ACIP

Academy for Academics and Arts

Huntsville City Schools

Mrs. Amy Van Allen
4800 Sparkman Dr NW
Huntsville, AL 35810-3968

DRAFT

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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?

The Academy for Academics and Arts opened as the first magnet school in Huntsville in 1984. All children in grades K-8 have the opportunity to explore the arts weekly by attending music, visual arts, and dance. In addition to the multiple weekly opportunities for students to work with our arts teachers and visiting artists, they are regularly engaged in arts integration lessons in their academic classrooms. Students engage in a creative process which connects an art form and another subject area and meets the evolving objectives in both.
AAA has approximately 662 number of students for the 2017-2018 school year. AAA racial breakdown consist of 56% Black, 32% White and 12% Other with a 44% Free and Reduced Lunch rate.

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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.

School Belief Statement

We believe:
We are a family.
The arts are important.
Diversity makes us stronger.
The goal is to keep improving.

Mission Statement
The Academy for Academics and Arts is committed to providing a student-centered, arts-integrated curriculum designed to challenge and prepare students for the 21st century.

School Motto
"Our Best Always"

During our 2017 summer retreat, the faculty continued to deepen knowledge of arts integration across the curriculum with teacher led professional development. Eight teachers are currently seeking arts integration certification and were able to share their new learning with the faculty. Along with an arts integration focus, our faculty also set a learning target for 2017-18 to increase student proficiency in reading, math, and science.

As we begin the new 2017-18 school year, the faculty is using a reflection as a tool for improving. Using Kafele's The Teacher 50, teachers are reflecting regularly to improve their practice. Reflection on data, standards, and goals allowed the leadership team and faculty to update our one page instructional target for the new year.

We also believe that exposure to the arts at an early age, and then self-discovery in middle school through various arts programs, also allows our students to build a strong foundation in creative problem-solving. Through participation in arts programs at AAA, our students develop important character traits such as responsibility, perseverance, self-control, and work ethic. We feel these character traits are extremely important for future success in high school, college and career. During the 2017-18 year, every student will have the opportunity to participate in our school wide musical, Mr. Grumpy's Toy Shoppe.

Finally, we expect our students to produce quality work in all areas of the school program. Our faculty and staff expect the best of themselves "always" and set high expectations for their students in terms of quality work and behavior. Our PBIS Star Tokens for grades K-2 and Star Cards for grades 3-8 have been implemented to assist students in self-monitoring their behavior. Academy Time for grades 6-8 has also been established as a way to provide middle school students choice and voice in their arts and academics.

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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.

The most notable accomplishment of the Academy for Academics and Arts is its 33 years of existence as a magnet program. Statistically, magnet programs are strong for 10 to 15 years and then decline. AAA has a rich tradition in its arts programs, and the community strongly supports our magnet based on the number of applicants and wait listed students.

In the fall of 2016, AAA was named a Blue Schools of Excellence Lighthouse school and was recognized for this accomplishment at a Blue Ribbon event in Orlando. Florida. Currently, the Academy is seeking Magnet School certification through the Magnet Schools of America program. For both honors, teachers must reflect on their current practice, document areas of success and develop plans for school improvement. Surveys and meetings with stakeholders provided additional information for continuous improvement.

In addition to these two areas are the following individual accomplishments:

- State PTA Reflections Winners -2nd Place Winner - Addie Holder -Middle Division/Film Production
- Alabama PTA Educator Award Winners Outstanding Teachers Chanel Leslie - Elementary
- Superior Award Winners at Alabama Thespian Festival: Group Musical Showcase Presenters: Maddie Johnson, Troy McMullen, Joey Smith
- PTA Reflections: Torin Kyemba- Primary/Musical Composition-1st in city, Competing in State
- PTA Reflections participant: Faith Lloyd - Middle School/Dance Choreography-2nd in city, Competing in State
- PTA Reflections participant: Gabriele Caudle-Williams - Middle School/Literature-3rd in city
- PTA Reflections participant: Ellie Crane - Middle School/Literature-2nd in city, Competing in State
- PTA Reflections participant: Garrison Ward - Primary/Literature-1st in city, Competing in State
- PTA Reflections participant: Ellie Wren - Middle School/Photography-1st in city, Competing in State
- In addition to National Junior Honor Society, we have added honor societies for each of arts-Tri M Music Honor Society, National Art Honor Society, National Junior Thespian Honor Society, and National Honor Society for Dance Arts and held our first annual induction
- Hosted Guest Artists from Birmingham that culminated in a school wide Diversity Celebration with African dance performance
- Hosted Guest Artists Nan Giordano and Cesar Salinas from Giordano Dance Chicago studio-provided master classes for students and professional development for teachers
- Over 100 students performed and/participated in production of Lion King Jr that played for over 3500 students and community members
- Visual Art Teacher, Tracie Bradford, named HCS teacher of the year
- 2 students received state honors for the PTA Reflections art contest-one of those, Ellie Crane, went on to be honored nationally for her creative writing
- 2 students received state honors (Blue Ribbon Visual Art Award) and had artwork displayed in Montgomery
- 5 choral students recognized and selected to perform in the Alabama All State Choir

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Additional Information

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

The Academy for Academics and Arts, established in 1984, is the first K-8 magnet school in the city of Huntsville. Magnet schools are established to desegregate the population. Students voluntarily enroll because they are interested in a specialized theme, such as the arts at AAA. As we tell families on monthly tours, our first priority and ongoing goal is the diversity of the school. AAA serves families from every zip code in the Huntsville City Schools district. With the increase of students with disabilities in 2011, the aspect of diversity broadened in our school. In 2015, Huntsville City Schools began implementation of a plan to comply with guidelines outlined in a consent order to further desegregate schools. AAA proudly works towards our mission and vision to improve our magnet program as a part of the larger consent order.

This district-wide, diverse population of students gives rise to committed, dedicated parent involvement. Because AAA is not community based, the school community is established at our door. The positive culture of the school welcomes everyone. Parents and other stakeholders tutor students, build theater sets, make costumes, chaperone field trips, usher during performances, and participate in many other volunteer opportunities. Our PTA is a very active group and supports the school financially and beyond. This extensive base of volunteers makes for a diverse stakeholder group that works hard to meet common goals of the school.

The alumni population is another broad-based support group at AAA. This group continues to visit and support AAA years after they leave the school. The connections made at AAA go beyond a typical K-8 school. Yearly, we have alumni days to invite former students back to current performances. This year alumni will be invited to a Homecoming event to preview the first run of Mr. Grumpy's Toy Shoppe in our new theater. The ownership our students have in the school continues as they return to share experiences, support new initiatives of the school, and volunteer in many programs. This group also helps to sustain the growth of the school by referring friends and relatives to apply for admission and by completing applications for their own children.

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Improvement Plan Stakeholder Involvement

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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.

In order to ensure maximum success and efficiency in using time and resources, the stakeholders have agreed to align goals across interest areas within the school. The Academy for Academics and Arts is a complicated organization with intersecting timelines and deadlines for special education, the arts programs, and academic goals. Sometimes objectives align well, but sometimes objectives compete for time and resources. The opportunities for miscommunication are many, varied, and unusual. To address this issue, the stakeholders have elected to appoint one person within each interest group who is also on the leadership team to take ownership of the institution's improvement plan, aligning goals for the common good to reduce competition for time and resources. These people attend all faculty meetings, leadership meetings, team planning meetings, PTA meetings, and collaborate with vertically and horizontally, seeing the instructional strengths and hearing faculty needs. Most meetings are scheduled after school; however, collaboration time is built into these people's weekly schedules in order for them to be available to the faculty and administration. As opposed to choosing a separate group of stakeholders and coordinating around many schedules, these people have been selected as envoys to observe and document within the already organized groups of stakeholders that represent the myriad of interests within this single school.

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

Each group of already organized stakeholders within the school have selected representatives to listen and document concerns at their respective meetings. Groups include PTA, arts teachers, elementary teachers, secondary teachers, special needs teachers, administrators, parents, students through the Student Council, and community partners through interaction within community events at school. In this way, the planning for improvement is a culmination of dialogue that has taken place over the course of the school year in authentic moments of planning and production-- from all points of view-- which reveal real strengths and needs. For example, over the course of weeks in arts instruction collaboration meetings, the improvement plan representative is able to observe and document the problem-solving process for arts teachers in fitting digital 1:1 instruction into their movement-based curriculum.

The representative reports findings to the Leadership Team who comprise the final stakeholder team that approves the plan and then communicates the goals and expectations to the rest of the faculty. The leadership team is currently comprised of the following:
Amy Van Allen, Principal
Quavis Brown, Assistant Principal
Debbie Smith, Counselor
Cherise Albright, Magnet Coordinator
Holly Lazor, Team Lead
Tracie Bradford, Art Teacher
Lisa Snodgrass, Teacher
Erica Coleman, K-2 Team Lead
Jennifer Rodriguez, 3-5 Team Lead
Briana Butler, Math Team Lead

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Aimee Frevert, Teacher
Sharon Fletcher, Teacher
Brian Hunt, Magnet Coordinator
Kristen Tumminello, Tech Theatre

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 representative for the improvement plan is able to take the plan to each organized meeting of stakeholders, allowing members to offer feedback and suggestions within the context of their interest areas. This allows a free-flow of conversation that authentically represents that groups interests and needs. This method of communication increased the amount of productive dialogue, reducing the need of stakeholders to explain background and to justify commentary. Because the representative attends organizational meetings on a regular basis, she can collect feedback and use suggestions effectively and efficiently. The stakeholders have access to the improvement plan's progress at all their regularly scheduled meetings.

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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	Star, ACT Aspire, and DIBELS data are attached. Additional power point break down of data is also attached.	k 8 8 5 1 k 7 3 ACIP_data_PP

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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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

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

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Areas of Notable Achievement

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

Assessment data strengths include the following-

In the spring of 2017 the STAR assessment for reading demonstrated the following:
- Grade 1 had an SGP of 56
- Grade 7 had an SGP of 54
- 80% of first grade students were at the 50PR or higher
- 83% of second grade students were at the 50PR or higher

In the spring of 2017 the STAR assessment for math demonstrated the following:
- 89% of first grade students were at the 50PR or higher
- 86% of second grade students were at the 50PR or higher
- Grade 7 had an SGP of 73
- Grade 1 had an SGP of 56

STAR EARLY LIT and DIBELS assessments indicate the following for kindergarten:
- 86% of students met the DIBELS benchmark goal
- Urgent intervention students were reduced from 16% to 6% with 78% of students reaching the STAR Early Lit benchmark goals.

The spring 2017 ACT Aspire results indicates the following:
- Reading proficiency increased for grades 3 and 5
- Grade 7 showed an increase in writing
- Science proficiency increased for grades 3 and 5
- Each grade (3-8) scored above the district average in English and Reading
- Grades 4, 6, 7, and 8 scored above the district in writing
- Grades 3, 5, and 7 scored above the district in science
- Grade 3 scored above the district in math

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

Although reading and writing continue to be areas of need, the growth from year to year was evident in several grade levels. The data shows that the 4th grade students increased their reading scores by 6% compared to their third grade assessment. Sixth grade students also increased their scores by 6% in reading compared to their fifth grade reading data. Fourth graders also showed a 7% increase from their third grade writing assessment.

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Which area(s) indicate the overall highest performance?

The spring 2017 ACT Aspire results show our third-eighth grade students averaging 77% proficiency in English. Eighth grade reached 86% proficiency in English.

Over 80% of students in first and second grade demonstrated proficiency in reading and math. This data indicates that foundation skills are in place for these students to move forward academically.

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

Based on the ACT Aspire Spring 2017 data:

Female students in grades 3,4, and 6 demonstrate a trend in increasing performance in English.
Male students in grades 3-6 demonstrate a trend in increasing performance in math.
Female students in grades 3-8 demonstrate a trend in increasing performance in reading.
Female students in grades 4, 6, and 7 demonstrate a trend in increasing performance in writing.

White students in grades 3-6 and 8 demonstrate a trend in increasing performance in English.
White students in grades 4-8 demonstrate a trend in increasing performance in reading.
White students in grades 6-8 demonstrate a trend in increasing performance in writing.
White students in grades 3-8 demonstrate a trend in increasing performance in science.
White students in grades 2-7 demonstrate a trend in increasing performance in math.

Between which subgroups is the achievement gap closing?

Based on the spring 2017 ACT Aspire data:

Male and female subgroups are showing the smallest achievement gaps in math and science. The average percent of proficiency for males is 41% and 42% for females in science. In math, males are 43% proficient and females are 41% proficient.

Reading and writing are the areas with the smallest gaps between black and white students. In writing, 25% of black students were proficient and 39% of white students demonstrated proficiency-a gap of 14%. In reading, the gap is slightly larger with a difference of 27% between the two subgroups.

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

When looking at all data-DIBELS, STAR Assessments, ACT Aspire, etc., all findings were consistent.

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Areas in Need of Improvement

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

After reviewing our summative ACT Aspire data, writing and math are areas that failed to meet expectations. Third and fifth grade writing showed significant dips based on the previous year's data with scores below the district average.

Although grades 3, 5, 6, and 7 scored at or above the district average in math, there was a decline from 2016-17. Fourth and eighth grades scored below the district average.

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

Based on ACT Aspire data, math across all grades shows a negative trend. All grades levels dipped from the previous year. Additionally, when comparing students from year to year there was a decrease in the proficiency.

Year to year-
78% of 4th graders scored proficient in 2016 and only 40% were proficient in 2017
70% of 5th graders scored proficient in 2016 and only 48% were proficient in 2017
67% of 6th graders scored proficient in 2016 and only 48% were proficient in 2017
54% of 7th graders scored proficient in 2016 and only 35% were proficient in 2017
44% of 8th graders scored proficient in 2016 and only 17% were proficient in 2017

Which area(s) indicate the overall lowest performance?

ACT Aspire writing and math as our overall lowest performance area.

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

Closing the gap for black students in science and math at every grade level in order to increase performance.

Between which subgroups is the achievement gap becoming greater?

After examining all of the subgroups, the reading achievement gap is becoming greater for black males.

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

Looking at our summative data, all items are consistent with the findings.

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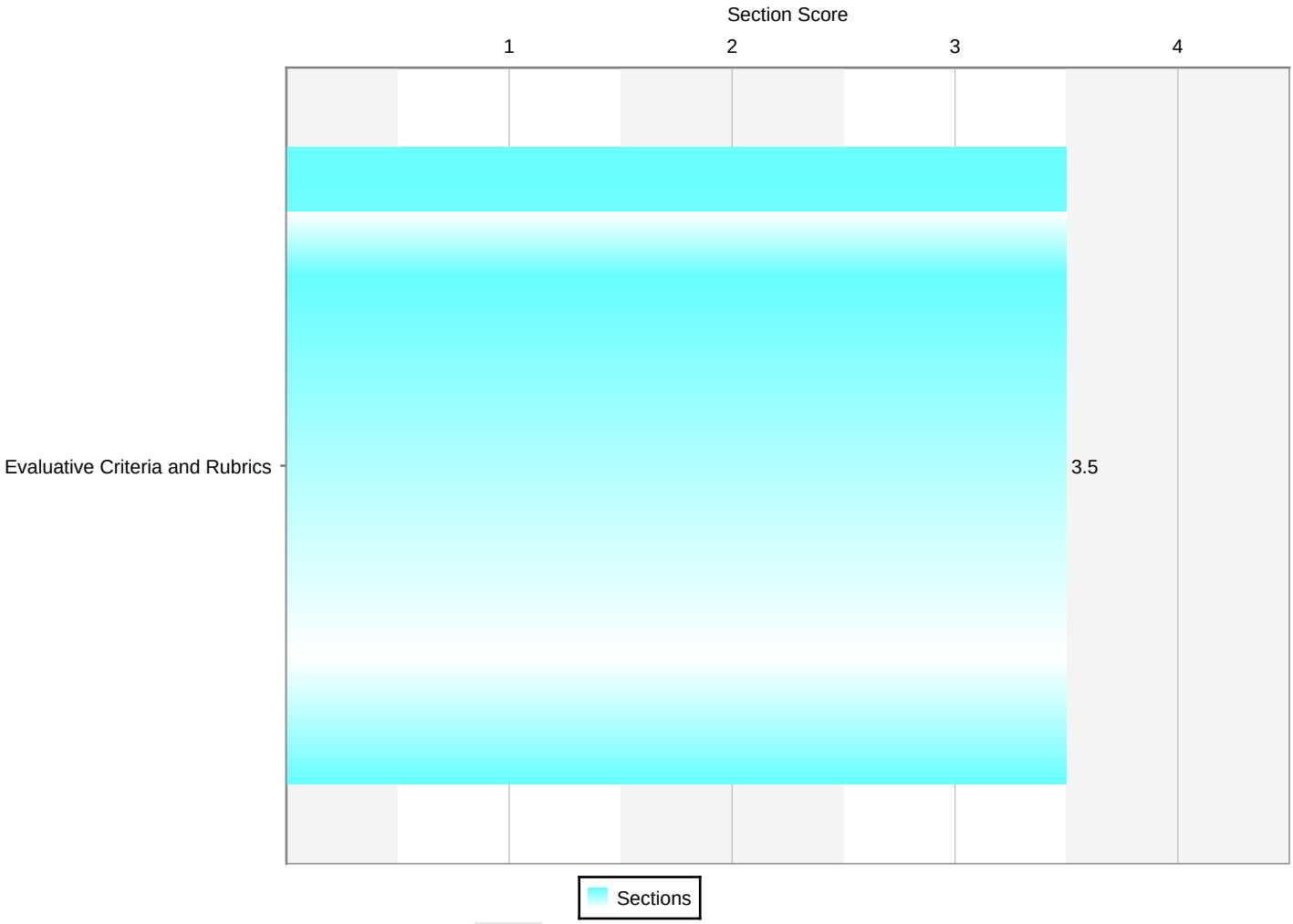
Report Summary

Scores By Section



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2017-2018 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, EL, 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		Leadership_Team

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		Discrimination_Law

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		Designated

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	We have attached an excerpt from our Family Handbook.	AAA_Volunteers

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 (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	Our school does not have a parent compact.	

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ACIP &Technology Goals 2017_2018

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Overview

Plan Name

ACIP &Technology Goals 2017_2018

Plan Description

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Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 2 Activities: 3	Academic	$0
2	Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students	Objectives: 2 Strategies: 2 Activities: 3	Organizational	$0
3	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
4	All students will demonstrate an increase in reading proficiency.	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0
5	All students will demonstrate an increase in math profiency.	Objectives: 1 Strategies: 4 Activities: 7	Academic	$0
6	To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grade Pre-K - Grade 8 for 2017-18	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
7	Increase student academic growth by increasing parental involvement with families of English Learners	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
8	All students will demonstrate an increase is science proficiency.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

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Goal 1: Engage and Empower the Learner Through Technology

Measurable Objective 1:

84% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior of appropriate and independent use of technology as responsible digital citizens in Career & Technical by 05/31/2019 as measured by fewer disciplinary actions involving technology.

Status	Progress Notes	Created On	Created By
Not Met	100% of K-8th grade students participated in digital citizenship lessons conducted by the Media Specialist during 2013-2014 school year. Disciplinary infractions for inappropriate use of technology declined by 10%.	September 22, 2014	anne jobe

Strategy 1:

Direct Instruction - Media specialist and teachers will lead students with inquiry-based learning in order for students to discover the necessity and advantages of being a responsible digital citizen as well as offer instruction during hands-on use of technology.

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

Research Cited: Ribbke, Mike, et al.. "Digital Citizenship." Learning and Leading with Technology, Vol. 32, no. 1. ISTE. 2004.

Status	Progress Notes	Created On	Created By
N/A	In 2013-14, the media specialist led students through the Common Sense Digital Media program.	September 02, 2014	anne jobe

Activity - Digital Citizenship Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The media specialist will collaborate with general education teachers in grades K-8 to select inquiry-based lessons from a Digital Citizenship curriculum to offer direct instruction to students during their media center time.	Direct Instruction	09/11/2013	05/31/2019	$0	No Funding Required	Media specialist, general education teachers in grades K-8

Status	Progress Notes	Created On	Created By

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Completed	The media specialist met with 100% of all classes to teach digital citizenship throughout the 2013-14 school year.	August 25, 2014	anne jobe

Activity - Model Appropriate Use	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in electronic communication per learning community websites like Edmodo and Padlet and correct inappropriate use as well as model appropriate communication, being concise and using shorthand only when appropriate.	Technology	08/19/2013	05/31/2019	$0	No Funding Required	Teachers in grades k-8

Status	Progress Notes	Created On	Created By
In Progress	Teachers, staff, and administrators modeled digital citizenship throughout the 2013-14 school; however, we will continue to model digital citizenship and continue to set social norms for technology to decrease inappropriate behaviors and increase engaged instructional time.	September 22, 2014	anne jobe

Strategy 2:

Guided Practice - Teachers will use the district software DYKnow to monitor and supervise student computer use. Students found to be using their computers inappropriately will have their freedoms limited through the controls of the software. Repeat offenders will be counseled by teachers and appropriate consequences will be given.

Category: Implement Guidance and Counseling Plan

Research Cited: Ribbke, Mike, et al.. "Digital Citizenship." Learning and Leading with Technology, Vol. 32, no. 1. ISTE. 2004.

Status	Progress Notes	Created On	Created By
N/A	Teachers will continue to understand and use DYKNOW as to monitor appropriate student usage.	September 22, 2014	anne jobe

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New faculty will collaborate with grade level partners during collaborative meetings and receive professional development on the use of DYKnow and implement the use of the software to manage student computer use.	Professional Learning	08/16/2013	05/31/2019	$0	No Funding Required	Media specialist, teachers

Status	Progress Notes	Created On	Created By

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In Progress	Teachers modeled technology tools with students. Students need to continue to become independent learners and know when and how to use the new tools appropriately. New faculty will be collaborating and training to use DYKnow as an instructional tool.	September 24, 2014	anne jobe

Goal 2: Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students

Measurable Objective 1:

demonstrate a proficiency in aligning instructional activities and student and teacher outcomes with National Education of Technology Standards by 06/07/2019 as measured by increase in teacher survey answers aligned with ISTE standards over the next three years.

Status	Progress Notes	Created On	Created By
Not Met	Because of new addition to faculty and because this goal supports continuous improvement, faculty will receive more professional learning in embedding ITSE Standards and correlating ITSE standards with 21st Century Learning Framework and CCRS.	September 22, 2014	anne jobe

Strategy 1:

Professional Learning - Teachers will receive direct instruction in aligning instruction with ISTE standards.

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will request that Pearson trainers reinforce ISTE standards that are embedded using Pearson products in digital 1:1 instruction.	Professional Learning	10/12/2013	05/31/2019	$0	No Funding Required	Administrators, Pearson trainers

Status	Progress Notes	Created On	Created By
In Progress	Because Pearson professional development extends into this school year, expectation for professional learning remain the same: iTSE standards will be embedded in all Pearson trainings.	September 02, 2014	anne jobe

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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development via webinar for all certified faculty during a faculty meeting in order to introduce/reinforce the ISTE standards (formerly NETS), including both horizontal and vertical collaboration time to develop plan of action for embedding standards in instruction.	Professional Learning	01/08/2014	05/18/2019	$0	No Funding Required	Administrator, certified faculty

Status	Progress Notes	Created On	Created By
In Progress	professional learning will continue through collaborative learning and activities during faculty professional development days. ITSE standards will become imbedded in all professional learning.	September 22, 2014	anne jobe

Measurable Objective 2:

demonstrate a behavior in including AVL as a first-stop source for students completing research projects by 05/31/2019 as measured by formative assessment of teachers of frequency of student use of AVL along with Teacher Surveys for next three years.

Status	Progress Notes	Created On	Created By
Not Met	Faculty received professional development by media specialist during faculty meetings, and students received direct instruction on how to access and use AVL resources. In 2014-2015 media specialist will continue to provide direct instruction to students and will collaborate with faculty to create research-based projects requiring AVL research strategies. Moreover, with the help of the media specialist, teachers will begin to use AVL to supplement reading curriculum for high level depth and text complexity.	September 02, 2014	anne jobe

Strategy 1:

Professional Development - Teachers will receive face to face, on-site instruction in using AVL as a resource to include CCRS ELA standards for research and writing in their instructional planning.

Category:

Research Cited: Ribble, Mike, et al.. "Digital Citizenship." Learning and Leading with Technology, Vol. 32, no. 1. ISTE. 2004.

Activity - Project-Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers 3-8 will begin to use alternative assessments such as project-based learning with the support of the media specialist to establish Alabama Virtual Library as a go to resource for research.	Other	08/05/2014	05/31/2019	$0	No Funding Required	General education teachers 3-8 and media specialist.

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

Status	Progress Notes	Created On	Created By
N/A	As a district and a school, we are continuing to work toward a viable infrastructure for all students and faculty/staff.	September 02, 2014	anne jobe

Measurable Objective 1:

demonstrate a behavior of protecting our laptops in order to keep students accessing the network quickly and easily by 05/31/2019 as measured by decreasing number of work orders by 10% for damage to laptops.

Status	Progress Notes	Created On	Created By
Not Met	In 2013-14, the lab tech and administrators created a log for student laptop damage and unauthorized/dangerous downloads. This is a continuous objective through 2014-15 in order to measure for a quantitative analysis.	September 02, 2014	anne jobe

Strategy 1:

Guided Practice - Create a culture for careful treatment of digital equipment by reminding students orally, electronically, and through print to treat their equipment with care. Provide procedures and settings in which equipment can be diligently cared for.

Category: Develop/Implement Student and School Culture Program

Research Cited: Ribble, Mike, et al.. "Digital Citizenship." Learning and Leading with Technology, Vol. 32, no. 1. ISTE. 2004.

Status	Progress Notes	Created On	Created By
N/A	We are continuing to create the culture and set the norms for careful treatment of digital equipment by reminding students orally, electronically, and through print to treat their equipment with care.	September 02, 2014	anne jobe

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Activity - Developing Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop specific procedures for transitions with and storage of student computers in order to create a culture mindful of protecting equipment.	Direct Instruction	01/04/2012	05/31/2019	$0	No Funding Required	teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers continue to set procedures for a laptop culture and norms for laptop care.	September 02, 2014	anne jobe

Goal 4: All students will demonstrate an increase in reading proficiency.

Measurable Objective 1:

100% of All Students will achieve college and career readiness and keep improving in Reading by 05/31/2019 as measured by an increase in proficiency by 3% on Scantron spring assessment..

Strategy 1:

Students Improve Reading Comprehension - Professional Learning Communities will be established for both data analysis and training purposes. Teachers with common students will come together to analyze data, create action plans, identify needs for students and themselves, and, then, participate in training. Teachers will also implement training in the classroom to affect student reading achievement and close instructional and achievement gaps.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research Cited: Harvey, S. and Goudvis. A (2007) Strategies that Work (2nd Ed.) Portland, ME Stenhouse

Activity - Expeditionary Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6 - 8 English teachers will participate in Expeditionary Learning's Teacher Potential Project. Expeditionary Learning will be providing the products, coaching, and attending the institutes. Expeditionary Learning coaching will shift from teacher actions to student actions (6-8).	Professional Learning	08/02/2017	05/31/2019	$0	No Funding Required	Quavis Brown

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Activity - PST	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PST will identify students using a variety of data and design appropriate intervention - Tier 2 and Tier 3 interventions will be provided. Principal will lead RTI/PST meetings with a focus on documenting intervention strategies (K-8). Interventionist will push in to provide Tier 3 (6-8). DATA notebooks will be implemented school-wide with individual student profiles. Grades K-3 will complete monthly ORF logs.	Academic Support Program	08/02/2017	05/31/2019	$0	No Funding Required	Amelia VanAllen

Activity - ELA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA Vertical Team will develop quarterly SMART goals with more focused action steps.	Academic Support Program	08/02/2017	05/31/2019	$0	No Funding Required	Quavis Brown

Activity - ARI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K, 1, 2, 3 and collaborative teachers will participate in ARI module training from the district.	Professional Learning	09/20/2016	05/31/2019	$0	No Funding Required	Amelia VanAllen

Goal 5: All students will demonstrate an increase in math profiency.

Measurable Objective 1:

A 100% increase of All Students will increase student growth by 5 percent in Mathematics by 05/25/2019 as measured by Scantron spring assessment..

Strategy 1:

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Real World Problem Solving - Students will be given real world mathematical problems to solve at least 2X per week.

Teachers will increase the number of real world mathematical problems in the classroom (problem-based learning).

Category:

Research Cited: Robert J. Marzano, Debra Pickering, & Tammy Heflebower (2011). Highly Engaged Classroom. Bloomington, IN: Marzano Research.

Activity - Research Real World Mathematical Problem-Solving	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will read excerpt from The Highly Engaged Classroom by Marzano and Pickering about real-world, mathematical problem-solving. Teachers will attend district wide math training.	Professional Learning	09/22/2014	05/25/2018	$0	No Funding Required	Classroom Teachers Vertical Math Team Administration

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn to create project based learning for students involving real world math application. District provided PD for Math Specialist and Master Math Training.	Professional Learning	09/02/2014	05/25/2018	$0	No Funding Required	Math Team Leader Administration Gifted Specialist Classroom Teachers

Status	Progress Notes	Created On	Created By
In Progress	During the 2015-16 school year, math and science teachers will focus on arts integration through STEAM lessons and PLTW as project based learning activities to provide real world experiences/connections.	August 28, 2015	Amy Van Allen

Strategy 2:

Mental Computational Fluency - Students will work toward mental computation fluency in addition, subtraction, multiplication, and division.

Category:

Research Cited: Hattie, J. (2012). Visible learning for teachers. Great Britain: Routledge.

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Activity - Web 2.0 Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in timed computational mental exercises using various web 2.0 strategies.	Technology	08/04/2014	05/25/2018	$0	No Funding Required	Lab Tech Classroom Teacher Administration Math Vertical Team

Strategy 3:

Mathematical Content - Teachers will teach math conceptually. Students will be engaged in conceptual math learning and will be able to explain math concepts in their own language by defending answers and explaining process.

Category: Develop/Implement Professional Learning and Support

Research Cited: Maxwell, J. A. (2004). Causal explanation, qualitative research,and scientific inquiry in education. Boston, MA: Education Research.

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will deepen training in mathematical content to understand math conceptually. Paricipate in OGAP training and coaching (6-8). K-2 math lead teachers traiing with turn around training.	Professional Learning	08/02/2017	05/31/2019	$0	No Funding Required	Amelia VanAllen

Strategy 4:

Data Analysis - Teachers will analyze student data to identify student strength and concerns. Teachers will identify instructional gaps and write lesson plans to meet the need within the various subgroups.

Category: Develop/Implement Learning Supports

Research Cited: “Using data to drive improvement” was identified as a key to success in a report developed by the National Education Goals Panel after a series of hearings designed to find examples of successful schools and to understand why those schools were
succeeding. Specifically, the successful schools “use performance information to determine where they were succeeding and where they needed to direct their efforts for improvement" (Rothman 2000, i).

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School wide data carousel to identify instructional gaps. Peer Instructional Walk-throughs. Math Vertical Team to develop quarterly SMART goals with more focused action steps (3-8). Principal led RTI/PST meeting with a focus on documenting intervention strategies (K-8)	Professional Learning	09/01/2016	05/31/2019	$0	No Funding Required	Amelia Vanallen Classroom Teachers

Activity - Data Notebook	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement use of DATA notebooks school-wide with individual student profiles.	Academic Support Program	08/02/2017	05/31/2019	$0	No Funding Required	Amelia Vanallen

Activity - Vertical Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Re-align math vertical team in order to match teachers to content	Professional Learning	08/02/2017	05/31/2018	$0	No Funding Required	Amelia Vanallen

Goal 6: To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grade Pre-K - Grade 8 for 2017-18

Measurable Objective 1:

demonstrate a behavior to improve the school-to-home/home-to-school engagement by 05/25/2018 as measured by completion of bi-weekly newsletters and quarterly meetings with stakeholders.

Strategy 1:

school-to-home/home-to-school engaagement - To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2017-18 school year will be the following:

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1. Each school principal will provide a bi-weekly newsletter/communication to stakeholders (staff, students, parents, and others who have a vested interest in the school).
a. Information disseminated to all stakeholders will use a method and format(s) that is coherent and appropriate to specific stakeholder groups.
2. Principals will meet with stakeholders quarterly (once each nine weeks) to improve school-to-home/home-to-school engagement.
a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event.
b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.
c. Third 9 Weeks – Afternoon/Evening Event – Student led conferences will take place with the assistance of the teachers.
d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.
i. These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.

Category: Develop/Implement Student and School Culture Program
Research Cited: The process used to engage stakeholders in the development of the institution's parent engagement or student engagement/involvement plan involved allowing principals and stakeholders to review the indicators and offer input. Parents were contacted via surveys regarding specific stakeholder topics: preparation and access to advanced (AP, Honors) classes, M2M transfers, AdvancEd accreditation climate issues, and the effectiveness of school communication. These responses were reviewed and used to develop the school-to-home/home-to-school engagement plan. Additionally, parent participation was solicited on a system level for an advisory committee of curriculum and instruction.

Activity - Quarterly stakeholder meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Each school principal will provide a bi-weekly communication to stakeholders 2. Quarterly principals will meet with stakeholders (once each nine weeks) to improve the school-to-home/home-to-school engagement. a. Evening Event – Teachers will hold an Open House for all Stakeholders. b. Day Event – Principal and staff will hold a lunch and/or breakfast to discuss information and school events to all stakeholders. c. Afternoon/Evening event -student led conferences d. Day Event – Principal and staff will hold a lunch and/or to discuss information and school events to all stakeholders. These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.	Community Engagement	08/02/2017	05/25/2018	$0	No Funding Required	LEA and faculty of the school

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Goal 7: Increase student academic growth by increasing parental involvement with families of English Learners

Measurable Objective 1:

100% of English Learners students will increase student growth on the AAA assessment in Reading by 05/31/2018 as measured by ongoing communications and clarificaiton of upcoming school wide activites, programs and meetings..

Strategy 1:

Communication - Teachers will communicate school wide activites, programs, and meeting with the parent. Parent awareness and involvement will serve to provide student support at home. Translators will be provided as needed to clarify parents and teachers communications.

Category: Develop/Implement Learning Supports

Research Cited: According to Anne Henderson's A New Generation of Evidence, "The research evidence is now beyond dispute. When schools work together with families to support learning, children tend to succeed not just in school, but throughout life.

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reach out to parents to communication school wide activities, programs, and meetings	Parent Involvement	08/02/2017	05/31/2019	$0	No Funding Required	Amelia Vanallen classroom teachers

Goal 8: All students will demonstrate an increase is science proficiency.

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Measurable Objective 1:

100% of All Students will increase student growth by 4% in Science by 05/31/2019 as measured by Scantron (goal of 45%).

Strategy 1:

Professional Development - • PLTW training for new teachers (Cunningham, Cromer, O'Brien, Leslie, and Frevert)
• PLTW training for middle school modules-Design and Modeling and Green Architecture (Plummer)
• AMSTI training for teachers (Frevert, Lanza, Andrews,and Plummer)

Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: Monk (1994) found that the best predictor of student performance in science was teacher course-taking patterns: The more science courses teachers had taken in college, the better their students performed.

Activity - Classroom Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
• Concept maps and webs used as tools to increase understanding of content • Weekly prompts to allow students to enhance all types of technical writing including lab reports • Using close reading of science text to improve reading foundational skills and content knowledge	Academic Support Program	08/02/2017	05/31/2019	$0	No Funding Required	Amelia Vanallen Classroom teachers

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Web 2.0 Tools	Teachers will engage students in timed computational mental exercises using various web 2.0 strategies.	Technology	08/04/2014	05/25/2018	$0	Lab Tech Classroom Teacher Administration Math Vertical Team
Project Based Learning	Teachers will learn to create project based learning for students involving real world math application. District provided PD for Math Specialist and Master Math Training.	Professional Learning	09/02/2014	05/25/2018	$0	Math Team Leader Administration Gifted Specialist Classroom Teachers
PST	PST will identify students using a variety of data and design appropriate intervention - Tier 2 and Tier 3 interventions will be provided. Principal will lead RTI/PST meetings with a focus on documenting intervention strategies (K-8). Interventionist will push in to provide Tier 3 (6-8). DATA notebooks will be implemented school-wide with individual student profiles. Grades K-3 will complete monthly ORF logs.	Academic Support Program	08/02/2017	05/31/2019	$0	Amelia VanAllen
Professional Development	Professional development via webinar for all certified faculty during a faculty meeting in order to introduce/reinforce the ISTE standards (formerly NETS), including both horizontal and vertical collaboration time to develop plan of action for embedding standards in instruction.	Professional Learning	01/08/2014	05/18/2019	$0	Administrator, certified faculty
Data Notebook	Implement use of DATA notebooks school-wide with individual student profiles.	Academic Support Program	08/02/2017	05/31/2019	$0	Amelia Vanallen
Professional Development	New faculty will collaborate with grade level partners during collaborative meetings and receive professional development on the use of DYKnow and implement the use of the software to manage student computer use.	Professional Learning	08/16/2013	05/31/2019	$0	Media specialist, teachers
Teacher Training	Teachers will deepen training in mathematical content to understand math conceptually. Paricipate in OGAP training and coaching (6-8). K-2 math lead teachers traiing with turn around training.	Professional Learning	08/02/2017	05/31/2019	$0	Amelia VanAllen

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ARI	All K, 1, 2, 3 and collaborative teachers will participate in ARI module training from the district.	Professional Learning	09/20/2016	05/31/2019	$0	Amelia VanAllen
Quarterly stakeholder meetings	1. Each school principal will provide a bi-weekly communication to stakeholders 2. Quarterly principals will meet with stakeholders (once each nine weeks) to improve the school-to-home/home-to-school engagement. a. Evening Event – Teachers will hold an Open House for all Stakeholders. b. Day Event – Principal and staff will hold a lunch and/or breakfast to discuss information and school events to all stakeholders. c. Afternoon/Evening event -student led conferences d. Day Event – Principal and staff will hold a lunch and/or to discuss information and school events to all stakeholders. These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.	Community Engagement	08/02/2017	05/25/2018	$0	LEA and faculty of the school
Progress Monitoring	School wide data carousel to identify instructional gaps. Peer Instructional Walk-throughs. Math Vertical Team to develop quarterly SMART goals with more focused action steps (3-8). Principal led RTI/PST meeting with a focus on documenting intervention strategies (K-8)	Professional Learning	09/01/2016	05/31/2019	$0	Amelia Vanallen Classroom Teachers
Model Appropriate Use	Teachers will engage students in electronic communication per learning community websites like Edmodo and Padlet and correct inappropriate use as well as model appropriate communication, being concise and using shorthand only when appropriate.	Technology	08/19/2013	05/31/2019	$0	Teachers in grades k-8
Classroom Instruction	• Concept maps and webs used as tools to increase understanding of content • Weekly prompts to allow students to enhance all types of technical writing including lab reports • Using close reading of science text to improve reading foundational skills and content knowledge	Academic Support Program	08/02/2017	05/31/2019	$0	Amelia Vanallen Classroom teachers
Expeditionary Learning	6 - 8 English teachers will participate in Expeditionary Learning's Teacher Potential Project. Expeditionary Learning will be providing the products, coaching, and attending the institutes. Expeditionary Learning coaching will shift from teacher actions to student actions (6-8).	Professional Learning	08/02/2017	05/31/2019	$0	Quavis Brown
Research Real World Mathematical Problem-Solving	Teachers will read excerpt from The Highly Engaged Classroom by Marzano and Pickering about real-world, mathematical problem-solving. Teachers will attend district wide math training.	Professional Learning	09/22/2014	05/25/2018	$0	Classroom Teachers Vertical Math Team Administration
Communication	Reach out to parents to communication school wide activities, programs, and meetings	Parent Involvement	08/02/2017	05/31/2019	$0	Amelia Vanallen classroom teachers

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ELA	ELA Vertical Team will develop quarterly SMART goals with more focused action steps.	Academic Support Program	08/02/2017	05/31/2019	$0	Quavis Brown
Vertical Team	Re-align math vertical team in order to match teachers to content	Professional Learning	08/02/2017	05/31/2018	$0	Amelia Vanallen
Project-Based Learning	Teachers 3-8 will begin to use alternative assessments such as project-based learning with the support of the media specialist to establish Alabama Virtual Library as a go to resource for research.	Other	08/05/2014	05/31/2019	$0	General education teachers 3-8 and media specialist.
Digital Citizenship Lessons	The media specialist will collaborate with general education teachers in grades K-8 to select inquiry-based lessons from a Digital Citizenship curriculum to offer direct instruction to students during their media center time.	Direct Instruction	09/11/2013	05/31/2019	$0	Media specialist, general education teachers in grades K-8
Professional Development	Administrators will request that Pearson trainers reinforce ISTE standards that are embedded using Pearson products in digital 1:1 instruction.	Professional Learning	10/12/2013	05/31/2019	$0	Administrators, Pearson trainers
Developing Procedures	Teachers will develop specific procedures for transitions with and storage of student computers in order to create a culture mindful of protecting equipment.	Direct Instruction	01/04/2012	05/31/2019	$0	teachers
				Total	$0	

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