



ACIP

Cedar Bluff High School

Cherokee County Board of Education

Mr. Dewayne Pierce, Principal
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Cedar Bluff, AL 35959

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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?

Cedar Bluff School is a public K-12 school located in Cherokee County Alabama which is a rural community located in the Northeast corner of the state. The population of Cedar Bluff, which is based on data gathered in 2012, was 1, 816 people. The current unemployment rate in Cedar Bluff is at 8% which is at least five percent lower than the reported unemployment rate for the state of Alabama. The most common industries for employment for families in Cedar Bluff is manufacturing, construction, and retail. The estimated median income for the area is \$30, 411 which is more that eleven thousand dollars below the state average.

The current enrollment of Cedar Bluff School is 658 students with 312 of those students being enrolled in grades 7 through 12 and 346 being enrolled in grades K-6. Presently the makeup of the student population is as follows: 86% white, 8% African-American, .9% Asian, .6% Hispanic, and .4% Pacific Islander. Cedar Bluff School employs 33 full time regular education teachers, 3 special education teachers, 1 title one teacher, a half time foreign language teacher, 1 instructional coach, one and a half counselors, 1 librarian, 1 part time speech teacher, 1 full time assistant principal and 1 full time principal. Students qualifying for gifted services are transported to the Cherokee County Career and Technical Center to be served by the gifted teacher each week. One gifted teacher provides services for the whole school system.

Greater than 70% of our students qualify for the free-reduced lunch program and about 9% of the student population qualifies for the McKinney-Vento (homeless) services. One of the most unique challenges facing our school and community is poverty. Many families live in doubled up housing or have qualified for public housing assistance.

One of the best features of our community is the support Cedar Bluff School receives from the local churches and civic organizations. Local churches supply bags for the brown bag program to help needy families and the local churches operate a food bank. In addition to this, many provide assistance by donating money or clothing to help provide basic necessities for many of our children. Local businesses also assist in meeting the needs of our students through donations. Also, we have a strong PTO organization which is active and raises money to provide materials and supplies for our staff and students. Together we are preparing our students to meet tomorrow's challenges by providing them with the tools and experiences necessary to be successful and learn.

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.

The vision of Cedar Bluff School is to provide all students with multiple quality educational opportunities designed to prepare them for success in an ever changing society.

We embody this vision through many programs and curriculum which is offered to our students. We are implementing quality core standards to help all of our students become college and career ready by graduation. Teachers are provided with high quality professional development to help implement these new standards. Also, we have implemented programs such as the after school tutoring, AMSTI, and RTI. We utilize STAR testing, ASVAB, ACT Work Keys, ACT Aspire testing and ACT Plus Writing assessments to evaluate the progress and mastery of the quality core standards. ACT prep classes and online ACT prep software have been added to the curriculum for 10th-12th grade students. This year we have also added in Dual Enrollment English 101 and 102 classes for our 11th and 12th grade students and an AP Chemistry class for our more advanced juniors and seniors. We have re-structured our science and math course sequence to allow students to have the opportunity to take higher level math such as calculus and higher level science such as physics.

Our staff is committed to helping all our students be college and career ready. Teachers participate in grade level and subject level meetings to allow for vertical planning. In addition to this, all teachers are required to participate in ongoing professional development. Our school realizes that education is a team effort which involves the parents, staff, and community members. Events are provided for students to enhance learning and provide lessons which cater to a variety of learning styles. Students are provided equal opportunities to access available educational opportunities. Technology is readily available for students and teachers and is used as a valuable learning tool on a daily basis to assist in meeting the individual needs of the learner. About 73% of our classrooms have classroom sets of Chromebooks and classrooms which do not have Chromebook sets have access to the computer labs.

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.

Cedar Bluff School was recognized as a 2015 U.S. News Best High School and received a Bronze Level Award. One hundred percent of our students in the class of 2015 received a high school diploma with over 40% being awarded some type of academic or athletic scholarship to further their education beyond high school.

Our areas in most need of improvement would be on the ACT Aspire test in reading and math. The percentage of students scoring in the ready or exceeding range declined in all grade levels except for grades 4th and 5th grade in math. On the reading portion of Aspire only two grade levels indicated growth in the ready or exceeding range. We have been identified as a FOCUS school due to the gap in performance of our special education students compared to that of our regular education students. Our school also has a strong need in the area of school culture. There have been two changes in administration in the past three years. This school year has also seen a teacher turnover rate of 28.5%. These changes have had a negative impact on the culture of our school.

Additional Information

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

No additional information at this time.

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.

Teacher, support staff, student, parent, and community stakeholder selection is determined by a vote. The parents vote for parent representatives and teachers and support staff also vote to select those representatives. All teachers and parents are given the chance to nominate names on the ballot for anyone who would like to serve on the committee. The responsibilities of the committee are explained to stakeholders before the vote occurs. The student representatives are selected by the student body through SGA elections. Meetings are scheduled during times most convenient for the members. During the first meeting, the committee members were informed of their roles during an informational meeting which covered the following topics: expectations of the committee, budgets, how information would be relayed to grade levels, and expected dates of monthly meetings.

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

Dewayne Pierce---Principal
Jeff Walls---Assistant Principal
Sheila Starr---Title I Teacher
Andreanna Clifton---Counselor
Torey McDaniel---Special Education Teacher
Cathy Wilson--Teacher
Laura Brown---Librarian/Technology Specialist
Marigrace Wilson---Student
Jenna Grace Clifton---Student
Johnny Amison---Support Staff
Christy Agan---Parent
Kim Stallings---Parent
Donald Sanders---Community Representative

Our stakeholder group is made up of a variety of representatives as listed above. Each committee member is responsible for gathering and relaying information back to the demographic they are representing. All representatives are encouraged to express opinions during the meetings as well as any concerns they may have on educational topics.

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

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The ACIP will be reviewed at a faculty meeting which will allow teachers to add information or make changes if needed. Teachers will receive a summary of the plan to keep on file in their classrooms. The plan will be made available on our school website and a copy will be kept in the school office. A Schoolcast phone call will go out to parents to inform them when the final plan has been posted on the school website.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

Areas of Notable Achievement

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

According to the 2015 ACT Aspire results fourth grade students increased their proficiency in math by 10% and their reading proficiency increased by 12%. Also, 5th graders increased their proficiency in math by 7%. Scores indicate that sixth grade students increased their reading proficiency by 11%.

ACT Workkeys results for 2015 indicate that 54.8% of 12th graders tested met the benchmark score.

The class of 2015 saw 100% of students receiving a high school diploma.

Our overall average daily attendance improved from 93.34% in 2013-2014 to 94.07% in 2014-2015.

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

There is a positive trend in 4th grade math and reading, 5th grade math, and 6th grade reading. Also, there is a positive trend in our average daily attendance.

Which area(s) indicate the overall highest performance?

The 2015 ACT Aspire data indicate that 4th grade math, 5th grade math, and 6th grade math are all at or above the school district average of proficiency. Also, grades 4, 6, and 8 are at or above the school district average proficiency in reading.

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

According to the 2015 Aspire data the following grade levels of special education students show a trend toward increasing performance:

4th grade math---100% of SPE students scored in the close range

5th grade math---22% of SPE students scored in the ready range and 44% scored in the close range

6th grade math---50% of SPE students scored in the close range

7th grade math---42.8% of SPE students scored in the close range

8th grade reading---100% of SPE students scored in the close range

8th grade math---33% of SPE students scored in the close range

in the ready range.

Between which subgroups is the achievement gap closing?

The gap in 5th grade math seems to be the most noticeable one closing. This is evidenced by 49% of all students scoring in the ready range and 22% of special education students scoring in the ready range and having 44% of special education students scoring in the close range.

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

The increasing performance evidenced for the 5th grade special education students on the math portion of the Aspire test indicate a total of 66% being in the ready or close range. Likewise, STAR data indicates 66% of 5th grade special education students were scoring in the proficient or near proficient range.

Areas in Need of Improvement

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

According to 2015 Aspire scores the following grades and subjects decreased or were below the expected levels of performance when compared to the 2014 Aspire scores:

6th grade math decreased 10%
7th grade math decreased 9%
8th grade math decreased 31%
5th grade reading decreased 15%
7th grade reading decreased 24%
8th grade reading decreased 2%

ACT Plus Writing data also showed that all subjects and composite scores for our 11th graders tested on the state testing date in 2015 were the below the state average.

English---1.8 points below
Math---1 point below
Reading---1.2 points below
Science---1.6 points below
Composite Score---1.4 points below

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

All grade levels tested with Aspire except for 4th grade reading and math, 5th grade math, and 6th grade reading show a negative trend in performance. Also all subject areas and composite scores for the ACT Plus Writing show a negative trend of being below the state average.

Which area(s) indicate the overall lowest performance?

There are two areas of overall lowest performance and these are 8th grade math with a proficiency or ready score of only 25% and 5th grade reading with a proficiency or ready score of only 25% as well.

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

The subgroup which shows a trend toward decreasing performance is grades 3-7 special education students in reading.

Between which subgroups is the achievement gap becoming greater?

The gap between the special education students and all students proficiency levels is greater in 3rd grade reading and 4th grade reading.

3rd grade reading there is a 34% gap.

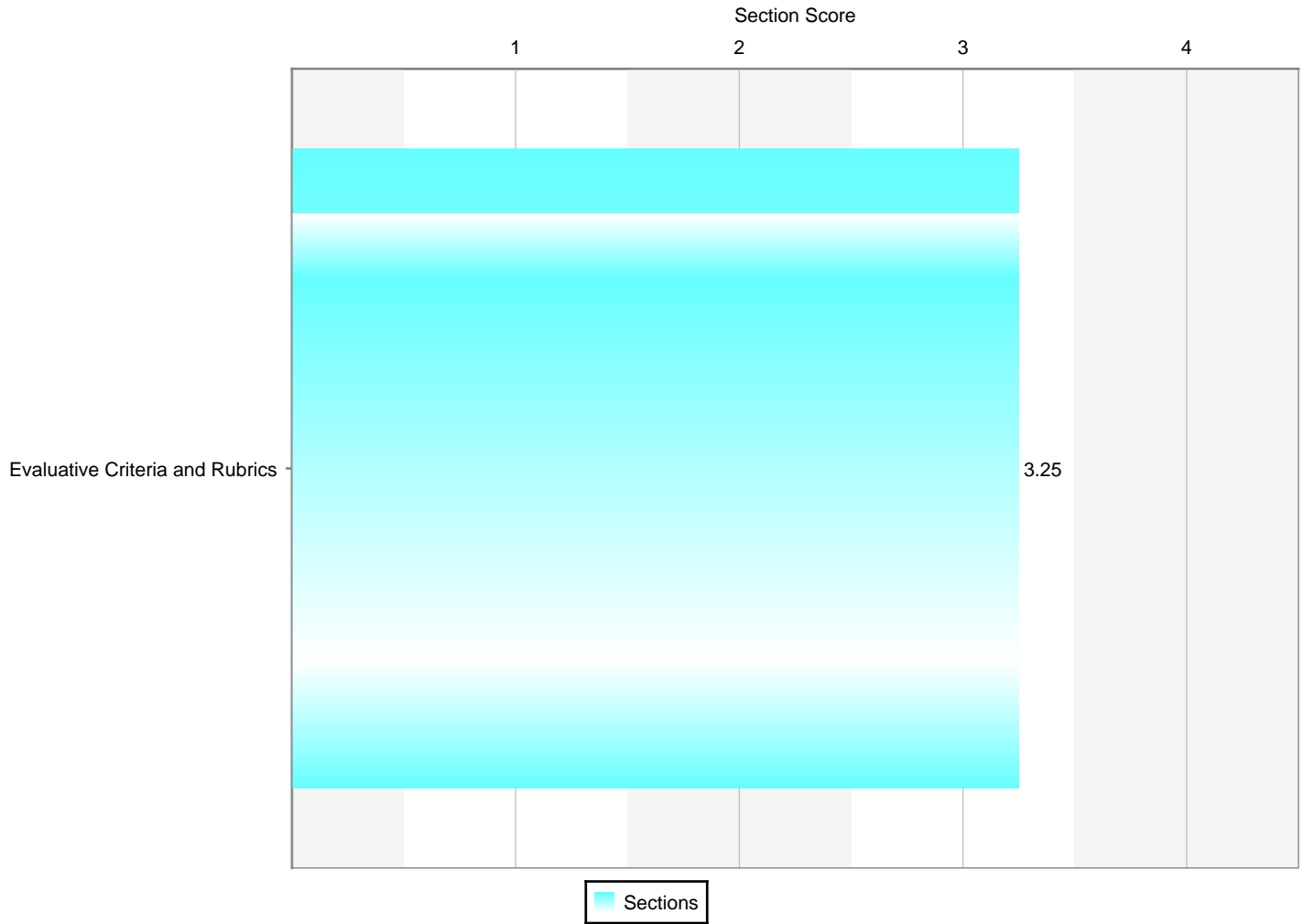
4th grade reading there is 34% gap.

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

The trend towards a gap between special education student performance in reading and all student performance in reading is indicated in both STAR testing and Aspire testing.

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	Dewayne Pierce---Principal Jeff Walls---Assistant Principal Sheila Starr---Title I Teacher Andreanna Clifton---Counselor Torey McDaniel---Special Education Teacher Cathy Wilson--Teacher Laura Brown--- Librarian/Technology Specialist Marigrace Wilson---Student Jenna Grace Clifton---Student Johnny Amison---Support Staff Christy Agan---Parent Kim Stallings---Parent Mark Cosby---Parent Donald Sanders---Coommunity Representative	Sign In Sheet

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	It is the official policy of the Cherokee County Board of Education that no person shall, on the grounds of race, color, sex, disability, religion, national origin, age, migrant status, LEP status, homeless status, or immigrant status be subjected to discrimination under any program, activity, or employment. Mr. Randy Smith and Mrs. Tara Blanchard have been designated by Cherokee County Schools to coordinate the district's efforts to comply with the designated regulations.	

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	Mr. Randy Smith or Mrs. Tara Blanchard 130 East Main Street Centre, AL 35960 Mr. Smith 256-927-2770 Mrs. Blanchard 256-927-8049	

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 and Right to Know with Signature

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		Parent/School Compact

Plan for ACIP 2015-2016

Overview

Plan Name

Plan for ACIP 2015-2016

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	We will engage learners through high quality aligned college and career ready standards, instruction, and assessments in the area of math.	Objectives: 2 Strategies: 8 Activities: 12	Academic	\$132584
2	We will increase the use of technology as a means of instruction and assessment.	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$11078
3	We will provide mentoring to new teachers.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$500
4	Provide opportunities for stakeholders to have input into decision making and volunteer opportunities in our Title I and PTO programs.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$0
5	We will provide EL training for all teachers.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	We will engage learners through high quality aligned college and career ready standards, instruction, and assessments in the area of reading.	Objectives: 2 Strategies: 8 Activities: 12	Academic	\$21153
7	Cultural Goal: We will identify/recognize obstacles to teaching and learning and align support systems and resources to overcome those obstacles.	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$3892
8	Transition Goal: Provide parents in grades 4, 8, and 12 with information related to their children transitioning into middle school, high school, and beyond high school.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1970
9	We will increase our knowledge and understanding of the new science standards in grades K-12.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$7687

Goal 1: We will engage learners through high quality aligned college and career ready standards, instruction, and assessments in the area of math.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by scoring in the ready range in Mathematics by 05/26/2016 as measured by ACT Aspire.

Strategy 1:

Strategic Teaching - Teachers will implement the use of multiple forms of formative assessment through strategic teaching methods. (TP #3)

Research Cited: ARI for strategic teaching standards

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of formative assessments and the use of formative assessment data.	Professional Learning	08/06/2015	05/27/2016	\$8670	Title I Schoolwide	teachers, principal, instructional coach

Strategy 2:

Webb's Depth of Knowledge - Teachers will implement the use of Webb's Depth of Knowledge at all levels of instructional practice (classroom discussion, assignments, quizzes, assessments, walkthroughs, etc...) with emphasis being placed on DOK levels 1, 2, and 3. (TP #s 1, 2, 3, 4, 6, 7)

Research Cited: ACT research supports the use of Webb's Depth of Knowledge in classroom instruction.

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support and Laying the Foundation.	Professional Learning	08/06/2015	05/27/2016	\$4191	State Funds, Title II Part A	teachers, principal, instructional coach

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan individually and collaboratively to develop instructional activities that consider levels 1, 2, and 3 of Webb's DOK. This will include the implementation of the Planbook.com lesson plan program. (TP #1)	Other - Planning/Collaboration	08/06/2015	05/27/2016	\$2876	Title I Schoolwide, General Fund	teachers, administrators, instructional coach

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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We will provide extended day tutoring opportunities for students who need additional help in math.	Academic Support Program	08/12/2015	05/26/2016	\$4934	Title I Schoolwide	teachers
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Strategy 3:

RTI - We will use tiered instruction as a part of our RTI process for students who meet the criteria for assistance.

Research Cited: RTI

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will use multiple forms of formative assessment to determine which students belong in tiers 2 and 3. These could include STAR Math (given 3 times per year), progress monitoring throughout the year, teacher observation, and student performance on teacher made materials.	Academic Support Program	08/06/2015	05/27/2016	\$0	No Funding Required	teachers, administrators, instructional coach, Tier teachers

Strategy 4:

Class Reduction - Class sizes will be reduced as possible which will allow for a smaller teacher to student ratio.

Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two teachers will be hired to teach in the elementary grades to decrease the teacher to student ratio.	Class Size Reduction	08/06/2015	05/27/2016	\$106913	Title I Schoolwide	class size reduction teachers

Strategy 5:

Instructional Supplies - Teachers will purchase instructional supplies that are aligned with CCRS standards.

Activity - Supplies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will purchase supplies to support CCRS standards.	Other - Supplies	08/06/2015	05/27/2016	\$5000	State Funds	teachers

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Students with Disabilities students will demonstrate a proficiency by scoring in the ready range in Mathematics by 05/26/2016 as measured by ACT Aspire.

Strategy 1:

Strategic Teaching Strategies - Teachers will implement strategic teaching methods that include the use of multiple forms of formative assessments.

Research Cited: ARI for strategic teaching

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

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Teachers will attend professional development on the use of formative assessments and the use of formative assessment data.	Professional Learning	08/06/2015	05/27/2016	\$0	No Funding Required	teachers, principal, instructional coach
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Strategy 2:

Co-Teaching - We will use co-teaching in our special education classrooms.

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The elementary special education teacher will collaborate with the regular education teacher to plan lessons and help deliver instruction in a co-teaching setting.	Direct Instruction	08/12/2015	05/26/2016	\$0	No Funding Required	teachers, special education teachers

Strategy 3:

Webb's Depth of Knowledge-Math SPED - Teachers will implement the use of Webb's Depth of Knowledge at all levels of instructional practice (classroom discussion, assignments, quizzes, assessments, walkthroughs, etc.) with emphasis being placed on DOK levels 1, 2, and 3. (TP #s 1, 2, 3, 4, 6, 7)

Research Cited: ACT research supports the use of Webb's Depth of Knowledge in classroom instruction.

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support and Laying the Foundation.	Professional Learning	08/06/2015	05/27/2016	\$0	No Funding Required	teachers, principal, instructional coach, AMSTI

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan individually and collaboratively to develop instructional activities that consider levels 1, 2, and 3 of Webb's DOK. This will include the implementation of the Planbook.com lesson plan program. (TP#1)	Other - Other-Planning/Collaboration	08/06/2015	05/27/2016	\$0	No Funding Required	teachers, administrators, instructional coach

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will provide extended day tutoring opportunities for students who need additional help in math.	Academic Support Program	08/12/2015	05/26/2016	\$0	No Funding Required	teachers

Goal 2: We will increase the use of technology as a means of instruction and assessment.

Measurable Objective 1:

collaborate to implement the use of technology as a means of instruction and assessment in 80% of all classrooms by 05/26/2016 as measured by observations and walkthroughs.

Strategy 1:

Chromebooks - Expand the use of Chromebooks as a means of delivering instruction and administering assessments. This will include support from Alabama Technology in Motion.

Research Cited: State Department of Education Technology Course of Study and Cherokee County Technology Plan

Activity - Training/Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development on the instructional use of Chromebooks and will implement learned materials with their students. New Chromebooks will be purchased for those classrooms that do not currently have a set.	Professional Learning, Technology	08/06/2015	05/27/2016	\$10221	State Funds, Title I Schoolwide	teachers, administrators, technology specialist/department, instructional coach

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on utilizing digital resources in the learning environment.	Professional Learning	08/06/2015	05/27/2016	\$0	No Funding Required	teachers, administrators, instructional coach, technology specialist/department

Measurable Objective 2:

collaborate to purchase ebooks to match CCRS standards by 05/27/2016 as measured by library collection data.

Strategy 1:

Ebook Collaboration - The library media specialist will collaborate with classroom teachers about CCRS standards and what ebooks might be useful to them.

Activity - Ebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The library media specialist will order and promote the use of ebooks that are aligned with CCRS standards.	Technology	08/06/2015	05/27/2016	\$857	State Funds	library media specialist, teachers

Goal 3: We will provide mentoring to new teachers.

Measurable Objective 1:

collaborate to mentor new teachers by 05/27/2016 as measured by Educate Alabama.

Strategy 1:

Mentoring - New teachers will complete PLPs and document supporting evidence periodically throughout the year to show that the objective is being met.

Research Cited: Educate Alabama

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will collaborate with other teachers in the same content area, teachers within their same grade level, and the instructional coach periodically throughout the year.	Professional Learning	08/06/2015	05/27/2016	\$500	Title I Schoolwide	teachers, administrators, instructional coach

Goal 4: Provide opportunities for stakeholders to have input into decision making and volunteer opportunities in our Title I and PTO programs.

Measurable Objective 1:

collaborate to enhance the rapport among students, staff, parents, and community members by 05/27/2016 as measured by visitor sign-in sheets.

Strategy 1:

Parent Title I Meeting - The first parent Title I meeting for the year was held on August 26, 2015 and subsequent parent meetings will be scheduled throughout the school year.

Activity - Meeting Agenda	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An overview was given on the Title I program, parents were informed of their rights under Title I, parent involvement/volunteer opportunities, school achievement, Title I funding/budget, Title I parent involvement policy, and the updated school/parent compact.	Parent Involvement, Community Engagement	08/06/2015	05/27/2016	\$0	No Funding Required	Title I teacher and administrators

Activity - Parent Involvement Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Cedar Bluff High School

<p>Parent Involvement meetings during the 2015-16 school year will focus on:</p> <p>Planning, review and improvement of Title I program. Planning, review, and improvement of the school parental involvement plan. Description and explanation of the curriculum in use, forms of academic assessment. Procedure for scheduling teacher conferences or meetings to formulate suggestions and participate as appropriate, in decisions relating to the education of their children Discuss the school compact, why it is needed, what parts of it are mandated by the Federal Government.</p> <p>During the 2015-16 School Year, focus will be on: School will use School Cast, School Sign and letters home to parents to provide parents timely information about programs under Title I. Parents will be informed at all Title meetings that they have the right to submit comments/concerns to the Board of Education if the ACIP is not satisfactory. PTO meetings, academic extracurricular activities and athletic events will be used to encourage parents to volunteer and find a way to contribute to the needs of the school. Parents of EL, Migrant, Immigrant and Special Needs students will be monitored for special communication needs by the school and any language barriers will be addressed by the ACIP team.</p>	Parent Involvement	08/06/2015	05/27/2016	\$0	No Funding Required	teachers, administrators
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Strategy 2:

PTO Meetings - PTO meetings will encourage parent and community involvement.

Activity - Meeting Dates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Periodic PTO meetings are scheduled throughout the year. The first PTO meeting is set for September 9, 2015.	Parent Involvement, Community Engagement	08/06/2015	05/26/2016	\$0	No Funding Required	administrators, teachers, PTO officers

Strategy 3:

Special Education Parent Meetings - Meetings/training for parents of special education students will be scheduled during the school year.

Activity - Meeting Dates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meetings are scheduled for November 6, 2015 and March 10, 2016 and topics covered include things such as informing parents about accommodations and modifications that are implemented in the classroom on a daily basis in order to differentiate instruction for students with special needs. Other topics chosen to be covered are determined by a needs assessment which is sent to the parents to complete and indicate the topics they feel they need more information about.	Parent Involvement	08/06/2015	05/27/2016	\$0	No Funding Required	special education teachers, special education coordinator

Goal 5: We will provide EL training for all teachers.

Measurable Objective 1:

demonstrate a proficiency 100% of teachers will be knowledgeable of EL procedures and WIDA standards by 05/27/2016 as measured by faculty sign in sheets.

Strategy 1:

Professional Learning - Teachers will be trained on EL procedures and WIDA standards in faculty meetings by the Title I/EL teacher.

Research Cited: WIDA

Activity - Faculty Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I/EL teacher will train faculty members on the EL procedures and WIDA standards.	Professional Learning	08/06/2015	05/27/2016	\$0	No Funding Required	Title I/EL teacher, administrators, teachers

Goal 6: We will engage learners through high quality aligned college and career ready standards, instruction, and assessments in the area of reading.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by scoring in the ready range in Reading by 05/26/2016 as measured by ACT Aspire.

Strategy 1:

Strategic Teaching - Teachers will implement the use of multiple forms of formative assessment through strategic teaching methods. (TP#3)

Research Cited: ARI Strategic Teaching Methods

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of formative assessments and the use of formative assessment data.	Professional Learning	08/06/2015	05/27/2016	\$0	No Funding Required	teachers, administrators, instructional coach

Strategy 2:

Webb's Depth of Knowledge - Teachers will implement the use of Webb's Depth of Knowledge at all levels of instructional practice (classroom discussion, assignments, quizzes, assessments, walkthroughs, etc...) with emphasis being placed on DOK levels 1, 2, and 3. (TP#s 1, 2, 3, 4, 6, 7)

Research Cited: ACT research supports the use of Webb's Depth of Knowledge in classroom instruction.

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support.	Professional Learning	08/06/2015	05/27/2016	\$8670	Title I Schoolwide	teachers, administrators, instructional coach
Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan individually and collaboratively to develop instructional activities that consider levels 1, 2, and 3 of Webb's DOK. This will include the implementation of the Planbook.com lesson plan program. (TP#1)	Other - Planning/Collaboration	08/06/2015	05/27/2016	\$2550	Title I Schoolwide	teachers
Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will provide extended day tutoring opportunities for students who need additional help in reading.	Academic Support Program	08/12/2015	05/27/2016	\$4933	Title I Schoolwide	teachers

Strategy 3:

RTI - We will use tiered instruction as a part of our RTI process for students who meet the criteria for assistance.

Research Cited: RTI

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will use multiple forms of formative assessment to determine which students belong in tiers 1, 2, and 3. These could include STAR Reading (given 3 times per year), progress monitoring throughout the year, teacher observation, and student performance on teacher made materials.	Academic Support Program	08/12/2015	05/26/2016	\$0	No Funding Required	teachers, administrators, instructional coach, Tier teachers

Strategy 4:

Instructional Supplies - Teachers will purchase instructional supplies that are aligned with CCRS standards.

Activity - Supplies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will purchase supplies to support CCRS.	Other - Supplies	08/06/2015	05/27/2016	\$5000	State Funds	teachers

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Students with Disabilities students will demonstrate a proficiency by scoring in the ready range in Reading by 05/26/2016 as measured by ACT Aspire.

Strategy 1:

Strategic Teaching-Reading - Teachers will implement the use of multiple forms of formative assessment through strategic teaching methods. (TP #3)

Research Cited: ARI Strategic Teaching

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of formative assessments and the use of formative assessment data.	Professional Learning	08/06/2015	05/27/2016	\$0	No Funding Required	teachers, administrators, instructional coach

Strategy 2:

Webb's Depth of Knowledge-Reading - Teachers will implement the use of Webb's Depth of Knowledge at all levels of instructional practice (classroom discussion, assignments, quizzes, assessments, walkthroughs, etc...) with emphasis being placed on DOK levels 1, 2, and 3. (TP #s 1, 2, 3, 4, 6, 7)

Research Cited: ACT research supports the use of Webb's Depth of Knowledge in classroom instruction.

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support.	Professional Learning	08/06/2015	05/27/2016	\$0	No Funding Required	teachers, administrators, instructional coach

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan individually and collaboratively to develop instructional activities that consider levels 1, 2, and 3 of Webb's DOK. This will include the implementation of the Planbook.com lesson plan program. (TP #1)	Other - Planning/Collaboration	08/06/2015	05/27/2016	\$0	No Funding Required	teachers, instructional coach

Strategy 3:

Co-Teaching - We will use co-teaching in our special education classrooms.

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The elementary special education teacher will collaborate with the regular education teacher to plan lessons and help deliver instruction in a co-teaching setting.	Direct Instruction	08/12/2015	05/26/2016	\$0	No Funding Required	teachers, special education teachers

Strategy 4:

READ180 - Teachers will utilize the READ 180 program

Research Cited: Scholastic READ 180

Activity - Instructional Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read a series of texts and then be asked to use context clues to answer questions at DOK levels 3 and 4 within the READ 180 technology program. This will include both the daily portion of the program and the rSkills standardized test which is given every nine weeks.	Academic Support Program, Technology	08/12/2015	05/26/2016	\$0	No Funding Required	special education teachers, technology specialist

Activity - Whole Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize rBooks to differentiate instruction and provide strategies for standardized testing.	Direct Instruction	08/12/2015	05/26/2016	\$0	No Funding Required	special education teachers

Goal 7: Cultural Goal: We will identify/recognize obstacles to teaching and learning and align support systems and resources to overcome those obstacles.

Measurable Objective 1:

collaborate to exhibit behaviors that ensure that the school climate is conducive to learning with a culture of high expectations from teachers and administrators by 05/26/2016 as measured by pre- and post-survey results.

Strategy 1:

Group Discussion - The faculty will have open discussions with the administration regarding expectations from teacher to administrator, administrator to teacher, teacher to parent and parent to teacher. The topics that will be discussed will center around the concepts of support, ownership, communication, availability, accountability, and overall general work climate and atmosphere.

Activity - Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will use pre- and post-survey data to determine the overall success in achieving this goal.	Other - Surveys	08/06/2015	05/27/2016	\$3892	Title I Schoolwide	teachers, administrators

Activity - Migrant Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>No Migrant students are currently enrolled. The school must be prepared to implement the following upon enrollment of a Migrant student: Convene a meeting of the ACIP team within 3 days. Conduct a comprehensive needs assessment that addresses special needs of the migrant students in preschool through grade 12. Make a commitment to assure that the unique educational needs of the migrant students, in preschool through grade 12 will be met. Design a comprehensive service delivery plan that meets the year round needs of migratory Pre-K-8 children and post to ACIP. Design a comprehensive service delivery plan that emphasizes high school drop-out prevention and increased graduation rates and post to ACIP. ACIP and PST team will prioritize procedures to establish the priority services are given to migratory children who are failing, or most at risk of failing (greatest need), to meet the state's challenging content and student performance standards and whose education has been interrupted during the regular school year. Establish a Plan for professional development programs for teachers and other program personnel to specifically assist the education of migrant children with priority given to the teachers of the migrant students. Equal access for migratory student to: 1) public preschool programs 2) extended school programs 3) Title I, and other supplemental programs provided during the regular school day. Design and implement a method to include migrant parents / guardians in meaningful dialogue to ensure the migratory children meet the same challenging, academic achievement standards that all children are expected to meet.</p>	<p>Policy and Process</p>	<p>08/06/2015</p>	<p>05/27/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>teachers, ACIP team, administrators</p>
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Measurable Objective 2:

collaborate to participate in and complete a book study throughout the year on the CHAMPS book by 05/27/2016 as measured by meeting sign in sheets and notes.

Strategy 1:

Book Study - Mr. Walls, assistant principal, will lead and facilitate the book study.

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>We will study one-two chapters per faculty meeting throughout the year and make decisions, on where and how we can implement the practices in our instructional programs.</p>	<p>Professional Learning</p>	<p>08/06/2015</p>	<p>05/27/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>teachers, assistant principal</p>

Goal 8: Transition Goal: Provide parents in grades 4, 8, and 12 with information related to their children transitioning into middle school, high school, and beyond high school.

Measurable Objective 1:

collaborate to make transition easier for students leaving grades 4, 8, and 12 by 05/26/2016 as measured by documentation of the collaboration (agendas, set dates/times, minutes).

Strategy 1:

Collaboration - Collaborate to make decisions regarding transition periods. This will involve the administrators and counselors meeting to set dates, times, and agendas for parent meetings.

Activity - Parent Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school counselor will host and facilitate separate parent nights for students in grades 4, 8, and 12. She will explain middle and high school curriculum, educational options, and other relevant information.	Parent Involvement	08/06/2015	05/27/2016	\$1970	Title I Schoolwide	counselors, administrators

Goal 9: We will increase our knowledge and understanding of the new science standards in grades K-12.

Measurable Objective 1:

collaborate to research and identify resources that will help teachers to increase their knowledge of the new science standards by 05/27/2016 as measured by registrations, agendas, sign-in sheets, and professional development sessions.

Strategy 1:

Training - Science teachers will participate in professional development focusing on the new science standards. This will include support from AMSTI and LTF training.

Research Cited: AMSTI, CCRS

Activity - CCRS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will have representatives on the district CCRS implementation team for science during the 2015-2016 school year. This team will attend CCRS quarterly meetings at JSU McClellan.	Professional Learning	08/06/2015	05/27/2016	\$1000	Title I Schoolwide	science teachers, administration, CCRS district leaders

Activity - LTF Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will attend Laying the Foundation training for science.	Professional Learning	08/06/2015	05/27/2016	\$1620	Title II Part A	science teachers, administration, instructional coach

Strategy 2:

Instructional Supplies - Teachers will purchase instructional supplies that are aligned with CCRS standards.

Activity - Instructional Supplies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will purchase supplies to support CCRS.	Other - Supplies	08/06/2015	05/27/2016	\$5067	State Funds	teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Training	Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support.	Professional Learning	08/06/2015	05/27/2016	\$0	teachers, administrators, instructional coach
Parent Involvement Plan	<p>Parent Involvement meetings during the 2015-16 school year will focus on:</p> <p>Planning, review and improvement of Title I program. Planning, review, and improvement of the school parental involvement plan. Description and explanation of the curriculum in use, forms of academic assessment. Procedure for scheduling teacher conferences or meetings to formulate suggestions and participate as appropriate, in decisions relating to the education of their children Discuss the school compact, why it is needed, what parts of it are mandated by the Federal Government.</p> <p>During the 2015-16 School Year, focus will be on: School will use School Cast, School Sign and letters home to parents to provide parents timely information about programs under Title I. Parents will be informed at all Title meetings that they are have the right to submit comments/concerns to the Board of Education if the ACIP is not satisfactory. PTO meetings, academic extracurricular activities and athletic events will be used to encourage parents to volunteer and find a way to contribute to the needs of the school. Parents of EL, Migrant, Immigrant and Special Needs students will be monitored for special communication needs by the school and any language barriers will be addressed by the ACIP team.</p>	Parent Involvement	08/06/2015	05/27/2016	\$0	teachers, administrators

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Training	Teachers will receive training on utilizing digital resources in the learning environment.	Professional Learning	08/06/2015	05/27/2016	\$0	teachers, administrators, instructional coach, technology specialist/department
Meeting Dates	Periodic PTO meetings are scheduled throughout the year. The first PTO meeting is set for September 9, 2015.	Parent Involvement, Community Engagement	08/06/2015	05/26/2016	\$0	administrators, teachers, PTO officers
Co-Teaching	The elementary special education teacher will collaborate with the regular education teacher to plan lessons and help deliver instruction in a co-teaching setting.	Direct Instruction	08/12/2015	05/26/2016	\$0	teachers, special education teachers
Training	Teachers will participate in job-embedded professional development sessions focusing on the use of formative assessments and the use of formative assessment data.	Professional Learning	08/06/2015	05/27/2016	\$0	teachers, administrators, instructional coach

ACIP

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Migrant Students	<p>No Migrant students are currently enrolled. The school must be prepared to implement the following upon enrollment of a Migrant student: Convene a meeting of the ACIP team within 3 days. Conduct a comprehensive needs assessment that addresses special needs of the migrant students in preschool through grade 12. Make a commitment to assure that the unique educational needs of the migrant students, in preschool through grade 12 will be met. Design a comprehensive service delivery plan that meets the year round needs of migratory Pre-K-8 children and post to ACIP. Design a comprehensive service delivery plan that emphasizes high school drop-out prevention and increased graduation rates and post to ACIP. ACIP and PST team will prioritize procedures to establish the priority services are given to migratory children who are failing, or most at risk of failing (greatest need), to meet the state's challenging content and student performance standards and whose education has been interrupted during the regular school year. Establish a Plan for professional development programs for teachers and other program personnel to specifically assist the education of migrant children with priority given to the teachers of the migrant students. Equal access for migratory student to: 1) public preschool programs 2) extended school programs 3) Title I, and other supplemental programs provided during the regular school day. Design and implement a method to include migrant parents / guardians in meaningful dialogue to ensure the migratory children meet the same challenging, academic achievement standards that all children are expected to meet.</p>	Policy and Process	08/06/2015	05/27/2016	\$0	teachers, ACIP team, administrators
Lesson Planning	<p>Teachers will plan individually and collaboratively to develop instructional activities that consider levels 1, 2, and 3 of Webb's DOK. This will include the implementation of the Planbook.com lesson plan program. (TP #1)</p>	Other - Planning/Collaboration	08/06/2015	05/27/2016	\$0	teachers, instructional coach
Faculty Meeting	<p>Title I/EL teacher will train faculty members on the EL procedures and WIDA standards.</p>	Professional Learning	08/06/2015	05/27/2016	\$0	Title I/EL teacher, administrators, teachers
Instructional Software	<p>Students will read a series of texts and then be asked to use context clues to answer questions at DOK levels 3 and 4 within the READ 180 technology program. This will include both the daily portion of the program and the rSkills standardized test which is given every nine weeks.</p>	Academic Support Program, Technology	08/12/2015	05/26/2016	\$0	special education teachers, technology specialist
Training	<p>Teachers will participate in job-embedded professional development sessions focusing on the use of formative assessments and the use of formative assessment data.</p>	Professional Learning	08/06/2015	05/27/2016	\$0	teachers, administrators, instructional coach

Formative Assessment	We will use multiple forms of formative assessment to determine which students belong in tiers 2 and 3. These could include STAR Math (given 3 times per year), progress monitoring throughout the year, teacher observation, and student performance on teacher made materials.	Academic Support Program	08/06/2015	05/27/2016	\$0	teachers, administrators, instructional coach, Tier teachers
Training	Teachers will attend professional development on the use of formative assessments and the use of formative assessment data.	Professional Learning	08/06/2015	05/27/2016	\$0	teachers, principal, instructional coach
Whole Group Instruction	Teachers will utilize rBooks to differentiate instruction and provide strategies for standardized testing.	Direct Instruction	08/12/2015	05/26/2016	\$0	special education teachers
Meeting Agenda	An overview was given on the Title I program, parents were informed of their rights under Title I, parent involvement/volunteer opportunities, school achievement, Title I funding/budget, Title I parent involvement policy, and the updated school/parent compact.	Parent Involvement, Community Engagement	08/06/2015	05/27/2016	\$0	Title I teacher and administrators
Formative Assessment	We will use multiple forms of formative assessment to determine which students belong in tiers 1, 2, and 3. These could include STAR Reading (given 3 times per year), progress monitoring throughout the year, teacher observation, and student performance on teacher made materials.	Academic Support Program	08/12/2015	05/26/2016	\$0	teachers, administrators, instructional coach, Tier teachers
Tutoring	We will provide extended day tutoring opportunities for students who need additional help in math.	Academic Support Program	08/12/2015	05/26/2016	\$0	teachers
Meeting Dates	Meetings are scheduled for November 6, 2015 and March 10, 2016 and topics covered include things such as informing parents about accommodations and modifications that are implemented in the classroom on a daily basis in order to differentiate instruction for students with special needs. Other topics chosen to be covered are determined by a needs assessment which is sent to the parents to complete and indicate the topics they feel they need more information about.	Parent Involvement	08/06/2015	05/27/2016	\$0	special education teachers, special education coordinator
Co-Teaching	The elementary special education teacher will collaborate with the regular education teacher to plan lessons and help deliver instruction in a co-teaching setting.	Direct Instruction	08/12/2015	05/26/2016	\$0	teachers, special education teachers
Book Study	We will study one-two chapters per faculty meeting throughout the year and make decisions, on where and how we can implement the practices in our instructional programs.	Professional Learning	08/06/2015	05/27/2016	\$0	teachers, assistant principal
Lesson Planning	Teachers will plan individually and collaboratively to develop instructional activities that consider levels 1, 2, and 3 of Webb's DOK. This will include the implementation of the Planbook.com lesson plan program. (TP#1)	Other - Other-Planning/Collaboration	08/06/2015	05/27/2016	\$0	teachers, administrators, instructional coach

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Training	Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support and Laying the Foundation.	Professional Learning	08/06/2015	05/27/2016	\$0	teachers, principal, instructional coach, AMSTI
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Lesson Planning	Teachers will plan individually and collaboratively to develop instructional activities that consider levels 1, 2, and 3 of Webb's DOK. This will include the implementation of the Planbook.com lesson plan program. (TP #1)	Other - Planning/Collaboration	08/06/2015	05/27/2016	\$326	teachers, administrators, instructional coach
Total					\$326	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Training	Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support and Laying the Foundation.	Professional Learning	08/06/2015	05/27/2016	\$1620	teachers, principal, instructional coach
LTF Training	Science teachers will attend Laying the Foundation training for science.	Professional Learning	08/06/2015	05/27/2016	\$1620	science teachers, administration, instructional coach
Total					\$3240	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplies	Teachers will purchase supplies to support CCRS standards.	Other - Supplies	08/06/2015	05/27/2016	\$5000	teachers
Ebooks	The library media specialist will order and promote the use of ebooks that are aligned with CCRS standards.	Technology	08/06/2015	05/27/2016	\$857	library media specialist, teachers
Training	Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support and Laying the Foundation.	Professional Learning	08/06/2015	05/27/2016	\$2571	teachers, principal, instructional coach
Instructional Supplies	Teachers will purchase supplies to support CCRS.	Other - Supplies	08/06/2015	05/27/2016	\$5067	teachers

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Supplies	Teachers will purchase supplies to support CCRS.	Other - Supplies	08/06/2015	05/27/2016	\$5000	teachers
Training/Implementation	Teachers will attend professional development on the instructional use of Chromebooks and will implement learned materials with their students. New Chromebooks will be purchased for those classrooms that do not currently have a set.	Professional Learning, Technology	08/06/2015	05/27/2016	\$2571	teachers, administrators, technology specialist/department, instructional coach
Total					\$21066	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaboration	New teachers will collaborate with other teachers in the same content area, teachers within their same grade level, and the instructional coach periodically throughout the year.	Professional Learning	08/06/2015	05/27/2016	\$500	teachers, administrators, instructional coach
Parent Nights	The school counselor will host and facilitate separate parent nights for students in grades 4, 8, and 12. She will explain middle and high school curriculum, educational options, and other relevant information.	Parent Involvement	08/06/2015	05/27/2016	\$1970	counselors, administrators
Lesson Planning	Teachers will plan individually and collaboratively to develop instructional activities that consider levels 1, 2, and 3 of Webb's DOK. This will include the implementation of the Planbook.com lesson plan program. (TP #1)	Other - Planning/Collaboration	08/06/2015	05/27/2016	\$2550	teachers, administrators, instructional coach
CCRS Training	We will have representatives on the district CCRS implementation team for science during the 2015-2016 school year. This team will attend CCRS quarterly meetings at JSU McClellan.	Professional Learning	08/06/2015	05/27/2016	\$1000	science teachers, administration, CCRS district leaders
Tutoring	We will provide extended day tutoring opportunities for students who need additional help in reading.	Academic Support Program	08/12/2015	05/27/2016	\$4933	teachers
Training/Implementation	Teachers will attend professional development on the instructional use of Chromebooks and will implement learned materials with their students. New Chromebooks will be purchased for those classrooms that do not currently have a set.	Professional Learning, Technology	08/06/2015	05/27/2016	\$7650	teachers, administrators, technology specialist/department, instructional coach
Lesson Planning	Teachers will plan individually and collaboratively to develop instructional activities that consider levels 1, 2, and 3 of Webb's DOK. This will include the implementation of the Planbook.com lesson plan program. (TP#1)	Other - Planning/Collaboration	08/06/2015	05/27/2016	\$2550	teachers

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Training	Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support.	Professional Learning	08/06/2015	05/27/2016	\$8670	teachers, administrators, instructional coach
Tutoring	We will provide extended day tutoring opportunities for students who need additional help in math.	Academic Support Program	08/12/2015	05/26/2016	\$4934	teachers
Surveys	We will use pre- and post-survey data to determine the overall success in achieving this goal.	Other - Surveys	08/06/2015	05/27/2016	\$3892	teachers, administrators
Class Size Reduction	Two teachers will be hired to teach in the elementary grades to decrease the teacher to student ratio.	Class Size Reduction	08/06/2015	05/27/2016	\$106913	class size reduction teachers
Training	Teachers will participate in job-embedded professional development sessions focusing on the use of formative assessments and the use of formative assessment data.	Professional Learning	08/06/2015	05/27/2016	\$8670	teachers, principal, instructional coach
Total					\$154232	

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		Stakeholder Feedback Document 2015-2016

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

Areas of Notable Achievement

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

According to Parent Survey results, the following statements were given high levels of approval:

1. Our school's purpose statement is clearly focused on students success.
2. Our school has established goals and a plan for improving student learning.
3. My child has up-to-date computers and other technology to learn.

According to Student Survey results, the following statements were given high levels of approval:

1. In my school, the principal and teachers have high expectations of me.
2. In my school, computers are up-to-date and used by teachers to help me learn.
3. My school prepares me for success in the next school year.
4. In my school my principal and teachers want every student to learn.
5. In my school my teachers want me to do my best work.
6. My school has many places where I can learn, such as the library.
7. My school has computers to help me learn.
8. My teacher wants me to learn.
9. My teacher wants me to do my best.
10. My school has books for me to read.

According to Staff Survey results, the following statements were given high levels of approval:

1. Our school's purpose statement is clearly focused on student success.
2. Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.
3. Our school has a continuous improvement process based on data, goals, actions, and measures for growth.
4. Our school uses multiple assessment measures to determine student learning and school performance.

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

Parent Surveys indicate a trend in the following areas:

1. Purpose and Direction

Student Surveys indicate a trend in the following areas:

1. Teaching and Assessing for Learning
2. Purpose and Direction

Staff Surveys indicate a trend in the following areas;

1. Purpose and Direction
2. Resources and Support Systems

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

No other surveys were administered.

Areas in Need of Improvement

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

According to Parent Survey results, the following statements are areas of need:

1. Our school's governing body operates responsibly and functions effectively.
2. Our school's governing body does not interfere with the operation and leadership of our school.
3. Our school provides opportunities for stakeholders to be involved in the school.
4. Our school ensures the effective use of financial resources.
5. Our school ensures that instructional time is protected and interruptions are minimized.

According to Student Survey results, the following statements are areas of need:

1. In my school, all students are treated with respect.
2. All my teachers change their teaching to meet my learning needs.
3. In my school, students respect the property of others.
4. In my school, students help each other even if they aren't friends.
5. My teachers ask my family to come to school activities.

According to Staff Survey results, the following statements are areas of need:

1. All teachers in our school provide students with specific and timely feedback about their learning.
2. In our school, a formal process is in place to support new staff members in their professional practice.

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

Parent Surveys indicate a decreasing trend in the following areas:

1. Governance and Leadership

Student and Staff Surveys do not indicate a decreasing trend toward satisfaction.

What are the implications for these stakeholder perceptions?

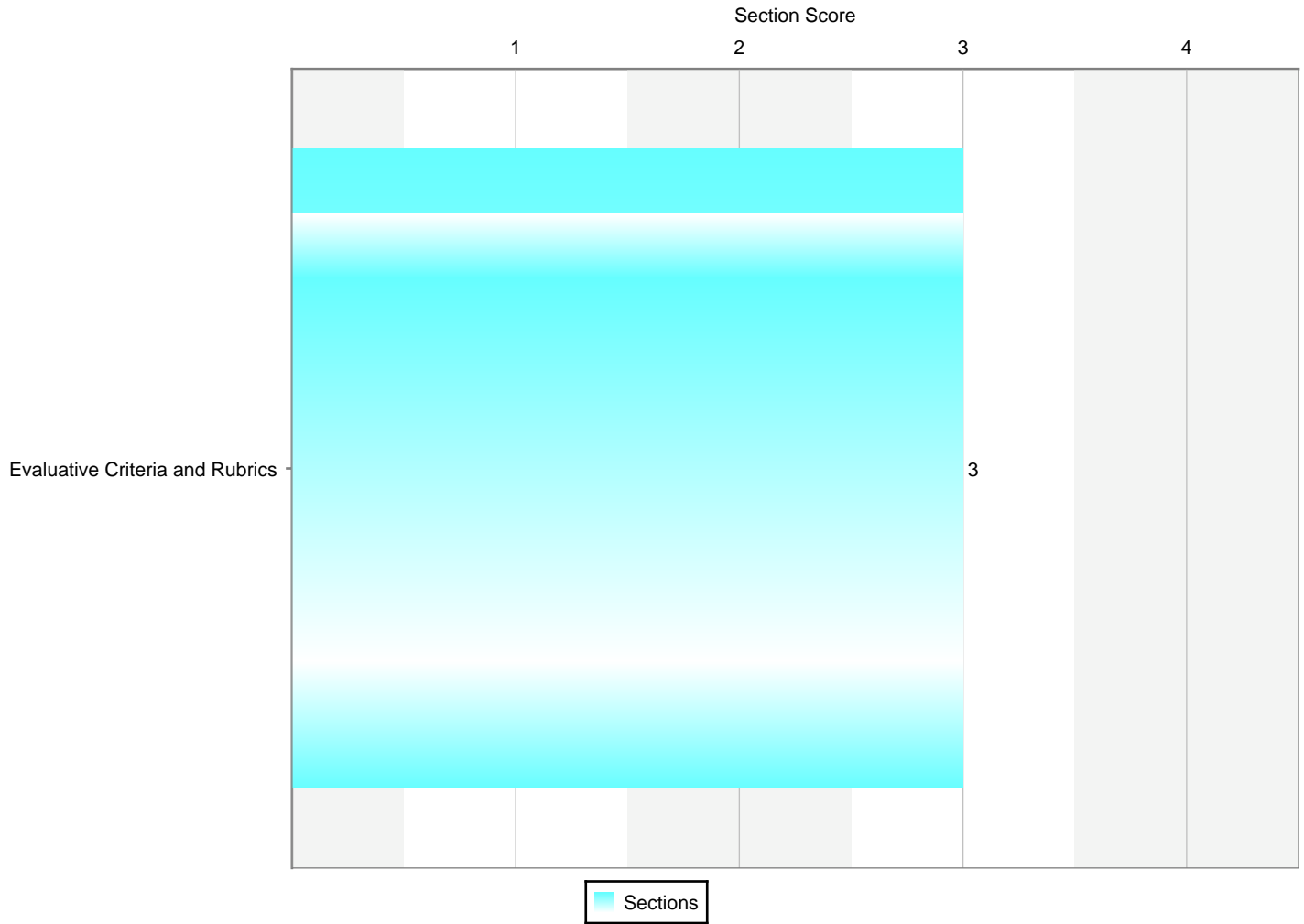
While most survey results were in acceptable ranges, there are still areas to target for improvement. Stakeholder involvement must continue to be a focus. Communications with stakeholders, opportunities for parental involvement, et cetera will need to be reconsidered each year. Technological advancements, changes in social media, economic standings, and other factors will determine which communication and involvement strategies will be most effective. School culture must also be a focus. A mentoring program needs to be implemented for new teachers.

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

No other surveys were administered.

Report Summary

Scores By Section



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?

In order to adequately evaluate the needs of our school we use the following data: surveys completed by parents, students, teachers, and support staff, STAR testing data, Graduation Rate, Attendance Rate, ACT Plus Writing data, and ACT Aspire data.

Information was summarized and the needs considered for the current ACIP.

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

ACT Aspire scores in math and reading need to improve.

More professional development is needed for teachers in utilizing technology in instruction as well as further training in Webb's Depth of Knowledge and formative assessments. A need was recognized for new teachers to be provided with mentors.

There is a continuing need for more parent and community involvement.

Progress is needed in closing the gap between the performance of special education students and regular education students.

3. What conclusions were drawn from the results?

ACT Aspire scores in math and reading need to improve.

More professional development is needed for teachers in utilizing technology in instruction as well as further training in Webb's Depth of Knowledge and formative assessments. A need was recognized for new teachers to be provided with mentors.

There is a continuing need for more parent and community involvement.

Progress is needed in closing the gap between the performance of special education students and regular education students.

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

Our school's purpose is clearly established and well received. Students are aware of the high expectations set out by their teachers. Our
SY 2015-2016

school continues to be up-to-date in the technology department. While gains in student achievement were evident in some categories, overall our school must focus on increasing the number of students scoring in the ready range on ACT Aspire.

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

Priority needs and the needs assessment are directly related to the goals of the ACIP.

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

The academic goals are developed based on current analysis of achievement scores.

Professional development and technology goals relate directly to surveys completed by students, teachers, and administrators.

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

Our goals are going to help provide quality learning experiences for all students regardless of ethnicity, gender or socioeconomic background. Extra learning opportunities are available for all students. Services will be available outside of the regular school day and support services are available even during regular hours. No students will be excluded from these services.

A specific goal was written to help close the gap in achievement between special education students and regular education students.

Component 2: Schoolwide Reform Strategies

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

Goal 1:
We will engage learners through high quality aligned college and career ready standards, instruction, and assessments in the area of math.

Measurable Objective 1:
A 3% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by scoring in the ready range in Mathematics by 05/26/2016 as measured by ACT Aspire.

Strategy1:
Webb's Depth of Knowledge - Teachers will implement the use of Webb's Depth of Knowledge at all levels of instructional practice (classroom discussion, assignments, quizzes, assessments, walkthroughs, etc...) with emphasis being placed on DOK levels 1, 2, and 3. (TP #s 1, 2, 3, 4, 6, 7)
Research Cited: ACT research supports the use of Webb's Depth of Knowledge in classroom instruction.

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, principal, instructional coach

Strategy2:
Strategic Teaching - Teachers will implement the use of multiple forms of formative assessment through strategic teaching methods. (TP #3)
Research Cited: ARI for strategic teaching standards

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of formative assessments and the use of formative assessment data.	Professional Learning			08/06/2015	05/27/2016	\$1632 - Title I Schoolwide	teachers, principal, instructional coach

Goal 2:
We will increase the use of technology as a means of instruction and assessment.

Measurable Objective 1:

collaborate to implement the use of technology as a means of instruction and assessment in 80% of all classrooms by 05/26/2016 as measured by observations and walkthroughs.

Strategy1:

Chromebooks - Expand the use of Chromebooks as a means of delivering instruction and administering assessments. This will include support from Alabama Technology in Motion.

Research Cited: State Department of Education Technology Course of Study and Cherokee County Technology Plan

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on utilizing digital resources in the learning environment.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, administrators, instructional coach, technology specialist/department

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development in the instructional use of Chromebooks.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, administrators, technology specialist/department, instructional coach

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

Goal 1:

We will increase the use of technology as a means of instruction and assessment.

Measurable Objective 1:

collaborate to implement the use of technology as a means of instruction and assessment in 80% of all classrooms by 05/26/2016 as measured by observations and walkthroughs.

Strategy1:

Chromebooks - Expand the use of Chromebooks as a means of delivering instruction and administering assessments. This will include support from Alabama Technology in Motion.

Research Cited: State Department of Education Technology Course of Study and Cherokee County Technology Plan

ACIP

Cedar Bluff High School

Activity - Training/Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on the instructional use of Chromebooks and will implement learned materials with their students. New Chromebooks will be purchased for those classrooms that do not currently have a set.	Technology Professional Learning			08/06/2015	05/27/2016	\$2571 - State Funds \$7650 - Title I Schoolwide	teachers, administrators, technology specialist/department, instructional coach

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on utilizing digital resources in the learning environment.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, administrators, instructional coach, technology specialist/department

Measurable Objective 2:

collaborate to purchase ebooks to match CCRS standards by 05/27/2016 as measured by library collection data.

Strategy1:

Ebook Collaboration - The library media specialist will collaborate with classroom teachers about CCRS standards and what ebooks might be useful to them.

Research Cited:

Activity - Ebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The library media specialist will order and promote the use of ebooks that are aligned with CCRS standards.	Technology			08/06/2015	05/27/2016	\$857 - State Funds	library media specialist, teachers

Goal 2:

We will provide mentoring to new teachers.

Measurable Objective 1:

collaborate to mentor new teachers by 05/27/2016 as measured by Educate Alabama.

Strategy1:

Mentoring - New teachers will complete PLPs and document supporting evidence periodically throughout the year to show that the objective is being met.

Research Cited: Educate Alabama

ACIP

Cedar Bluff High School

Activity - Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will collaborate with other teachers in the same content area, teachers within their same grade level, and the instructional coach periodically throughout the year.	Professional Learning			08/06/2015	05/27/2016	\$500 - Title I Schoolwide	teachers, administrators, instructional coach

Goal 3:

We will engage learners through high quality aligned college and career ready standards, instruction, and assessments in the area of math.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by scoring in the ready range in Mathematics by 05/26/2016 as measured by ACT Aspire.

Strategy1:

Class Reduction - Class sizes will be reduced as possible which will allow for a smaller teacher to student ratio.

Research Cited:

Activity - Class Size Reduction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers will be hired to teach in the elementary grades to decrease the teacher to student ratio.	Class Size Reduction			08/06/2015	05/27/2016	\$106913 - Title I Schoolwide	class size reduction teachers

Strategy2:

Instructional Supplies - Teachers will purchase instructional supplies that are aligned with CCRS standards.

Research Cited:

Activity - Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will purchase supplies to support CCRS standards.	Other - Supplies			08/06/2015	05/27/2016	\$5000 - State Funds	teachers

Strategy3:

Webb's Depth of Knowledge - Teachers will implement the use of Webb's Depth of Knowledge at all levels of instructional practice (classroom discussion, assignments, quizzes, assessments, walkthroughs, etc...) with emphasis being placed on DOK levels 1, 2, and 3. (TP #s 1, 2, 3, 4, 6, 7)

Research Cited: ACT research supports the use of Webb's Depth of Knowledge in classroom instruction.

ACIP

Cedar Bluff High School

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide extended day tutoring opportunities for students who need additional help in math.	Academic Support Program			08/12/2015	05/26/2016	\$4934 - Title I Schoolwide	teachers

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support and Laying the Foundation.	Professional Learning			08/06/2015	05/27/2016	\$2571 - State Funds \$1620 - Title II Part A	teachers, principal, instructional coach

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan individually and collaboratively to develop instructional activities that consider levels 1, 2, and 3 of Webb's DOK. This will include the implementation of the Planbook.com lesson plan program. (TP #1)	Other - Planning/Colaboration			08/06/2015	05/27/2016	\$2550 - Title I Schoolwide \$326 - General Fund	teachers, administrators, instructional coach

Strategy4:

RTI - We will use tiered instruction as a part of our RTI process for students who meet the criteria for assistance.

Research Cited: RTI

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use multiple forms of formative assessment to determine which students belong in tiers 2 and 3. These could include STAR Math (given 3 times per year), progress monitoring throughout the year, teacher observation, and student performance on teacher made materials.	Academic Support Program			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, administrators, instructional coach, Tier teachers

Strategy5:

Strategic Teaching - Teachers will implement the use of multiple forms of formative assessment through strategic teaching methods. (TP #3)

Research Cited: ARI for strategic teaching standards

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of formative assessments and the use of formative assessment data.	Professional Learning			08/06/2015	05/27/2016	\$8670 - Title I Schoolwide	teachers, principal, instructional coach

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Students with Disabilities students will demonstrate a proficiency by scoring in the ready range in Mathematics by 05/26/2016 as measured by ACT Aspire.

Strategy1:

Strategic Teaching Strategies - Teachers will implement strategic teaching methods that include the use of multiple forms of formative assessments.

Research Cited: ARI for strategic teaching

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on the use of formative assessments and the use of formative assessment data.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, principal, instructional coach

Strategy2:

Webb's Depth of Knowledge-Math SPED - Teachers will implement the use of Webb's Depth of Knowledge at all levels of instructional practice (classroom discussion, assignments, quizzes, assessments, walkthroughs, etc.) with emphasis being placed on DOK levels 1, 2, and 3. (TP #s 1, 2, 3, 4, 6, 7)

Research Cited: ACT research supports the use of Webb's Depth of Knowledge in classroom instruction.

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support and Laying the Foundation.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, principal, instructional coach, AMSTI

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide extended day tutoring opportunities for students who need additional help in math.	Academic Support Program			08/12/2015	05/26/2016	\$0 - No Funding Required	teachers

ACIP

Cedar Bluff High School

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan individually and collaboratively to develop instructional activities that consider levels 1, 2, and 3 of Webb's DOK. This will include the implementation of the Planbook.com lesson plan program. (TP#1)	Other - Other-Planning/Colaboration			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, administrators, instructional coach

Strategy3:

Co-Teaching - We will use co-teaching in our special education classrooms.

Research Cited:

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The elementary special education teacher will collaborate with the regular education teacher to plan lessons and help deliver instruction in a co-teaching setting.	Direct Instruction			08/12/2015	05/26/2016	\$0 - No Funding Required	teachers, special education teachers

Goal 4:

We will provide EL training for all teachers.

Measurable Objective 1:

demonstrate a proficiency 100% of teachers will be knowledgeable of EL procedures and WIDA standards by 05/27/2016 as measured by faculty sign in sheets.

Strategy1:

Professional Learning - Teachers will be trained on EL procedures and WIDA standards in faculty meetings by the Title I/EL teacher.

Research Cited: WIDA

Activity - Faculty Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I/EL teacher will train faculty members on the EL procedures and WIDA standards.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	Title I/EL teacher, administrators, teachers

Goal 5:

We will engage learners through high quality aligned college and career ready standards, instruction, and assessments in the area of reading.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by scoring in the ready range SY 2015-2016

in Reading by 05/26/2016 as measured by ACT Aspire.

Strategy1:

RTI - We will use tiered instruction as a part of our RTI process for students who meet the criteria for assistance.

Research Cited: RTI

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use multiple forms of formative assessment to determine which students belong in tiers 1, 2, and 3. These could include STAR Reading (given 3 times per year), progress monitoring throughout the year, teacher observation, and student performance on teacher made materials.	Academic Support Program			08/12/2015	05/26/2016	\$0 - No Funding Required	teachers, administrators, instructional coach, Tier teachers

Strategy2:

Strategic Teaching - Teachers will implement the use of multiple forms of formative assessment through strategic teaching methods. (TP#3)

Research Cited: ARI Strategic Teaching Methods

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of formative assessments and the use of formative assessment data.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, administrators, instructional coach

Strategy3:

Webb's Depth of Knowledge - Teachers will implement the use of Webb's Depth of Knowledge at all levels of instructional practice (classroom discussion, assignments, quizzes, assessments, walkthroughs, etc...) with emphasis being placed on DOK levels 1, 2, and 3.

(TP#s 1, 2, 3, 4, 6, 7)

Research Cited: ACT research supports the use of Webb's Depth of Knowledge in classroom instruction.

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support.	Professional Learning			08/06/2015	05/27/2016	\$8670 - Title I Schoolwide	teachers, administrators, instructional coach

ACIP

Cedar Bluff High School

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan individually and collaboratively to develop instructional activities that consider levels 1, 2, and 3 of Webb's DOK. This will include the implementation of the Planbook.com lesson plan program. (TP#1)	Other - Planning/Colaboration			08/06/2015	05/27/2016	\$2550 - Title I Schoolwide	teachers

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide extended day tutoring opportunities for students who need additional help in reading.	Academic Support Program			08/12/2015	05/27/2016	\$4933 - Title I Schoolwide	teachers

Strategy4:

Instructional Supplies - Teachers will purchase instructional supplies that are aligned with CCRS standards.

Research Cited:

Activity - Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will purchase supplies to support CCRS.	Other - Supplies			08/06/2015	05/27/2016	\$5000 - State Funds	teachers

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Students with Disabilities students will demonstrate a proficiency by scoring in the ready range in Reading by 05/26/2016 as measured by ACT Aspire.

Strategy1:

READ180 - Teachers will utilize the READ 180 program

Research Cited: Scholastic READ 180

Activity - Instructional Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read a series of texts and then be asked to use context clues to answer questions at DOK levels 3 and 4 within the READ 180 technology program. This will include both the daily portion of the program and the rSkills standardized test which is given every nine weeks.	Technology Academic Support Program			08/12/2015	05/26/2016	\$0 - No Funding Required	special education teachers, technology specialist

ACIP

Cedar Bluff High School

Activity - Whole Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize rBooks to differentiate instruction and provide strategies for standardized testing.	Direct Instruction			08/12/2015	05/26/2016	\$0 - No Funding Required	special education teachers

Strategy2:

Strategic Teaching-Reading - Teachers will implement the use of multiple forms of formative assessment through strategic teaching methods. (TP #3)

Research Cited: ARI Strategic Teaching

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of formative assessments and the use of formative assessment data.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, administrators, instructional coach

Strategy3:

Co-Teaching - We will use co-teaching in our special education classrooms.

Research Cited:

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The elementary special education teacher will collaborate with the regular education teacher to plan lessons and help deliver instruction in a co-teaching setting.	Direct Instruction			08/12/2015	05/26/2016	\$0 - No Funding Required	teachers, special education teachers

Strategy4:

Webb's Depth of Knowledge-Reading - Teachers will implement the use of Webb's Depth of Knowledge at all levels of instructional practice (classroom discussion, assignments, quizzes, assessments, walkthroughs, etc...) with emphasis being placed on DOK levels 1, 2, and 3. (TP #s 1, 2, 3, 4, 6, 7)

Research Cited: ACT research supports the use of Webb's Depth of Knowledge in classroom instruction.

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan individually and collaboratively to develop instructional activities that consider levels 1, 2, and 3 of Webb's DOK. This will include the implementation of the Planbook.com lesson plan program. (TP #1)	Other - Planning/Colaboration			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, instructional coach

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, administrators, instructional coach

Goal 6:

We will increase our knowledge and understanding of the new science standards in grades K-12.

Measurable Objective 1:

collaborate to research and identify resources that will help teachers to increase their knowledge of the new science standards by 05/27/2016 as measured by registrations, agendas, sign-in sheets, and professional development sessions.

Strategy1:

Instructional Supplies - Teachers will purchase instructional supplies that are aligned with CCRS standards.

Research Cited:

Activity - Instructional Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will purchase supplies to support CCRS.	Other - Supplies			08/06/2015	05/27/2016	\$5067 - State Funds	teachers

Strategy2:

Training - Science teachers will participate in professional development focusing on the new science standards. This will include support from AMSTI and LTF training.

Research Cited: AMSTI, CCRS

Activity - LTF Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will attend Laying the Foundation training for science.	Professional Learning			08/06/2015	05/27/2016	\$1620 - Title II Part A	science teachers, administration, instructional coach

Activity - CCRS Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will have representatives on the district CCRS implementation team for science during the 2015-2016 school year. This team will attend CCRS quarterly meetings at JSU McClellan.	Professional Learning			08/06/2015	05/27/2016	\$1000 - Title I Schoolwide	science teachers, administration, CCRS district leaders

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

Goal 1:

We will engage learners through high quality aligned college and career ready standards, instruction, and assessments in the area of math.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Students with Disabilities students will demonstrate a proficiency by scoring in the ready range in Mathematics by 05/26/2016 as measured by ACT Aspire.

Strategy1:

Co-Teaching - We will use co-teaching in our special education classrooms.

Research Cited:

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The elementary special education teacher will collaborate with the regular education teacher to plan lessons and help deliver instruction in a co-teaching setting.	Direct Instruction			08/12/2015	05/26/2016	\$0 - No Funding Required	teachers, special education teachers

Strategy2:

Webb's Depth of Knowledge-Math SPED - Teachers will implement the use of Webb's Depth of Knowledge at all levels of instructional practice (classroom discussion, assignments, quizzes, assessments, walkthroughs, etc.) with emphasis being placed on DOK levels 1, 2, and 3. (TP #s 1, 2, 3, 4, 6, 7)

Research Cited: ACT research supports the use of Webb's Depth of Knowledge in classroom instruction.

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support and Laying the Foundation.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, principal, instructional coach, AMSTI

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide extended day tutoring opportunities for students who need additional help in math.	Academic Support Program			08/12/2015	05/26/2016	\$0 - No Funding Required	teachers

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan individually and collaboratively to develop instructional activities that consider levels 1, 2, and 3 of Webb's DOK. This will include the implementation of the Planbook.com lesson plan program. (TP#1)	Other - Other-Planning/Colaboration			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, administrators, instructional coach

Strategy3:

Strategic Teaching Strategies - Teachers will implement strategic teaching methods that include the use of multiple forms of formative assessments.

Research Cited: ARI for strategic teaching

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on the use of formative assessments and the use of formative assessment data.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, principal, instructional coach

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by scoring in the ready range in Mathematics by 05/26/2016 as measured by ACT Aspire.

Strategy1:

Class Reduction - Class sizes will be reduced as possible which will allow for a smaller teacher to student ratio.

Research Cited:

Activity - Class Size Reduction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers will be hired to teach in the elementary grades to decrease the teacher to student ratio.	Class Size Reduction			08/06/2015	05/27/2016	\$106913 - Title I Schoolwide	class size reduction teachers

Strategy2:

Webb's Depth of Knowledge - Teachers will implement the use of Webb's Depth of Knowledge at all levels of instructional practice (classroom discussion, assignments, quizzes, assessments, walkthroughs, etc...) with emphasis being placed on DOK levels 1, 2, and 3. (TP #s 1, 2, 3, 4, 6, 7)

Research Cited: ACT research supports the use of Webb's Depth of Knowledge in classroom instruction.

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Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide extended day tutoring opportunities for students who need additional help in math.	Academic Support Program			08/12/2015	05/26/2016	\$4934 - Title I Schoolwide	teachers

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan individually and collaboratively to develop instructional activities that consider levels 1, 2, and 3 of Webb's DOK. This will include the implementation of the Planbook.com lesson plan program. (TP #1)	Other - Planning/Colaboration			08/06/2015	05/27/2016	\$326 - General Fund \$2550 - Title I Schoolwide	teachers, administrators, instructional coach

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support and Laying the Foundation.	Professional Learning			08/06/2015	05/27/2016	\$2571 - State Funds \$1620 - Title II Part A	teachers, principal, instructional coach

Strategy3:

Strategic Teaching - Teachers will implement the use of multiple forms of formative assessment through strategic teaching methods. (TP #3)

Research Cited: ARI for strategic teaching standards

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of formative assessments and the use of formative assessment data.	Professional Learning			08/06/2015	05/27/2016	\$8670 - Title I Schoolwide	teachers, principal, instructional coach

Strategy4:

Instructional Supplies - Teachers will purchase instructional supplies that are aligned with CCRS standards.

Research Cited:

Activity - Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will purchase supplies to support CCRS standards.	Other - Supplies			08/06/2015	05/27/2016	\$5000 - State Funds	teachers

Strategy5:

RTI - We will use tiered instruction as a part of our RTI process for students who meet the criteria for assistance.

Research Cited: RTI

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use multiple forms of formative assessment to determine which students belong in tiers 2 and 3. These could include STAR Math (given 3 times per year), progress monitoring throughout the year, teacher observation, and student performance on teacher made materials.	Academic Support Program			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, administrators, instructional coach, Tier teachers

Goal 2:

We will engage learners through high quality aligned college and career ready standards, instruction, and assessments in the area of reading.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by scoring in the ready range in Reading by 05/26/2016 as measured by ACT Aspire.

Strategy1:

Strategic Teaching - Teachers will implement the use of multiple forms of formative assessment through strategic teaching methods. (TP#3)

Research Cited: ARI Strategic Teaching Methods

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of formative assessments and the use of formative assessment data.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, administrators, instructional coach

Strategy2:

RTI - We will use tiered instruction as a part of our RTI process for students who meet the criteria for assistance.

Research Cited: RTI

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Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use multiple forms of formative assessment to determine which students belong in tiers 1, 2, and 3. These could include STAR Reading (given 3 times per year), progress monitoring throughout the year, teacher observation, and student performance on teacher made materials.	Academic Support Program			08/12/2015	05/26/2016	\$0 - No Funding Required	teachers, administrators, instructional coach, Tier teachers

Strategy3:

Instructional Supplies - Teachers will purchase instructional supplies that are aligned with CCRS standards.

Research Cited:

Activity - Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will purchase supplies to support CCRS.	Other - Supplies			08/06/2015	05/27/2016	\$5000 - State Funds	teachers

Strategy4:

Webb's Depth of Knowledge - Teachers will implement the use of Webb's Depth of Knowledge at all levels of instructional practice (classroom discussion, assignments, quizzes, assessments, walkthroughs, etc...) with emphasis being placed on DOK levels 1, 2, and 3. (TP#s 1, 2, 3, 4, 6, 7)

Research Cited: ACT research supports the use of Webb's Depth of Knowledge in classroom instruction.

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support.	Professional Learning			08/06/2015	05/27/2016	\$8670 - Title I Schoolwide	teachers, administrators, instructional coach

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide extended day tutoring opportunities for students who need additional help in reading.	Academic Support Program			08/12/2015	05/27/2016	\$4933 - Title I Schoolwide	teachers

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Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan individually and collaboratively to develop instructional activities that consider levels 1, 2, and 3 of Webb's DOK. This will include the implementation of the Planbook.com lesson plan program. (TP#1)	Other - Planning/Colaboration			08/06/2015	05/27/2016	\$2550 - Title I Schoolwide	teachers

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Students with Disabilities students will demonstrate a proficiency by scoring in the ready range in Reading by 05/26/2016 as measured by ACT Aspire.

Strategy1:

READ180 - Teachers will utilize the READ 180 program

Research Cited: Scholastic READ 180

Activity - Instructional Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read a series of texts and then be asked to use context clues to answer questions at DOK levels 3 and 4 within the READ 180 technology program. This will include both the daily portion of the program and the rSkills standardized test which is given every nine weeks.	Academic Support Program Technology			08/12/2015	05/26/2016	\$0 - No Funding Required	special education teachers, technology specialist

Activity - Whole Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize rBooks to differentiate instruction and provide strategies for standardized testing.	Direct Instruction			08/12/2015	05/26/2016	\$0 - No Funding Required	special education teachers

Strategy2:

Strategic Teaching-Reading - Teachers will implement the use of multiple forms of formative assessment through strategic teaching methods. (TP #3)

Research Cited: ARI Strategic Teaching

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of formative assessments and the use of formative assessment data.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, administrators, instructional coach

Strategy3:

Webb's Depth of Knowledge-Reading - Teachers will implement the use of Webb's Depth of Knowledge at all levels of instructional practice (classroom discussion, assignments, quizzes, assessments, walkthroughs, etc...) with emphasis being placed on DOK levels 1, 2, and 3. (TP #s 1, 2, 3, 4, 6, 7)

Research Cited: ACT research supports the use of Webb's Depth of Knowledge in classroom instruction.

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, administrators, instructional coach

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan individually and collaboratively to develop instructional activities that consider levels 1, 2, and 3 of Webb's DOK. This will include the implementation of the Planbook.com lesson plan program. (TP #1)	Other - Planning/Colaboration			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, instructional coach

Strategy4:

Co-Teaching - We will use co-teaching in our special education classrooms.

Research Cited:

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The elementary special education teacher will collaborate with the regular education teacher to plan lessons and help deliver instruction in a co-teaching setting.	Direct Instruction			08/12/2015	05/26/2016	\$0 - No Funding Required	teachers, special education teachers

Goal 3:

Cultural Goal: We will identify/recognize obstacles to teaching and learning and align support systems and resources to overcome those obstacles.

Measurable Objective 1:

collaborate to participate in and complete a book study throughout the year on the CHAMPS book by 05/27/2016 as measured by meeting sign in sheets and notes.

Strategy1:

Book Study - Mr. Walls, assistant principal, will lead and facilitate the book study.

Research Cited:

Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will study one-two chapters per faculty meeting throughout the year and make decisions, on where and how we can implement the practices in our instructional programs.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, assistant principal

Measurable Objective 2:

collaborate to exhibit behaviors that ensure that the school climate is conducive to learning with a culture of high expectations from teachers and administrators by 05/26/2016 as measured by pre- and post-survey results.

Strategy1:

Group Discussion - The faculty will have open discussions with the administration regarding expectations from teacher to administrator, administrator to teacher, teacher to parent and parent to teacher. The topics that will be discussed will center around the concepts of support, ownership, communication, availability, accountability, and overall general work climate and atmosphere.

Research Cited:

Activity - Surveys	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use pre- and post-survey data to determine the overall success in achieving this goal.	Other - Surveys			08/06/2015	05/27/2016	\$3892 - Title I Schoolwide	teachers, administrators

Goal 4:

We will increase our knowledge and understanding of the new science standards in grades K-12.

Measurable Objective 1:

collaborate to research and identify resources that will help teachers to increase their knowledge of the new science standards by 05/27/2016 as measured by registrations, agendas, sign-in sheets, and professional development sessions.

Strategy1:

Instructional Supplies - Teachers will purchase instructional supplies that are aligned with CCRS standards.

Research Cited:

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Activity - Instructional Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will purchase supplies to support CCRS.	Other - Supplies			08/06/2015	05/27/2016	\$5067 - State Funds	teachers

Strategy2:

Training - Science teachers will participate in professional development focusing on the new science standards. This will include support from AMSTI and LTF training.

Research Cited: AMSTI, CCRS

Activity - CCRS Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will have representatives on the district CCRS implementation team for science during the 2015-2016 school year. This team will attend CCRS quarterly meetings at JSU McClellan.	Professional Learning			08/06/2015	05/27/2016	\$1000 - Title I Schoolwide	science teachers, administration, CCRS district leaders

Activity - LTF Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will attend Laying the Foundation training for science.	Professional Learning			08/06/2015	05/27/2016	\$1620 - Title II Part A	science teachers, administration, instructional coach

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**Goal 1:**

We will engage learners through high quality aligned college and career ready standards, instruction, and assessments in the area of math.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Students with Disabilities students will demonstrate a proficiency by scoring in the ready range in Mathematics by 05/26/2016 as measured by ACT Aspire.

Strategy1:

Strategic Teaching Strategies - Teachers will implement strategic teaching methods that include the use of multiple forms of formative assessments.

Research Cited: ARI for strategic teaching

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Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on the use of formative assessments and the use of formative assessment data.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, principal, instructional coach

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by scoring in the ready range in Mathematics by 05/26/2016 as measured by ACT Aspire.

Strategy1:

RTI - We will use tiered instruction as a part of our RTI process for students who meet the criteria for assistance.

Research Cited: RTI

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use multiple forms of formative assessment to determine which students belong in tiers 2 and 3. These could include STAR Math (given 3 times per year), progress monitoring throughout the year, teacher observation, and student performance on teacher made materials.	Academic Support Program			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, administrators, instructional coach, Tier teachers

Strategy2:

Webb's Depth of Knowledge - Teachers will implement the use of Webb's Depth of Knowledge at all levels of instructional practice (classroom discussion, assignments, quizzes, assessments, walkthroughs, etc...) with emphasis being placed on DOK levels 1, 2, and 3. (TP #s 1, 2, 3, 4, 6, 7)

Research Cited: ACT research supports the use of Webb's Depth of Knowledge in classroom instruction.

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support and Laying the Foundation.	Professional Learning			08/06/2015	05/27/2016	\$2571 - State Funds \$1620 - Title II Part A	teachers, principal, instructional coach

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Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan individually and collaboratively to develop instructional activities that consider levels 1, 2, and 3 of Webb's DOK. This will include the implementation of the Planbook.com lesson plan program. (TP #1)	Other - Planning/Colaboration			08/06/2015	05/27/2016	\$2550 - Title I Schoolwide \$326 - General Fund	teachers, administrators, instructional coach

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide extended day tutoring opportunities for students who need additional help in math.	Academic Support Program			08/12/2015	05/26/2016	\$4934 - Title I Schoolwide	teachers

Strategy3:

Strategic Teaching - Teachers will implement the use of multiple forms of formative assessment through strategic teaching methods. (TP #3)

Research Cited: ARI for strategic teaching standards

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of formative assessments and the use of formative assessment data.	Professional Learning			08/06/2015	05/27/2016	\$8670 - Title I Schoolwide	teachers, principal, instructional coach

Strategy4:

Class Reduction - Class sizes will be reduced as possible which will allow for a smaller teacher to student ratio.

Research Cited:

Activity - Class Size Reduction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers will be hired to teach in the elementary grades to decrease the teacher to student ratio.	Class Size Reduction			08/06/2015	05/27/2016	\$106913 - Title I Schoolwide	class size reduction teachers

Strategy5:

Instructional Supplies - Teachers will purchase instructional supplies that are aligned with CCRS standards.

Research Cited:

Activity - Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will purchase supplies to support CCRS standards.	Other - Supplies			08/06/2015	05/27/2016	\$5000 - State Funds	teachers

Goal 2:

SY 2015-2016

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We will engage learners through high quality aligned college and career ready standards, instruction, and assessments in the area of reading.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Students with Disabilities students will demonstrate a proficiency by scoring in the ready range in Reading by 05/26/2016 as measured by ACT Aspire.

Strategy1:

Strategic Teaching-Reading - Teachers will implement the use of multiple forms of formative assessment through strategic teaching methods. (TP #3)

Research Cited: ARI Strategic Teaching

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of formative assessments and the use of formative assessment data.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, administrators, instructional coach

Strategy2:

Webb's Depth of Knowledge-Reading - Teachers will implement the use of Webb's Depth of Knowledge at all levels of instructional practice (classroom discussion, assignments, quizzes, assessments, walkthroughs, etc...) with emphasis being placed on DOK levels 1, 2, and 3. (TP #s 1, 2, 3, 4, 6, 7)

Research Cited: ACT research supports the use of Webb's Depth of Knowledge in classroom instruction.

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan individually and collaboratively to develop instructional activities that consider levels 1, 2, and 3 of Webb's DOK. This will include the implementation of the Planbook.com lesson plan program. (TP #1)	Other - Planning/Colaboration			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, instructional coach

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, administrators, instructional coach

Strategy3:

READ180 - Teachers will utilize the READ 180 program

Research Cited: Scholastic READ 180

Activity - Instructional Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read a series of texts and then be asked to use context clues to answer questions at DOK levels 3 and 4 within the READ 180 technology program. This will include both the daily portion of the program and the rSkills standardized test which is given every nine weeks.	Academic Support Program Technology			08/12/2015	05/26/2016	\$0 - No Funding Required	special education teachers, technology specialist

Activity - Whole Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize rBooks to differentiate instruction and provide strategies for standardized testing.	Direct Instruction			08/12/2015	05/26/2016	\$0 - No Funding Required	special education teachers

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by scoring in the ready range in Reading by 05/26/2016 as measured by ACT Aspire.

Strategy1:

Webb's Depth of Knowledge - Teachers will implement the use of Webb's Depth of Knowledge at all levels of instructional practice (classroom discussion, assignments, quizzes, assessments, walkthroughs, etc...) with emphasis being placed on DOK levels 1, 2, and 3.

(TP#s 1, 2, 3, 4, 6, 7)

Research Cited: ACT research supports the use of Webb's Depth of Knowledge in classroom instruction.

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide extended day tutoring opportunities for students who need additional help in reading.	Academic Support Program			08/12/2015	05/27/2016	\$4933 - Title I Schoolwide	teachers

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Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan individually and collaboratively to develop instructional activities that consider levels 1, 2, and 3 of Webb's DOK. This will include the implementation of the Planbook.com lesson plan program. (TP#1)	Other - Planning/Colaboration			08/06/2015	05/27/2016	\$2550 - Title I Schoolwide	teachers

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support.	Professional Learning			08/06/2015	05/27/2016	\$8670 - Title I Schoolwide	teachers, administrators, instructional coach

Strategy2:

Instructional Supplies - Teachers will purchase instructional supplies that are aligned with CCRS standards.

Research Cited:

Activity - Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will purchase supplies to support CCRS.	Other - Supplies			08/06/2015	05/27/2016	\$5000 - State Funds	teachers

Strategy3:

RTI - We will use tiered instruction as a part of our RTI process for students who meet the criteria for assistance.

Research Cited: RTI

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use multiple forms of formative assessment to determine which students belong in tiers 1, 2, and 3. These could include STAR Reading (given 3 times per year), progress monitoring throughout the year, teacher observation, and student performance on teacher made materials.	Academic Support Program			08/12/2015	05/26/2016	\$0 - No Funding Required	teachers, administrators, instructional coach, Tier teachers

Strategy4:

Strategic Teaching - Teachers will implement the use of multiple forms of formative assessment through strategic teaching methods. (TP#3)

Research Cited: ARI Strategic Teaching Methods

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Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of formative assessments and the use of formative assessment data.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, administrators, instructional coach

Goal 3:

We will increase our knowledge and understanding of the new science standards in grades K-12.

Measurable Objective 1:

collaborate to research and identify resources that will help teachers to increase their knowledge of the new science standards by 05/27/2016 as measured by registrations, agendas, sign-in sheets, and professional development sessions.

Strategy1:

Instructional Supplies - Teachers will purchase instructional supplies that are aligned with CCRS standards.

Research Cited:

Activity - Instructional Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will purchase supplies to support CCRS.	Other - Supplies			08/06/2015	05/27/2016	\$5067 - State Funds	teachers

Strategy2:

Training - Science teachers will participate in professional development focusing on the new science standards. This will include support from AMSTI and LTF training.

Research Cited: AMSTI, CCRS

Activity - LTF Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will attend Laying the Foundation training for science.	Professional Learning			08/06/2015	05/27/2016	\$1620 - Title II Part A	science teachers, administration, instructional coach

Activity - CCRS Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will have representatives on the district CCRS implementation team for science during the 2015-2016 school year. This team will attend CCRS quarterly meetings at JSU McClellan.	Professional Learning			08/06/2015	05/27/2016	\$1000 - Title I Schoolwide	science teachers, administration, CCRS district leaders

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

Goal 1:

We will engage learners through high quality aligned college and career ready standards, instruction, and assessments in the area of math.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Students with Disabilities students will demonstrate a proficiency by scoring in the ready range in Mathematics by 05/26/2016 as measured by ACT Aspire.

Strategy1:

Co-Teaching - We will use co-teaching in our special education classrooms.

Research Cited:

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The elementary special education teacher will collaborate with the regular education teacher to plan lessons and help deliver instruction in a co-teaching setting.	Direct Instruction			08/12/2015	05/26/2016	\$0 - No Funding Required	teachers, special education teachers

Strategy2:

Webb's Depth of Knowledge-Math SPED - Teachers will implement the use of Webb's Depth of Knowledge at all levels of instructional practice (classroom discussion, assignments, quizzes, assessments, walkthroughs, etc.) with emphasis being placed on DOK levels 1, 2, and 3. (TP #s 1, 2, 3, 4, 6, 7)

Research Cited: ACT research supports the use of Webb's Depth of Knowledge in classroom instruction.

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan individually and collaboratively to develop instructional activities that consider levels 1, 2, and 3 of Webb's DOK. This will include the implementation of the Planbook.com lesson plan program. (TP#1)	Other - Other-Planning/Colaboration			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, administrators, instructional coach

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide extended day tutoring opportunities for students who need additional help in math.	Academic Support Program			08/12/2015	05/26/2016	\$0 - No Funding Required	teachers

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support and Laying the Foundation.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, principal, instructional coach, AMSTI

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by scoring in the ready range in Mathematics by 05/26/2016 as measured by ACT Aspire.

Strategy1:

RTI - We will use tiered instruction as a part of our RTI process for students who meet the criteria for assistance.

Research Cited: RTI

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use multiple forms of formative assessment to determine which students belong in tiers 2 and 3. These could include STAR Math (given 3 times per year), progress monitoring throughout the year, teacher observation, and student performance on teacher made materials.	Academic Support Program			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, administrators, instructional coach, Tier teachers

Goal 2:

We will engage learners through high quality aligned college and career ready standards, instruction, and assessments in the area of reading.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by scoring in the ready range in Reading by 05/26/2016 as measured by ACT Aspire.

Strategy1:

RTI - We will use tiered instruction as a part of our RTI process for students who meet the criteria for assistance.

Research Cited: RTI

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Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use multiple forms of formative assessment to determine which students belong in tiers 1, 2, and 3. These could include STAR Reading (given 3 times per year), progress monitoring throughout the year, teacher observation, and student performance on teacher made materials.	Academic Support Program			08/12/2015	05/26/2016	\$0 - No Funding Required	teachers, administrators, instructional coach, Tier teachers

Strategy2:

Webb's Depth of Knowledge - Teachers will implement the use of Webb's Depth of Knowledge at all levels of instructional practice (classroom discussion, assignments, quizzes, assessments, walkthroughs, etc...) with emphasis being placed on DOK levels 1, 2, and 3. (TP#s 1, 2, 3, 4, 6, 7)

Research Cited: ACT research supports the use of Webb's Depth of Knowledge in classroom instruction.

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide extended day tutoring opportunities for students who need additional help in reading.	Academic Support Program			08/12/2015	05/27/2016	\$4933 - Title I Schoolwide	teachers

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Students with Disabilities students will demonstrate a proficiency by scoring in the ready range in Reading by 05/26/2016 as measured by ACT Aspire.

Strategy1:

READ180 - Teachers will utilize the READ 180 program

Research Cited: Scholastic READ 180

Activity - Instructional Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read a series of texts and then be asked to use context clues to answer questions at DOK levels 3 and 4 within the READ 180 technology program. This will include both the daily portion of the program and the rSkills standardized test which is given every nine weeks.	Academic Support Program Technology			08/12/2015	05/26/2016	\$0 - No Funding Required	special education teachers, technology specialist

Activity - Whole Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize rBooks to differentiate instruction and provide strategies for standardized testing.	Direct Instruction			08/12/2015	05/26/2016	\$0 - No Funding Required	special education teachers

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

Goal 1:

We will provide EL training for all teachers.

Measurable Objective 1:

demonstrate a proficiency 100% of teachers will be knowledgeable of EL procedures and WIDA standards by 05/27/2016 as measured by faculty sign in sheets.

Strategy1:

Professional Learning - Teachers will be trained on EL procedures and WIDA standards in faculty meetings by the Title I/EL teacher.

Research Cited: WIDA

Activity - Faculty Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I/EL teacher will train faculty members on the EL procedures and WIDA standards.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	Title I/EL teacher, administrators, 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:

We will increase the use of technology as a means of instruction and assessment.

Measurable Objective 1:

collaborate to purchase ebooks to match CCRS standards by 05/27/2016 as measured by library collection data.

Strategy1:

Ebook Collaboration - The library media specialist will collaborate with classroom teachers about CCRS standards and what ebooks might be useful to them.

Research Cited:

Activity - Ebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The library media specialist will order and promote the use of ebooks that are aligned with CCRS standards.	Technology			08/06/2015	05/27/2016	\$857 - State Funds	library media specialist, teachers

Measurable Objective 2:

collaborate to implement the use of technology as a means of instruction and assessment in 80% of all classrooms by 05/26/2016 as measured by observations and walkthroughs.

Strategy1:

Chromebooks - Expand the use of Chromebooks as a means of delivering instruction and administering assessments. This will include support from Alabama Technology in Motion.

Research Cited: State Department of Education Technology Course of Study and Cherokee County Technology Plan

Activity - Training/Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on the instructional use of Chromebooks and will implement learned materials with their students. New Chromebooks will be purchased for those classrooms that do not currently have a set.	Professional Learning Technology			08/06/2015	05/27/2016	\$7650 - Title I Schoolwide \$2571 - State Funds	teachers, administrators, technology specialist/department, instructional coach

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on utilizing digital resources in the learning environment.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, administrators, instructional coach, technology specialist/department

Goal 2:

We will engage learners through high quality aligned college and career ready standards, instruction, and assessments in the area of math.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Students with Disabilities students will demonstrate a proficiency by scoring in the ready range in Mathematics by 05/26/2016 as measured by ACT Aspire.

Strategy1:

Strategic Teaching Strategies - Teachers will implement strategic teaching methods that include the use of multiple forms of formative assessments.

Research Cited: ARI for strategic teaching

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development on the use of formative assessments and the use of formative assessment data.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, principal, instructional coach

Strategy2:

Webb's Depth of Knowledge-Math SPED - Teachers will implement the use of Webb's Depth of Knowledge at all levels of instructional practice (classroom discussion, assignments, quizzes, assessments, walkthroughs, etc.) with emphasis being placed on DOK levels 1, 2, and 3. (TP #s 1, 2, 3, 4, 6, 7)

Research Cited: ACT research supports the use of Webb's Depth of Knowledge in classroom instruction.

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan individually and collaboratively to develop instructional activities that consider levels 1, 2, and 3 of Webb's DOK. This will include the implementation of the Planbook.com lesson plan program. (TP#1)	Other - Other-Planning/Col laboration			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, administrators, instructional coach

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support and Laying the Foundation.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, principal, instructional coach, AMSTI

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide extended day tutoring opportunities for students who need additional help in math.	Academic Support Program			08/12/2015	05/26/2016	\$0 - No Funding Required	teachers

Strategy3:

Co-Teaching - We will use co-teaching in our special education classrooms.

Research Cited:

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Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The elementary special education teacher will collaborate with the regular education teacher to plan lessons and help deliver instruction in a co-teaching setting.	Direct Instruction			08/12/2015	05/26/2016	\$0 - No Funding Required	teachers, special education teachers

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by scoring in the ready range in Mathematics by 05/26/2016 as measured by ACT Aspire.

Strategy1:

Class Reduction - Class sizes will be reduced as possible which will allow for a smaller teacher to student ratio.

Research Cited:

Activity - Class Size Reduction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers will be hired to teach in the elementary grades to decrease the teacher to student ratio.	Class Size Reduction			08/06/2015	05/27/2016	\$106913 - Title I Schoolwide	class size reduction teachers

Strategy2:

RTI - We will use tiered instruction as a part of our RTI process for students who meet the criteria for assistance.

Research Cited: RTI

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use multiple forms of formative assessment to determine which students belong in tiers 2 and 3. These could include STAR Math (given 3 times per year), progress monitoring throughout the year, teacher observation, and student performance on teacher made materials.	Academic Support Program			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, administrators, instructional coach, Tier teachers

Strategy3:

Webb's Depth of Knowledge - Teachers will implement the use of Webb's Depth of Knowledge at all levels of instructional practice (classroom discussion, assignments, quizzes, assessments, walkthroughs, etc...) with emphasis being placed on DOK levels 1, 2, and 3. (TP #s 1, 2, 3, 4, 6, 7)

Research Cited: ACT research supports the use of Webb's Depth of Knowledge in classroom instruction.

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Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide extended day tutoring opportunities for students who need additional help in math.	Academic Support Program			08/12/2015	05/26/2016	\$4934 - Title I Schoolwide	teachers

Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan individually and collaboratively to develop instructional activities that consider levels 1, 2, and 3 of Webb's DOK. This will include the implementation of the Planbook.com lesson plan program. (TP #1)	Other - Planning/Colaboration			08/06/2015	05/27/2016	\$326 - General Fund \$2550 - Title I Schoolwide	teachers, administrators, instructional coach

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support and Laying the Foundation.	Professional Learning			08/06/2015	05/27/2016	\$1620 - Title II Part A \$2571 - State Funds	teachers, principal, instructional coach

Strategy4:

Strategic Teaching - Teachers will implement the use of multiple forms of formative assessment through strategic teaching methods. (TP #3)

Research Cited: ARI for strategic teaching standards

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of formative assessments and the use of formative assessment data.	Professional Learning			08/06/2015	05/27/2016	\$8670 - Title I Schoolwide	teachers, principal, instructional coach

Strategy5:

Instructional Supplies - Teachers will purchase instructional supplies that are aligned with CCRS standards.

Research Cited:

Activity - Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will purchase supplies to support CCRS standards.	Other - Supplies			08/06/2015	05/27/2016	\$5000 - State Funds	teachers

Goal 3:

We will engage learners through high quality aligned college and career ready standards, instruction, and assessments in the area of

reading.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by scoring in the ready range in Reading by 05/26/2016 as measured by ACT Aspire.

Strategy1:

Strategic Teaching - Teachers will implement the use of multiple forms of formative assessment through strategic teaching methods. (TP#3)

Research Cited: ARI Strategic Teaching Methods

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of formative assessments and the use of formative assessment data.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, administrators, instructional coach

Strategy2:

Webb's Depth of Knowledge - Teachers will implement the use of Webb's Depth of Knowledge at all levels of instructional practice (classroom discussion, assignments, quizzes, assessments, walkthroughs, etc...) with emphasis being placed on DOK levels 1, 2, and 3. (TP#s 1, 2, 3, 4, 6, 7)

Research Cited: ACT research supports the use of Webb's Depth of Knowledge in classroom instruction.

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support.	Professional Learning			08/06/2015	05/27/2016	\$8670 - Title I Schoolwide	teachers, administrators, instructional coach

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide extended day tutoring opportunities for students who need additional help in reading.	Academic Support Program			08/12/2015	05/27/2016	\$4933 - Title I Schoolwide	teachers

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Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan individually and collaboratively to develop instructional activities that consider levels 1, 2, and 3 of Webb's DOK. This will include the implementation of the Planbook.com lesson plan program. (TP#1)	Other - Planning/Colaboration			08/06/2015	05/27/2016	\$2550 - Title I Schoolwide	teachers

Strategy3:

Instructional Supplies - Teachers will purchase instructional supplies that are aligned with CCRS standards.

Research Cited:

Activity - Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will purchase supplies to support CCRS.	Other - Supplies			08/06/2015	05/27/2016	\$5000 - State Funds	teachers

Strategy4:

RTI - We will use tiered instruction as a part of our RTI process for students who meet the criteria for assistance.

Research Cited: RTI

Activity - Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use multiple forms of formative assessment to determine which students belong in tiers 1, 2, and 3. These could include STAR Reading (given 3 times per year), progress monitoring throughout the year, teacher observation, and student performance on teacher made materials.	Academic Support Program			08/12/2015	05/26/2016	\$0 - No Funding Required	teachers, administrators, instructional coach, Tier teachers

Measurable Objective 2:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Students with Disabilities students will demonstrate a proficiency by scoring in the ready range in Reading by 05/26/2016 as measured by ACT Aspire.

Strategy1:

Webb's Depth of Knowledge-Reading - Teachers will implement the use of Webb's Depth of Knowledge at all levels of instructional practice (classroom discussion, assignments, quizzes, assessments, walkthroughs, etc...) with emphasis being placed on DOK levels 1, 2, and 3. (TP #s 1, 2, 3, 4, 6, 7)

Research Cited: ACT research supports the use of Webb's Depth of Knowledge in classroom instruction.

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Activity - Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan individually and collaboratively to develop instructional activities that consider levels 1, 2, and 3 of Webb's DOK. This will include the implementation of the Planbook.com lesson plan program. (TP #1)	Other - Planning/Colaboration			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, instructional coach

Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of the Webb's DOK model throughout the 2015-2016 school year. This will include AMSTI support.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, administrators, instructional coach

Strategy2:

READ180 - Teachers will utilize the READ 180 program

Research Cited: Scholastic READ 180

Activity - Instructional Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read a series of texts and then be asked to use context clues to answer questions at DOK levels 3 and 4 within the READ 180 technology program. This will include both the daily portion of the program and the rSkills standardized test which is given every nine weeks.	Technology Academic Support Program			08/12/2015	05/26/2016	\$0 - No Funding Required	special education teachers, technology specialist

Activity - Whole Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize rBooks to differentiate instruction and provide strategies for standardized testing.	Direct Instruction			08/12/2015	05/26/2016	\$0 - No Funding Required	special education teachers

Strategy3:

Strategic Teaching-Reading - Teachers will implement the use of multiple forms of formative assessment through strategic teaching methods. (TP #3)

Research Cited: ARI Strategic Teaching

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Activity - Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in job-embedded professional development sessions focusing on the use of formative assessments and the use of formative assessment data.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	teachers, administrators, instructional coach

Strategy4:

Co-Teaching - We will use co-teaching in our special education classrooms.

Research Cited:

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The elementary special education teacher will collaborate with the regular education teacher to plan lessons and help deliver instruction in a co-teaching setting.	Direct Instruction			08/12/2015	05/26/2016	\$0 - No Funding Required	teachers, special education teachers

Goal 4:

We will increase our knowledge and understanding of the new science standards in grades K-12.

Measurable Objective 1:

collaborate to research and identify resources that will help teachers to increase their knowledge of the new science standards by 05/27/2016 as measured by registrations, agendas, sign-in sheets, and professional development sessions.

Strategy1:

Training - Science teachers will participate in professional development focusing on the new science standards. This will include support from AMSTI and LTF training.

Research Cited: AMSTI, CCRS

Activity - CCRS Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will have representatives on the district CCRS implementation team for science during the 2015-2016 school year. This team will attend CCRS quarterly meetings at JSU McClellan.	Professional Learning			08/06/2015	05/27/2016	\$1000 - Title I Schoolwide	science teachers, administration, CCRS district leaders

Activity - LTF Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will attend Laying the Foundation training for science.	Professional Learning			08/06/2015	05/27/2016	\$1620 - Title II Part A	science teachers, administration, instructional coach

Strategy2:

Instructional Supplies - Teachers will purchase instructional supplies that are aligned with CCRS standards.

Research Cited:

Activity - Instructional Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will purchase supplies to support CCRS.	Other - Supplies			08/06/2015	05/27/2016	\$5067 - State Funds	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?	No	3 The plan is for all three of these teachers to take the Praxis within this school year in the field they are not highly qualified in.	

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

Copies of teaching certifications for each teacher are on file in with the principal and with the district office. Teachers are typically hired for positions in which they are certified. This allows for students to have instruction with highly qualified and effective teachers. However, due to a shortage of highly qualified math and science teachers we have had to hire three teachers which are not currently highly qualified in those fields. All three are scheduled to take the Praxis during the school year which will allow them to become highly qualified. Letters were sent out to parents of students receiving instruction in any class or subject in which the teacher is not highly qualified as required by NCLB. Our school system requires all applicants for employment to submit an official college transcript as well as a copy of his or her teaching certificate and letter from the state to certify his or her highly qualified status.

Component 4: Strategies to Attract Highly Qualified Teachers

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

This year's teacher turnover rate is 28.5%. Typically our teacher turnover rate is very low with only one or two teachers retiring. However, due to teachers retiring and gaining new certifications we have had a much higher turnover rate for this school year.

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

Bachelors----14

Masters----24

Eds-----5

PhD----1

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

We have contacted and advertised openings with colleges who have teacher education programs as well as advertising all openings on the state employment website.

The school provides a mentor for each newly hired teacher. Support systems are established by subject area and grade level. School administrators serve as instructional leaders and promote collaboration among faculty, staff, and support.

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

Once offered employment, all new employees receive benefit, salary, calendar/schedule, curriculum content information, technology information, and safety information. Induction of each new employee begins with a new teacher orientation provided through the central office. This training provides academic and professional presentations to better prepare the new employee before they begin the school year or their 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?

We have established a new mentoring program and are continuing to foster a sense of community and family within our school.

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?

Formative Assessment
Webb's Depth of Knowledge
Read 180
CCRS
Technology Training

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

Formative Assessment
Webb's Depth of Knowledge
Read 180
CCRS
Technology Training

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.

All new teachers are given an experienced teacher to help them learn the policies and procedures of the school as well as help them with the computer system and any other support they may need such as classroom management procedure suggestions, etc.

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

Teachers are required to participate in regularly scheduled data meetings as well as other approved professional development to meet the requirements for the built in flex days.

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.

In April we have kindergarten registration and parents and upcoming kindergarten students can meet teachers, tour the school and classrooms. In addition to this, to orient students to kindergarten we have a staggered start date system in which half the class comes one day and the other half comes another day so it is a smaller student to teacher ratio the first couple of days of school to help orient students to beginning school. This year, we have started having students as low as 5th grade rotate classes and be assigned lockers. At the end of the 8th grade year parent and student meeting are held to inform parents and students of graduation requirements as well as to allow them to choose a diploma pathway. At the beginning of each year, we have " Meet The Teacher Night" which allows parents and students to find their classrooms and meet the teacher before the first day of classes. The school is also open during the summer for parents and students to tour the facility. School supply lists are developed and sent home at the end of the school year for the upcoming school year as well as posted on the school webpage along with the district calendar for the upcoming school year. To transition high school students to college, we have parent workshops/meetings as well as College Days and invite college representatives to the school to speak with students about preparing for college. Also, we have a College Coach who comes twice a month to help students transition. Last year, we began implementing the use of Kuder Navigator for interest inventory assessments and to help students build their four year plans as well as assist students with exploring career interests.

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?

Teachers have data and grade level meetings with administrators. This year we have built into our school calendar whole days which are data planning days in which teachers are required to analyze and present their findings with their colleagues. These meetings help foster dialogue and provide an opportunity for teachers and administrators to work together and determine the most effective way to use the data from our academic assessments and help make sure that data is driving our instruction. Teachers are given data folders which contain copies of results of all testing so they can be aware of areas of strength and weakness for all students they teach as well as helping them identify objectives/standards which need to be re-taught. Data charts created by the Cherokee County Board of Education are also used to assist in instructional planning.

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?

There are multiple ways in which we identify students who are displaying difficulty in mastering academic standards at a proficient level. One way we do this is by providing teachers with a list of students, who based on testing data, are in need of early intervention or do not meet standards. This list is compiled using the data from STAR testing, ACT Plus Writing, and Aspire. Students not scoring at a proficient level on STAR testing will be placed in RTI.

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?

Our school implements Response to Instruction (RTI) and provides additional tutoring after school. All students are STAR tested in reading and math and any student scoring below the 25th percentile is put into Tier 2 of RTI as well as students who are making low grades. These students are pulled for additional instruction during the school day in areas in which they are struggling. Our school also offers after school tutoring and community mentors to offer additional academic support to struggling students. Also, our Title I teacher and instructional coach offer further small group assistance to students not mastering standards. Our school has three special education teachers who go into the regular classrooms to help team teach as well as pull SPE students as needed for small group instruction.

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

All students in need of tier II instruction are given progress monitoring assessments and instructional decisions are driven by the data obtained through this progress monitoring. If the student demonstrates improvement, then the student will be monitored to be sure he or she continues meeting academic standards. If progress monitoring indicates the student is not making progress and not mastering the standards, then he or she will get additional one-on-one instruction.

Teachers utilize different instructional strategies. The reading curriculum provides instruction based on student performance levels. The materials provide instructional strategies based on performance.

Students with 504 plans or IEPs have their needs met based on assessment and evaluation results which indicate their present level of performance.

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.

Although no specific program is offered before or after school hours, many teachers volunteer their time, classroom, and materials after school to tutor students having difficulty in the classroom.

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.

We currently do not have any ELL or migrant students but we do have procedures in place to address challenges for these groups as well as our economically disadvantaged, special education, and homeless students. First, no student is ever denied enrollment even if paperwork is lacking. We enroll the student and work with the family to get whatever documents are needed. We also provide translators or interpreters when needed and use TransAct to convert forms into a language that the parents can read and understand. All groups have access to tiered instruction, tutoring, field trips, small group instruction (if needed), etc.

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.

We allow students to register for and take non-traditional classes. We have some male students who choose to take home economics or female students who choose to take agriculture. Class fees for students who are economically disadvantaged may be waived or may be covered through the McKinney-Vento program. This makes sure that classes are available to all students. ELL students and pregnant students or students with children are given access to all of the same programs and classes as their peers. Students with disabilities receive accommodations and are able to participate successfully in any program we offer.

Our school system does offer a program called Career Quest which helps students who are behind on credits to catch up and be able to graduate on time.

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?**

There are various fund sources used to sustain the excellent educational program we have at our school. These programs are coordinated by the school leadership and the school district and then integrated into the schoolwide improvement plan.

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.

State Foundation Program---The state of Alabama provides funding for teaching and administrative units. These budgets will be included in the ACIP pending school approval of the state budgets. Title I---these funds are used to supplement state and local funds. Local funds---these come from the district and things such as our PTO. Funds from all of these sources go directly to support teacher units, materials, supplies, etc. All of these are necessary for implementation of our schoolwide plan.

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.

All of the different funding sources, local, state and title are utilized to provide materials and staff which are necessary to implement our schoolwide improvement goals. These services also allow our school to provide additional support and training for our teachers, parents, and students.

Component 10: Evaluation

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

As a schoolwide program we evaluate and revise the implementation of our program with the input of administrators, teachers, and parents. Surveys are sent home during the first month of school and the last month of school. Parents are made aware of the surveys at the Annual Title I Parent Meeting and are encouraged to return them to the school. All surveys will be kept on file at the school and accessible to teachers and staff. The schoolwide program will be updated annually as new ideas and concerns need to be addressed.

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?

Results achieved by the schoolwide program are evaluated during data meetings that are held at each grade and subject level. Teachers are required to meet monthly in their grade or subject area to discuss data, student progress, etc. Minutes of these meetings are submitted to the principal. The principal also meets periodically with each grade level and subject level to discuss progress and other issues. For the 2015-2016 school year we are also implementing a new calendar which allows for teachers to have time for more intensive data analysis. Announced and unannounced walkthroughs and observations are conducted by the administration as well as by district level supervisors. The results of these data meetings and observations help us determine our school improvement goals for the school year.

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?

We determine the effectiveness of our schoolwide plan by comparing data from STAR, ACT Plus Writing, and Aspire. We compare these scores with previous year scores to see if there has been an increase in proficiency. This helps us determine if our strategies and action plans have been effective.

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?

Additional meetings, if required are planned. We frequently have advisory committee meeting, staff meetings, etc. in which we obtain input all during the school year. Feedback on the current year as well as the sharing of suggestions for the next school year is gathered when planning our revised schoolwide program.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

N/A

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

Due to a change in administration and after analyzing the most recent data, it was determined that our needs had changed. Therefore, the previous goals were changed to meet the current needs.

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:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	35.81	35.81	1,698,244.00
Administrator Units	1.00	1.0	86,486.00
Assistant Principal	1.00	1.0	62,107.00
Counselor	1.50	1.5	86,655.00
Librarian	1.00	1.0	49,329.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	2,571.37
Professional Development	0.00	0	2,571.37
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	15,067.00
Library Enhancement	0.00	0	857.00
Totals			2,003,887.74

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	154233.3

Provide a brief explanation and breakdown of expenses.

\$2,442.94 Title I Set aside for focus school "Computer Hardware" (Note this is not part of the \$149,820 school Title I allocation)

\$1,970.36 "Parent Involvement" (Note this is not part of the \$149,820 school Title I allocation)

\$350.00 Stamps

\$578.96 Printing

\$1,041.40 School Cast

\$149,820.00

\$106,913.22 Salary & Benefits for Elementary Teachers

\$3,740.00 Substitutes for Elementary Teachers

\$9,867.00 After School Tutors

\$2,392.20 Title Supplement

\$10,000.00 Classroom Materials and Supplies

\$2,000.00 Classroom Equipment

\$1,000.00 Laboratory

\$3,707.58 Computer Hardware

\$10,200.00 Professional Development for Staff

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

no funding

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	3240.0

Provide a brief explanation and a breakdown of expenses.

Monies will be divided evenly for Laying the Foundation training in Math and Science.

Title III

Label	Question	Value
1.	For English Language Learners Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

No funding

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

No funding

Title VI

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

No funding

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

No funding

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

Provide a brief explanation and breakdown of expenses.

No funding

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

Label	Question	Value
1.	Provide the total	326.0

Provide a brief explanation and breakdown of expenses

General Fund-\$326 for Planbook.com access.

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 August or September a Title I parent meeting is held. The title I teacher and principal lead the meeting and explains to parents about the school's participation in Title I and the requirements and well as their right to be involved. Parents are also presented with the Title I budget as well as the school's CIP plan. Parent input and approval is discussed at this meeting. This information is also presented at the first school advisory council meeting of the school year. Parents were also presented with the parent involvement plan and parents' right to know.

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.

During the year there are multiple parent meetings offered. The first of those begins in September and are scheduled throughout the school year in the following months: October, November, and April. All parents are given and asked to complete a Title I Parent Survey at the beginning and ending of each school year. The first survey is sent out in August and the end of year survey is sent out in May. Parent input from those surveys and the parent meetings help drive the decisions made for the Title I program. Parent involvement funds are used for postage in mailing communication home as well as to update and supply the parent center with computers and brochures. Funds also help provide paper and other costs associated with sending out newsletters and notices to parents to keep them involved.

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.

At the beginning of each school year, every student, parent, and teacher signs the Cedar Bluff School Compact which communicates to everyone the description of the roles each play in the education of their children. This compact is revised yearly with the input of parents and teachers. All elementary teachers make monthly contacts with the parents of each student and high school teachers make contact with each student's parents at least once per 9 weeks. Testing results from the previous school year are sent home to parents with the first progress report each year. The format in the home report for testing scores is easy for parents to understand and clearly explains how their child performed.

Schoolcast calls each evening to notify parents of student absences and late arrivals and well as early check outs. This helps parents keep track of their child's attendance. The INOW Home Portal is available and instructions and passwords for accessing this system were sent to all parents. Parents enrolling new students who do not have a home portal password are assigned one after being enrolled. Instructions and login information is sent home with the student. Also, parents needing passwords reset may contact the school counselor. The INOW home portal allows parents to check grades, attendance, and discipline at any time.

Currently all of our parents speak English in the home. At anytime we have had parents who do not speak English all resources available, such as Transact, are used to translate documents into a language or format they can easily understand.

Teachers also maintain webpages as well as the school maintains a web page to inform parents about curriculum as well as each teacher provides a syllabus for classes so parents and students know how they will be evaluated and what the curriculum will be as well as classroom expectations. Parents are allowed to set up meetings with teachers or other staff as needed. All teachers have email addresses so parents can easily contact them.

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 Cedar Bluff School Parent Compact is updated in April of each year. The advisory committee which is comprised of teachers, parents and students review the current compact and suggest changes/updates. These changes are made and a final draft is presented to the committee to approve. The approved final draft is sent to the principal for final approval. School compacts are signed by every student and parent and teacher at the beginning of the school year. The compact clearly states the responsibilities of the students, parents, teachers/school. Teachers keep these compacts on file and use these to facilitate parent meetings.

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

Any parent who is dissatisfied with the Continuous Improvement Plan must submit his or her complaint in writing to the Principal no later than October 1st. This policy is stated in the Cherokee County Student Handbook which is sent home with every student at the beginning of the school year. Every student is required to return the Handbook Acknowledgement page which is signed by both the parent and student.

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)

Cedar Bluff School involves parents from the beginning of the school year. Parents are provided at the start of school each year with information about academics, testing, goals, rules, policies, and disciplinary procedures. All parents, students, and teachers sign the School Compact. Parents are provided with a detailed home report with the results of their child's testing scores. Teachers create syllabi and calendars which outline the objectives covered for each class. Students and parents are given a copy of these. In addition to this, teachers have web pages to keep parents informed as well as all teachers having email and provide parents with their email address to foster communication. Progress reports are sent home every 4 1/2 weeks and report cards are sent home every 9 weeks. The Parent Portal of

INOW is available for parents to login from home and view grades, attendance, and discipline. Passwords and instructions for accessing the Parent Portal are sent home with new students after enrollment. Returning students retain their current INOW home portal login from the previous school year. Anyone forgetting a password may contact the school counselor to have it reset. Parents may request a meeting with their child's teacher or teachers at any time during the year.

The PTO sends home letters at the beginning of the school year listing the activities for the year and asks for parents to respond with where or how they would like to volunteer.

The Title I teacher sends a beginning of the year survey home to find out parent needs and also sends out a end of the year survey from parents to evaluate the Title I program and the participation of parents in provided activities and training.

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)

Parent information workshops will be offered multiple times through the school year. Meetings will address issues such as parenting skills, internet safety, transitioning to college, curriculum and course requirements for graduation, etc. A parent center is located in the lobby of the school which provides parents with free materials and a computer with internet access to help foster parental involvement at Cedar Bluff School. A monthly newsletter is also sent home.

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)

Cedar Bluff School works continuously with its teachers through faculty meetings, in-service meetings, grade level meetings, workshops, etc. to educate all teachers and staff members of the importance of parent involvement and how it relates to student success. We have parent visitation days and parents are allowed to volunteer in the classrooms. We have a strong PTO organization which actively involves and partners parents and teachers. Teachers are also encouraged to update the INOW parent portal with grades and information weekly so parents can stay up-to-date on what is going on in the classroom.

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)

Cedar Bluff School reaches out to the community for people to come and help some of our struggling students or to just come in and serve as a mentor to students. We have a fully functional parent center which provides computer/internet access as well as booklets/information on helping children learn and be successful at school.

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)

Information is relayed to parents through several different avenues such as parent communication folders, Schoolcast program, PTO newsletter, teacher web pages, school web page, course/class syllabi, email, and INOW parent portal. Materials are provided in a language understood by all parents.

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)

Surveys are administered to parents twice a year. Parents are encouraged to indicate on these surveys the types of support/training opportunities they would be most interested in attending as well provide feedback on their involvement at the school and recommendations that would foster the school/teacher/parent relationship

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.

Cedar Bluff School ensures the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students by providing them with information in a format or language the parents can easily understand. For example, parents with limited reading abilities may meet with school personnel and have information verbally explained to them. For our limited English proficient parents, we use all available resources to help translate documents and information into a language that is understood by the parent. Parents of migratory students are also encouraged to participate. We make sure all parents are aware of the school's activities and services available.