complete coursework required for graduation with their cohorts.

Research Cited: Rtl

Activity - LEAD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LEAD 21st Century after-school program will provide homework assistance, tutoring, and enrichment activities to students in K-12 who encounter academic challenges or who lack a varied experiential base.	Academic Support Program			08/25/2014	05/20/2015	\$125000 - Other	School administrators, teachers, student assistants, community representatives, parent volunteers

Activity - Rtl	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using data analysis and observation, teachers at all levels will identify students who need instructional support in a particular class or course. Teachers will then employ strategies necessary to help those students improve achievement.	Academic Support Program			08/14/2014	05/20/2015	\$0 - No Funding Required	Experienced, highly qualified teachers; Rti leadership team

Activity - High-Quality Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive high-quality instruction, which will give them the academic foundation they need to proceed through school without retention and to be prepared for work or college/training after high school. This attention to instructional quality involves mentoring new or beginning teachers to ensure that their instruction is delivered at a level that will produce the desired result.	Direct Instruction			08/14/2014	05/20/2015	\$0 - No Funding Required	Experienced, highly-qualified teachers

Strategy2:

Transition Assistance - Students will receive transition assistance from teachers, the guidance counselor, and other staff as they move from pre-K to kindergarten, from sixth to seventh grade, from eighth to ninth grade, and from high school to work or post-secondary education.

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This assistance will help students adjust to change at each level, as well as to provide support as they assume more responsibility for their future and prepare for citizenry.

Research Cited: AL State Dept of Education

Activity - Financial Aid Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seniors and their parents attend an evening financial aid meeting, where they receive vital information about applying for college financial aid.	Other			01/15/2015	05/20/2015	\$0 - No Funding Required	Principal, assistant principal, guidance counselor

Activity - Pre-K Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will host a federally-funded pre-K program designed to help prepare children for kindergarten.	Academic Support Program			08/14/2014	05/20/2015	\$86000 - Other	Pre-school teacher and paraprofessional

Activity - Freshman Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eighth-grade students and their parents attend an evening orientation meeting to discuss graduation requirements, Carnegie units, schedules, and other transition issues.	Other			03/31/2014	05/20/2015	\$0 - No Funding Required	Principal, assistant principal, guidance counselor

Goal 6:

To increase the number of students in grades three through eight scoring proficient in math and reading.

Measurable Objective 1:

50% of All Students will demonstrate a behavior of becoming proficient in Mathematics by 05/20/2015 as measured by proficiency groupings on the ACT Aspire test.

Strategy1:

Professional Learning - Teachers in grades three through eight will attend Study Island training. Implementation of content learned from training will impact student achievement.

Research Cited: Study Island

Activity - Study Island Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from Study Island will provide training sessions for preparing resources and assessments to use in instruction.	Professional Learning			09/25/2014	05/20/2015	\$0 - No Funding Required	Study Island representatives

Strategy2:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

Activity - ARI PAL Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Activity - Variety of Instructional Methods	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Measurable Objective 2:

50% of All Students will demonstrate a behavior of becoming proficient in Reading by 05/20/2015 as measured by proficiency groupings on the ACT Aspire test.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

Activity - Variety of Instructional Methods	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Activity - ARI PAL Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Strategy2:

Professional Learning - Teachers in grades three through eight will attend Study Island training. Implementation of content learned from training will impact student achievement.

Research Cited: Study Island

Activity - Study Island Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from Study Island will provide training sessions for preparing resources and assessments to use in instruction.	Professional Learning			09/25/2014	05/20/2015	\$0 - No Funding Required	Study Island representatives

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

All learners will be engaged and empowered through the use of technology.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in using technology tools to organize, interpret, and display data, as well as in using digital environments to collaborate and communicate in Practical Living by 05/20/2015 as measured by work products generated in multiple classroom environments.

Strategy1:

Technology-Based Transitioning - Students in grades nine through twelve will use technology to enhance college- and career-readiness by preparing resumes, conducting college and career research, and completing job applications, college applications, and test registrations. The technological skills employed in completing these tasks will support their transition from high school to college and/or career.

Research Cited: College- and Career-Ready Focus, AL State Dept. of Education

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Activity - Student Experience	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades nine through twelve will prepare resumes, job and/or college applications, test registrations (ACT), etc. as part of their classes and their preparation for graduation.	Direct Instruction			08/14/2014	05/20/2015	\$0 - No Funding Required	Career Tech teacher, Guidance Counselor

Strategy2:

Technology-Based Learning - Classroom teachers (career tech, language arts, mathematics, social studies, and science) will provide regular and frequent opportunities for students to use technology as a learning tool. Students will prepare multimedia presentations using programs such as Power Point, Keynote, and Prezi; they will work in online learning environments such as Edmodo, Quizlet, Socrative, and Moodle; they will utilize learning and assessment tools such as Study Island and Global Scholar; and they will create websites and wikis, as well as participate in bloggers.

Students will utilize desktop and laptop computers, as well as mobile devices to conduct research, prepare presentations, take assessments, communicate with teachers, collaborate with classmates, publish written works, and solve problems.

Research Cited: ARI, AMSTI, Science in Motion, ACT

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan lessons that enable students to use technology in the learning process. Because many students still do not have access to technology and technology support at home, technology-based lessons and activities are critical for growth and development in the 21st century.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Activity - Monitor Use of Technology as Learning Tools	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and/or assistant principal will monitor the use of technology as a learning tool through periodic walk-throughs.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	principal and/or assistant principal, classroom teachers for 7th-12th students

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training to use iPads, iPods, Smartboards, elmos, etc. in order to facilitate student support in the classroom, as well as to maximize technology-based learning opportunities.	Professional Learning			08/14/2014	05/20/2015	\$165 - Title I Part A	Local technology coordinators and assistants; inservice center trainers

Goal 2:

All students at Hubbertville School will receive quality instruction that will prepare them to graduate college- or career-ready.

Measurable Objective 1:

100% of All Students will demonstrate a behavior of receiving instruction from teachers who are trained in providing college- or career-ready instruction in Career & Technical by 05/20/2015 as measured by all teachers receiving training on Alabama's College- and Career-Ready Standards and/or Career Tech standards..

Strategy1:

Teacher Training - Teachers in grades 3-12 will receive specialized training that will equip them to teach the new state standards. This training will be provided by AMSTI specialists, state department math specialists (Quality Core), CCRS Implementation Team specialists, and career-tech personnel. Furthermore, new teachers will be mentored by member(s) of the faculty who are experienced, well-trained, and highly-qualified.

Research Cited: AL State Dept. of Education

Activity - AL Career Information System	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Tech teachers will increase their knowledge of the AL Career Information System, which provides students and parents with access to valuable career exploration activities and college financial aid information.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Career Tech Teachers

Activity - AMSTI and Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AMSTI specialists and a state department math specialist will work in the classroom with 5-12 math teachers to provide guidance and support for implementing the new state math standards. They will also meet with the teachers to discuss vertical alignment of the courses of study. Furthermore, they will also hold off-site training.	Professional Learning			08/13/2014	05/20/2015	\$0 - No Funding Required	Mathematics teachers

Activity - CCRS Implementation Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select staff members will attend the State Department's CCRS Implementation Team quarterly meetings; other faculty will receive turnaround training subsequent to each session.	Professional Learning			09/24/2014	05/20/2015	\$0 - Other	CCRS Implementation Team members

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Activity - Work Keys	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance Counselor and Career Tech teachers will help students use WorkKeys so that they may build job skills and increase marketability.	Career Preparation/Orientation			08/14/2014	05/20/2015	\$0 - No Funding Required	Guidance Counselor, Career Tech teachers

Activity - Teacher Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers (especially first-year teachers) will benefit from the guidance of more experienced, well-trained professionals. This activity is designed to prevent burnout in the inexperienced teacher, to model best practices, and to develop effective educators who will stay at Hubbertville.	Recruitment and Retention			08/14/2014	05/22/2015	\$0 - No Funding Required	Principal, Vice-Principal, Guidance Counselor, select staff

Measurable Objective 2:

100% of All Students will demonstrate a behavior of receiving instruction and opportunities that would improve their academic achievement in Career & Technical by 05/22/2015 as measured by improved academic proficiency .

Strategy1:

Career Technical Educational Education Focus - Economically-disadvantaged students do not always have access to career information or to instruction that might help them toward a rewarding career in the future. Our Career Tech departments offer such information and instruction, as well as exposure to career exploration and skills matching. Students receiving this exposure and information might become excited about a particular career option, which could, ultimately, improve their economic status.

Research Cited: AL State Dept of Education (Career Tech), Title I

Activity - Field Trips for Career Exposure	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Field trips to various Career Tech events, as well as to industries and other companies.	Career Preparation/Orientation			08/14/2014	05/22/2015	\$5522 - Perkins	Career Tech staff, Guidance Counselor

Measurable Objective 3:

100% of All Students will demonstrate a behavior of receiving instruction and opportunities that would improve their academic achievement in Mathematics by 05/20/2015 as measured by improved academic proficiency .

Strategy1:

Improving Achievement of Economically Disadvantaged - Class-size reduction teacher units help to keep some class sizes smaller; consequently, achievement is improved. Furthermore, additional materials that might further aid achievement can be purchased.

Research Cited: Title I

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Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increasing parental involvement can help improve student achievement by influencing the way parents view education. If parents appreciate the value of education, then they will be more likely to encourage their children to attend regularly and to engage in learning opportunities. This focus can be especially important for our economically-disadvantaged population.	Parent Involvement			08/14/2014	05/22/2015	\$1010 - Title I Schoolwide	Principal, Parent-Involvement Committee

Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hubbertville has 1.4 FTEs of Title I teacher units.	Class Size Reduction			08/14/2014	05/22/2015	\$85450 - Title I Schoolwide	Title I teachers

Activity - Materials and Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional supplies and materials can be purchased to help improve academic achievement.	Other			08/14/2014	05/22/2015	\$2283 - Title I Schoolwide	Principal, Title I teachers

Goal 3:

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

Measurable Objective 1:

collaborate to provide access to available technologies for learning by 05/20/2015 as measured by checkout and usage logs kept by classroom teachers and technology coordinator.

Strategy1:

Technology Availability and Support - Technology coordinators will devise a system for ensuring that hardware and materials are available to all classrooms on an equitable basis. They will also maintain systems and infrastructure and report problems, working with the necessary parties to minimize technological disability that could disrupt the learning process.

Research Cited: Technology-based learning

Activity - Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology coordinators will receive training on hardware, software, and systems maintenance so they can troubleshoot problems and assist staff and students with technology questions.	Professional Learning			08/14/2014	05/20/2015	\$0 - Title I Part A	School technology coordinator

Goal 4:

To increase the number of high school students scoring at a proficient level in mathematics.

Measurable Objective 1:

15% of All Students will demonstrate a proficiency in Mathematics by 05/20/2015 as measured by ACT assessment.

Strategy1:

Professional Learning - Nine through twelve math teachers will receive training on tools and processes that will help them utilize Quality Core resources in their instruction. This training will, therefore, impact student achievement.

Research Cited: ACT & Quality Core

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A state department specialist will provide quarterly training sessions on how to construct instructional units by correlating AL CCRS with ACT Quality Core standards.	Professional Learning			08/11/2014	05/20/2015	\$0 - No Funding Required	Nine through twelve math teacher

Strategy2:

Appropriate Instructional Methods - Students will receive explicit, intensive instruction on math standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

Activity - Five-E Instructional Model	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Nine through twelve math teachers will utilize the Five-E Instructional Model (engage, explore, explain, elaborate, evaluate), which emphasizes group task/problem solving, interpreting findings, and reporting results.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	All 9-12 math teachers

Activity - Variety of Instructional Methods	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

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Activity - ARI PAL Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Professional Learning			08/19/2013	05/20/2014	\$0 - No Funding Required	All classroom teachers who teach literacy-based subjects.

Strategy3:

Utilize Rigorous Tasks and Assessments. - Math teachers in grades 9-11 will use more rigorous tasks and questions in their instruction in order to improve students' conceptual knowledge and problem-solving skills.

Research Cited: ACT, CCRS

Activity - Study Island Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend Study Island training session(s).	Professional Learning			09/25/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction, Technology Coordinator, Principial

Goal 5:

All students at Hubbertville School will have the opportunity to graduate with their cohorts and be College- and Career-Ready.

Measurable Objective 1:

collaborate to develop students so that they graduate on time, ready to participate as citizens in society at large by 05/20/2015 as measured by all students' successful transitioning throughout high school and into post-high school..

Strategy1:

Instructional Support - By providing various instructional supports for students as they proceed through high school, teachers can help students to successfully complete coursework required for graduation with their cohorts.

Research Cited: Rtl

Activity - LEAD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LEAD 21st Century after-school program will provide homework assistance, tutoring, and enrichment activities to students in K-12 who encounter academic challenges or who lack a varied experiential base.	Academic Support Program			08/25/2014	05/20/2015	\$125000 - Other	School administrators, teachers, student assistants, community representatives, parent volunteers

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Activity - Rtl	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using data analysis and observation, teachers at all levels will identify students who need instructional support in a particular class or course. Teachers will then employ strategies necessary to help those students improve achievement.	Academic Support Program			08/14/2014	05/20/2015	\$0 - No Funding Required	Experienced, highly qualified teachers; Rti leadership team

Activity - High-Quality Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive high-quality instruction, which will give them the academic foundation they need to proceed through school without retention and to be prepared for work or college/training after high school. This attention to instructional quality involves mentoring new or beginning teachers to ensure that their instruction is delivered at a level that will produce the desired result.	Direct Instruction			08/14/2014	05/20/2015	\$0 - No Funding Required	Experienced, highly-qualified teachers

Strategy2:

Transition Assistance - Students will receive transition assistance from teachers, the guidance counselor, and other staff as they move from pre-K to kindergarten, from sixth to seventh grade, from eighth to ninth grade, and from high school to work or post-secondary education. This assistance will help students adjust to change at each level, as well as to provide support as they assume more responsibility for their future and prepare for citizenry.

Research Cited: AL State Dept of Education

Activity - Financial Aid Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seniors and their parents attend an evening financial aid meeting, where they receive vital information about applying for college financial aid.	Other			01/15/2015	05/20/2015	\$0 - No Funding Required	Principal, assistant principal, guidance counselor

Activity - Pre-K Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will host a federally-funded pre-K program designed to help prepare children for kindergarten.	Academic Support Program			08/14/2014	05/20/2015	\$86000 - Other	Pre-school teacher and paraprofessional

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Activity - Freshman Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eighth-grade students and their parents attend an evening orientation meeting to discuss graduation requirements, Carnegie units, schedules, and other transition issues.	Other			03/31/2014	05/20/2015	\$0 - No Funding Required	Principal, assistant principal, guidance counselor

Goal 6:

To increase the number of students in grades three through eight scoring proficient in math and reading.

Measurable Objective 1:

50% of All Students will demonstrate a behavior of becoming proficient in Reading by 05/20/2015 as measured by proficiency groupings on the ACT Aspire test.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

Activity - ARI PAL Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Activity - Variety of Instructional Methods	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Strategy2:

Professional Learning - Teachers in grades three through eight will attend Study Island training. Implementation of content learned from training will impact student achievement.

Research Cited: Study Island

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Activity - Study Island Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from Study Island will provide training sessions for preparing resources and assessments to use in instruction.	Professional Learning			09/25/2014	05/20/2015	\$0 - No Funding Required	Study Island representatives

Measurable Objective 2:

50% of All Students will demonstrate a behavior of becoming proficient in Mathematics by 05/20/2015 as measured by proficiency groupings on the ACT Aspire test.

Strategy1:

Professional Learning - Teachers in grades three through eight will attend Study Island training. Implementation of content learned from training will impact student achievement.

Research Cited: Study Island

Activity - Study Island Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from Study Island will provide training sessions for preparing resources and assessments to use in instruction.	Professional Learning			09/25/2014	05/20/2015	\$0 - No Funding Required	Study Island representatives

Strategy2:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

Activity - ARI PAL Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Activity - Variety of Instructional Methods	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

To increase the number of high school students scoring at a proficient level in mathematics.

Measurable Objective 1:

15% of All Students will demonstrate a proficiency in Mathematics by 05/20/2015 as measured by ACT assessment.

Strategy1:

Professional Learning - Nine through twelve math teachers will receive training on tools and processes that will help them utilize Quality Core resources in their instruction. This training will, therefore, impact student achievement.

Research Cited: ACT & Quality Core

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A state department specialist will provide quarterly training sessions on how to construct instructional units by correlating AL CCRS with ACT Quality Core standards.	Professional Learning			08/11/2014	05/20/2015	\$0 - No Funding Required	Nine through twelve math teacher

Strategy2:

Utilize Rigorous Tasks and Assessments. - Math teachers in grades 9-11 will use more rigorous tasks and questions in their instruction in order to improve students' conceptual knowledge and problem-solving skills.

Research Cited: ACT, CCRS

Activity - Study Island Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend Study Island training session(s).	Professional Learning			09/25/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction, Technology Coordinator, Principal

Strategy3:

Appropriate Instructional Methods - Students will receive explicit, intensive instruction on math standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

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Activity - Five-E Instructional Model	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Nine through twelve math teachers will utilize the Five-E Instructional Model (engage, explore, explain, elaborate, evaluate), which emphasizes group task/problem solving, interpreting findings, and reporting results.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	All 9-12 math teachers

Activity - Variety of Instructional Methods	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Activity - ARI PAL Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Professional Learning			08/19/2013	05/20/2014	\$0 - No Funding Required	All classroom teachers who teach literacy-based subjects.

Goal 2:

All students at Hubbertville School will have the opportunity to graduate with their cohorts and be College- and Career-Ready.

Measurable Objective 1:

collaborate to develop students so that they graduate on time, ready to participate as citizens in society at large by 05/20/2015 as measured by all students' successful transitioning throughout high school and into post-high school..

Strategy1:

Instructional Support - By providing various instructional supports for students as they proceed through high school, teachers can help students to successfully complete coursework required for graduation with their cohorts.

Research Cited: Rtl

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Activity - High-Quality Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive high-quality instruction, which will give them the academic foundation they need to proceed through school without retention and to be prepared for work or college/training after high school. This attention to instructional quality involves mentoring new or beginning teachers to ensure that their instruction is delivered at a level that will produce the desired result.	Direct Instruction			08/14/2014	05/20/2015	\$0 - No Funding Required	Experienced, highly-qualified teachers

Activity - LEAD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LEAD 21st Century after-school program will provide homework assistance, tutoring, and enrichment activities to students in K-12 who encounter academic challenges or who lack a varied experiential base.	Academic Support Program			08/25/2014	05/20/2015	\$125000 - Other	School administrators, teachers, student assistants, community representatives, parent volunteers

Activity - Rtl	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using data analysis and observation, teachers at all levels will identify students who need instructional support in a particular class or course. Teachers will then employ strategies necessary to help those students improve achievement.	Academic Support Program			08/14/2014	05/20/2015	\$0 - No Funding Required	Experienced, highly qualified teachers; Rti leadership team

Goal 3:

To increase the number of students in grades three through eight scoring proficient in math and reading.

Measurable Objective 1:

50% of All Students will demonstrate a behavior of becoming proficient in Mathematics by 05/20/2015 as measured by proficiency groupings on the ACT Aspire test.

Strategy1:

Professional Learning - Teachers in grades three through eight will attend Study Island training. Implementation of content learned from training will impact student achievement.

Research Cited: Study Island

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Activity - Study Island Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from Study Island will provide training sessions for preparing resources and assessments to use in instruction.	Professional Learning			09/25/2014	05/20/2015	\$0 - No Funding Required	Study Island representatives

Strategy2:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

Activity - ARI PAL Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Activity - Variety of Instructional Methods	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Measurable Objective 2:

50% of All Students will demonstrate a behavior of becoming proficient in Reading by 05/20/2015 as measured by proficiency groupings on the ACT Aspire test.

Strategy1:

Professional Learning - Teachers in grades three through eight will attend Study Island training. Implementation of content learned from training will impact student achievement.

Research Cited: Study Island

Activity - Study Island Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from Study Island will provide training sessions for preparing resources and assessments to use in instruction.	Professional Learning			09/25/2014	05/20/2015	\$0 - No Funding Required	Study Island representatives

Strategy2:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

Activity - Variety of Instructional Methods	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Activity - ARI PAL Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

All students at Hubbertville School will receive quality instruction that will prepare them to graduate college- or career-ready.

Measurable Objective 1:

100% of All Students will demonstrate a behavior of receiving instruction and opportunities that would improve their academic achievement in Mathematics by 05/20/2015 as measured by improved academic proficiency .

Strategy1:

Improving Achievement of Economically Disadvantaged - Class-size reduction teacher units help to keep some class sizes smaller; consequently, achievement is improved. Furthermore, additional materials that might further aid achievement can be purchased.

Research Cited: Title I

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Activity - Materials and Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional supplies and materials can be purchased to help improve academic achievement.	Other			08/14/2014	05/22/2015	\$2283 - Title I Schoolwide	Principal, Title I teachers

Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hubbertville has 1.4 FTEs of Title I teacher units.	Class Size Reduction			08/14/2014	05/22/2015	\$85450 - Title I Schoolwide	Title I teachers

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increasing parental involvement can help improve student achievement by influencing the way parents view education. If parents appreciate the value of education, then they will be more likely to encourage their children to attend regularly and to engage in learning opportunities. This focus can be especially important for our economically-disadvantaged population.	Parent Involvement			08/14/2014	05/22/2015	\$1010 - Title I Schoolwide	Principal, Parent-Involvement Committee

Measurable Objective 2:

100% of All Students will demonstrate a behavior of receiving instruction from teachers who are trained in providing college- or career-ready instruction in Career & Technical by 05/20/2015 as measured by all teachers receiving training on Alabama's College- and Career-Ready Standards and/or Career Tech standards..

Strategy1:

Teacher Training - Teachers in grades 3-12 will receive specialized training that will equip them to teach the new state standards. This training will be provided by AMSTI specialists, state department math specialists (Quality Core), CCRS Implementation Team specialists, and career-tech personnel. Furthermore, new teachers will be mentored by member(s) of the faculty who are experienced, well-trained, and highly-qualified.

Research Cited: AL State Dept. of Education

Activity - CCRS Implementation Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select staff members will attend the State Department's CCRS Implementation Team quarterly meetings; other faculty will receive turnaround training subsequent to each session.	Professional Learning			09/24/2014	05/20/2015	\$0 - Other	CCRS Implementation Team members

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Activity - AMSTI and Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AMSTI specialists and a state department math specialist will work in the classroom with 5-12 math teachers to provide guidance and support for implementing the new state math standards. They will also meet with the teachers to discuss vertical alignment of the courses of study. Furthermore, they will also hold off-site training.	Professional Learning			08/13/2014	05/20/2015	\$0 - No Funding Required	Mathematics teachers

Activity - AL Career Information System	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Tech teachers will increase their knowledge of the AL Career Information System, which provides students and parents with access to valuable career exploration activities and college financial aid information.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Career Tech Teachers

Activity - Teacher Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers (especially first-year teachers) will benefit from the guidance of more experienced, well-trained professionals. This activity is designed to prevent burnout in the inexperienced teacher, to model best practices, and to develop effective educators who will stay at Hubbertville.	Recruitment and Retention			08/14/2014	05/22/2015	\$0 - No Funding Required	Principal, Vice-Principal, Guidance Counselor, select staff

Activity - Work Keys	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance Counselor and Career Tech teachers will help students use WorkKeys so that they may build job skills and increase marketability.	Career Preparation/Orientation			08/14/2014	05/20/2015	\$0 - No Funding Required	Guidance Counselor, Career Tech teachers

Goal 2:

To increase the number of high school students scoring at a proficient level in mathematics.

Measurable Objective 1:

15% of All Students will demonstrate a proficiency in Mathematics by 05/20/2015 as measured by ACT assessment.

Strategy1:

Appropriate Instructional Methods - Students will receive explicit, intensive instruction on math standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

Activity - ARI PAL Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Professional Learning			08/19/2013	05/20/2014	\$0 - No Funding Required	All classroom teachers who teach literacy-based subjects.

Activity - Variety of Instructional Methods	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Activity - Five-E Instructional Model	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Nine through twelve math teachers will utilize the Five-E Instructional Model (engage, explore, explain, elaborate, evaluate), which emphasizes group task/problem solving, interpreting findings, and reporting results.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	All 9-12 math teachers

Strategy2:

Utilize Rigorous Tasks and Assessments. - Math teachers in grades 9-11 will use more rigorous tasks and questions in their instruction in order to improve students' conceptual knowledge and problem-solving skills.

Research Cited: ACT, CCRS

Activity - Study Island Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend Study Island training session(s).	Professional Learning			09/25/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction, Technology Coordinator, Principal

Strategy3:

Professional Learning - Nine through twelve math teachers will receive training on tools and processes that will help them utilize Quality Core resources in their instruction. This training will, therefore, impact student achievement.

Research Cited: ACT & Quality Core

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Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A state department specialist will provide quarterly training sessions on how to construct instructional units by correlating AL CCRS with ACT Quality Core standards.	Professional Learning			08/11/2014	05/20/2015	\$0 - No Funding Required	Nine through twelve math teacher

Goal 3:

All students at Hubbertville School will have the opportunity to graduate with their cohorts and be College- and Career-Ready.

Measurable Objective 1:

collaborate to develop students so that they graduate on time, ready to participate as citizens in society at large by 05/20/2015 as measured by all students' successful transitioning throughout high school and into post-high school..

Strategy1:

Instructional Support - By providing various instructional supports for students as they proceed through high school, teachers can help students to successfully complete coursework required for graduation with their cohorts.

Research Cited: Rtl

Activity - LEAD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LEAD 21st Century after-school program will provide homework assistance, tutoring, and enrichment activities to students in K-12 who encounter academic challenges or who lack a varied experiential base.	Academic Support Program			08/25/2014	05/20/2015	\$125000 - Other	School administrators, teachers, student assistants, community representatives, parent volunteers

Activity - High-Quality Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive high-quality instruction, which will give them the academic foundation they need to proceed through school without retention and to be prepared for work or college/training after high school. This attention to instructional quality involves mentoring new or beginning teachers to ensure that their instruction is delivered at a level that will produce the desired result.	Direct Instruction			08/14/2014	05/20/2015	\$0 - No Funding Required	Experienced, highly-qualified teachers

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Activity - Rtl	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using data analysis and observation, teachers at all levels will identify students who need instructional support in a particular class or course. Teachers will then employ strategies necessary to help those students improve achievement.	Academic Support Program			08/14/2014	05/20/2015	\$0 - No Funding Required	Experienced, highly qualified teachers; Rti leadership team

Goal 4:

To increase the number of students in grades three through eight scoring proficient in math and reading.

Measurable Objective 1:

50% of All Students will demonstrate a behavior of becoming proficient in Reading by 05/20/2015 as measured by proficiency groupings on the ACT Aspire test.

Strategy1:

Professional Learning - Teachers in grades three through eight will attend Study Island training. Implementation of content learned from training will impact student achievement.

Research Cited: Study Island

Activity - Study Island Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from Study Island will provide training sessions for preparing resources and assessments to use in instruction.	Professional Learning			09/25/2014	05/20/2015	\$0 - No Funding Required	Study Island representatives

Strategy2:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

Activity - ARI PAL Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

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Activity - Variety of Instructional Methods	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Measurable Objective 2:

50% of All Students will demonstrate a behavior of becoming proficient in Mathematics by 05/20/2015 as measured by proficiency groupings on the ACT Aspire test.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

Activity - Variety of Instructional Methods	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Activity - ARI PAL Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Strategy2:

Professional Learning - Teachers in grades three through eight will attend Study Island training. Implementation of content learned from training will impact student achievement.

Research Cited: Study Island

Activity - Study Island Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from Study Island will provide training sessions for preparing resources and assessments to use in instruction.	Professional Learning			09/25/2014	05/20/2015	\$0 - No Funding Required	Study Island representatives

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

All students at Hubbertville School will receive quality instruction that will prepare them to graduate college- or career-ready.

Measurable Objective 1:

100% of All Students will demonstrate a behavior of receiving instruction and opportunities that would improve their academic achievement in Mathematics by 05/20/2015 as measured by improved academic proficiency .

Strategy1:

Improving Achievement of Economically Disadvantaged - Class-size reduction teacher units help to keep some class sizes smaller; consequently, achievement is improved. Furthermore, additional materials that might further aid achievement can be purchased.

Research Cited: Title I

Activity - Materials and Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional supplies and materials can be purchased to help improve academic achievement.	Other			08/14/2014	05/22/2015	\$2283 - Title I Schoolwide	Principal, Title I teachers

Activity - Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hubbertville has 1.4 FTEs of Title I teacher units.	Class Size Reduction			08/14/2014	05/22/2015	\$85450 - Title I Schoolwide	Title I teachers

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increasing parental involvement can help improve student achievement by influencing the way parents view education. If parents appreciate the value of education, then they will be more likely to encourage their children to attend regularly and to engage in learning opportunities. This focus can be especially important for our economically-disadvantaged population.	Parent Involvement			08/14/2014	05/22/2015	\$1010 - Title I Schoolwide	Principal, Parent-Involvement Committee

Goal 2:

All students at Hubbertville School will have the opportunity to graduate with their cohorts and be College- and Career-Ready.

Measurable Objective 1:

collaborate to develop students so that they graduate on time, ready to participate as citizens in society at large by 05/20/2015 as measured by all students' successful transitioning throughout high school and into post-high school..

Strategy1:

Instructional Support - By providing various instructional supports for students as they proceed through high school, teachers can help students to successfully complete coursework required for graduation with their cohorts.

Research Cited: Rtl

Activity - LEAD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LEAD 21st Century after-school program will provide homework assistance, tutoring, and enrichment activities to students in K-12 who encounter academic challenges or who lack a varied experiential base.	Academic Support Program			08/25/2014	05/20/2015	\$125000 - Other	School administrators, teachers, student assistants, community representatives, parent volunteers

Activity - Rtl	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using data analysis and observation, teachers at all levels will identify students who need instructional support in a particular class or course. Teachers will then employ strategies necessary to help those students improve achievement.	Academic Support Program			08/14/2014	05/20/2015	\$0 - No Funding Required	Experienced, highly qualified teachers; Rti leadership team

Activity - High-Quality Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive high-quality instruction, which will give them the academic foundation they need to proceed through school without retention and to be prepared for work or college/training after high school. This attention to instructional quality involves mentoring new or beginning teachers to ensure that their instruction is delivered at a level that will produce the desired result.	Direct Instruction			08/14/2014	05/20/2015	\$0 - No Funding Required	Experienced, highly-qualified teachers

6. English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

To increase the number of high school students scoring at a proficient level in mathematics.

Measurable Objective 1:

15% of All Students will demonstrate a proficiency in Mathematics by 05/20/2015 as measured by ACT assessment.

Strategy1:

Appropriate Instructional Methods - Students will receive explicit, intensive instruction on math standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

Activity - Variety of Instructional Methods	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Activity - ARI PAL Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Professional Learning			08/19/2013	05/20/2014	\$0 - No Funding Required	All classroom teachers who teach literacy-based subjects.

Activity - Five-E Instructional Model	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Nine through twelve math teachers will utilize the Five-E Instructional Model (engage, explore, explain, elaborate, evaluate), which emphasizes group task/problem solving, interpreting findings, and reporting results.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	All 9-12 math teachers

Strategy2:

Professional Learning - Nine through twelve math teachers will receive training on tools and processes that will help them utilize Quality Core resources in their instruction. This training will, therefore, impact student achievement.

Research Cited: ACT & Quality Core

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Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A state department specialist will provide quarterly training sessions on how to construct instructional units by correlating AL CCRS with ACT Quality Core standards.	Professional Learning			08/11/2014	05/20/2015	\$0 - No Funding Required	Nine through twelve math teacher

Strategy3:

Utilize Rigorous Tasks and Assessments. - Math teachers in grades 9-11 will use more rigorous tasks and questions in their instruction in order to improve students' conceptual knowledge and problem-solving skills.

Research Cited: ACT, CCRS

Activity - Study Island Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend Study Island training session(s).	Professional Learning			09/25/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction, Technology Coordinator, Principal

Goal 2:

To increase the number of students in grades three through eight scoring proficient in math and reading.

Measurable Objective 1:

50% of All Students will demonstrate a behavior of becoming proficient in Reading by 05/20/2015 as measured by proficiency groupings on the ACT Aspire test.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

Activity - ARI PAL Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

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Activity - Variety of Instructional Methods	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Strategy2:

Professional Learning - Teachers in grades three through eight will attend Study Island training. Implementation of content learned from training will impact student achievement.

Research Cited: Study Island

Activity - Study Island Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from Study Island will provide training sessions for preparing resources and assessments to use in instruction.	Professional Learning			09/25/2014	05/20/2015	\$0 - No Funding Required	Study Island representatives

Measurable Objective 2:

50% of All Students will demonstrate a behavior of becoming proficient in Mathematics by 05/20/2015 as measured by proficiency groupings on the ACT Aspire test.

Strategy1:

Professional Learning - Teachers in grades three through eight will attend Study Island training. Implementation of content learned from training will impact student achievement.

Research Cited: Study Island

Activity - Study Island Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from Study Island will provide training sessions for preparing resources and assessments to use in instruction.	Professional Learning			09/25/2014	05/20/2015	\$0 - No Funding Required	Study Island representatives

Strategy2:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

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Activity - Variety of Instructional Methods	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Activity - ARI PAL Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

All learners will be engaged and empowered through the use of technology.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in using technology tools to organize, interpret, and display data, as well as in using digital environments to collaborate and communicate in Practical Living by 05/20/2015 as measured by work products generated in multiple classroom environments.

Strategy1:

Technology-Based Learning - Classroom teachers (career tech, language arts, mathematics, social studies, and science) will provide regular and frequent opportunities for students to use technology as a learning tool. Students will prepare multimedia presentations using programs such as Power Point, Keynote, and Prezi; they will work in online learning environments such as Edmodo, Quizlet, Socrative, and Moodle; they will utilize learning and assessment tools such as Study Island and Global Scholar; and they will create websites and wikis, as well as participate in blogsters.

Students will utilize desktop and laptop computers, as well as mobile devices to conduct research, prepare presentations, take assessments, communicate with teachers, collaborate with classmates, publish written works, and solve problems.

Research Cited: ARI, AMSTI, Science in Motion, ACT

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Hubbertville School

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan lessons that enable students to use technology in the learning process. Because many students still do not have access to technology and technology support at home, technology-based lessons and activities are critical for growth and development in the 21st century.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training to use iPads, iPods, Smartboards, elmos, etc. in order to facilitate student support in the classroom, as well as to maximize technology-based learning opportunities.	Professional Learning			08/14/2014	05/20/2015	\$165 - Title I Part A	Local technology coordinators and assistants; inservice center trainers

Activity - Monitor Use of Technology as Learning Tools	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and/or assistant principal will monitor the use of technology as a learning tool through periodic walk-throughs.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	principal and/or assistant principal, classroom teachers for 7th-12th students

Strategy2:

Technology-Based Transitioning - Students in grades nine through twelve will use technology to enhance college- and career-readiness by preparing resumes, conducting college and career research, and completing job applications, college applications, and test registrations. The technological skills employed in completing these tasks will support their transition from high school to college and/or career.

Research Cited: College- and Career-Ready Focus, AL State Dept. of Education

Activity - Student Experience	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades nine through twelve will prepare resumes, job and/or college applications, test registrations (ACT), etc. as part of their classes and their preparation for graduation.	Direct Instruction			08/14/2014	05/20/2015	\$0 - No Funding Required	Career Tech teacher, Guidance Counselor

Goal 2:

All students at Hubbertville School will receive quality instruction that will prepare them to graduate college- or career-ready.

Measurable Objective 1:

100% of All Students will demonstrate a behavior of receiving instruction from teachers who are trained in providing college- or career-ready instruction in Career & Technical by 05/20/2015 as measured by all teachers receiving training on Alabama's College- and Career-Ready Standards and/or Career Tech standards..

Strategy1:

Teacher Training - Teachers in grades 3-12 will receive specialized training that will equip them to teach the new state standards. This training will be provided by AMSTI specialists, state department math specialists (Quality Core), CCRS Implementation Team specialists, and career-tech personnel. Furthermore, new teachers will be mentored by member(s) of the faculty who are experienced, well-trained, and highly-qualified.

Research Cited: AL State Dept. of Education

Activity - AMSTI and Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AMSTI specialists and a state department math specialist will work in the classroom with 5-12 math teachers to provide guidance and support for implementing the new state math standards. They will also meet with the teachers to discuss vertical alignment of the courses of study. Furthermore, they will also hold off-site training.	Professional Learning			08/13/2014	05/20/2015	\$0 - No Funding Required	Mathematics teachers

Activity - AL Career Information System	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Career Tech teachers will increase their knowledge of the AL Career Information System, which provides students and parents with access to valuable career exploration activities and college financial aid information.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	Career Tech Teachers

Activity - Work Keys	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance Counselor and Career Tech teachers will help students use WorkKeys so that they may build job skills and increase marketability.	Career Preparation/Orientation			08/14/2014	05/20/2015	\$0 - No Funding Required	Guidance Counselor, Career Tech teachers

Activity - CCRS Implementation Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select staff members will attend the State Department's CCRS Implementation Team quarterly meetings; other faculty will receive turnaround training subsequent to each session.	Professional Learning			09/24/2014	05/20/2015	\$0 - Other	CCRS Implementation Team members

Goal 3:

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

Measurable Objective 1:

collaborate to provide access to available technologies for learning by 05/20/2015 as measured by checkout and usage logs kept by classroom teachers and technology coordinator.

Strategy1:

Technology Availability and Support - Technology coordinators will devise a system for ensuring that hardware and materials are available to all classrooms on an equitable basis. They will also maintain systems and infrastructure and report problems, working with the necessary parties to minimize technological disability that could disrupt the learning process.

Research Cited: Technology-based learning

Activity - Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology coordinators will receive training on hardware, software, and systems maintenance so they can troubleshoot problems and assist staff and students with technology questions.	Professional Learning			08/14/2014	05/20/2015	\$0 - Title I Part A	School technology coordinator

Goal 4:

To increase the number of high school students scoring at a proficient level in mathematics.

Measurable Objective 1:

15% of All Students will demonstrate a proficiency in Mathematics by 05/20/2015 as measured by ACT assessment.

Strategy1:

Professional Learning - Nine through twelve math teachers will receive training on tools and processes that will help them utilize Quality Core resources in their instruction. This training will, therefore, impact student achievement.

Research Cited: ACT & Quality Core

Activity - Quality Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A state department specialist will provide quarterly training sessions on how to construct instructional units by correlating AL CCRS with ACT Quality Core standards.	Professional Learning			08/11/2014	05/20/2015	\$0 - No Funding Required	Nine through twelve math teacher

Strategy2:

Utilize Rigorous Tasks and Assessments. - Math teachers in grades 9-11 will use more rigorous tasks and questions in their instruction in order to improve students' conceptual knowledge and problem-solving skills.

Research Cited: ACT, CCRS

Activity - Study Island Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend Study Island training session(s).	Professional Learning			09/25/2014	05/20/2015	\$0 - No Funding Required	Director of Curriculum and Instruction, Technology Coordinator, Principal

Strategy3:

Appropriate Instructional Methods - Students will receive explicit, intensive instruction on math standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

Activity - Variety of Instructional Methods	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Activity - ARI PAL Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Professional Learning			08/19/2013	05/20/2014	\$0 - No Funding Required	All classroom teachers who teach literacy-based subjects.

Activity - Five-E Instructional Model	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Nine through twelve math teachers will utilize the Five-E Instructional Model (engage, explore, explain, elaborate, evaluate), which emphasizes group task/problem solving, interpreting findings, and reporting results.	Professional Learning			08/14/2014	05/20/2015	\$0 - No Funding Required	All 9-12 math teachers

Goal 5:

All students at Hubbertville School will have the opportunity to graduate with their cohorts and be College- and Career-Ready.

Measurable Objective 1:

ACIP

Hubbertville School

collaborate to develop students so that they graduate on time, ready to participate as citizens in society at large by 05/20/2015 as measured by all students' successful transitioning throughout high school and into post-high school..

Strategy1:

Instructional Support - By providing various instructional supports for students as they proceed through high school, teachers can help students to successfully complete coursework required for graduation with their cohorts.

Research Cited: Rtl

Activity - High-Quality Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive high-quality instruction, which will give them the academic foundation they need to proceed through school without retention and to be prepared for work or college/training after high school. This attention to instructional quality involves mentoring new or beginning teachers to ensure that their instruction is delivered at a level that will produce the desired result.	Direct Instruction			08/14/2014	05/20/2015	\$0 - No Funding Required	Experienced, highly-qualified teachers

Activity - LEAD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The LEAD 21st Century after-school program will provide homework assistance, tutoring, and enrichment activities to students in K-12 who encounter academic challenges or who lack a varied experiential base.	Academic Support Program			08/25/2014	05/20/2015	\$125000 - Other	School administrators, teachers, student assistants, community representatives, parent volunteers

Activity - Rtl	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using data analysis and observation, teachers at all levels will identify students who need instructional support in a particular class or course. Teachers will then employ strategies necessary to help those students improve achievement.	Academic Support Program			08/14/2014	05/20/2015	\$0 - No Funding Required	Experienced, highly qualified teachers; Rti leadership team

Strategy2:

Transition Assistance - Students will receive transition assistance from teachers, the guidance counselor, and other staff as they move from pre-K to kindergarten, from sixth to seventh grade, from eighth to ninth grade, and from high school to work or post-secondary education.

This assistance will help students adjust to change at each level, as well as to provide support as they assume more responsibility for their future and prepare for citizenry.

Research Cited: AL State Dept of Education

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Hubbertville School

Activity - Pre-K Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will host a federally-funded pre-K program designed to help prepare children for kindergarten.	Academic Support Program			08/14/2014	05/20/2015	\$86000 - Other	Pre-school teacher and paraprofessional

Activity - Financial Aid Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seniors and their parents attend an evening financial aid meeting, where they receive vital information about applying for college financial aid.	Other			01/15/2015	05/20/2015	\$0 - No Funding Required	Principal, assistant principal, guidance counselor

Activity - Freshman Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eighth-grade students and their parents attend an evening orientation meeting to discuss graduation requirements, Carnegie units, schedules, and other transition issues.	Other			03/31/2014	05/20/2015	\$0 - No Funding Required	Principal, assistant principal, guidance counselor

Goal 6:

To increase the number of students in grades three through eight scoring proficient in math and reading.

Measurable Objective 1:

50% of All Students will demonstrate a behavior of becoming proficient in Reading by 05/20/2015 as measured by proficiency groupings on the ACT Aspire test.

Strategy1:

Professional Learning - Teachers in grades three through eight will attend Study Island training. Implementation of content learned from training will impact student achievement.

Research Cited: Study Island

Activity - Study Island Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from Study Island will provide training sessions for preparing resources and assessments to use in instruction.	Professional Learning			09/25/2014	05/20/2015	\$0 - No Funding Required	Study Island representatives

Strategy2:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

Activity - ARI PAL Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Activity - Variety of Instructional Methods	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Measurable Objective 2:

50% of All Students will demonstrate a behavior of becoming proficient in Mathematics by 05/20/2015 as measured by proficiency groupings on the ACT Aspire test.

Strategy1:

Professional Learning - Teachers in grades three through eight will attend Study Island training. Implementation of content learned from training will impact student achievement.

Research Cited: Study Island

Activity - Study Island Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Representatives from Study Island will provide training sessions for preparing resources and assessments to use in instruction.	Professional Learning			09/25/2014	05/20/2015	\$0 - No Funding Required	Study Island representatives

Strategy2:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

Activity - Variety of Instructional Methods	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Activity - ARI PAL Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate appropriate "before" strategies to introduce concepts and test prior knowledge, "during" strategies to provide explicit instruction, and "after" strategies to summarize big ideas or test students' grasp of the material into their daily lessons.	Policy and Process			08/14/2014	05/20/2015	\$0 - No Funding Required	All classroom teachers

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes		

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

Only highly-qualified teachers are recruited and considered for teaching positions at Hubbertville. Furthermore, teachers are required to attend professional development on best practices in and changes to the profession; and they are expected to broaden their content area knowledge through professional reading and research outside of professional development opportunities.

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

The teacher turnover rate at Hubbertville is low (about 3%, or one teacher out of thirty-one). Most changes are attributed to retirements and/or typical tenure-related vacancies.

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

All teachers at Hubbertville are highly qualified in the subjects they teach. 48% of the faculty hold a Bachelor's degree and 52% hold a Master's degree.

3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

Teachers new to the profession are assigned a teacher mentor to guide them through their first year experience. An effort is made to ensure that the mentor is not given other assignments that would interfere with their responsibilities as a mentor (too many committee assignments, for example). Teachers new to Hubbertville, but not new to the profession, are likewise assigned an informal mentor to assist in the transition to the new school environment.

4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

Each principal, along with the Deputy Superintendent, attended college recruitment events at various universities in order to recruit highly qualified candidates. Furthermore, of those experienced teachers who apply for positions within the district, only those who are highly qualified are considered for employment.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

The teacher turnover rate at Hubbertville is low.

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

For Goal 1, All learners will be engaged and empowered through the use of technology:

Teachers will participate in training to use iPads, iPods, Smartboards, elmos, etc. in order to facilitate student support in the classroom, as well as to maximize technology-based learning opportunities.

For Goal 2, All students at Hubbertville School will receive quality instruction that will prepare them to graduate college- or career-ready:

Select staff members will attend the State Department's CCRS Implementation Team quarterly meetings; other faculty will receive turnaround training subsequent to each session.

Career Tech teachers will increase their knowledge of the AL Career Information System, which provides students and parents with access to valuable career exploration activities and college financial aid information.

AMSTI specialists and a state department math specialist will work in the classroom with 5-12 math teachers to provide guidance and support for implementing the new state math standards. They will also meet with the teachers to discuss vertical alignment of the courses of study. Furthermore, they will also hold off-site training.

For Goal 4, To increase the number of high school students scoring at a proficient level in mathematics:

A state department specialist will provide quarterly training sessions on how to construct instructional units by correlating AL CCRS with ACT Quality Core standards.

For Goal 4 & Goal 6, To increase the number of students in grades three through eight scoring proficient in math and reading:

All teachers will attend Study Island training session(s).

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

For Goal 1, All learners will be engaged and empowered through the use of technology:

Teachers will participate in training to use iPads, iPods, Smartboards, elmos, etc. in order to facilitate student support in the classroom, as well as to maximize technology-based learning opportunities.

For Goal 2, All students at Hubbertville School will receive quality instruction that will prepare them to graduate college- or career-ready:

Select staff members will attend the State Department's CCRS Implementation Team quarterly meetings; other faculty will receive turnaround training subsequent to each session.

Career Tech teachers will increase their knowledge of the AL Career Information System, which provides students and parents with access to valuable career exploration activities and college financial aid information.

AMSTI specialists and a state department math specialist will work in the classroom with 5-12 math teachers to provide guidance and support for implementing the new state math standards. They will also meet with the teachers to discuss vertical alignment of the courses of study. Furthermore, they will also hold off-site training.

For Goal 4, To increase the number of high school students scoring at a proficient level in mathematics:

A state department specialist will provide quarterly training sessions on how to construct instructional units by correlating AL CCRS with ACT Quality Core standards.

For Goal 4 & Goal 6, To increase the number of students in grades three through eight scoring proficient in math and reading:

All teachers will attend Study Island training session(s).

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

For Goal 2, All students at Hubbertville School will receive quality instruction that will prepare them to graduate college- or career-ready:

Teacher Mentoring

4. Describe how this professional development is "sustained and ongoing."

Professional development opportunities are provided throughout the year. Some activities take place on campus, while others are held at other district schools, or at inservice center locations. Others are possible through webinars or online courses. Furthermore, teachers engage in more informal professional growth by conducting independent reading and research, using blogs, and by communicating with other professionals.

Faculty meetings provide other opportunities for development as the improvement plan is discussed and goals are re-emphasized.

Component 6: Transition Strategies

1. Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school.

Students will receive transition assistance from teachers, the guidance counselor, and other staff as they move from pre-K to kindergarten, from sixth to seventh grade, from eighth to ninth grade, and from high school to work or post-secondary education. This assistance will help students adjust to change at each level, as well as to provide support as they assume more responsibility for their future and prepare for citizenry.

Component 7: Teacher Participation in Making Assessment Decisions

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

Although there is no formal policy to include teachers in these decisions, there are myriad opportunities for them to do so; and they are frequently asked to do so.

Teachers meet on either an inservice day prior to the beginning of the school year or on a designated day shortly after the beginning of school to view assessment results. This is done sometimes in a whole-group faculty meeting and sometimes in individual or small-group meetings with the counselor. Not only does this data meeting begin the ACIP process, but it also gives teachers the opportunity to see test results of incoming students.

Teachers also discuss assessment results during periodic faculty meetings, school leadership team meetings, grade-level meetings (for kindergarten and 2nd grade), and during common planning time (5th and 6th grades).

State assessment results are also examined at RtI meetings in order to check aptitude of struggling students.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

At the elementary level, Dibels, Global Scholar Performance Series assessments, the Aspire test, Study Island, and classroom assessments are used to identify students who are experiencing difficulty mastering certain standards.

At the high school level, Explore, Plan, ACT, Study Island, and classroom assessments are used. Since our school is small, there is typically only one teacher per subject for each level (for example, only one senior high mathematics teacher, one senior high social studies teacher, etc.), so there are no common formative assessments. Therefore, regular teacher observation and individual course formative assessments are important.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

The Scott Foresman reading series provides materials for Tiers I, II, and III instruction. Tier I instruction utilizes whole-group activities, small-group activities (which is differentiated for each group), and centers/stations. Tier III instruction provides additional exposure to skills not yet mastered for particular students. Also, Scott Foresman provides a wealth of reading material for use in centers/stations. Grade-level teachers meet with our reading coach at the end of each unit to disaggregate data and to make adjustments to instruction.

Tier II is dependent upon the teacher who provides the whole-group and small-group instruction. For Tier II, teachers must be very observant and aware of students who did NOT master skills during Tier I instruction. This information drives Tier II instruction. Consequently, Tier II instruction is quite subjective and may vary, depending upon the teacher's awareness.

Study Island and Global Scholar Achievement Series resources are frequently used for Tiers II & III instruction at the high school level. Hubbertville also offers a federally-funded after-school program, LEAD (Learning, Enriching, and Accomplishing Dreams) for any K-12 student who needs extra tutoring and enrichment. This program is voluntary, but it is sometimes recommended by the RtI Leadership Team as a Tier II or Tier III intervention tool.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Differentiated instruction is used at all levels, both elementary and high school. Teachers utilize small groups on a regular basis as part of a strategic teaching focus; group composition varies, depending on the task involved, but it is influenced by students' ability levels and learning styles. This practice occurs at the Tier I level, with whole-group instruction. Of course, differentiation also occurs as a result of students' identification as either Tier II or Tier III.

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

Hubbertville hosts a federally-funded after-school program, LEAD, that is available to all students, grades K-12. This program offers homework help and enrichment opportunities for struggling students or to students who are looking for academic and enrichment activities beyond the classroom. In addition to the after-school program, students are also encouraged to ask for extra help/tutoring after school when they need it.

Upward Bound members also receive tutoring during after-school meetings.

5. Describe procedures used to address challenges for EACH group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

While Hubbertville has no migrant or ELL students, we are prepared to serve such students should they enroll. Our economically-disadvantaged students are served throughout the school day and beyond through Title I Class-Reduction, the pre-K program, LEAD (the after-school program), and the RtI process, to name a few. Special Ed students are served through cooperation among regular classroom teachers and special ed staff members. At both the high school and elementary levels, the resource teacher goes into the regular classroom with identified students to assist them in their coursework. He also works with small groups of students in his classroom.

6. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for EACH group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

For economically-disadvantaged students (including foster children): Supplies are provided for students who cannot afford their own. Free- and reduced-price lunch applications are given to every student who wished to apply for free- or reduced-price meals.

For individuals preparing for non-traditional fields: Community speakers present career information to students; guidance counselor and staff present scholarship information about funds available for non-traditional fields; interested students take advantage of job-shadowing opportunities; career tech teachers assist students with career information using Kuder Navigator.

For single parents: Students are provided counseling services when needed. If students are unable to attend school due to maternity leave or child illness, they are provided online class work and assignments.

For displaced homemakers: Counseling is provided to those in need when necessary. Employability skills are incorporated into courses.

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

Our school uses federal, state, and local programs and resources to directly address the needs of our school. Since our goal statements are based on needs assessments, the programs and resources are used for goal achievement. The activities and professional development in our improvement plan are there because of these programs and resources.

2. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

LEAD, our 21st Century after-school program, and our pre-K program (both federal programs) are directly related to the achievement goals for our school. LEAD is staffed primarily by teachers and students at our school who have an interest in seeing all children succeed. Our Title I and CNP programs are also directly related to achievement. The CNP insures that all students receive proper nutrition, which allows them to function at a higher level. The Title I monies and Community Foundation Grant are used for current technology and teacher training, both of which increase student achievement. The Career Tech program is directly related to our goal of graduating students who are college- or career- ready.

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Local sheriff departments give drug-awareness presentations to the student body, both elementary and high school. They also speak to juniors and seniors each year just before Prom to educate them on the dangers of drinking and driving.

Our Career Tech program addresses job and career preparation to our middle and high school grades by conducting interest inventories and career cluster exploration. These students also examine the education and/or training path necessary for various career choices. Certain skills training, such as welding, is also available to our older students.

Component 10: Evaluation

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

We evaluate program implementation at periodic data meetings, end-of-year meetings, committee meetings, through parent surveys, and by getting feedback from parents at school events.

2. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

We analyze the previous year's disaggregated assessment data at the beginning of each school year to check the performance of our students, 65% of whom are free- or reduced-price lunch students. We look at proficiency levels of each group (as per state assessments) in the identified areas of weakness to see if proficiency percentages increased or decreased (except when assessments change and we are unable to check for an increase or decrease).

We also use classroom performance (both formative and summative assessments) to monitor academic achievement .

3. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

Teachers assess and monitor those students on a periodic basis. The Rtl team is also involved in student progress.

4. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The need for plan revision is discussed at grade-level meetings, at schoolwide committee meetings, at ACIP committee meetings, and at faculty meetings.

Coordination of Resources-Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	20.64

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

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

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

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

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

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

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	21.17

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	0.5

Label	Question	Value
4.	Provide the number of Counselors.	1.0

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

I. State Foundation Funds: Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	998640.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	83163.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	28601.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	55492.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	48675.0

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

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

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	0.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total 1,214,571.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Class-size reduction helps academic achievement by having fewer students in the classroom. Hubbertville has 1.4 FTEs of Title I teacher units. The total salary and benefits with substitutes come to \$85,450. Purchased services for \$1,500 for copier maintenance and materials and supplies for \$783. Parent Involvement for postage and supplies totaling \$1,010.

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	88743.0

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	0.0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

Title IV: For Safe and Frug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

Career and Technical Education-Perkins IV: Basic Grant (Title I)

Provide a brief explanation and a breakdown of expenses.

Classroom supplies \$1,234, Prof. Dev. Subs \$1,016, Prof. Dev. Travel and Registration \$3,272 for a total of \$5,522

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	5522.0

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

N/A

ACIP

Hubbertville School

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant**Provide a brief explanation and a breakdown of expenses.**

Applied for

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

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Hubbertville spends their local money in the following areas: salaries/benefits, instructional materials/supplies, utilities, operation/maintenance, Pre-K, travel/training, office supplies, copier maintenance, items for resale, and transfers.

Label	Question	Value
2.	Local Funds Provide the total.	428101.0