



ACIP

Spring Garden High School

Cherokee County Board of Education

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Executive Summary

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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.

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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?

Spring Garden is a small, rural community located in Northeast Alabama. According to the U.S. Census, Spring Garden has 238 residents and 96 households. Farming and providing educational services are the main source of income in the community; however, many residents seek employment outside of the community with construction companies, textile factories, and health care facilities. The mean household income for the community is \$42,730.00. Spring Garden High School is a PreK-12 school and is the heart of the community. Our campus is composed of five classroom buildings, two gymnasiums, and one cafeteria. Many students stream into Spring Garden High School (Pre K-12) from neighboring communities/ towns, which accounts for the 552 students enrolled (249 males/ 303 females). Within our total enrollment, 504 students are Caucasian (91%), 26 students are American Indian (5%), 12 students are African American (2%) , 6 students are Hispanic (1%), 3 students are Bi-Racial (.5%), and 1 student is Asian (.2%). We have 1 principal, 1 assistant principal, 33 teachers, 2 counselors, 1 media specialist, 17 support staff (1 preK aide, 5 bus drivers, 3 custodians, 5 CNP staff, 1 bookkeeper, 1 receptionist, 1 nurse) employed at SGHS. Presently, we have 52% of students receiving free or reduced-price lunches. This year we have 32 students identified as homeless; therefore, they qualify to receive additional services thru the McKinney-Vento program. The faculty and staff at Spring Garden High School (PreK-12) have a strong commitment to excellence; therefore, we strive to be better each year in terms of student academics, student life, parent involvement, and community opportunities. This is our third school year to have received a grant to include a pre-kindergarten program for four year old children. We are very excited to offer this opportunity to families in our community. Currently, we have 18 students in the program with 1 certified teacher and 1 teacher's aide. The biggest challenge in our community is the lack of industry, which directly affects our poverty rate and aligns with our lack of school growth.

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 administrators, faculty, and staff of Spring Garden High School (PreK-12) take great pride in their mission to serve students, their vision for student's long-term success, their values in providing an excellent education to those they serve, and their beliefs of truly making a difference in the lives of young people.

As part of the Cherokee County School System, Spring Garden High School (PreK-12) follows the vision statement adopted by the local board of education. The Cherokee County Board of Education vision statement is as follows: The Cherokee County School System strives to provide all students with multiple quality educational opportunities designed to prepare them for success in an ever-changing society.

The following mission statement can be found hanging on the wall in every room at Spring Garden High School (PreK-12): The mission of Spring Garden High School is to prepare all students to be productive, responsible members of society and lifelong learners by equipping them with a strong academic foundation, efficient work habits, critical thinking skills, desirable health habits, and an appreciation for life.

We embody our mission through programs and the curriculum offered to all students at SGHS. We have implemented the state-adopted quality core standards to help students gain critical thinking skills and increase their readiness of becoming college and career ready by graduation. Our teachers have received quality professional development to insure that they have the skills needed to implement the new standards. Our teachers will continue to grow and learn monthly throughout the year from observations and feedback from a group of leaders from our county and state levels. To evaluate the progress and mastery of the quality core of standards, we utilize STAR testing, End of Course Assessments, Aspire, and ACT Plus Writing Assessments. Through these assessments, we can also easily identify students who need extra instruction in all academic areas. We serve all students on their academic levels through tiered instruction outlined by the Response to Instruction guidelines, and we offer tutoring before and after school for all grade levels. These are documented programs that our school has implemented to show our commitment to building a strong academic foundation for our students; however, there are countless other ways that our teachers go above and beyond what is expected to ensure that every student receives a quality education that is catered to the students' individual learning styles. At Spring Garden High School, the teachers highly encourage and give the opportunity for every student to be involved in the school and community. There are several leadership and organizational programs offered including athletic programs, FFA, FFCLA, Fellowship of Christian Students, the National Beta Club, 4H, and Youth Leadership Cherokee. Our school realizes that the key to success is keeping students motivated to learn and involved in prosocial activities. We believe that education is a team effort which involves parents, staff, and community members.

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.

It is a continuous goal for the faculty and staff of Spring Garden High School to ensure that our students excel in academic and other areas of development. The faculty and staff will continue to attend professional development workshops in order to gain knowledge of new technologies, curriculum, and evolving resources to improve the academic performance of students. Spring Garden students have excelled in extracurricular activities including a state champion and state runner-up girls basketball team. Back to back appearances in the state playoffs in varsity football. We have also produced the county spelling bee champion along with the Alabama North district FFA president. We have a very strong 4-H/FFA program in which our students participate in a very large number and excel at sponsored events.

We have recently moved into our newly constructed career tech building which houses our agri-science and family and consumer science courses. Both of these departments have been outfitted with up to date equipment that provides our students with highest quality lab experiences.

Spring Garden media center is in the process of major updating, which includes new furniture, circulation desk, the creation of a student coffee shop "Garden Grounds" and student maker spaces.

In the next three years, we would like to see our benchmark averages on the ACT Aspire increase and exceed the state average for Reading, Math, Science, 10th grade writing and 10th grade English.

Additional Information

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

Spring Garden High School (PreK-12) has excellent community support which is evidenced by our high participation of attendance at all school events. Members of our community formed a school foundation in 1991. This Foundation is governed by their own set of by-laws, mission, values, and a purpose to protect and support our school. We are very fortunate to have a Foundation that was formed in alliance with our school system. This Foundation has over \$300,000 in assets and is a large financial contributor to SGHS.

Also, Spring Garden High School (PreK-12) has an active PTSO organization which raises money to help with supplies and materials that teachers and students need. Another unique organization that financially helps our school with supplies and monetary needs of students is the Piedmont Benevolence Center.

SGHS is very blessed to have the tremendous community support from so many different resources.

Teachers in grades 3 through 9 are attending Chalkable Aspire model lessons training.

We have many faculty members that are currently enrolled in the technology departments Level Up program.

We just inducted our second class into our National Honor Society in February.

Our students participate in READ Across America Week with dress up days and other activities sponsored by the media center.

Improvement Plan Stakeholder Involvement

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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.

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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.

Spring Garden High School's improvement planning committee was selected using the following process: The teachers and support staff were voted on by their co-workers. Parent stakeholders were elected by parents, and student members elected by students.

All committee members are aware that they will serve a term of one to three years on the committee. All members voluntarily committed to serving and being involved on this committee for the allotted time assigned to them. Meetings are scheduled during times most convenient for all members, which is usually after school on weekdays. The committee members are informed well in advance for all meetings. Expectations and roles were discussed during the first meeting session.

Our planning and school improvement is a year long process and begins the previous school year in May. In May, the end-of-the- school-year data from STAR scores are collected and analyzed to determine the academic needs of the school that need to be addressed for the upcoming year. In the fall, we add to this data collection with ACT ASPIRE, WorkKeys and ACT +Writing reports. Our State Board of Education recently adopted a new accountability system, Plan 2020, that focuses on having all students college and career ready by their graduation date.

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

Representatives from elementary, middle, and high school are members of the ACIP committee. Each teacher is responsible for gathering information and relaying it back to other teachers in their grade levels or content areas. Parent representatives are encouraged to share their opinions during meetings.

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

The ACIP is reviewed at a faculty meeting. The faculty has the opportunity to add information or make changes if needed. The final school improvement plan is posted on our school website, displayed in our school library and a copy is available in the school office.

Student Performance Diagnostic

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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.

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Student Performance Data

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

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Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

According to ACT Aspire test results, Spring Garden High School students scored more proficient than the national percentile in the following areas:

- 3rd Grade Math (62%)
- 5th Grade Reading (38%)
- 6th Grade Math (66%)
- 10th Grade Writing (57%)

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

According to the ACT ASPIRE test results, Spring Garden High School students showed a positive trend in performance in the following areas when compared to the 2015-2016 ACT ASPIRE data:

- 3rd Grade (2015) students scored 27% proficient in Reading compared to 4th Grade (2016) students scored 36% proficient in Reading.
- 5th Grade (2015) students scored 25% proficient in Reading compared to 6th Grade (2016) students scored 41% proficient in Reading.
- 5th Grade (2015) students scored 20% proficient in Math compared to 6th Grade (2016) students scored 66% proficient in Math.
- 5th Grade (2015) students scored 22% proficient in Science compared to 6th Grade (2016) students scored 37% proficient in Science.
- 7th Grade (2015) students scored 7% proficient in Reading compared to 8th Grade (2016) students scored 28% proficient in Reading.
- 7th Grade (2015) students scored 5% proficient in Science compared to 8th Grade (2016) students scored 21% proficient in Science.

Which area(s) indicate the overall highest performance?

ACT + Writing data indicates that students' overall highest performance is in the area of Reading (18.7).

As a whole, STAR Reading and Math reports indicate that students scored higher in Math.

As a whole, ACT ASPIRE results show that students scored highest in the area of Math (35%).

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

On average, more females taking the ACT Aspire scored ready or exceeding than males on the Reading portion by an average of 12.43%

On average, more males in grades 4th and 5th taking the ACT Aspire scored ready or exceeding than females by an average of 8.5%

Between which subgroups is the achievement gap closing?

Even though females scored higher than males on a variety of assessments, the gap was very small.

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

After the implementation of the Alabama Reading Initiative program, teachers began emphasizing a strong foundation in building reading skills. Reading coaches were placed in schools to help teachers implement new reading strategies and programs. The high Reading scores across all assessments are a great indicator that the reading strategies have been effective through the years.

Go Math was first implemented during the 2012-2013 school year. The assessments indicate that students are receiving a strong foundation in Math skills.

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Areas in Need of Improvement

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

According to the ACT + Writing data, only 13% of Spring Garden High School's students performed college ready in College Biology. This was 11% lower than the State comparison of 24% of students scoring ready in College Biology.

According to the ACT + Writing data, students performed lower in English than any other subject area. SGHS students' scores in English had the biggest discrepancy compared to students in the national norm groups. SGHS students scored on average 16.4 and nationally students scored on average 18.7 in English.

Fourteen percent of our current eleventh grade students scored proficient in Math on the ACT Aspire assessment.

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

When analyzing data from the ACT Aspire data, students are performing lower in Science than other academic areas. According to ACT Aspire data, our current fifth, sixth, eighth, and ninth graders show a decrease in the percentage of students who are considered ready/proficient in Math. Also, according to ACT Aspire data our current eighth graders show a decrease in the percentage of students who are considered ready/proficient in Reading

ACT data shows a decline in Math from 17.9 to 17.4.

Which area(s) indicate the overall lowest performance?

According to the ACT, SGHS students performed lowest in Biology.

According to the STAR Reading and Math assessments, SGHS students scored lowest in Reading.

According to ACT Aspire, SGHS students scored lowest in Science.

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

On average, males scored lower in English than any other area. Males scored on average 15.5 and females scored 17.9 on average in English on the ACT.

Between which subgroups is the achievement gap becoming greater?

Due to the limited information on assessment results, there were no significant evidence of large achievement gaps among subgroups.

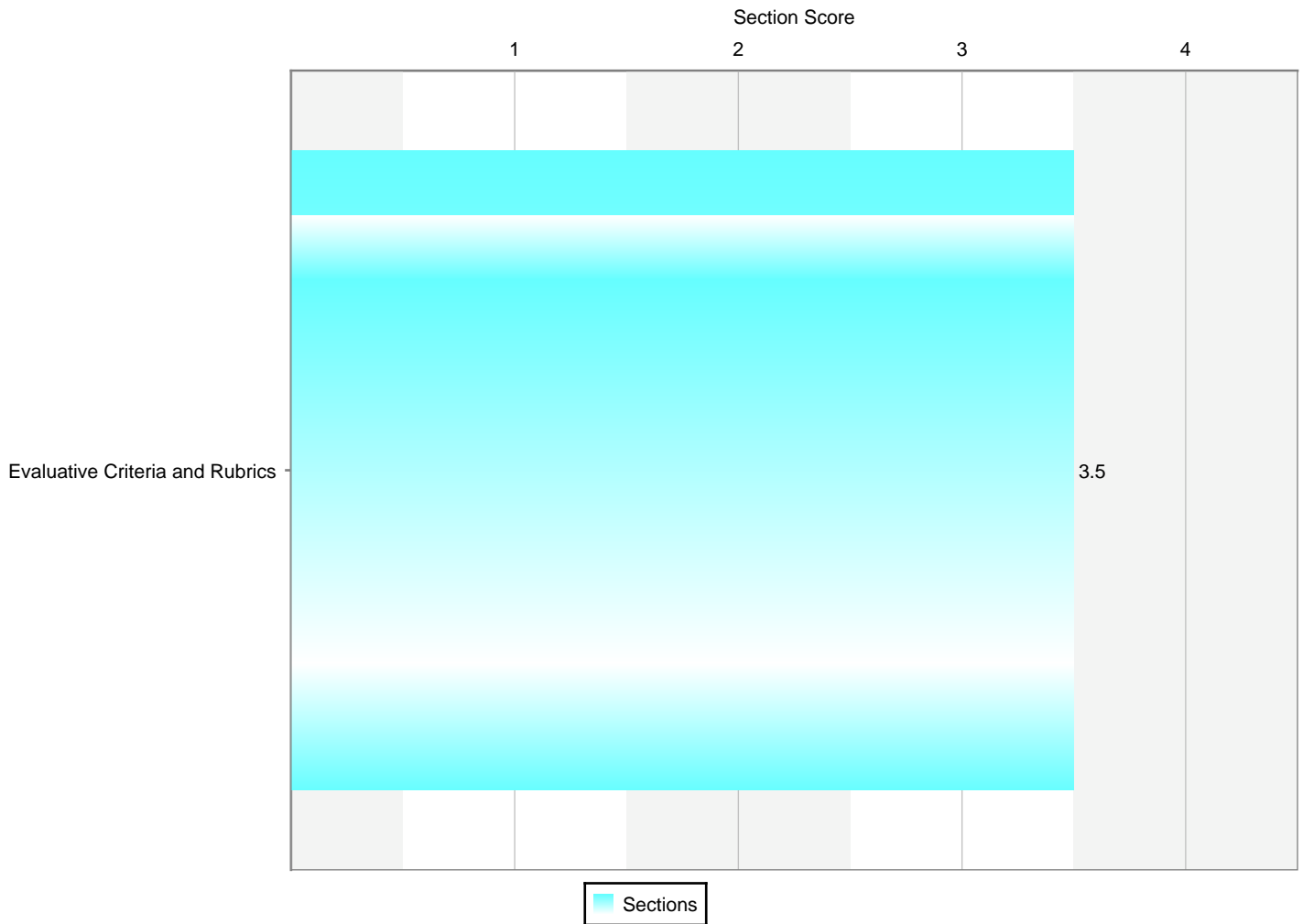
Which of the above reported findings are consistent with findings from other data sources?

According to ACT Aspire results, on average students scored lower in Science than Math and Reading. Males on average scored lower than females in all academic areas except on the ACT Aspire Science portion.

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Report Summary

Scores By Section



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ACIP Assurances

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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.

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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		Member signature page

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		Signature Page

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	Randy Smith, Federal Programs Coordinator 130 East Main Street Centre, AL 35960 256-927-3362	Signature Page

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 Plan

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

2016-2017 Plan for ACIP

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Overview

Plan Name

2016-2017 Plan for ACIP

Plan Description

DRAFT

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	(2016-2017) Improve Student Achievement	Objectives: 5 Strategies: 7 Activities: 13	Academic	\$180157
2	(2016-2017) Engage and Empower the Learner Through Technology	Objectives: 2 Strategies: 4 Activities: 14	Academic	\$103865
3	(2016-2017) Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students	Objectives: 2 Strategies: 3 Activities: 6	Academic	\$8720
4	(2016-2017) Create a Positive School Climate	Objectives: 4 Strategies: 5 Activities: 7	Organizational	\$54817

Goal 1: (2016-2017) Improve Student Achievement

Measurable Objective 1:

A 4% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in college and career ready standards in Mathematics by 05/26/2017 as measured by ACT Aspire.

Strategy 1:

RTI Math - Each student's academic level will be determined based on teachers' observations, past Aspire scores, and the administration of the STAR Math test. Students who are not performing on grade level will receive intervention in the form of additional instructional time through tiered instruction.

Resources needed: computer hardware, computer software, paper, copiers, classroom equipment such as projectors, printers, wall screens, laboratory equipment, library books and resources, classroom materials and supplies.

Category:

Research Cited: Students who receive early intervention are more likely to reach and stay at grade level.

Activity - STAR Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The STAR Math test will be administered three times a year to all students in 1st through 11th grades. Students scoring lower than the appropriate grade equivalency will receive tiered instruction.	Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	Teachers, Instructional Coach, Librarian, Principals

Activity - Problem-Solving Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Problem-Solving Team will meet monthly to accept referrals from teachers of students who are not making adequate progress in their tiered instruction. Depending on the level of tiered instruction, the team may recommend for the student to receive Tier III instruction or be referred for a special education evaluation.	Academic Support Program	08/09/2013	05/25/2017	\$0	No Funding Required	Classroom Teachers, Special Education Teachers, Counselors, Librarian, Administrators

Measurable Objective 2:

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in college and career ready standards in Reading by 05/25/2017 as measured by ACT Aspire.

Strategy 1:

RTI Reading - Each student's academic level will be determined based on teachers' observations, past Aspire scores, and the administration of the STAR Reading test. Students who are not performing on grade level will receive intervention in the form of additional instructional time through tiered instruction.

Resources needed: computer hardware, computer software, paper, copiers, classroom equipment such as projectors, printers, wall screens, laboratory equipment, library books and resources, classroom materials and supplies

Category:

Research Cited: Students who receive early intervention are more likely to reach and stay at grade level.

Activity - STAR Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The STAR Reading tests will be administered three times a year to all students in 1st through 11th grades. Students scoring lower than the appropriate grade equivalency will receive tiered instruction.	Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	Teachers, Instructional Coach, Librarian, Principals

Activity - Grade/Subject Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are required to meet monthly in their respective grade/subject areas to plan for the implementation of the five components of strategic teaching.	Professional Learning	08/19/2013	05/25/2017	\$0	No Funding Required	Teachers, Administrators

Measurable Objective 3:

A 2% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows they have mastered the standards in Reading, Science, English and in Mathematics by 05/25/2017 as measured by ACT.

Strategy 1:

Strategic Teaching - Teachers will implement strategic teaching strategies on a daily basis. Teachers will utilize formative assessment data to guide classroom instruction.

Category:

Research Cited: ARI for Strategic Teaching and Common Core Standards

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

Spring Garden High School

Teachers will utilize direct small group instruction, especially when reinforcing new ideas and concepts. The instructional coach will provide assistance to teachers as needed.	Academic Support Program	08/04/2016	05/26/2017	\$3140	Title I Schoolwide	Teachers, Instructional Coach
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Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide instruction for students who did not receive credit for a course but met the requirements for the credit recovery program in order to reduce retention rates.	Academic Support Program	08/04/2016	06/30/2017	\$790	Title I Schoolwide	Counselors, Teachers

Activity - Library Enhancement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Library resources will be expanded, including, but not limited to, the purchase of e-books.	Academic Support Program	08/04/2016	05/26/2017	\$2287	Other, State Funds	Librarian

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Spring Garden School will offer after school tutoring for students who need extra academic support.	Academic Support Program	10/03/2016	05/25/2017	\$14751	Title I Schoolwide	Teachers

Strategy 2:

Reduce Class Size - In order to more effectively implement the RTI process and strategic teaching, class sizes will be reduced as much as possible.

Category:

Research Cited: Smaller class sizes reduce the student to teacher ratio and increase the time the teacher can spend with each student.

Activity - Hire Personnel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hiring an additional faculty member will decrease class sizes.	Class Size Reduction	08/01/2016	05/26/2017	\$56242	Title I Schoolwide	Teachers, Principals

Measurable Objective 4:

A 1% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows they are ready for college-level coursework in Reading, Science, English and in Mathematics by 05/25/2017 as measured by ACT College Readiness Report.

Strategy 1:

Standards-Based Instruction - Teachers will provide standards-based instruction.

Category:

Activity - Planbook	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use www.planbook.com to enter lesson plans. When teachers enter lesson plans into the program, they also select the standards taught in that lesson. Planbook tracks the standards, and teachers can adjust their plans to ensure that they teach all standards. Administrators can also view the plans and keep track of standards taught.	Professional Learning, Academic Support Program	08/10/2016	05/26/2017	\$420	District Funding	Teachers, Administrators

Strategy 2:

Four Year Plans - All eighth grade students will create a four year plan for their high school career. The plans will aid students in selecting courses that will prepare them for college and careers.

Resources needed: computer hardware, computer software, printers, paper, projectors, wall projector screens

Category:

Research Cited: Kuder is a scientifically based career/four year plan development program adopted by the State Department of Education.

Activity - Kuder	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All eighth grade students will take the Kuder Assessment, a career interest inventory. The students will then create a four year plan for high school. Students will update and revise the plan as needed throughout high school.	Academic Support Program	08/01/2016	05/26/2017	\$0	No Funding Required	Teachers, Counselors, Administrators

Measurable Objective 5:

A total of 18 Pre-K grade students will demonstrate a behavior that shows they are ready for Kindergarten in Mathematics and in Reading by 05/26/2017 as measured by the students' behavior.

Strategy 1:

PreK Class - We will provide a Pre-Kindergarten class on campus for four year old children.

Resources needed: classroom, teacher, teacher's aide, materials and supplies to equip classroom

Category:

Research Cited: Various articles supporting the benefits of PreK

Activity - PreK Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will participate in the Office of School Readiness Grant Program for PreK.	Academic Support Program	08/14/2013	05/26/2017	\$82800	State Funds	OSR, Administrators

Activity - PreK	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will prepare our students for Kindergarten by participating in the Office of School Readiness Grant Program for PreK.	Academic Support Program	08/14/2013	05/26/2017	\$19727	Title I Schoolwide	OSR, Administrators

Goal 2: (2016-2017) Engage and Empower the Learner Through Technology

Measurable Objective 1:

90% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows they are effectively and responsibly using technology tools in the classroom to assist in comprehension of Math, Science, Social Studies, and in Reading by 05/26/2017 as measured by classroom observations conducted by administrators and the instructional coach and technology assessments conducted in second, fifth, and eighth grades..

Strategy 1:

Technology Exposure - Our school will provide online experience opportunities for students. Teachers will incorporate technology tools into the curriculum.

Resources needed: computer hardware, computer software, headphones, printers, paper.

Category:

Research Cited: Alabama Course of Study

Activity - Online Experience	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Spring Garden High School will provide all students with at least one course that consistently and regularly uses technology through internet and intranet based tools and resources for delivery of instruction, assessment, and communication to meet the requirements outlined by the SDE for an online experience credit.	Direct Instruction	08/19/2013	05/29/2020	\$0	No Funding Required	Administrators, Counselors

Activity - Chromebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology professional development will be provided for teachers in regard to using Chromebooks.	Professional Learning	08/04/2016	05/26/2017	\$0	State Funds	Administrators, Teachers, District Technology Office Personnel

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL, an online learning system, will be purchased for classroom teachers to use with their students.	Technology	09/11/2015	05/25/2017	\$0	District Funding	Administrators, Teachers

Activity - ACCESS Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online classes through the ACCESS program are available for students in grades 9-12.	Academic Support Program	08/19/2013	05/29/2020	\$0	No Funding Required	Counselors, Administrators

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Activity - Career Preparedness Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be required to take Career Preparedness Course, which meets the SDE requirements for an online experience credit.	Academic Support Program	08/19/2013	05/29/2020	\$0	No Funding Required	Counselors, Administrators
Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development sessions will be provided based on need to all teachers, administrators, and instructional coaches to strengthen and support teacher productivity and classroom instruction.	Professional Learning	08/19/2013	05/24/2019	\$0	No Funding Required	Technology Integration Specialist, Teachers, Administrators
Activity - Aspire Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will prepare students to take online ACT state assessments.	Technology, Academic Support Program	08/12/2015	05/25/2017	\$3200	Title I Schoolwide	Teachers, Administrators, Counselors, Instructional Coach
Activity - Student Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Spring Garden High School will utilize technology to improve student achievement	Direct Instruction	10/03/2016	05/25/2017	\$6265	State Funds	Teachers, Administrators, Instructional Coach

Strategy 2:

Pacing Guide - Technology pacing guides will be developed and given to teachers. The pacing guides will be sequenced in a logical order and will cover all Alabama Course of Study Technology objectives.

Category:

Research Cited: Alabama Course of Study

Activity - Pre and Post Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 2, 5, and 8 will take the district technology assessment at the beginning of the school year. This assessment will guide teachers in planning their technology instruction for the year. Students will retake the exam at the end of the first semester to monitor progress. The exam will be given at the end of the year as a summative evaluation.	Academic Support Program	08/04/2016	05/26/2017	\$0	No Funding Required	Administrators, Teachers, District Technology Coordinator

Strategy 3:

Digital Citizenship - Students will participate in instruction on digital responsibility in order to understand the human, cultural, societal, and personal responsibilities related to technology.

Category:

Research Cited: Alabama Course of Study, FCC Requirements, Government Regulations

Activity - Digital Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide digital resources to teachers that explain the legal and ethical uses of technology, including the dangers of cyberbullying, copyrights, plagiarism, and privacy.	Academic Support Program	08/09/2013	06/01/2018	\$0	No Funding Required	Technology Office, Teachers, Administrators

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in Digital Citizenship Week hosted by the school district. The school will promote the use of digital resources made available to teachers and offer technology workshops to parents on how to implement digital citizenship at home.	Academic Support Program	08/09/2013	06/01/2018	\$0	No Funding Required	Technology Office, Teachers, Principals

Activity - Provide Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development opportunities for teachers (e.g. Mega Conference).	Professional Learning	08/19/2013	06/01/2018	\$5400	Title II Part A	Technology Integration Specialist, Teachers

Measurable Objective 2:

A total of 556 Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior to have tools to access a comprehensive viable infrastructure when and where they need it in order to make improvements in the areas of Technology, Reading, Science, Social Studies, and in Mathematics by 05/26/2017 as measured by technology inventories and connectivity utilization.

Strategy 1:

Connectivity - All students, teachers, and administrators will have access to excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data. The school will implement and maintain internet connections that provide adequate bandwidth and connectivity to support learning.

Category:

Research Cited: Transform 2020, network utilization measurements

Activity - Hardware, Software, and Network Replacement and Expansion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Replace and obtain new hardware, software, and network resources to expand the capacity of the network. Upgrade older machines as necessary to the latest software. Implement new computers to replace dated machines. Replace and improve network equipment and connectivity options to provide adequate bandwidth and connectivity points and resources. Maintain and replace current servers and operating systems. Maintain and expand network printing functionality. Expand district projection capabilities. Expand access to digital equipment such as scanners, cameras, USB drives and learning devices . Explore new technology devices such as tablets, handhelds, wireless, etc. for student learning . Expand WIFI as needed to provide adequate access.	Technology	08/19/2013	05/29/2019	\$4000	Title I Schoolwide	District Technology Office
Activity - Telecommunications Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Telecommunications services will be provided to all locations within the district in the form of Centrex, POTS, cellular service, voice mail, and others eligible for e-rate telecommunications services. These services will be used to allow faculty, staff and students to communicate within the system as appropriate with administrators, peers, and other stakeholders and beyond the system with interested stakeholders in the educational process, such as parents, peers, administrators, instructors, mentors, students and other relevant parties.	Technology	08/09/2013	05/24/2019	\$85000	USAC Technology	Technology Office, Administrators

Goal 3: (2016-2017) Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

A 25% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior that shows they are implementing the five components of strategic teaching in Reading, Science, Social Studies, and in Mathematics by 05/29/2020 as measured by administrators' observations.

Strategy 1:

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, walk-throughs, etc.).

Resources needed: materials/supplies for staff development, in-state registration and travel for teachers, out-of-state registration and travel for teachers, teacher stipends, substitutes

Category:

Research Cited: ARI, CCRS, Webb's Depth of Knowledge

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Activity - CCRS Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified personnel will participate in professional development on CCRS best practices, including Webb's Depth of Knowledge. Teachers will use the strategies learned in their classrooms.	Professional Learning	08/04/2016	05/26/2017	\$6360	Title I Schoolwide	Instructional Coaches, Teachers, Administrators
Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers on full evaluation will be observed through two announced observations. A observation tool developed by the Teacher Effectiveness Team will be used. As teachers need further professional development, funding will be provided.	Professional Learning	08/04/2016	05/26/2017	\$2360	State Funds	Central Office Personnel, Instructional Coaches, Administrators
Activity - Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stakeholders will collaborate to ease the transition from: PreKindergarten to Kindergarten 6th grade to 7th grade 8th grade to 9th grade Administrators, counselors, and teachers will provide parents with information to ease the transition and hold meetings with parents and students as necessary. Teachers will prepare students to be promoted to the next grade level.	Parent Involvement, Academic Support Program, Behavioral Support Program	08/04/2016	05/26/2017	\$0	No Funding Required	Administrators, Counselors, Teachers

Strategy 2:

New Teacher Mentoring - We will provide mentoring to new teachers.

Category:

Research Cited: Various articles supporting the positive results of mentoring new teachers

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will meet with administrators to review school policies and procedures. An experienced educator will be assigned to each new teacher to provide guidance and help as needed.	Professional Learning	08/12/2015	05/28/2020	\$0	No Funding Required	Teachers, Administrators

Measurable Objective 2:

100% of English Learners students will demonstrate a behavior that shows that their teachers are knowledgeable of EL procedures and WIDA standards in English Language Arts by 05/25/2017 as measured by WIDA standards.

Strategy 1:

EL Curriculum and Migrant Students - Teachers will follow WIDA standards and EL curriculum for any EL students who enroll. EL students will be expected to achieve the same AMAO as our non-EL students, which is an increase of 3% in Reading and 4% in Math.

Resources: computer hardware, computer software, projector, internet access

Category:

Research Cited: WIDA, Alabama Course of Study

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a review of EL strategies and content, including WIDA standards, during a faculty meeting.	Professional Learning	08/04/2016	05/25/2017	\$0	No Funding Required	Teachers, Counselors, Administrators

Activity - Migrant Student and Parent Needs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	Administrators, Counselors, Teachers

Goal 4: (2016-2017) Create a Positive School Climate

Measurable Objective 1:

demonstrate a behavior of feeling safe at school by 05/26/2017 as measured by student surveys.

Strategy 1:

Safety Plans - Safety plans will be implemented. All necessary equipment for emergencies will be well stocked and available.

Resources needed: computer hardware, computer software, internet access, emergency materials and supplies

Category:

Research Cited: Safe Schools, State Law Enforcement Agencies

Activity - Virtual Alabama	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All components of Virtual Alabama will be updated, including the Crisis Management Plan and floor plan annotation tool. The safety plans will be reviewed at a faculty meeting with all staff. Emergency drills will be conducted with students throughout the school year.	Policy and Process	08/10/2016	05/26/2017	\$0	No Funding Required	Administrators, Teachers, Counselors

Strategy 2:

Counseling - Counseling services will be provided for students in order to address any obstacles to teaching and learning.

Category:

Research Cited: Various articles supporting school counseling

Activity - Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have access to a full-time counselor as needed. Students in middle grades will receive additional counseling classes.	Academic Support Program, Behavioral Support Program	08/10/2016	05/26/2017	\$27252	District Funding	Counselor

Measurable Objective 2:

collaborate to increase attendance by 05/26/2017 as measured by INOW attendance reports.

Strategy 1:

Monitor Attendance - Teachers, administrators, and counselors will monitor student attendance daily.

Category:

Research Cited: Code of Alabama. ALSDE School Attendance Manual

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

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Teachers will post attendance daily for each class. Absent students' parents will receive an automated phone call informing the parents of the absence. If students have an unexcused absence, they are given two days to turn in an excuse; however, if no excuse is turned in, a letter is sent to the parents. Students who accumulate three unexcused absences are referred for an Early Warning meeting at the Board of Education.	Academic Support Program, Behavioral Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	Teachers, Counselors, Administrators
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Measurable Objective 3:

collaborate to provide opportunities for stakeholders to have input into decision making, volunteer opportunities, and to obtain information on curriculum and instruction by 05/26/2017 as measured by stakeholder surveys.

Strategy 1:

Communication - All stakeholders will be kept informed of the operational activities at the school and will be provided opportunities to participate in these activities.

Category:

Research Cited: Various articles supporting the involvement of stakeholders in the school climate

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tuesday, August 30 at 5:00: A Parent Title I meeting will be held to inform parents of the Title I Compact, what Title I is, how Title I funds are utilized to enhance student learning, and ways in which parents can be involved in the Title I process.	Parent Involvement	08/30/2016	08/30/2016	\$1165	Title I Schoolwide	Reading Specialist/ Instructional Coach, Administrators

Activity - Student Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student folders will be provided for grades K-6. The folders will be used as a means of communication between the school and students' homes.	Parent Involvement, Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	Counselors, Teachers, Administrators

Activity - Telecommunications Information System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

Spring Garden High School

Spring Garden School will communicate with the parents, community, and stakeholders using forms of communication, including telephone, cellular, electronic mail, school website, School Cast, school marquee, and letters to provide timely and relevant information about school system, attendance and other relevant information about programs under Title I. The system will be used to provide informational updates, notice and event information, and emergency information. 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.	Parent Involvement, Community Engagement	08/19/2013	05/31/2019	\$0	No Funding Required	Technology Office, Local School Office, Federal Programs Coordinator
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Measurable Objective 4:

collaborate to provide a positive school environment by 05/26/2017 as measured by the upgrading of some school facilities.

Strategy 1:

Facility - Facility improvement projects that relate to the safety and climate of the school. The projects include: flooring in main hallway, parking lot refinish, porches, painting and baseball/softball bleachers will be completed. Contractors will be hired to complete the improvement projects.

Category: Other - Facility Improvements

Activity - Facility Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Facility improvement projects: Install LVT in mail hallway, Painting, Spray deck porches/steps, Seal/Stripe parking lot, andd Baseball/softball bleachers.	Other - Facility Improvement	09/01/2016	05/26/2017	\$26400	Other	Principal, Assistant Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Library Enhancement	Library resources will be expanded, including, but not limited to, the purchase of e-books.	Academic Support Program	08/04/2016	05/26/2017	\$1500	Librarian
Facility Improvement	Facility improvement projects: Install LVT in mail hallway, Painting, Spray deck porches/steps, Seal/Stripe parking lot, and Baseball/softball bleachers.	Other - Facility Improvement	09/01/2016	05/26/2017	\$26400	Principal, Assistant Principal
Total					\$27900	

USAC Technology

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Telecommunications Services	Telecommunications services will be provided to all locations within the district in the form of Centrex, POTS, cellular service, voice mail, and others eligible for e-rate telecommunications services. These services will be used to allow faculty, staff and students to communicate within the system as appropriate with administrators, peers, and other stakeholders and beyond the system with interested stakeholders in the educational process, such as parents, peers, administrators, instructors, mentors, students and other relevant parties.	Technology	08/09/2013	05/24/2019	\$85000	Technology Office, Administrators
Total					\$85000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Citizenship	All students will participate in Digital Citizenship Week hosted by the school district. The school will promote the use of digital resources made available to teachers and offer technology workshops to parents on how to implement digital citizenship at home.	Academic Support Program	08/09/2013	06/01/2018	\$0	Technology Office, Teachers, Principals

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Digital Resources	Provide digital resources to teachers that explain the legal and ethical uses of technology, including the dangers of cyberbullying, copyrights, plagiarism, and privacy.	Academic Support Program	08/09/2013	06/01/2018	\$0	Technology Office, Teachers, Administrators
Student Folders	Student folders will be provided for grades K-6. The folders will be used as a means of communication between the school and students' homes.	Parent Involvement, Academic Support Program	08/10/2016	05/25/2017	\$0	Counselors, Teachers, Administrators
Migrant Student and Parent Needs	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.	Academic Support Program	08/10/2016	05/25/2017	\$0	Administrators, Counselors, Teachers
Collaboration	New teachers will meet with administrators to review school policies and procedures. An experienced educator will be assigned to each new teacher to provide guidance and help as needed.	Professional Learning	08/12/2015	05/28/2020	\$0	Teachers, Administrators

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INOW Attendance	Teachers will post attendance daily for each class. Absent students' parents will receive an automated phone call informing the parents of the absence. If students have an unexcused absence, they are given two days to turn in an excuse; however, if no excuse is turned in, a letter is sent to the parents. Students who accumulate three unexcused absences are referred for an Early Warning meeting at the Board of Education.	Academic Support Program, Behavioral Support Program	08/10/2016	05/25/2017	\$0	Teachers, Counselors, Administrators
Grade/Subject Level Meetings	Teachers are required to meet monthly in their respective grade/subject areas to plan for the implementation of the five components of strategic teaching.	Professional Learning	08/19/2013	05/25/2017	\$0	Teachers, Administrators
STAR Reading	The STAR Reading tests will be administered three times a year to all students in 1st through 11th grades. Students scoring lower than the appropriate grade equivalency will receive tiered instruction.	Academic Support Program	08/10/2016	05/25/2017	\$0	Teachers, Instructional Coach, Librarian, Principals
Professional Development	Teachers will participate in a review of EL strategies and content, including WIDA standards, during a faculty meeting.	Professional Learning	08/04/2016	05/25/2017	\$0	Teachers, Counselors, Administrators
Pre and Post Assessments	Students in grades 2, 5, and 8 will take the district technology assessment at the beginning of the school year. This assessment will guide teachers in planning their technology instruction for the year. Students will retake the exam at the end of the first semester to monitor progress. The exam will be given at the end of the year as a summative evaluation.	Academic Support Program	08/04/2016	05/26/2017	\$0	Administrators, Teachers, District Technology Coordinator
STAR Math	The STAR Math test will be administered three times a year to all students in 1st through 11th grades. Students scoring lower than the appropriate grade equivalency will receive tiered instruction.	Academic Support Program	08/10/2016	05/25/2017	\$0	Teachers, Instructional Coach, Librarian, Principals
Technology Professional Development	Professional development sessions will be provided based on need to all teachers, administrators, and instructional coaches to strengthen and support teacher productivity and classroom instruction.	Professional Learning	08/19/2013	05/24/2019	\$0	Technology Integration Specialist, Teachers, Administrators
Kuder	All eighth grade students will take the Kuder Assessment, a career interest inventory. The students will then create a four year plan for high school. Students will update and revise the plan as needed throughout high school.	Academic Support Program	08/01/2016	05/26/2017	\$0	Teachers, Counselors, Administrators

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Transition	Stakeholders will collaborate to ease the transition from: PreKindergarten to Kindergarten 6th grade to 7th grade 8th grade to 9th grade Administrators, counselors, and teachers will provide parents with information to ease the transition and hold meetings with parents and students as necessary. Teachers will prepare students to be promoted to the next grade level.	Parent Involvement, Academic Support Program, Behavioral Support Program	08/04/2016	05/26/2017	\$0	Administrators, Counselors, Teachers
Online Experience	Spring Garden High School will provide all students with at least one course that consistently and regularly uses technology through internet and intranet based tools and resources for delivery of instruction, assessment, and communication to meet the requirements outlined by the SDE for an online experience credit.	Direct Instruction	08/19/2013	05/29/2020	\$0	Administrators, Counselor
Telecommunications Information System	Spring Garden School will communicate with the parents, community, and stakeholders using forms of communication, including telephone, cellular, electronic mail, school website, School Cast, school marquee, and letters to provide timely and relevant information about school system, attendance and other relevant information about programs under Title I. The system will be used to provide informational updates, notice and event information, and emergency information. 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.	Parent Involvement, Community Engagement	08/19/2013	05/31/2019	\$0	Technology Office, Local School Office, Federal Programs Coordinator
Problem-Solving Team	The Problem-Solving Team will meet monthly to accept referrals from teachers of students who are not making adequate progress in their tiered instruction. Depending on the level of tiered instruction, the team may recommend for the student to receive Tier III instruction or be referred for a special education evaluation.	Academic Support Program	08/09/2013	05/25/2017	\$0	Classroom Teachers, Special Education Teachers, Counselors, Librarian, Administrators
ACCESS Courses	Online classes through the ACCESS program are available for students in grades 9-12.	Academic Support Program	08/19/2013	05/29/2020	\$0	Counselors, Administrators
Virtual Alabama	All components of Virtual Alabama will be updated, including the Crisis Management Plan and floor plan annotation tool. The safety plans will be reviewed at a faculty meeting with all staff. Emergency drills will be conducted with students throughout the school year.	Policy and Process	08/10/2016	05/26/2017	\$0	Administrators, Teachers, Counselors

ACIP

Spring Garden High School

Career Preparedness Course	All students will be required to take Career Preparedness Course, which meets the SDE requirements for an online experience credit.	Academic Support Program	08/19/2013	05/29/2020	\$0	Counselors, Administrators
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Counseling	All students will have access to a full-time counselor as needed. Students in middle grades will receive additional counseling classes.	Academic Support Program, Behavioral Support Program	08/10/2016	05/26/2017	\$27252	Counselor
IXL	IXL, an online learning system, will be purchased for classroom teachers to use with their students.	Technology	09/11/2015	05/25/2017	\$0	Administrators, Teachers
Planbook	Teachers will use www.planbook.com to enter lesson plans. When teachers enter lesson plans into the program, they also select the standards taught in that lesson. Planbook tracks the standards, and teachers can adjust their plans to ensure that they teach all standards. Administrators can also view the plans and keep track of standards taught.	Professional Learning, Academic Support Program	08/10/2016	05/26/2017	\$420	Teachers, Administrators
Total					\$27672	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PreK Class	We will participate in the Office of School Readiness Grant Program for PreK.	Academic Support Program	08/14/2013	05/26/2017	\$82800	OSR, Administrators
Classroom Observations	Classroom teachers on full evaluation will be observed through two announced observations. A observation tool developed by the Teacher Effectiveness Team will be used. As teachers need further professional development, funding will be provided.	Professional Learning	08/04/2016	05/26/2017	\$2360	Central Office Personnel, Instructional Coaches, Administrators
Student Achievement	Spring Garden High School will utilize technology to improve student achievement	Direct Instruction	10/03/2016	05/25/2017	\$6265	Teachers, Administrators, Instructional Coach

ACIP

Spring Garden High School

Chromebooks	Technology professional development will be provided for teachers in regard to using Chromebooks.	Professional Learning	08/04/2016	05/26/2017	\$0	Administrators, Teachers, District Technology Office Personnel
Library Enhancement	Library resources will be expanded, including, but not limited to, the purchase of e-books.	Academic Support Program	08/04/2016	05/26/2017	\$787	Librarian
Total					\$92212	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Provide Professional Development	Provide professional development opportunities for teachers (e.g. Mega Conference).	Professional Learning	08/19/2013	06/01/2018	\$5400	Technology Integration Specialist, Teachers
Total					\$5400	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Aspire Preparation	Teachers will prepare students to take online ACT state assessments.	Technology, Academic Support Program	08/12/2015	05/25/2017	\$3200	Teachers, Administrators, Counselors, Instructional Coach
Hardware, Software, and Network Replacement and Expansion	Replace and obtain new hardware, software, and network resources to expand the capacity of the network. Upgrade older machines as necessary to the latest software. Implement new computers to replace dated machines. Replace and improve network equipment and connectivity options to provide adequate bandwidth and connectivity points and resources. Maintain and replace current servers and operating systems. Maintain and expand network printing functionality. Expand district projection capabilities. Expand access to digital equipment such as scanners, cameras, USB drives and learning devices . Explore new technology devices such as tablets, handhelds, wireless, etc. for student learning . Expand WIFI as needed to provide adequate access.	Technology	08/19/2013	05/29/2019	\$4000	District Technology Office
Hire Personnel	Hiring an additional faculty member will decrease class sizes.	Class Size Reduction	08/01/2016	05/26/2017	\$56242	Teachers, Principals

ACIP

Spring Garden High School

Credit Recovery	The school will provide instruction for students who did not receive credit for a course but met the requirements for the credit recovery program in order to reduce retention rates.	Academic Support Program	08/04/2016	06/30/2017	\$790	Counselors, Teachers
CCRS Professional Development	All certified personnel will be participate in professional development on CCRS best practices, including Webb's Depth of Knowledge. Teachers will use the strategies learned in their classrooms.	Professional Learning	08/04/2016	05/26/2017	\$6360	Instructional Coaches, Teachers, Administrators
After School Tutoring	Spring Garden School will offer after school tutoring for students who need extra academic support.	Academic Support Program	10/03/2016	05/25/2017	\$14751	Teachers
PreK	We will prepare our students for Kindergarten by participating in the Office of School Readiness Grant Program for PreK.	Academic Support Program	08/14/2013	05/26/2017	\$19727	OSR, Administrators
Parent Involvement	Tuesday, August 30 at 5:00: A Parent Title I meeting will be held to inform parents of the Title I Compact, what Title I is, how Title I funds are utilized to enhance student learning, and ways in which parents can be involved in the Title I process.	Parent Involvement	08/30/2016	08/30/2016	\$1165	Reading Specialist/Instructional Coach, Administrators
Small Group Instruction	Teachers will utilize direct small group instruction, especially when reinforcing new ideas and concepts. The instructional coach will provide assistance to teachers as needed.	Academic Support Program	08/04/2016	05/26/2017	\$3140	Teachers, Instructional Coach
Total					\$109375	

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.

DRAFT

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder feedback Title I survey results AdvancED Survey Results Summary Stakeholder Feedback Document

DRAFT

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

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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 provides a safe learning environment.
2. Our school's purpose statement is clearly focused on student success.
3. Our School provides qualified staff members to support student learning.
4. My child has up-to-date computers and other technology to learn.
5. Our school provides students with access to a variety of information resources to support their learning.
6. My child know the expectations for learning in all classes.
7. All of my child's teachers give work that challenges my child.

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

1. In my school I am safe.
2. In my school my teachers want me to do my best work.
3. My school has books for me to read.
4. My teacher tell me when I do good work.
5. My teacher wants me to help all boys and girls.
6. My teacher wants me to learn new things.

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

1. In my school my teachers want me to do my best work.
2. My teachers help me learn things I will need in the future.
3. In my school my principal and teachers want every student to learn.
4. My school has many places where I can learn such as the library.
5. My principal and teachers help me to be ready for the next grade.
6. My teachers tell me how I should behave and do my work.
7. My teachers help me learn things I will need in the future.
8. In my school I am learning new things that will help me.

According to Middle and High School 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, I have access to counseling, career planning, and other programs to help me in school.
3. In my school, computers are up-to-date and used by teachers to help me learn.
4. All of my teachers provide me with information about my learning and grades.
5. My school prepares me for success in the next school year.
6. In my school, a variety of resources are available to help me succeed (e.g. teaching staff, technology, media center).
7. My school gives me multiple assessments to check my understanding of what was taught.

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

1. Our school provides a plan for the acquisition and support of technology to support student learning.
2. Our school's purpose statement is clearly focused on student success.
3. Our school has a continuous improvement process based on data, goals, actions, and measures for growth.
4. Our school provides qualified staff members to support student learning.
5. Our school provides a plan for the acquisition and support of technology to support the school's operational needs.
6. Our school maintains facilities that contribute to a safe environment.
7. Our school leaders monitor data related to school continuous improvement goals.

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

Parent Surveys indicate a trend in the following area:

1. My child is given multiple assessments to measure his/her understanding of what was taught.

Early Elementary Student Surveys indicate a trend in the following area:

1. My teacher makes me think.

Elementary Student Surveys indicate a trend in the following area:

1. My teachers always help me when I need them.

Middle and High School Student Surveys indicate a trend in the following area:

1. All of my teachers explain their expectations for learning and behavior so I can be successful.

Staff Surveys indicate a trend in the following area:

1. All teachers in our school use a variety of technologies as instructional resources.

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

After analyzing our 2015-2016 Title I parent involvement surveys and AdvancED surveys, parents are aware of SGHS's mission, parental involvement opportunities and their child's academic goals and achievement.

Areas in Need of Improvement

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

According to Parent Survey results, the following statement is an area of need: All of my child's teachers keep me informed regularly of how my child is being graded.

According to Early Elementary Student Survey results, the following statement is an area of need: My family likes to come to my school.

According to Elementary Student Survey results, the following statement is an area of need: My principal and teachers ask me what I think about school

According to Middle and High School Student Survey results, the following statement is an area of need: In my school, students respect the property of others.

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

1. In our school, a formal process is in place to support new staff members in their professional practice.
2. All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.
3. All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.
4. All teachers in our school regularly use instructional strategies that require student collaboration, self reflection, and development of critical thinking skills.

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

The only area with a trend toward decreasing stakeholder satisfaction is that our school leaders do not hold all staff members accountable for student learning.

What are the implications for these stakeholder perceptions?

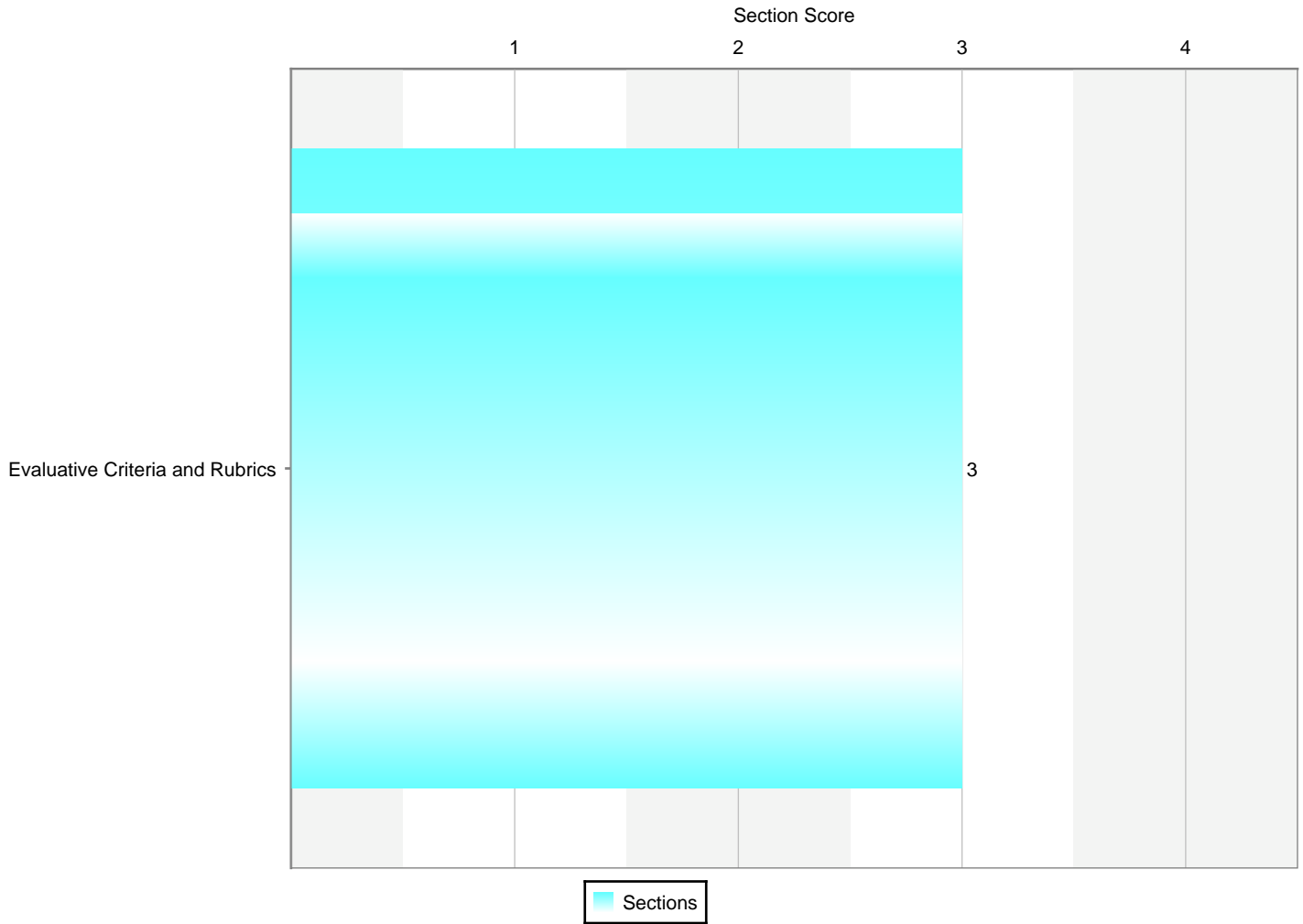
After analyzing data from stakeholders, it is indicated that students need to be involved when making decisions of ways to improve the school. Also, parents need to be made aware of ways that their children are progressing academically.

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

Feedback from all stakeholder sources emphasize the importance of increasing student recognition and informing parents of learning progressions in all academic areas.

Report Summary

Scores By Section



D

Title I Schoolwide Diagnostic

DRAFT

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).

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Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The Instructional Leadership Team met in August 2016 to review the ACIP and assess the degree to which implemented strategies had been met. The team discussed areas of strength as well as areas of weaknesses relating to student achievement. The Title 1 budget was discussed and developed based on the team's ideas and goals for improvement relating to student achievement. Data from the following assessments were used to determine student's greatest needs: STAR Early Literacy, STAR Reading, STAR Math, ACT Aspire, ACT + Writing, graduation rate, student discipline reports, student attendance reports, and EducateAlabama. Each teacher is required to analyze data from the most recent assessments. This is an ongoing process in which teachers will continue to analyze data with school administrators at data meetings throughout the school year.

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

From the stakeholder's assessments our school's biggest areas that need to be addressed are as follows:

1. Our principal and teachers need to ask students what they think about our school and consider making changes based on student input
2. There needs to be a better system for supporting new staff members in their professional practice.

According to state assessments, our students are performing higher in Math and Reading than Science and English. However, on the ACT College Readiness report, our students score significantly higher on English Composition and Social Science than any other academic areas.

3. What conclusions were drawn from the results?

Our school climate needs to be addressed in terms of our student body and school personnel.

Students need to be considered more in making decisions that affect our study body and teachers need to be supported more thru mentoring one another (especially new teachers in our school).

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

After analyzing our RTI process, tiered instruction is effective for children who are at-risk of failing. The Response to Instruction process has helped many students and identified the students that really need to be evaluated for special education services. Parents have confidence in the faculty, and SGHS continues to look for research-based programs to implement to meet the needs of all learners.

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

Our school's academic, personal and social goals will be based on the needs assessment from Title 1 surveys, the Advanced-Ed stakeholder surveys, and the state accountability reports/ results from assessments.

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

The goals originated from the analyzing of several state assessments and surveys completed by key stakeholders in the school and community.

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

Spring Garden High School is a Title I school, which means that most students receive free or reduced lunches. Our school-wide faculty members received professional development on how to successfully teach disadvantaged or poverty-stricken students. Our goals address all student's academic and social growth.

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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:

(2016-2017) Improve Student Achievement

Measurable Objective 1:

A 4% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in college and career ready standards in Mathematics by 05/26/2017 as measured by ACT Aspire.

Strategy1:

RTI Math - Each student's academic level will be determined based on teachers' observations, past Aspire scores, and the administration of the STAR Math test. Students who are not performing on grade level will receive intervention in the form of additional instructional time through tiered instruction.

Resources needed: computer hardware, computer software, paper, copiers, classroom equipment such as projectors, printers, wall screens, laboratory equipment, library books and resources, classroom materials and supplies.

Category:

Research Cited: Students who receive early intervention are more likely to reach and stay at grade level.

Activity - Problem-Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Problem-Solving Team will meet monthly to accept referrals from teachers of students who are not making adequate progress in their tiered instruction. Depending on the level of tiered instruction, the team may recommend for the student to receive Tier III instruction or be referred for a special education evaluation.	Academic Support Program	08/09/2013	05/25/2017	\$0 - No Funding Required	Classroom Teachers, Special Education Teachers, Counselors, Librarian, Administrators

Activity - STAR Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Math test will be administered three times a year to all students in 1st through 11th grades. Students scoring lower than the appropriate grade equivalency will receive tiered instruction.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers, Instructional Coach, Librarian, Principals

Measurable Objective 2:

A total of 18 Pre-K grade students will demonstrate a behavior that shows they are ready for Kindergarten in Mathematics and in Reading by 05/26/2017 as measured by the students' behavior.

Strategy1:

PreK Class - We will provide a Pre-Kindergarten class on campus for four year old children.

Resources needed: classroom, teacher, teacher's aide, materials and supplies to equip classroom

Category:

Research Cited: Various articles supporting the benefits of PreK

Activity - PreK Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will participate in the Office of School Readiness Grant Program for PreK.	Academic Support Program	08/14/2013	05/26/2017	\$85500 - State Funds	OSR, Administrators

Activity - PreK	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will prepare our students for Kindergarten by participating in the Office of School Readiness Grant Program for PreK.	Academic Support Program	08/14/2013	05/26/2017	\$20000 - Title I Schoolwide	OSR, Administrators

Measurable Objective 3:

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in college and career ready standards in Reading by 05/25/2017 as measured by ACT Aspire.

Strategy1:

RTI Reading - Each student's academic level will be determined based on teachers' observations, past Aspire scores, and the administration of the STAR Reading test. Students who are not performing on grade level will receive intervention in the form of additional instructional time through tiered instruction.

Resources needed: computer hardware, computer software, paper, copiers, classroom equipment such as projectors, printers, wall screens, laboratory equipment, library books and resources, classroom materials and supplies

Category:

Research Cited: Students who receive early intervention are more likely to reach and stay at grade level.

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Reading tests will be administered three times a year to all students in 1st through 11th grades. Students scoring lower than the appropriate grade equivalency will receive tiered instruction.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers, Instructional Coach, Librarian, Principals

Activity - Grade/Subject Level Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are required to meet monthly in their respective grade/subject areas to plan for the implementation of the five components of strategic teaching.	Professional Learning	08/19/2013	05/25/2017	\$0 - No Funding Required	Teachers, Administrators

Measurable Objective 4:

A 1% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows they are ready for college-level coursework in Reading, Science, English and in Mathematics by 05/25/2017 as measured by ACT College Readiness Report.

Strategy1:

Four Year Plans - All eighth grade students will create a four year plan for their high school career. The plans will aid students in selecting courses that will prepare them for college and careers.

Resources needed: computer hardware, computer software, printers, paper, projectors, wall projector screens

Category:

Research Cited: Kuder is a scientifically based career/four year plan development program adopted by the State Department of Education.

Activity - Kuder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All eighth grade students will take the Kuder Assessment, a career interest inventory. The students will then create a four year plan for high school. Students will update and revise the plan as needed throughout high school.	Academic Support Program	08/01/2016	05/26/2017	\$0 - No Funding Required	Teachers, Counselors, Administrators

Strategy2:

Standards-Based Instruction - Teachers will provide standards-based instruction.

Category:

Research Cited:

Activity - Planbook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use www.planbook.com to enter lesson plans. When teachers enter lesson plans into the program, they also select the standards taught in that lesson. Planbook tracks the standards, and teachers can adjust their plans to ensure that they teach all standards. Administrators can also view the plans and keep track of standards taught.	Academic Support Program Professional Learning	08/10/2016	05/26/2017	\$420 - District Funding	Teachers, Administrators

Measurable Objective 5:

A 2% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows they have mastered the standards in Reading, Science, English and in Mathematics by 05/25/2017 as measured by ACT.

Strategy1:

Strategic Teaching - Teachers will implement strategic teaching strategies on a daily basis. Teachers will utilize formative assessment data to guide classroom instruction.

Category:

Research Cited: ARI for Strategic Teaching and Common Core Standards

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize direct small group instruction, especially when reinforcing new ideas and concepts. The instructional coach will provide assistance to teachers as needed.	Academic Support Program	08/04/2016	05/26/2017	\$3140 - Title I Schoolwide	Teachers, Instructional Coach

Activity - Library Enhancement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Library resources will be expanded, including, but not limited to, the purchase of e-books.	Academic Support Program	08/04/2016	05/26/2017	\$787 - State Funds	Librarian

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Spring Garden School will offer after school tutoring for students who need extra academic support.	Academic Support Program	10/03/2016	05/25/2017	\$14751 - Title I Schoolwide	Teachers

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide instruction for students who did not receive credit for a course but met the requirements for the credit recovery program in order to reduce retention rates.	Academic Support Program	08/04/2016	06/30/2017	\$790 - Title I Schoolwide	Counselors, Teachers

Strategy2:

Reduce Class Size - In order to more effectively implement the RTI process and strategic teaching, class sizes will be reduced as much as possible.

Category:

Research Cited: Smaller class sizes reduce the student to teacher ratio and increase the time the teacher can spend with each student.

Activity - Hire Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hiring an additional faculty member will decrease class sizes.	Class Size Reduction	08/01/2016	05/26/2017	\$56242 - Title I Schoolwide	Teachers, Principals

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

Goal 1:

(2016-2017) Improve Student Achievement

Measurable Objective 1:

A 1% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows they are ready for college-level coursework in Reading, Science, English and in Mathematics by 05/25/2017 as measured by ACT College Readiness Report.

Strategy1:

Four Year Plans - All eighth grade students will create a four year plan for their high school career. The plans will aid students in selecting courses that will prepare them for college and careers.

Resources needed: computer hardware, computer software, printers, paper, projectors, wall projector screens

Category:

Research Cited: Kuder is a scientifically based career/four year plan development program adopted by the State Department of Education.

Activity - Kuder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All eighth grade students will take the Kuder Assessment, a career interest inventory. The students will then create a four year plan for high school. Students will update and revise the plan as needed throughout high school.	Academic Support Program	08/01/2016	05/26/2017	\$0 - No Funding Required	Teachers, Counselors, Administrators

Strategy2:

Standards-Based Instruction - Teachers will provide standards-based instruction.

Category:

Research Cited:

Activity - Planbook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use www.planbook.com to enter lesson plans. When teachers enter lesson plans into the program, they also select the standards taught in that lesson. Planbook tracks the standards, and teachers can adjust their plans to ensure that they teach all standards. Administrators can also view the plans and keep track of standards taught.	Professional Learning Academic Support Program	08/10/2016	05/26/2017	\$420 - District Funding	Teachers, Administrators

Measurable Objective 2:

A total of 18 Pre-K grade students will demonstrate a behavior that shows they are ready for Kindergarten in Mathematics and in Reading by 05/26/2017 as measured by the students' behavior.

Strategy1:

PreK Class - We will provide a Pre-Kindergarten class on campus for four year old children.

Resources needed: classroom, teacher, teacher's aide, materials and supplies to equip classroom

Category:

Research Cited: Various articles supporting the benefits of PreK

Activity - PreK	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will prepare our students for Kindergarten by participating in the Office of School Readiness Grant Program for PreK.	Academic Support Program	08/14/2013	05/26/2017	\$20000 - Title I Schoolwide	OSR, Administrators

Activity - PreK Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will participate in the Office of School Readiness Grant Program for PreK.	Academic Support Program	08/14/2013	05/26/2017	\$85500 - State Funds	OSR, Administrators

Measurable Objective 3:

A 4% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in college and career ready standards in Mathematics by 05/26/2017 as measured by ACT Aspire.

Strategy1:

RTI Math - Each student's academic level will be determined based on teachers' observations, past Aspire scores, and the administration of the STAR Math test. Students who are not performing on grade level will receive intervention in the form of additional instructional time through tiered instruction.

Resources needed: computer hardware, computer software, paper, copiers, classroom equipment such as projectors, printers, wall screens, laboratory equipment, library books and resources, classroom materials and supplies.

Category:

Research Cited: Students who receive early intervention are more likely to reach and stay at grade level.

Activity - STAR Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Math test will be administered three times a year to all students in 1st through 11th grades. Students scoring lower than the appropriate grade equivalency will receive tiered instruction.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers, Instructional Coach, Librarian, Principals

Activity - Problem-Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Problem-Solving Team will meet monthly to accept referrals from teachers of students who are not making adequate progress in their tiered instruction. Depending on the level of tiered instruction, the team may recommend for the student to receive Tier III instruction or be referred for a special education evaluation.	Academic Support Program	08/09/2013	05/25/2017	\$0 - No Funding Required	Classroom Teachers, Special Education Teachers, Counselors, Librarian, Administrators

Measurable Objective 4:

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in college and career ready standards in Reading by 05/25/2017 as measured by ACT Aspire.

Strategy1:

RTI Reading - Each student's academic level will be determined based on teachers' observations, past Aspire scores, and the administration of the STAR Reading test. Students who are not performing on grade level will receive intervention in the form of additional instructional time through tiered instruction.

Resources needed: computer hardware, computer software, paper, copiers, classroom equipment such as projectors, printers, wall screens, laboratory equipment, library books and resources, classroom materials and supplies

Category:

Research Cited: Students who receive early intervention are more likely to reach and stay at grade level.

Activity - Grade/Subject Level Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are required to meet monthly in their respective grade/subject areas to plan for the implementation of the five components of strategic teaching.	Professional Learning	08/19/2013	05/25/2017	\$0 - No Funding Required	Teachers, Administrators

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Reading tests will be administered three times a year to all students in 1st through 11th grades. Students scoring lower than the appropriate grade equivalency will receive tiered instruction.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers, Instructional Coach, Librarian, Principals

Measurable Objective 5:

A 2% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows they have mastered the standards in Reading, Science, English and in Mathematics by 05/25/2017 as measured by ACT.

Strategy1:

Strategic Teaching - Teachers will implement strategic teaching strategies on a daily basis. Teachers will utilize formative assessment data to guide classroom instruction.

Category:

Research Cited: ARI for Strategic Teaching and Common Core Standards

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide instruction for students who did not receive credit for a course but met the requirements for the credit recovery program in order to reduce retention rates.	Academic Support Program	08/04/2016	06/30/2017	\$790 - Title I Schoolwide	Counselors, Teachers

Activity - Library Enhancement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Library resources will be expanded, including, but not limited to, the purchase of e-books.	Academic Support Program	08/04/2016	05/26/2017	\$787 - State Funds	Librarian

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize direct small group instruction, especially when reinforcing new ideas and concepts. The instructional coach will provide assistance to teachers as needed.	Academic Support Program	08/04/2016	05/26/2017	\$3140 - Title I Schoolwide	Teachers, Instructional Coach

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Spring Garden School will offer after school tutoring for students who need extra academic support.	Academic Support Program	10/03/2016	05/25/2017	\$14751 - Title I Schoolwide	Teachers

Strategy2:

Reduce Class Size - In order to more effectively implement the RTI process and strategic teaching, class sizes will be reduced as much as possible.

Category:

Research Cited: Smaller class sizes reduce the student to teacher ratio and increase the time the teacher can spend with each student.

Activity - Hire Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hiring an additional faculty member will decrease class sizes.	Class Size Reduction	08/01/2016	05/26/2017	\$56242 - Title I Schoolwide	Teachers, Principals

Goal 2:

(2016-2017) Engage and Empower the Learner Through Technology

Measurable Objective 1:

A total of 556 Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior to have tools to access a comprehensive viable infrastructure when and where they need it in order to make improvements in the areas of Technology, Reading, Science, Social Studies, and in Mathematics by 05/26/2017 as measured by technology inventories and connectivity utilization.

Strategy1:

Connectivity - All students, teachers, and administrators will have access to excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data. The school will implement and maintain internet connections that provide adequate bandwidth and connectivity to support learning.

Category:

Research Cited: Transform 2020, network utilization measurements

Activity - Hardware, Software, and Network Replacement and Expansion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Replace and obtain new hardware, software, and network resources to expand the capacity of the network. Upgrade older machines as necessary to the latest software. Implement new computers to replace dated machines. Replace and improve network equipment and connectivity options to provide adequate bandwidth and connectivity points and resources. Maintain and replace current servers and operating systems. Maintain and expand network printing functionality. Expand district projection capabilities. Expand access to digital equipment such as scanners, cameras, USB drives and learning devices . Explore new technology devices such as tablets, handhelds, wireless, etc. for student learning . Expand WIFI as needed to provide adequate access.	Technology	08/19/2013	05/29/2019	\$4000 - Title I Schoolwide	District Technology Office

Activity - Telecommunications Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Telecommunications services will be provided to all locations within the district in the form of Centrex, POTS, cellular service, voice mail, and others eligible for e-rate telecommunications services. These services will be used to allow faculty, staff and students to communicate within the system as appropriate with administrators, peers, and other stakeholders and beyond the system with interested stakeholders in the educational process, such as parents, peers, administrators, instructors, mentors, students and other relevant parties.	Technology	08/09/2013	05/24/2019	\$85000 - USAC Technology	Technology Office, Administrators

Measurable Objective 2:

90% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows they are effectively and responsibly using technology tools in the classroom to assist in comprehension of Math, Science, Social Studies, and in Reading by 05/26/2017 as measured by classroom observations conducted by administrators and the instructional coach and technology assessments conducted in second, fifth, and eighth grades..

Strategy1:

Technology Exposure - Our school will provide online experience opportunities for students. Teachers will incorporate technology tools into the curriculum.

Resources needed: computer hardware, computer software, headphones, printers, paper.

Category:

Research Cited: Alabama Course of Study

ACIP

Spring Garden High School

Activity - Chromebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology professional development will be provided for teachers in regard to using Chromebooks.	Professional Learning	08/04/2016	05/26/2017	\$0 - State Funds	Administrators, Teachers, District Technology Office Personnel

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development sessions will be provided based on need to all teachers, administrators, and instructional coaches to strengthen and support teacher productivity and classroom instruction.	Professional Learning	08/19/2013	05/24/2019	\$0 - No Funding Required	Technology Integration Specialist, Teachers, Administrators

Activity - Career Preparedness Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be required to take Career Preparedness Course, which meets the SDE requirements for an online experience credit.	Academic Support Program	08/19/2013	05/29/2020	\$0 - No Funding Required	Counselors, Administrators

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL, an online learning system, will be purchased for classroom teachers to use with their students.	Technology	09/11/2015	05/25/2017	\$2000 - State Funds	Administrators, Teachers

Activity - ACCESS Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Online classes through the ACCESS program are available for students in grades 9-12.	Academic Support Program	08/19/2013	05/29/2020	\$0 - No Funding Required	Counselors, Administrators

Activity - Aspire Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will prepare students to take online ACT state assessments.	Technology Academic Support Program	08/12/2015	05/25/2017	\$3200 - Title I Schoolwide	Teachers, Administrators, Counselors, Instructional Coach

Activity - Online Experience	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Spring Garden High School will provide all students with at least one course that consistently and regularly uses technology through internet and intranet based tools and resources for delivery of instruction, assessment, and communication to meet the requirements outlined by the SDE for an online experience credit.	Direct Instruction	08/19/2013	05/29/2020	\$0 - No Funding Required	Administrators, Counselor

Strategy2:

Pacing Guide - Technology pacing guides will be developed and given to teachers. The pacing guides will be sequenced in a logical order SY 2016-2017

and will cover all Alabama Course of Study Technology objectives.

Category:

Research Cited: Alabama Course of Study

Activity - Pre and Post Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 2, 5, and 8 will take the district technology assessment at the beginning of the school year. This assessment will guide teachers in planning their technology instruction for the year. Students will retake the exam at the end of the first semester to monitor progress. The exam will be given at the end of the year as a summative evaluation.	Academic Support Program	08/04/2016	05/26/2017	\$0 - No Funding Required	Administrators, Teachers, District Technology Coordinator

Strategy3:

Digital Citizenship - Students will participate in instruction on digital responsibility in order to understand the human, cultural, societal, and personal responsibilities related to technology.

Category:

Research Cited: Alabama Course of Study, FCC Requirements, Government Regulations

Activity - Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide digital resources to teachers that explain the legal and ethical uses of technology, including the dangers of cyberbullying, copyrights, plagiarism, and privacy.	Academic Support Program	08/09/2013	06/01/2018	\$0 - No Funding Required	Technology Office, Teachers, Administrators

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate in Digital Citizenship Week hosted by the school district. The school will promote the use of digital resources made available to teachers and offer technology workshops to parents on how to implement digital citizenship at home.	Academic Support Program	08/09/2013	06/01/2018	\$0 - No Funding Required	Technology Office, Teachers, Principals

Activity - Provide Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development opportunities for teachers (e.g. Mega Conference).	Professional Learning	08/19/2013	06/01/2018	\$5400 - Title II Part A \$5000 - Title I Schoolwide	Technology Integration Specialist, Teachers

Goal 3:

(2016-2017) Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

A 25% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade

Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior that shows they are implementing the five components of strategic teaching in Reading, Science, Social Studies, and in Mathematics by 05/29/2020 as measured by administrators' observations.

Strategy1:

New Teacher Mentoring - We will provide mentoring to new teachers.

Category:

Research Cited: Various articles supporting the positive results of mentoring new teachers

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will meet with administrators to review school policies and procedures. An experienced educator will be assigned to each new teacher to provide guidance and help as needed.	Professional Learning	08/12/2015	05/28/2020	\$0 - No Funding Required	Teachers, Administrators

Strategy2:

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, walk-throughs, etc.).

Resources needed: materials/supplies for staff development, in-state registration and travel for teachers, out-of-state registration and travel for teachers, teacher stipends, substitutes

Category:

Research Cited: ARI, CCRS, Webb's Depth of Knowledge

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers on full evaluation will be observed through two announced observations. A observation tool developed by the Teacher Effectiveness Team will be used. As teachers need further professional development, funding will be provided.	Professional Learning	08/04/2016	05/26/2017	\$2360 - State Funds	Central Office Personnel, Instructional Coaches, Administrators

Activity - CCRS Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified personnel will participate in professional development on CCRS best practices, including Webb's Depth of Knowledge. Teachers will use the strategies learned in their classrooms.	Professional Learning	08/04/2016	05/26/2017	\$1360 - Title I Schoolwide	Instructional Coaches, Teachers, Administrators

Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholders will collaborate to ease the transition from: PreKindergarten to Kindergarten 6th grade to 7th grade 8th grade to 9th grade Administrators, counselors, and teachers will provide parents with information to ease the transition and hold meetings with parents and students as necessary. Teachers will prepare students to be promoted to the next grade level.	Academic Support Program Parent Involvement Program Behavioral Support Program	08/04/2016	05/26/2017	\$0 - No Funding Required	Administrators, Counselors, Teachers

Measurable Objective 2:

100% of English Learners students will demonstrate a behavior that shows that their teachers are knowledgeable of EL procedures and WIDA standards in English Language Arts by 05/25/2017 as measured by WIDA standards.

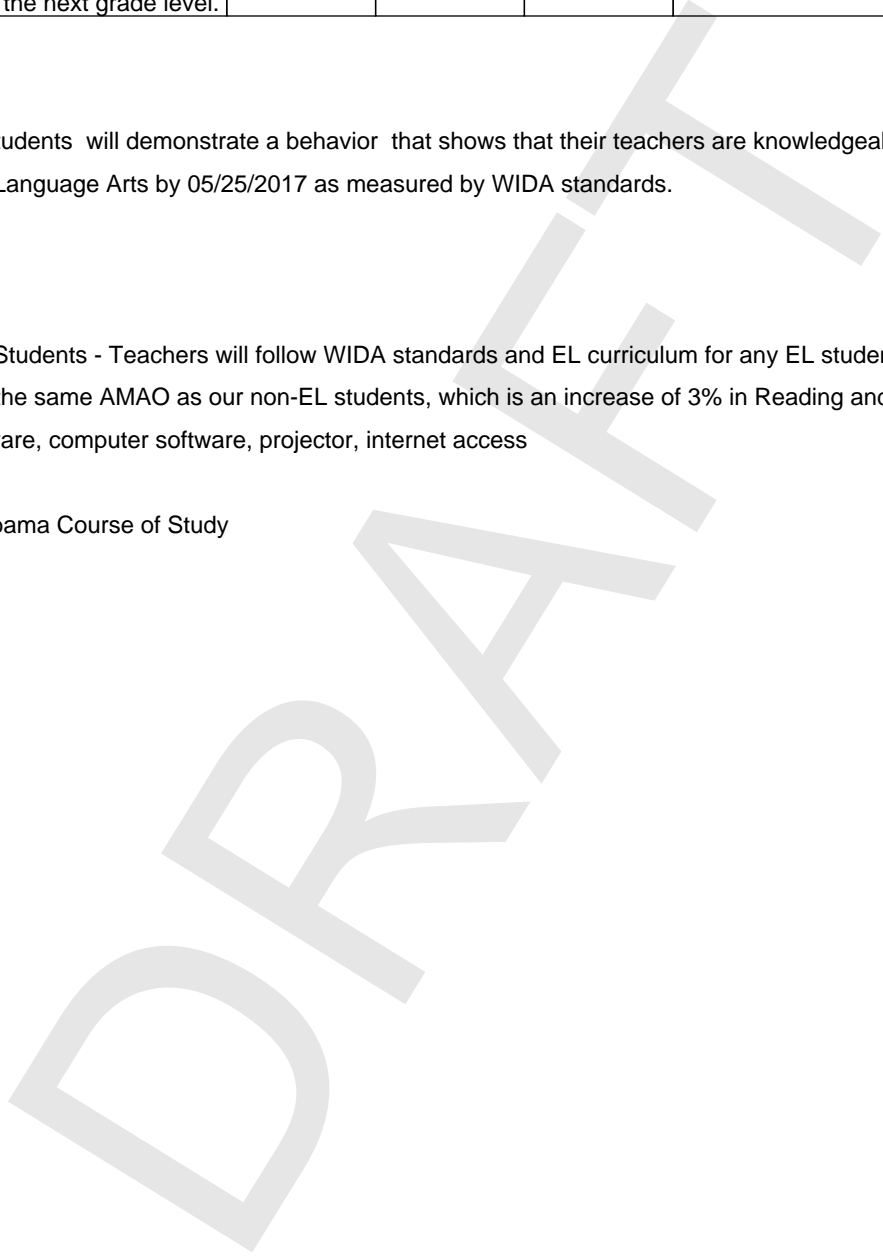
Strategy1:

EL Curriculum and Migrant Students - Teachers will follow WIDA standards and EL curriculum for any EL students who enroll. EL students will be expected to achieve the same AMAO as our non-EL students, which is an increase of 3% in Reading and 4% in Math.

Resources: computer hardware, computer software, projector, internet access

Category:

Research Cited: WIDA, Alabama Course of Study



ACIP

Spring Garden High School

Activity - Migrant Student and Parent Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators, Counselors, Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a review of EL strategies and content, including WIDA standards, during a faculty meeting.	Professional Learning	08/04/2016	05/25/2017	\$0 - No Funding Required	Teachers, Counselors, Administrators

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

Goal 1:

(2016-2017) Improve Student Achievement

Measurable Objective 1:

A 1% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows they are ready for college-level coursework in Reading, Science, English and in Mathematics by

05/25/2017 as measured by ACT College Readiness Report.

Strategy1:

Four Year Plans - All eighth grade students will create a four year plan for their high school career. The plans will aid students in selecting courses that will prepare them for college and careers.

Resources needed: computer hardware, computer software, printers, paper, projectors, wall projector screens

Category:

Research Cited: Kuder is a scientifically based career/four year plan development program adopted by the State Department of Education.

Activity - Kuder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All eighth grade students will take the Kuder Assessment, a career interest inventory. The students will then create a four year plan for high school. Students will update and revise the plan as needed throughout high school.	Academic Support Program	08/01/2016	05/26/2017	\$0 - No Funding Required	Teachers, Counselors, Administrators

Strategy2:

Standards-Based Instruction - Teachers will provide standards-based instruction.

Category:

Research Cited:

Activity - Planbook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use www.planbook.com to enter lesson plans. When teachers enter lesson plans into the program, they also select the standards taught in that lesson. Planbook tracks the standards, and teachers can adjust their plans to ensure that they teach all standards. Administrators can also view the plans and keep track of standards taught.	Academic Support Program Professional Learning	08/10/2016	05/26/2017	\$420 - District Funding	Teachers, Administrators

Measurable Objective 2:

A 2% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows they have mastered the standards in Reading, Science, English and in Mathematics by 05/25/2017 as measured by ACT.

Strategy1:

Strategic Teaching - Teachers will implement strategic teaching strategies on a daily basis. Teachers will utilize formative assessment data to guide classroom instruction.

Category:

Research Cited: ARI for Strategic Teaching and Common Core Standards

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Spring Garden School will offer after school tutoring for students who need extra academic support.	Academic Support Program	10/03/2016	05/25/2017	\$14751 - Title I Schoolwide	Teachers

Activity - Library Enhancement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Library resources will be expanded, including, but not limited to, the purchase of e-books.	Academic Support Program	08/04/2016	05/26/2017	\$787 - State Funds	Librarian

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize direct small group instruction, especially when reinforcing new ideas and concepts. The instructional coach will provide assistance to teachers as needed.	Academic Support Program	08/04/2016	05/26/2017	\$3140 - Title I Schoolwide	Teachers, Instructional Coach

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide instruction for students who did not receive credit for a course but met the requirements for the credit recovery program in order to reduce retention rates.	Academic Support Program	08/04/2016	06/30/2017	\$790 - Title I Schoolwide	Counselors, Teachers

Strategy2:

Reduce Class Size - In order to more effectively implement the RTI process and strategic teaching, class sizes will be reduced as much as possible.

Category:

Research Cited: Smaller class sizes reduce the student to teacher ratio and increase the time the teacher can spend with each student.

Activity - Hire Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hiring an additional faculty member will decrease class sizes.	Class Size Reduction	08/01/2016	05/26/2017	\$56242 - Title I Schoolwide	Teachers, Principals

Measurable Objective 3:

A total of 18 Pre-K grade students will demonstrate a behavior that shows they are ready for Kindergarten in Mathematics and in Reading by 05/26/2017 as measured by the students' behavior.

Strategy1:

PreK Class - We will provide a Pre-Kindergarten class on campus for four year old children.

Resources needed: classroom, teacher, teacher's aide, materials and supplies to equip classroom

Category:

Research Cited: Various articles supporting the benefits of PreK

Activity - PreK Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will participate in the Office of School Readiness Grant Program for PreK.	Academic Support Program	08/14/2013	05/26/2017	\$85500 - State Funds	OSR, Administrators

Activity - PreK	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will prepare our students for Kindergarten by participating in the Office of School Readiness Grant Program for PreK.	Academic Support Program	08/14/2013	05/26/2017	\$20000 - Title I Schoolwide	OSR, Administrators

Measurable Objective 4:

A 4% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in college and career ready standards in Mathematics by 05/26/2017 as measured by ACT Aspire.

Strategy1:

RTI Math - Each student's academic level will be determined based on teachers' observations, past Aspire scores, and the administration of the STAR Math test. Students who are not performing on grade level will receive intervention in the form of additional instructional time through tiered instruction.

Resources needed: computer hardware, computer software, paper, copiers, classroom equipment such as projectors, printers, wall screens, laboratory equipment, library books and resources, classroom materials and supplies.

Category:

Research Cited: Students who receive early intervention are more likely to reach and stay at grade level.

Activity - STAR Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Math test will be administered three times a year to all students in 1st through 11th grades. Students scoring lower than the appropriate grade equivalency will receive tiered instruction.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers, Instructional Coach, Librarian, Principals

Activity - Problem-Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Problem-Solving Team will meet monthly to accept referrals from teachers of students who are not making adequate progress in their tiered instruction. Depending on the level of tiered instruction, the team may recommend for the student to receive Tier III instruction or be referred for a special education evaluation.	Academic Support Program	08/09/2013	05/25/2017	\$0 - No Funding Required	Classroom Teachers, Special Education Teachers, Counselors, Librarian, Administrators

Measurable Objective 5:

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in college and career ready standards in Reading by 05/25/2017 as measured by ACT Aspire.

Strategy1:

RTI Reading - Each student's academic level will be determined based on teachers' observations, past Aspire scores, and the administration of the STAR Reading test. Students who are not performing on grade level will receive intervention in the form of additional instructional time through tiered instruction.

Resources needed: computer hardware, computer software, paper, copiers, classroom equipment such as projectors, printers, wall screens, laboratory equipment, library books and resources, classroom materials and supplies

Category:

Research Cited: Students who receive early intervention are more likely to reach and stay at grade level.

Activity - Grade/Subject Level Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are required to meet monthly in their respective grade/subject areas to plan for the implementation of the five components of strategic teaching.	Professional Learning	08/19/2013	05/25/2017	\$0 - No Funding Required	Teachers, Administrators

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Reading tests will be administered three times a year to all students in 1st through 11th grades. Students scoring lower than the appropriate grade equivalency will receive tiered instruction.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers, Instructional Coach, Librarian, Principals

Goal 2:

(2016-2017) Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

A 25% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and

Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior that shows they are implementing the five components of strategic teaching in Reading, Science, Social Studies, and in Mathematics by 05/29/2020 as measured by administrators' observations.

Strategy1:

New Teacher Mentoring - We will provide mentoring to new teachers.

Category:

Research Cited: Various articles supporting the positive results of mentoring new teachers

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will meet with administrators to review school policies and procedures. An experienced educator will be assigned to each new teacher to provide guidance and help as needed.	Professional Learning	08/12/2015	05/28/2020	\$0 - No Funding Required	Teachers, Administrators

Strategy2:

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, walk-throughs, etc.).

Resources needed: materials/supplies for staff development, in-state registration and travel for teachers, out-of-state registration and travel for teachers, teacher stipends, substitutes

Category:

Research Cited: ARI, CCRS, Webb's Depth of Knowledge

Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholders will collaborate to ease the transition from: PreKindergarten to Kindergarten 6th grade to 7th grade 8th grade to 9th grade Administrators, counselors, and teachers will provide parents with information to ease the transition and hold meetings with parents and students as necessary. Teachers will prepare students to be promoted to the next grade level.	Behavioral Support Program Parent Involvement Academic Support Program	08/04/2016	05/26/2017	\$0 - No Funding Required	Administrators, Counselors, Teachers

Activity - CCRS Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified personnel will participate in professional development on CCRS best practices, including Webb's Depth of Knowledge. Teachers will use the strategies learned in their classrooms.	Professional Learning	08/04/2016	05/26/2017	\$1360 - Title I Schoolwide	Instructional Coaches, Teachers, Administrators

ACIP

Spring Garden High School

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers on full evaluation will be observed through two announced observations. A observation tool developed by the Teacher Effectiveness Team will be used. As teachers need further professional development, funding will be provided.	Professional Learning	08/04/2016	05/26/2017	\$2360 - State Funds	Central Office Personnel, Instructional Coaches, Administrators

Measurable Objective 2:

100% of English Learners students will demonstrate a behavior that shows that their teachers are knowledgeable of EL procedures and WIDA standards in English Language Arts by 05/25/2017 as measured by WIDA standards.

Strategy1:

EL Curriculum and Migrant Students - Teachers will follow WIDA standards and EL curriculum for any EL students who enroll. EL students will be expected to achieve the same AMAO as our non-EL students, which is an increase of 3% in Reading and 4% in Math.

Resources: computer hardware, computer software, projector, internet access

Category:

Research Cited: WIDA, Alabama Course of Study

Activity - Migrant Student and Parent Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators, Counselors, Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a review of EL strategies and content, including WIDA standards, during a faculty meeting.	Professional Learning	08/04/2016	05/25/2017	\$0 - No Funding Required	Teachers, Counselors, Administrators

Goal 3:

(2016-2017) Create a Positive School Climate

Measurable Objective 1:

collaborate to increase attendance by 05/26/2017 as measured by INOW attendance reports.

Strategy1:

Monitor Attendance - Teachers, administrators, and counselors will monitor student attendance daily.

Category:

Research Cited: Code of Alabama. ALSDE School Attendance Manual

Activity - INOW Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post attendance daily for each class. Absent students' parents will receive an automated phone call informing the parents of the absence. If students have an unexcused absence, they are given two days to turn in an excuse; however, if no excuse is turned in, a letter is sent to the parents. Students who accumulate three unexcused absences are referred for an Early Warning meeting at the Board of Education.	Academic Support Program Behavioral Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers, Counselors, Administrators

Measurable Objective 2:

demonstrate a behavior of feeling safe at school by 05/26/2017 as measured by student surveys.

Strategy1:

Counseling - Counseling services will be provided for students in order to address any obstacles to teaching and learning.

Category:

Research Cited: Various articles supporting school counseling

Activity - Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have access to a full-time counselor as needed. Students in middle grades will receive additional counseling classes.	Behavioral Support Program Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Counselor

Strategy2:

Safety Plans - Safety plans will be implemented. All necessary equipment for emergencies will be well stocked and available.

Resources needed: computer hardware, computer software, internet access, emergency materials and supplies

Category:

Research Cited: Safe Schools, State Law Enforcement Agencies

Activity - Virtual Alabama	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All components of Virtual Alabama will be updated, including the Crisis Management Plan and floor plan annotation tool. The safety plans will be reviewed at a faculty meeting with all staff. Emergency drills will be conducted with students throughout the school year.	Policy and Process	08/10/2016	05/26/2017	\$0 - No Funding Required	Administrators, Teachers, Counselors

Measurable Objective 3:

collaborate to provide opportunities for stakeholders to have input into decision making, volunteer opportunities, and to obtain information on curriculum and instruction by 05/26/2017 as measured by stakeholder surveys.

Strategy1:

Communication - All stakeholders will be kept informed of the operational activities at the school and will be provided opportunities to participate in these activities.

Category:

Research Cited: Various articles supporting the involvement of stakeholders in the school climate

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tuesday, August 30 at 5:00: A Parent Title I meeting will be held to inform parents of the Title I Compact, what Title I is, how Title I funds are utilized to enhance student learning, and ways in which parents can be involved in the Title I process.	Parent Involvement	08/30/2016	08/30/2016	\$1165 - Title I Schoolwide	Reading Specialist/Instructional Coach, Administrators

Activity - Student Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student folders will be provided for grades K-6. The folders will be used as a means of communication between the school and students' homes.	Parent Involvement Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Counselors, Teachers, Administrators

ACIP

Spring Garden High School

Activity - Telecommunications Information System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Spring Garden School will communicate with the parents, community, and stakeholders using forms of communication, including telephone, cellular, electronic mail, school website, School Cast, school marquee, and letters to provide timely and relevant information about school system, attendance and other relevant information about programs under Title I. The system will be used to provide informational updates, notice and event information, and emergency information. 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.	Community Engagement Parent Involvement	08/19/2013	05/31/2019	\$0 - No Funding Required	Technology Office, Local School Office, Federal Programs Coordinator

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

(2016-2017) Improve Student Achievement

Measurable Objective 1:

A 4% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in college and career ready standards in Mathematics by 05/26/2017 as measured by ACT Aspire.

Strategy1:

RTI Math - Each student's academic level will be determined based on teachers' observations, past Aspire scores, and the administration of the STAR Math test. Students who are not performing on grade level will receive intervention in the form of additional instructional time through tiered instruction.

Resources needed: computer hardware, computer software, paper, copiers, classroom equipment such as projectors, printers, wall screens, laboratory equipment, library books and resources, classroom materials and supplies.

Category:

Research Cited: Students who receive early intervention are more likely to reach and stay at grade level.

ACIP

Spring Garden High School

Activity - Problem-Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Problem-Solving Team will meet monthly to accept referrals from teachers of students who are not making adequate progress in their tiered instruction. Depending on the level of tiered instruction, the team may recommend for the student to receive Tier III instruction or be referred for a special education evaluation.	Academic Support Program	08/09/2013	05/25/2017	\$0 - No Funding Required	Classroom Teachers, Special Education Teachers, Counselors, Librarian, Administrators

Activity - STAR Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Math test will be administered three times a year to all students in 1st through 11th grades. Students scoring lower than the appropriate grade equivalency will receive tiered instruction.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers, Instructional Coach, Librarian, Principals

Measurable Objective 2:

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in college and career ready standards in Reading by 05/25/2017 as measured by ACT Aspire.

Strategy1:

RTI Reading - Each student's academic level will be determined based on teachers' observations, past Aspire scores, and the administration of the STAR Reading test. Students who are not performing on grade level will receive intervention in the form of additional instructional time through tiered instruction.

Resources needed: computer hardware, computer software, paper, copiers, classroom equipment such as projectors, printers, wall screens, laboratory equipment, library books and resources, classroom materials and supplies

Category:

Research Cited: Students who receive early intervention are more likely to reach and stay at grade level.

Activity - Grade/Subject Level Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are required to meet monthly in their respective grade/subject areas to plan for the implementation of the five components of strategic teaching.	Professional Learning	08/19/2013	05/25/2017	\$0 - No Funding Required	Teachers, Administrators

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Reading tests will be administered three times a year to all students in 1st through 11th grades. Students scoring lower than the appropriate grade equivalency will receive tiered instruction.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers, Instructional Coach, Librarian, Principals

Measurable Objective 3:

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A total of 18 Pre-K grade students will demonstrate a behavior that shows they are ready for Kindergarten in Mathematics and in Reading by 05/26/2017 as measured by the students' behavior.

Strategy1:

PreK Class - We will provide a Pre-Kindergarten class on campus for four year old children.

Resources needed: classroom, teacher, teacher's aide, materials and supplies to equip classroom

Category:

Research Cited: Various articles supporting the benefits of PreK

Activity - PreK	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will prepare our students for Kindergarten by participating in the Office of School Readiness Grant Program for PreK.	Academic Support Program	08/14/2013	05/26/2017	\$20000 - Title I Schoolwide	OSR, Administrators

Activity - PreK Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will participate in the Office of School Readiness Grant Program for PreK.	Academic Support Program	08/14/2013	05/26/2017	\$85500 - State Funds	OSR, Administrators

Measurable Objective 4:

A 2% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows they have mastered the standards in Reading, Science, English and in Mathematics by 05/25/2017 as measured by ACT.

Strategy1:

Strategic Teaching - Teachers will implement strategic teaching strategies on a daily basis. Teachers will utilize formative assessment data to guide classroom instruction.

Category:

Research Cited: ARI for Strategic Teaching and Common Core Standards

Activity - Library Enhancement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Library resources will be expanded, including, but not limited to, the purchase of e-books.	Academic Support Program	08/04/2016	05/26/2017	\$787 - State Funds	Librarian

ACIP

Spring Garden High School

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Spring Garden School will offer after school tutoring for students who need extra academic support.	Academic Support Program	10/03/2016	05/25/2017	\$14751 - Title I Schoolwide	Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize direct small group instruction, especially when reinforcing new ideas and concepts. The instructional coach will provide assistance to teachers as needed.	Academic Support Program	08/04/2016	05/26/2017	\$3140 - Title I Schoolwide	Teachers, Instructional Coach

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide instruction for students who did not receive credit for a course but met the requirements for the credit recovery program in order to reduce retention rates.	Academic Support Program	08/04/2016	06/30/2017	\$790 - Title I Schoolwide	Counselors, Teachers

Strategy2:

Reduce Class Size - In order to more effectively implement the RTI process and strategic teaching, class sizes will be reduced as much as possible.

Category:

Research Cited: Smaller class sizes reduce the student to teacher ratio and increase the time the teacher can spend with each student.

Activity - Hire Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hiring an additional faculty member will decrease class sizes.	Class Size Reduction	08/01/2016	05/26/2017	\$56242 - Title I Schoolwide	Teachers, Principals

Measurable Objective 5:

A 1% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows they are ready for college-level coursework in Reading, Science, English and in Mathematics by 05/25/2017 as measured by ACT College Readiness Report.

Strategy1:

Standards-Based Instruction - Teachers will provide standards-based instruction.

Category:

Research Cited:

ACIP

Spring Garden High School

Activity - Planbook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use www.planbook.com to enter lesson plans. When teachers enter lesson plans into the program, they also select the standards taught in that lesson. Planbook tracks the standards, and teachers can adjust their plans to ensure that they teach all standards. Administrators can also view the plans and keep track of standards taught.	Professional Learning Academic Support Program	08/10/2016	05/26/2017	\$420 - District Funding	Teachers, Administrators

Strategy2:

Four Year Plans - All eighth grade students will create a four year plan for their high school career. The plans will aid students in selecting courses that will prepare them for college and careers.

Resources needed: computer hardware, computer software, printers, paper, projectors, wall projector screens

Category:

Research Cited: Kuder is a scientifically based career/four year plan development program adopted by the State Department of Education.

Activity - Kuder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All eighth grade students will take the Kuder Assessment, a career interest inventory. The students will then create a four year plan for high school. Students will update and revise the plan as needed throughout high school.	Academic Support Program	08/01/2016	05/26/2017	\$0 - No Funding Required	Teachers, Counselors, Administrators

Goal 2:

(2016-2017) Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

100% of English Learners students will demonstrate a behavior that shows that their teachers are knowledgeable of EL procedures and WIDA standards in English Language Arts by 05/25/2017 as measured by WIDA standards.

Strategy1:

EL Curriculum and Migrant Students - Teachers will follow WIDA standards and EL curriculum for any EL students who enroll. EL students will be expected to achieve the same AMAO as our non-EL students, which is an increase of 3% in Reading and 4% in Math.

Resources: computer hardware, computer software, projector, internet access

Category:

Research Cited: WIDA, Alabama Course of Study

ACIP

Spring Garden High School

Activity - Migrant Student and Parent Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<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>	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Administrators, Counselors, Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will participate in a review of EL strategies and content, including WIDA standards, during a faculty meeting.</p>	Professional Learning	08/04/2016	05/25/2017	\$0 - No Funding Required	Teachers, Counselors, Administrators

Measurable Objective 2:

A 25% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior that shows they are implementing the five components of strategic teaching in Reading, Science, Social Studies, and in Mathematics by 05/29/2020 as measured by administrators' observations.

Strategy1:

New Teacher Mentoring - We will provide mentoring to new teachers.

Category:

Research Cited: Various articles supporting the positive results of mentoring new teachers

ACIP

Spring Garden High School

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will meet with administrators to review school policies and procedures. An experienced educator will be assigned to each new teacher to provide guidance and help as needed.	Professional Learning	08/12/2015	05/28/2020	\$0 - No Funding Required	Teachers, Administrators

Strategy2:

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, walk-throughs, etc.).

Resources needed: materials/supplies for staff development, in-state registration and travel for teachers, out-of-state registration and travel for teachers, teacher stipends, substitutes

Category:

Research Cited: ARI, CCRS, Webb's Depth of Knowledge

Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholders will collaborate to ease the transition from: PreKindergarten to Kindergarten 6th grade to 7th grade 8th grade to 9th grade Administrators, counselors, and teachers will provide parents with information to ease the transition and hold meetings with parents and students as necessary. Teachers will prepare students to be promoted to the next grade level.	Behavioral Support Program Academic Support Program Parent Involvement	08/04/2016	05/26/2017	\$0 - No Funding Required	Administrators, Counselors, Teachers

Activity - CCRS Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified personnel will be participate in professional development on CCRS best practices, including Webb's Depth of Knowledge. Teachers will use the strategies learned in their classrooms.	Professional Learning	08/04/2016	05/26/2017	\$1360 - Title I Schoolwide	Instructional Coaches, Teachers, Administrators

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers on full evaluation will be observed through two announced observations. A observation tool developed by the Teacher Effectiveness Team will be used. As teachers need further professional development, funding will be provided.	Professional Learning	08/04/2016	05/26/2017	\$2360 - State Funds	Central Office Personnel, Instructional Coaches, Administrators

Goal 3:

(2016-2017) Create a Positive School Climate

Measurable Objective 1:

demonstrate a behavior of feeling safe at school by 05/26/2017 as measured by student surveys.

Strategy1:

Counseling - Counseling services will be provided for students in order to address any obstacles to teaching and learning.

Category:

Research Cited: Various articles supporting school counseling

Activity - Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have access to a full-time counselor as needed. Students in middle grades will receive additional counseling classes.	Academic Support Program Behavioral Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Counselor

Strategy2:

Safety Plans - Safety plans will be implemented. All necessary equipment for emergencies will be well stocked and available.

Resources needed: computer hardware, computer software, internet access, emergency materials and supplies

Category:

Research Cited: Safe Schools, State Law Enforcement Agencies

Activity - Virtual Alabama	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All components of Virtual Alabama will be updated, including the Crisis Management Plan and floor plan annotation tool. The safety plans will be reviewed at a faculty meeting with all staff. Emergency drills will be conducted with students throughout the school year.	Policy and Process	08/10/2016	05/26/2017	\$0 - No Funding Required	Administrators, Teachers, Counselors

Measurable Objective 2:

collaborate to provide opportunities for stakeholders to have input into decision making, volunteer opportunities, and to obtain information on curriculum and instruction by 05/26/2017 as measured by stakeholder surveys.

Strategy1:

Communication - All stakeholders will be kept informed of the operational activities at the school and will be provided opportunities to participate in these activities.

Category:

Research Cited: Various articles supporting the involvement of stakeholders in the school climate

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tuesday, August 30 at 5:00: A Parent Title I meeting will be held to inform parents of the Title I Compact, what Title I is, how Title I funds are utilized to enhance student learning, and ways in which parents can be involved in the Title I process.	Parent Involvement	08/30/2016	08/30/2016	\$1165 - Title I Schoolwide	Reading Specialist/Instructional Coach, Administrators

Activity - Telecommunications Information System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Spring Garden School will communicate with the parents, community, and stakeholders using forms of communication, including telephone, cellular, electronic mail, school website, School Cast, school marquee, and letters to provide timely and relevant information about school system, attendance and other relevant information about programs under Title I. The system will be used to provide informational updates, notice and event information, and emergency information. 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.	Parent Involvement Community Engagement	08/19/2013	05/31/2019	\$0 - No Funding Required	Technology Office, Local School Office, Federal Programs Coordinator

Activity - Student Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student folders will be provided for grades K-6. The folders will be used as a means of communication between the school and students' homes.	Academic Support Program Parent Involvement	08/10/2016	05/25/2017	\$0 - No Funding Required	Counselors, Teachers, Administrators

Measurable Objective 3:

collaborate to increase attendance by 05/26/2017 as measured by INOW attendance reports.

Strategy1:

Monitor Attendance - Teachers, administrators, and counselors will monitor student attendance daily.

Category:

Research Cited: Code of Alabama. ALSDE School Attendance Manual

Activity - INOW Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post attendance daily for each class. Absent students' parents will receive an automated phone call informing the parents of the absence. If students have an unexcused absence, they are given two days to turn in an excuse; however, if no excuse is turned in, a letter is sent to the parents. Students who accumulate three unexcused absences are referred for an Early Warning meeting at the Board of Education.	Academic Support Program Behavioral Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers, Counselors, Administrators

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

Goal 1:

(2016-2017) Improve Student Achievement

Measurable Objective 1:

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in college and career ready standards in Reading by 05/25/2017 as measured by ACT Aspire.

Strategy1:

RTI Reading - Each student's academic level will be determined based on teachers' observations, past Aspire scores, and the administration of the STAR Reading test. Students who are not performing on grade level will receive intervention in the form of additional instructional time through tiered instruction.

Resources needed: computer hardware, computer software, paper, copiers, classroom equipment such as projectors, printers, wall screens, laboratory equipment, library books and resources, classroom materials and supplies

Category:

Research Cited: Students who receive early intervention are more likely to reach and stay at grade level.

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Reading tests will be administered three times a year to all students in 1st through 11th grades. Students scoring lower than the appropriate grade equivalency will receive tiered instruction.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers, Instructional Coach, Librarian, Principals

Activity - Grade/Subject Level Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are required to meet monthly in their respective grade/subject areas to plan for the implementation of the five components of strategic teaching.	Professional Learning	08/19/2013	05/25/2017	\$0 - No Funding Required	Teachers, Administrators

Measurable Objective 2:

A total of 18 Pre-K grade students will demonstrate a behavior that shows they are ready for Kindergarten in Mathematics and in Reading by 05/26/2017 as measured by the students' behavior.

Strategy1:

PreK Class - We will provide a Pre-Kindergarten class on campus for four year old children.

Resources needed: classroom, teacher, teacher's aide, materials and supplies to equip classroom

Category:

Research Cited: Various articles supporting the benefits of PreK

Activity - PreK Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will participate in the Office of School Readiness Grant Program for PreK.	Academic Support Program	08/14/2013	05/26/2017	\$85500 - State Funds	OSR, Administrators

Activity - PreK	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will prepare our students for Kindergarten by participating in the Office of School Readiness Grant Program for PreK.	Academic Support Program	08/14/2013	05/26/2017	\$20000 - Title I Schoolwide	OSR, Administrators

Measurable Objective 3:

A 4% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in college and career ready standards in Mathematics by 05/26/2017 as measured by ACT Aspire.

Strategy1:

RTI Math - Each student's academic level will be determined based on teachers' observations, past Aspire scores, and the administration of the STAR Math test. Students who are not performing on grade level will receive intervention in the form of additional instructional time through tiered instruction.

Resources needed: computer hardware, computer software, paper, copiers, classroom equipment such as projectors, printers, wall screens, laboratory equipment, library books and resources, classroom materials and supplies.

Category:

Research Cited: Students who receive early intervention are more likely to reach and stay at grade level.

Activity - Problem-Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Problem-Solving Team will meet monthly to accept referrals from teachers of students who are not making adequate progress in their tiered instruction. Depending on the level of tiered instruction, the team may recommend for the student to receive Tier III instruction or be referred for a special education evaluation.	Academic Support Program	08/09/2013	05/25/2017	\$0 - No Funding Required	Classroom Teachers, Special Education Teachers, Counselors, Librarian, Administrators

Activity - STAR Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Math test will be administered three times a year to all students in 1st through 11th grades. Students scoring lower than the appropriate grade equivalency will receive tiered instruction.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers, Instructional Coach, Librarian, Principals

Measurable Objective 4:

A 1% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows they are ready for college-level coursework in Reading, Science, English and in Mathematics by 05/25/2017 as measured by ACT College Readiness Report.

Strategy1:

Four Year Plans - All eighth grade students will create a four year plan for their high school career. The plans will aid students in selecting courses that will prepare them for college and careers.

Resources needed: computer hardware, computer software, printers, paper, projectors, wall projector screens

Category:

Research Cited: Kuder is a scientifically based career/four year plan development program adopted by the State Department of Education.

Activity - Kuder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All eighth grade students will take the Kuder Assessment, a career interest inventory. The students will then create a four year plan for high school. Students will update and revise the plan as needed throughout high school.	Academic Support Program	08/01/2016	05/26/2017	\$0 - No Funding Required	Teachers, Counselors, Administrators

Strategy2:

Standards-Based Instruction - Teachers will provide standards-based instruction.

Category:

Research Cited:

Activity - Planbook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use www.planbook.com to enter lesson plans. When teachers enter lesson plans into the program, they also select the standards taught in that lesson. Planbook tracks the standards, and teachers can adjust their plans to ensure that they teach all standards. Administrators can also view the plans and keep track of standards taught.	Professional Learning Academic Support Program	08/10/2016	05/26/2017	\$420 - District Funding	Teachers, Administrators

Measurable Objective 5:

A 2% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade

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Spring Garden High School

Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows they have mastered the standards in Reading, Science, English and in Mathematics by 05/25/2017 as measured by ACT.

Strategy1:

Reduce Class Size - In order to more effectively implement the RTI process and strategic teaching, class sizes will be reduced as much as possible.

Category:

Research Cited: Smaller class sizes reduce the student to teacher ratio and increase the time the teacher can spend with each student.

Activity - Hire Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hiring an additional faculty member will decrease class sizes.	Class Size Reduction	08/01/2016	05/26/2017	\$56242 - Title I Schoolwide	Teachers, Principals

Strategy2:

Strategic Teaching - Teachers will implement strategic teaching strategies on a daily basis. Teachers will utilize formative assessment data to guide classroom instruction.

Category:

Research Cited: ARI for Strategic Teaching and Common Core Standards

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize direct small group instruction, especially when reinforcing new ideas and concepts. The instructional coach will provide assistance to teachers as needed.	Academic Support Program	08/04/2016	05/26/2017	\$3140 - Title I Schoolwide	Teachers, Instructional Coach

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide instruction for students who did not receive credit for a course but met the requirements for the credit recovery program in order to reduce retention rates.	Academic Support Program	08/04/2016	06/30/2017	\$790 - Title I Schoolwide	Counselors, Teachers

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Spring Garden School will offer after school tutoring for students who need extra academic support.	Academic Support Program	10/03/2016	05/25/2017	\$14751 - Title I Schoolwide	Teachers

Activity - Library Enhancement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Library resources will be expanded, including, but not limited to, the purchase of e-books.	Academic Support Program	08/04/2016	05/26/2017	\$787 - State Funds	Librarian

Goal 2:

(2016-2017) Engage and Empower the Learner Through Technology

Measurable Objective 1:

A total of 556 Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior to have tools to access a comprehensive viable infrastructure when and where they need it in order to make improvements in the areas of Technology, Reading, Science, Social Studies, and in Mathematics by 05/26/2017 as measured by technology inventories and connectivity utilization.

Strategy1:

Connectivity - All students, teachers, and administrators will have access to excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data. The school will implement and maintain internet connections that provide adequate bandwidth and connectivity to support learning.

Category:

Research Cited: Transform 2020, network utilization measurements

Activity - Hardware, Software, and Network Replacement and Expansion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Replace and obtain new hardware, software, and network resources to expand the capacity of the network. Upgrade older machines as necessary to the latest software. Implement new computers to replace dated machines. Replace and improve network equipment and connectivity options to provide adequate bandwidth and connectivity points and resources. Maintain and replace current servers and operating systems. Maintain and expand network printing functionality. Expand district projection capabilities. Expand access to digital equipment such as scanners, cameras, USB drives and learning devices . Explore new technology devices such as tablets, handhelds, wireless, etc. for student learning . Expand WIFI as needed to provide adequate access.	Technology	08/19/2013	05/29/2019	\$4000 - Title I Schoolwide	District Technology Office

Activity - Telecommunications Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Telecommunications services will be provided to all locations within the district in the form of Centrex, POTS, cellular service, voice mail, and others eligible for e-rate telecommunications services. These services will be used to allow faculty, staff and students to communicate within the system as appropriate with administrators, peers, and other stakeholders and beyond the system with interested stakeholders in the educational process, such as parents, peers, administrators, instructors, mentors, students and other relevant parties.	Technology	08/09/2013	05/24/2019	\$85000 - USAC Technology	Technology Office, Administrators

Measurable Objective 2:

90% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows they are effectively and responsibly using technology tools in the classroom to assist in comprehension of Math, Science, Social Studies, and in Reading by 05/26/2017 as measured by classroom observations conducted by administrators and the instructional coach and technology assessments conducted in second, fifth, and eighth grades..

Strategy1:

Technology Exposure - Our school will provide online experience opportunities for students. Teachers will incorporate technology tools into the curriculum.

Resources needed: computer hardware, computer software, headphones, printers, paper.

Category:

Research Cited: Alabama Course of Study

Activity - Chromebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology professional development will be provided for teachers in regard to using Chromebooks.	Professional Learning	08/04/2016	05/26/2017	\$0 - State Funds	Administrators, Teachers, District Technology Office Personnel

Activity - Career Preparedness Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be required to take Career Preparedness Course, which meets the SDE requirements for an online experience credit.	Academic Support Program	08/19/2013	05/29/2020	\$0 - No Funding Required	Counselors, Administrators

Activity - ACCESS Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Online classes through the ACCESS program are available for students in grades 9-12.	Academic Support Program	08/19/2013	05/29/2020	\$0 - No Funding Required	Counselors, Administrators

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL, an online learning system, will be purchased for classroom teachers to use with their students.	Technology	09/11/2015	05/25/2017	\$2000 - State Funds	Administrators, Teachers

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development sessions will be provided based on need to all teachers, administrators, and instructional coaches to strengthen and support teacher productivity and classroom instruction.	Professional Learning	08/19/2013	05/24/2019	\$0 - No Funding Required	Technology Integration Specialist, Teachers, Administrators

Activity - Aspire Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will prepare students to take online ACT state assessments.	Technology Academic Support Program	08/12/2015	05/25/2017	\$3200 - Title I Schoolwide	Teachers, Administrators, Counselors, Instructional Coach

Activity - Online Experience	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Spring Garden High School will provide all students with at least one course that consistently and regularly uses technology through internet and intranet based tools and resources for delivery of instruction, assessment, and communication to meet the requirements outlined by the SDE for an online experience credit.	Direct Instruction	08/19/2013	05/29/2020	\$0 - No Funding Required	Administrators, Counselor

Strategy2:

Pacing Guide - Technology pacing guides will be developed and given to teachers. The pacing guides will be sequenced in a logical order and will cover all Alabama Course of Study Technology objectives.

Category:

Research Cited: Alabama Course of Study

Activity - Pre and Post Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 2, 5, and 8 will take the district technology assessment at the beginning of the school year. This assessment will guide teachers in planning their technology instruction for the year. Students will retake the exam at the end of the first semester to monitor progress. The exam will be given at the end of the year as a summative evaluation.	Academic Support Program	08/04/2016	05/26/2017	\$0 - No Funding Required	Administrators, Teachers, District Technology Coordinator

Strategy3:

Digital Citizenship - Students will participate in instruction on digital responsibility in order to understand the human, cultural, societal, and

personal responsibilities related to technology.

Category:

Research Cited: Alabama Course of Study, FCC Requirements, Government Regulations

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate in Digital Citizenship Week hosted by the school district. The school will promote the use of digital resources made available to teachers and offer technology workshops to parents on how to implement digital citizenship at home.	Academic Support Program	08/09/2013	06/01/2018	\$0 - No Funding Required	Technology Office, Teachers, Principals

Activity - Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide digital resources to teachers that explain the legal and ethical uses of technology, including the dangers of cyberbullying, copyrights, plagiarism, and privacy.	Academic Support Program	08/09/2013	06/01/2018	\$0 - No Funding Required	Technology Office, Teachers, Administrators

Activity - Provide Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development opportunities for teachers (e.g. Mega Conference).	Professional Learning	08/19/2013	06/01/2018	\$5000 - Title I Schoolwide \$5400 - Title II Part A	Technology Integration Specialist, Teachers

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

Goal 1:

(2016-2017) Improve Student Achievement

Measurable Objective 1:

A 1% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows they are ready for college-level coursework in Reading, Science, English and in Mathematics by 05/25/2017 as measured by ACT College Readiness Report.

Strategy1:

Four Year Plans - All eighth grade students will create a four year plan for their high school career. The plans will aid students in selecting courses that will prepare them for college and careers.

Resources needed: computer hardware, computer software, printers, paper, projectors, wall projector screens

Category:

Research Cited: Kuder is a scientifically based career/four year plan development program adopted by the State Department of Education.

Activity - Kuder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All eighth grade students will take the Kuder Assessment, a career interest inventory. The students will then create a four year plan for high school. Students will update and revise the plan as needed throughout high school.	Academic Support Program	08/01/2016	05/26/2017	\$0 - No Funding Required	Teachers, Counselors, Administrators

Strategy2:

Standards-Based Instruction - Teachers will provide standards-based instruction.

Category:

Research Cited:

Activity - Planbook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use www.planbook.com to enter lesson plans. When teachers enter lesson plans into the program, they also select the standards taught in that lesson. Planbook tracks the standards, and teachers can adjust their plans to ensure that they teach all standards. Administrators can also view the plans and keep track of standards taught.	Professional Learning Academic Support Program	08/10/2016	05/26/2017	\$420 - District Funding	Teachers, Administrators

Measurable Objective 2:

A total of 18 Pre-K grade students will demonstrate a behavior that shows they are ready for Kindergarten in Mathematics and in Reading by 05/26/2017 as measured by the students' behavior.

Strategy1:

PreK Class - We will provide a Pre-Kindergarten class on campus for four year old children.

Resources needed: classroom, teacher, teacher's aide, materials and supplies to equip classroom

Category:

Research Cited: Various articles supporting the benefits of PreK

Activity - PreK	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will prepare our students for Kindergarten by participating in the Office of School Readiness Grant Program for PreK.	Academic Support Program	08/14/2013	05/26/2017	\$20000 - Title I Schoolwide	OSR, Administrators

Activity - PreK Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will participate in the Office of School Readiness Grant Program for PreK.	Academic Support Program	08/14/2013	05/26/2017	\$85500 - State Funds	OSR, Administrators

Measurable Objective 3:

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in college and career ready standards in Reading by 05/25/2017 as measured by ACT Aspire.

Strategy1:

RTI Reading - Each student's academic level will be determined based on teachers' observations, past Aspire scores, and the administration of the STAR Reading test. Students who are not performing on grade level will receive intervention in the form of additional instructional time through tiered instruction.

Resources needed: computer hardware, computer software, paper, copiers, classroom equipment such as projectors, printers, wall screens, laboratory equipment, library books and resources, classroom materials and supplies

Category:

Research Cited: Students who receive early intervention are more likely to reach and stay at grade level.

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Reading tests will be administered three times a year to all students in 1st through 11th grades. Students scoring lower than the appropriate grade equivalency will receive tiered instruction.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers, Instructional Coach, Librarian, Principals

Activity - Grade/Subject Level Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are required to meet monthly in their respective grade/subject areas to plan for the implementation of the five components of strategic teaching.	Professional Learning	08/19/2013	05/25/2017	\$0 - No Funding Required	Teachers, Administrators

Measurable Objective 4:

A 2% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows they have mastered the standards in Reading, Science, English and in Mathematics by 05/25/2017 as measured by ACT.

Strategy1:

SY 2016-2017

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Reduce Class Size - In order to more effectively implement the RTI process and strategic teaching, class sizes will be reduced as much as possible.

Category:

Research Cited: Smaller class sizes reduce the student to teacher ratio and increase the time the teacher can spend with each student.

Activity - Hire Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hiring an additional faculty member will decrease class sizes.	Class Size Reduction	08/01/2016	05/26/2017	\$56242 - Title I Schoolwide	Teachers, Principals

Strategy2:

Strategic Teaching - Teachers will implement strategic teaching strategies on a daily basis. Teachers will utilize formative assessment data to guide classroom instruction.

Category:

Research Cited: ARI for Strategic Teaching and Common Core Standards

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide instruction for students who did not receive credit for a course but met the requirements for the credit recovery program in order to reduce retention rates.	Academic Support Program	08/04/2016	06/30/2017	\$790 - Title I Schoolwide	Counselors, Teachers

Activity - Library Enhancement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Library resources will be expanded, including, but not limited to, the purchase of e-books.	Academic Support Program	08/04/2016	05/26/2017	\$787 - State Funds	Librarian

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Spring Garden School will offer after school tutoring for students who need extra academic support.	Academic Support Program	10/03/2016	05/25/2017	\$14751 - Title I Schoolwide	Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize direct small group instruction, especially when reinforcing new ideas and concepts. The instructional coach will provide assistance to teachers as needed.	Academic Support Program	08/04/2016	05/26/2017	\$3140 - Title I Schoolwide	Teachers, Instructional Coach

Measurable Objective 5:

A 4% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English SY 2016-2017

Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in college and career ready standards in Mathematics by 05/26/2017 as measured by ACT Aspire.

Strategy1:

RTI Math - Each student's academic level will be determined based on teachers' observations, past Aspire scores, and the administration of the STAR Math test. Students who are not performing on grade level will receive intervention in the form of additional instructional time through tiered instruction.

Resources needed: computer hardware, computer software, paper, copiers, classroom equipment such as projectors, printers, wall screens, laboratory equipment, library books and resources, classroom materials and supplies.

Category:

Research Cited: Students who receive early intervention are more likely to reach and stay at grade level.

Activity - STAR Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Math test will be administered three times a year to all students in 1st through 11th grades. Students scoring lower than the appropriate grade equivalency will receive tiered instruction.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	Teachers, Instructional Coach, Librarian, Principals

Activity - Problem-Solving Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Problem-Solving Team will meet monthly to accept referrals from teachers of students who are not making adequate progress in their tiered instruction. Depending on the level of tiered instruction, the team may recommend for the student to receive Tier III instruction or be referred for a special education evaluation.	Academic Support Program	08/09/2013	05/25/2017	\$0 - No Funding Required	Classroom Teachers, Special Education Teachers, Counselors, Librarian, Administrators

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:

(2016-2017) Engage and Empower the Learner Through Technology

Measurable Objective 1:

A total of 556 Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior to have tools to access a comprehensive viable infrastructure when and where they need it in order to make improvements in the

areas of Technology, Reading, Science, Social Studies, and in Mathematics by 05/26/2017 as measured by technology inventories and connectivity utilization.

Strategy1:

Connectivity - All students, teachers, and administrators will have access to excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data. The school will implement and maintain internet connections that provide adequate bandwidth and connectivity to support learning.

Category:

Research Cited: Transform 2020, network utilization measurements

Activity - Telecommunications Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Telecommunications services will be provided to all locations within the district in the form of Centrex, POTS, cellular service, voice mail, and others eligible for e-rate telecommunications services. These services will be used to allow faculty, staff and students to communicate within the system as appropriate with administrators, peers, and other stakeholders and beyond the system with interested stakeholders in the educational process, such as parents, peers, administrators, instructors, mentors, students and other relevant parties.	Technology	08/09/2013	05/24/2019	\$85000 - USAC Technology	Technology Office, Administrators

Activity - Hardware, Software, and Network Replacement and Expansion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Replace and obtain new hardware, software, and network resources to expand the capacity of the network. Upgrade older machines as necessary to the latest software. Implement new computers to replace dated machines. Replace and improve network equipment and connectivity options to provide adequate bandwidth and connectivity points and resources. Maintain and replace current servers and operating systems. Maintain and expand network printing functionality. Expand district projection capabilities. Expand access to digital equipment such as scanners, cameras, USB drives and learning devices . Explore new technology devices such as tablets, handhelds, wireless, etc. for student learning . Expand WIFI as needed to provide adequate access.	Technology	08/19/2013	05/29/2019	\$4000 - Title I Schoolwide	District Technology Office

Measurable Objective 2:

90% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows they are effectively and responsibly using technology tools in the classroom to assist in comprehension of Math, Science, Social Studies, and in Reading by 05/26/2017 as measured by classroom observations conducted by administrators and the instructional coach and technology assessments conducted in second, fifth, and eighth grades..

Strategy1:

Technology Exposure - Our school will provide online experience opportunities for students. Teachers will incorporate technology tools into the curriculum.

Resources needed: computer hardware, computer software, headphones, printers, paper.

Category:

Research Cited: Alabama Course of Study

Activity - Career Preparedness Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be required to take Career Preparedness Course, which meets the SDE requirements for an online experience credit.	Academic Support Program	08/19/2013	05/29/2020	\$0 - No Funding Required	Counselors, Administrators

Activity - Chromebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology professional development will be provided for teachers in regard to using Chromebooks.	Professional Learning	08/04/2016	05/26/2017	\$0 - State Funds	Administrators, Teachers, District Technology Office Personnel

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development sessions will be provided based on need to all teachers, administrators, and instructional coaches to strengthen and support teacher productivity and classroom instruction.	Professional Learning	08/19/2013	05/24/2019	\$0 - No Funding Required	Technology Integration Specialist, Teachers, Administrators

Activity - Aspire Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will prepare students to take online ACT state assessments.	Academic Support Program Technology	08/12/2015	05/25/2017	\$3200 - Title I Schoolwide	Teachers, Administrators, Counselors, Instructional Coach

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL, an online learning system, will be purchased for classroom teachers to use with their students.	Technology	09/11/2015	05/25/2017	\$2000 - State Funds	Administrators, Teachers

Activity - ACCESS Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Online classes through the ACCESS program are available for students in grades 9-12.	Academic Support Program	08/19/2013	05/29/2020	\$0 - No Funding Required	Counselors, Administrators

Activity - Online Experience	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Spring Garden High School will provide all students with at least one course that consistently and regularly uses technology through internet and intranet based tools and resources for delivery of instruction, assessment, and communication to meet the requirements outlined by the SDE for an online experience credit.	Direct Instruction	08/19/2013	05/29/2020	\$0 - No Funding Required	Administrators, Counselor

Strategy2:

Digital Citizenship - Students will participate in instruction on digital responsibility in order to understand the human, cultural, societal, and personal responsibilities related to technology.

Category:

Research Cited: Alabama Course of Study, FCC Requirements, Government Regulations

Activity - Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide digital resources to teachers that explain the legal and ethical uses of technology, including the dangers of cyberbullying, copyrights, plagiarism, and privacy.	Academic Support Program	08/09/2013	06/01/2018	\$0 - No Funding Required	Technology Office, Teachers, Administrators

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate in Digital Citizenship Week hosted by the school district. The school will promote the use of digital resources made available to teachers and offer technology workshops to parents on how to implement digital citizenship at home.	Academic Support Program	08/09/2013	06/01/2018	\$0 - No Funding Required	Technology Office, Teachers, Principals

Activity - Provide Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development opportunities for teachers (e.g. Mega Conference).	Professional Learning	08/19/2013	06/01/2018	\$5400 - Title II Part A \$5000 - Title I Schoolwide	Technology Integration Specialist, Teachers

Strategy3:

Pacing Guide - Technology pacing guides will be developed and given to teachers. The pacing guides will be sequenced in a logical order and will cover all Alabama Course of Study Technology objectives.

Category:

Research Cited: Alabama Course of Study

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Activity - Pre and Post Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 2, 5, and 8 will take the district technology assessment at the beginning of the school year. This assessment will guide teachers in planning their technology instruction for the year. Students will retake the exam at the end of the first semester to monitor progress. The exam will be given at the end of the year as a summative evaluation.	Academic Support Program	08/04/2016	05/26/2017	\$0 - No Funding Required	Administrators, Teachers, District Technology Coordinator

DRAFT

Component 3: Instruction by Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		Qualifications for Teachers

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

Principal Mike Welsh interviews and hires only highly qualified teachers. To ensure that our highly qualified teachers provide instruction that most effectively addresses each student's academic needs, grade level teachers meet frequently in data meetings to analyze new testing data and discuss each student's academic performance. Also, the Instructional Coach is active in analyzing data and providing support for all teachers. For students who are at-risk of failing or being behind in their grade level, the Problem Solving Team meets monthly to discuss and possibly change tiered instruction for those students. In addition to the team efforts of meeting each child's academic needs, each teacher is held accountable for using effective teaching strategies through observations, frequent leadership walk-throughs, and Educate Alabama's Professional Learning Plans. Professional development opportunities are offered to ensure that teachers continuously stay informed of current trends in education.

Component 4: Strategies to Attract Qualified Teachers

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

At the end of the 2015-2016 school year our teacher turnover included:

- 1 teacher retired
- 1 teacher left Cherokee County School System
- 1 teacher transferred to Gaylesville School
- 1 counselor left Cherokee County School System

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

All teachers and 1 paraprofessional have taught previously, meaning that they have experience and expertise in the subject that they are teaching.

- 10 faculty members hold a Bachelor's Degree
- 20 faculty members hold a Master's Degree
- 6 faculty members hold a Educational Specialist Degree
- 1 faculty member holds a Doctorate Degree

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

Spring Garden is a small rural community; therefore, many of the teachers are from the area and have a strong sense of loyalty to the community. A foundation committee banquet is held at the school each year to unite faculty and community members. At SGHS, the administrators are approachable and willing to listen/ support all teachers' educational needs. Also, the administrators make sure that all faculty members have instructional supplies and technology needed to be successful in every day teaching and professional development opportunities are always supported and encouraged for every faculty member.

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?

During the summer months, many professional development opportunities were offered to every teacher in Cherokee County. The topics ranged from technology to Dyslexia Awareness.

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

Many professional development opportunities are available for every level of employment in Cherokee County. They all are offered to support and enhance student learning in every school in this county.

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.

Professional Development opportunities are encouraged for all teachers. Each teacher and staff member identify a common PLP goal and work together to accomplish that goal through EducateAlabama. ALL teachers are given a time to plan and work together with their grade level during the school day.

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

Teachers are observed throughout the year and given feedback immediately. The observations are conducted from walk thrus by administrators throughout the county and from EducateAlabama and Teacher Effectiveness guidelines. The administrators are involved in each teacher and staff member's professional development.

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.

We are an advantage being a PreK-12 school. The transitions are very smooth for the students, because they know what to expect from one grade to the next grade level. At the end of the year, parents of preK and enrolled Kindergarten students for the upcoming year are invited to a workshop to address academic and social skills that children need before entering Kindergarten. This helps parents transition and get their children ready for school. Two counselors are available to all students and parents throughout the school year to help with any transitional concerns.

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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?

All teachers have been trained on analyzing data on the statewide academic assessments. The teachers meet within their grade levels and analyze testing results. In data meetings, they plan with our administrators how they will utilize the data to enhance student learning.

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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?

Once the state assessments are released to the schools, the administrators analyze the data and share the results with the teachers during a faculty meeting. The teachers can see their students' scores from the previous year, as well as their current students' scores. By examining their new students' scores, teachers can plan ahead and identify skills that students have not mastered evidenced by not being proficient in the areas of Reading and Math. Also, teachers analyze STAR reports in data meetings and offer feedback to one another based on each other's Classroom Instructional Planning report. This report groups students in levels of students that benchmark, students to watch, students that need intervention and students that need urgent intervention. As a group, teachers brainstorm ways to implement strategies and interventions to improve each classroom's academic achievement. The STAR reports are aligned with State assessment standards. Students who are in need of intervention or urgent intervention are placed in Tier II instructional groups for 8 weeks. These students are progressed monitored every other week thru the STAR program. At the end of 8 weeks, if the students have not made adequate progress, then they are referred to the Problem Solving Team (PST). The PST will recommend the student be placed in Tier III instruction for 4 weeks. If adequate progress is not made at the end of 4 weeks, then the student is referred for a special education evaluation.

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?

From the beginning of school, teachers have knowledge of their students' proficiency levels. Teachers begin working with students from day one on skills that are not mastered according to State assessments. If the same deficiencies are also indicated on the STAR assessments, then students will receive tiered instruction.

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

Students that are in need of intervention or urgent intervention are placed in Tier II instructional groups for 8 weeks. Tier II instruction is provided in the classroom with their teacher in a small group setting. These students are progress monitored every other week through the STAR program. At the end of 8 weeks, if the students have not made adequate progress, then they are referred to the Problem Solving Team (PST). The PST will recommend the student to be placed in Tier III instruction for 4 weeks. Tier III instruction is provided outside of the classroom in a small group setting with a different teacher. If adequate progress is not made at the end of 4 weeks, then the student is referred for a special education evaluation.

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.

After school tutoring will be available for all students having difficulties in various academic areas.

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.

In the past, each teacher completed a book study on how to effectively teach economically disadvantaged students. The book study aligned with their PLP indicator goal on EducateAlabama. Teachers discussed in round table discussions with their peers how to target the challenges faced with students in poverty. Economically disadvantaged students are offered resources from our school's benevolence donations, as well as food on the weekend through the Feed America Backpack program.

Neglected and or delinquent students are identified and referred to the counselor. Other outside resources (i.e. DHR) are contacted if the need is identified.

Homeless students are served thru our McKinney-Vento program. They are offered financial support to address all educational needs.

Students in special education receive support from our resource teachers and Tier II instruction in their regular classroom settings.

EL students are provided with an EL plan to meet academic needs.

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.

N/A

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?

All Federal, State and Local Programs and Resources are implemented and utilized to meet goals for the teachers, students and parents. Through budgeting, teachers receive resources needed to successfully instruct students to meet academic goals. Through coordinating and planning workshops, parents receive resources needed to successfully parent their children at different developmental ages.

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.

The State of Alabama provides funding for our teaching and administrative units.

Title I (Federal program) provides funding to supplement state and local funds.

Local funding is provided from the district and school level resources.

Funds from all of the sources are used to support teacher units, materials, supplies, etc.

All of these funds are necessary for the 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.

SGHS coordinates and integrates many Federal, State and local services to support achievement of schoolwide goals in the following areas: Students have the opportunity to receive free or reduced-priced breakfast and lunch meals daily based on family income and household number ratios.

Students have the opportunity to receive services through the McKinney-Vento Homeless Act based on their living situation.

Parents have the opportunity to enroll their children at age 4 in the Pre-Kindergarten program.

Parents and students have the opportunity to receive information on GED training and testing.

Parents have the opportunity to enroll their children in the Career Tech Center. SGHS students enrolled in vocation or technical school are transported daily to the county's tech school in Centre. The students learn vocational skills in a variety of areas and receive on-the-job training in the field that they want to pursue after graduation.

Component 10: Evaluation

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

SGHS evaluates the implementation of our schoolwide program thru the following areas:

analyzing assessment data
conducting surveys from parents, teachers and student
observing teachers
updating PLPs frequently
meeting with key stakeholders and advisory council
continuous improvement plan meetings.

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?

SGHS evaluates the implementation of our schoolwide program through the following areas:

analyzing assessment data
conducting surveys from parents, teachers and students
observing teachers
updating PLPs frequently
meeting with key stakeholders in advisory council
continuous improvement plan meetings

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?

Monthly data meetings with teachers, administrators, and instructional coaches to discuss student performance. Based on data meetings, decisions can be made to provide timely academic support to those students. Those students are monitored for achievement and/ or changes to their academic plan.

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

The plan is reviewed periodically and is a working document throughout the school year to make sure that students' needs are being met.

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

standards and the creation of a positive school climate. Therefore, our goals continue every year with adequate progression.

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

We updated and tweaked goals based on our current year's needs assessments and surveys. This year we are focusing more on student achievement and positive school climate.

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Coordination of Resources - Comprehensive Budget

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Introduction

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

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I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	29.46	29.46	2,110,171.99
Administrator Units	1.00	1	122,766.10
Assistant Principal	1.00	1	76,430.07
Counselor	1.50	1.5	122,285.22
Librarian	1.00	1	75,858.62
Career and Technical Education Administrator	0.00	0.0	0.00
Career and Technical Education Counselor	0.00	0.0	0.00
Technology	0.00	0	6,265.58
Professional Development	0.00	0	2,360.23
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	13,769.00
Library Enhancement	0.00	0	786.62
Totals			2,530,693.43

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Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	89082.0

Provide a brief explanation and breakdown of expenses.

\$89082 School Title I Allocation
Salaries/Benefits= \$56841.02
Tutors=\$11,161.83
Classroom Materials/Supplies=\$5948.27
Classroom Equipment=\$4487.00
Professional Development=\$5000.00
Substitute Teachers for PD = \$1360.00
USA Test Prep=\$4100.00
Chromebooks=\$4000.00
 Title I District Initiative Set Aside for Pre-K

\$1165.81 Parent Involvement Set Aside
 \$289.70 Materials and Supplies
 \$876.11 School Cast

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

Provide a brief explanation and a breakdown of expenses.

No ARRA funds available

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	5400.0

Provide a brief explanation and a breakdown of expenses.

The school Title II planning committee will meet and make a plan for these funds.

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Title III

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

Provide a brief explanation and a breakdown of expenses.

0

DRAFT

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.

0

DRAFT

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.

0

DRAFT

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.

0

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

Provide a brief explanation and breakdown of expenses.

0

DRAFT

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.

0

DRAFT

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

0

DRAFT

Strategies to Increase Parental Involvement

DRAFT

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.

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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.

The annual Title 1 parent meeting was held on August 30, 2016, at 5pm. Parents were given information regarding what Title 1 funds are, how it is determined if a school receives Title 1 funds, and how the funds are used to enhance student learning and increase student achievement.

Title 1 requirements are based on the number of students that receive free or reduced lunch.

The 1% set-aside is used to purchase items such as student folders, informative brochures on various topics and monthly Connection newsletters with helpful tips and topics.

Parental Involvement is highly encouraged throughout the school. We have parents and grandparents who come to special events such as Family Reading Night, Veteran's Day programs, and various athletic events.

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.

Parent conferences and/or workshops are provided at the request of teachers and/ or parents.

Parental input is always welcome regarding the planning, review, and improvement of our Title I program. Parent Advisory Council members are invited to attend meetings to discuss the Title I program in detail.

Parental Involvement funds are used for Home/ School Connection newsletters with helpful parenting tips/ resources. The funds are also used to purchase student folders in grades K-6. The student folders are a tool that aligns home/ school links by building communication between parents and teachers.

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.

School-Parent Compacts are sent home with every student at the beginning of each school year. Weekly folders are used in elementary grades. Progress reports are sent to all students every four and a half weeks. Parents are given a course syllabus for each course in which their child is enrolled. Also, we notify parents of special events or dates about Title I programs through advertisements on our school webpage, electronic marquee, and School Cast alerts.

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

The School-Parent Compact is reviewed in detail each year at the annual Title I parent meeting. Our Compact is signed by teachers, parents and students, ensuring that they understand their roles and responsibilities in order to achieve success in the classroom. Teachers are encouraged to review the Compact at all parent teacher conferences.

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

Parental input is always accepted regarding the ACIP. Parents may voice comments/dissatisfaction at the annual meeting, via email, via phone, or in writing. Comments may also be made on our annual parent survey sent home at the beginning of each school year.

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)

Diligent efforts are made to communicate all information to parents through a variety of methods (student folders, SchoolCast messages, digital marquee, flyers, newsletters, etc.).

A meeting is held for all parents of 8th grade students focusing on the transition from middle to high school. Workshops are provided for parents of preschool children to prepare them for Kindergarten. Other workshops are provided based on the parental needs Title I survey at the beginning of the year.

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 workshops are provided throughout the year on various topics.

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)

The staff of SGHS will build a rapport with families and community stakeholders by informing them of important dates, providing them with opportunities to become active participants in building ties between parents, community stakeholders and school staff for the betterment of our student body.

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)

Every effort will be made to integrate parental involvement programs and activities with other federal programs. Regular communication with central office staff members and outside agencies will assist in this area.

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)

Communications will be sent in languages understood by parents in the home.

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)

Input and ideas are always welcomed. Parent survey data will provide guidance in this area.

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.

We will communicate information in a variety of ways and work to ensure that all parents are reached. At this time we do not have EL students; however, we will translate information to parents if necessary by utilizing transact.com.

Parents with disabilities can easily access our campus in the same ways that our students with disabilities do (i.e. handicap ramps, bathrooms, width of doors).

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