



ACIP

New Century Technology High School

Huntsville City Schools

Ms. Sheila Roby
2500 Meridian St N
Huntsville, AL 35811-1842

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Executive Summary

Introduction

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

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

Description of the School

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

New Century Technology High School (NCTHS) will celebrate its fourteenth graduating class in May of 2017. Since opening in 1997, New Century has experienced many transitions, trials, and ultimately triumphs. New Century Technology High School is a co-educational magnet school inviting students zoned for any Huntsville City Schools high school to apply for specialized studies in grades 9-12. Students are admitted to New Century based on their interest in pursuing an advanced high school curriculum in STEM (science, technology, engineering, and mathematics) as well as their abilities in math and science as demonstrated by a variety of performance measures. Students are typically admitted as cohorts in the 9th grade with the current freshman class having approximately 112 members. A total of 446 students are presently enrolled with approximately 35% of students classified as African-American, 46% classified as White, and 15% classified as Asian or Hispanic. All students at New Century receive free breakfast, lunch, and dinner due to a federal grant awarded to Huntsville City Schools.

New Century features a staff of 32 employees including 26 teachers, one guidance counselor, two administrators, and four office staff. Most teachers have between five and twenty years of experience, and many have been employed only at New Century for their educational career. Eight of our teachers have three years of experience or less. Though New Century features certified teachers in all subject areas, elective teachers are concentrated in the areas of computer science, biomedical science, and engineering.

As a magnet school, New Century serves the entire city of Huntsville. Students that attend New Century live in all parts of the city, but certain areas or school zones have greater percentages of students attending here. New Century has always shared classroom space with a community college or a neighborhood comprehensive high school. In 2012, the school was physically relocated from the Columbia High School campus on the western edge of Huntsville City, to a more central location in the newly built Lee High School. Since this move, students from south and east Huntsville have shown a greater interest in attending New Century and the overall enrollment of the school has increased.

Challenges for New Century include maintaining the school's unique identity, maintaining a culture of academic excellence, and marketing the school to potential students amidst increasing competition. Sharing a building and faculty members with another school contributes positively to Huntsville City Schools' aims of diverse learning environments and enables the blending of Stem and arts programs within the building. Increasing enrollment and providing unique, innovative programs are the primary challenges being addressed at this time.

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.

New Century's purpose is to provide students a rigorous and relevant learning environment infused with technology and 21st Century skills in innovation, discovery, and collaboration. Values fostered at New Century include respect for diversity, ethical behavior, academic excellence, and integration of technology.

The mission of New Century Technology High School is to be a model technology-based school of academic excellence incorporating project-based learning and industry collaboration. Based in a rigorous STEAM (science, technology, engineering, arts and math) curriculum, New Century offers students the opportunity to develop their talents in team building, critical thinking, and communication. In addition to 21st Century skills, New Century will also promote excellence in academic achievement, leadership, service, and citizenship. Students will be prepared to enter and succeed in post-secondary education as well as high-tech careers of today and tomorrow.

All students at New Century are selected for admission based on their interest in the areas of engineering, computer science, or biomedical science. Students complete 2 additional electives in the selected area each year in addition to the requirements set forth by State of Alabama. All students at New Century are expected to complete the requirements for a Huntsville City Schools Diploma. In addition to technology-based courses, students are asked to take the most advanced classes in the core areas in which they are able to experience academic success. Respect for diversity, fairness, and personal responsibility are expectations that are integrated within the curriculum.

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.

High levels of student achievement on State mandated tests are expected and routinely accomplished at New Century. As a result of the high levels of student achievement, New Century is featured on many prestigious listings and high school rankings. Continued investment in Advanced Placement (AP) has resulted in a large increase in AP course participation and increases in passing scores on AP Examinations.

Currently we are working on building student capacity and teacher efficacy in Advanced Placement through the Laying the Foundation (LTF) program which provides intensive training for teachers in pre-AP and AP courses. LTF also provides students with rigorous and enriching classes in grades 6 - 10. Based on the success of our students on high stakes tests, such as the PSAT and ACT, we can gauge the instructional effectiveness of our pre-AP and AP programs.

Accomplishments:

- 100% graduation rate among students with special needs over the past eight years
 - Increased participation and success in Advanced Placement
 - Made Newsweek's 2015 "Beating the Odds" list of the 500 best U.S. high schools for low income students (ranked number 127 nationally)
-
- Average student composite score on ACT for eleventh graders went from 21.1 for the Class of 2016 to 23.4 for the class of 2017.

Areas of Focus:

- Create partnerships with local industries and higher education to build the expertise of our teachers and the knowledge base of our students.
- Increase enrollment, enhance academic rigor, and continue to expand STEAM focus

Additional Information

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

All magnet programs at New Century are currently under review to ensure they are keeping up with the changes in each field and providing innovative courses and opportunities for New Century students. A strong focus is being placed on increasing ACT and AP scores so that our students are excellent candidates for prestigious colleges and universities and are able to begin post-secondary education with some college credits already in place.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The entire faculty participated in reviewing last year's Continuous Improvement Plan and developing this year's plan. Faculty members were divided into committees to review and update each section of the plan. Technology Committee members were chosen based on their roles in the school and their knowledge of our current technology. Meetings were held after school, during planning periods, and when convenient for team members. Student and parent volunteers were recruited to represent the interests of our stakeholders.

Surveys were available for all students, parents and teachers to provide input on how best to focus our improvement efforts in the coming school year.

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

All teachers on the New Century faculty were involved in the development and revision of the Continuous Improvement plan. The primary point of contacts were Sheila Roby, Principal, and Rebecca Savage Owens, English Department Chair. Two students were selected to represent the interests of the students and select parents were invited to represent the interests of the parents in the development of this plan. The data included and survey results were presented to a group of parents on September 23rd for discussion and feedback. Their questions and input helped guide the development of this plan.

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

The final improvement plan was published on the school webpage with a link sent to all parents through SchoolCast email. The link was also made available through the PTSA Facebook page. A paper copy of the Continuous Improvement Plan is available in the media center for review. Updates will be provided throughout the year during scheduled parent meetings (Coffee with the Principal) and included in some of the weekly emails from the principal. Faculty members will also review the data and monitor progress toward stated goals.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		ACIP Data 2016

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?

A very low percentage of New Century students failed core classes in 2015-2016 with 4% of 9th graders, 3% of 10th graders, 3% of 11th graders, and 1% of 12th graders failing at least one core class.

The percentage of students scoring proficient on Quality Core End of Course tests remained roughly the same or increased between 2015 and 2016 in both science, three English, U.S. History, and Pre-Calculus.

The subject area sub-scores for English, Math, Reading, and Science on the ACT Plus Writing for all 11th graders increased from 2015 to 2016. The average composite score also increased from 21.1 in 2015 to 23.4 in 2016. The percentage of Juniors achieving one or more benchmarks on the ACT increased from 72% in 2015 to 87% in 2016.

The percentage of students passing at least one AP exam increased from 31% in 2015 to 37% in 2016 while the percentage of students enrolled in an AP class increased from 31% to 54%. AP English Language showed the most dramatic improvement with an increase from 30% passing in 2015 to 57% passing in 2016. Significant increases were also seen in Computer Science which increased from 13% to 38% passing and in US History which increased from 30% to 47% passing.

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

Chemistry End of Course results increased from 49% passing in 2015 to 60% passing in 2016. US History End of Course results increased from 54% passing in 2015 to 81% passing in 2016.

Every ACT sub-score for Juniors tested showed a positive trend in performance increasing between 1.3 and 3.0 points from 2015 to 2016. The percentage of Juniors attaining benchmark on each ACT sub-test also increased from 2015 to 2016.

There were positive trends in enrollment for many AP courses as well as increased percentages passing the AP exams in Computer Science, English Language, Statistics, US Government, and US History. AP Human Geography was offered for the first time at New Century and 33% of the test-takers passed the AP exam.

Which area(s) indicate the overall highest performance?

In 2016, one hundred percent of the New Century students scored proficient on the English 9 and English 10 Quality Core End of Courses tests, ninety-seven percent of students tested scored proficient on the Pre-Calculus Quality Core End Of Course exam, and ninety-five percent of the students scored proficient on the English 11 End of Course test.

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

Student performance increased most notably in US History and Chemistry.

On the ACT ASPIRE English, tenth grade students in each subgroup achieved similar results with 93% of blacks proficient, 93% of whites proficient, and 90% of other students proficient.

Between which subgroups is the achievement gap closing?

The mean score on the English Language AP exam showed the gap get smaller between black and white students. The mean score for black students in 2015 was 2.06 and in 2016 was 2.77 while the mean score for white students went from 2.33 in 2015 to 2.93 in 2016. This shows a decrease in the gap from 0.27 in 2015 to 0.16 in 2016.

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

In general, there is consistency among the student performance data at New Century. Students are performing well in Reading and English, but this performance is not mirrored in math.

Areas in Need of Improvement

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

The number of students failing classes is low; however, elective classes are the most frequently failed classes with foreign languages being the most failed classes at our school.

On the Quality Core end of course tests, the percent proficient decreased between 2015 and 2016 in Algebra 1, Geometry, and Algebra 2.

The passing rate on AP tests, while improving, hovers around 30%. This is below the national and state average. Much improvement has occurred in English Language and US History, but plenty of room for improvement still exists. Part of this can be explained by open enrollment policies in AP courses.

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

On AP tests, many subject areas showed a decrease in the percentage of students earning qualifying scores - including Calculus AB, Chemistry, Environmental Science, Macroeconomics, and Physics.

Which area(s) indicate the overall lowest performance?

The lowest performance can be found on many AP tests. As we consistently allowed all interested students to take AP classes, this will continue to be an area of focus for our school improvement plan.

Math and writing, in general, show the lowest overall performance and will be targeted for additional focus as well.

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

Black students showed a decrease in performance on the AP English Literature exam going from an average score of 2.17 in 2015 to 1.89 in 2016.

Between which subgroups is the achievement gap becoming greater?

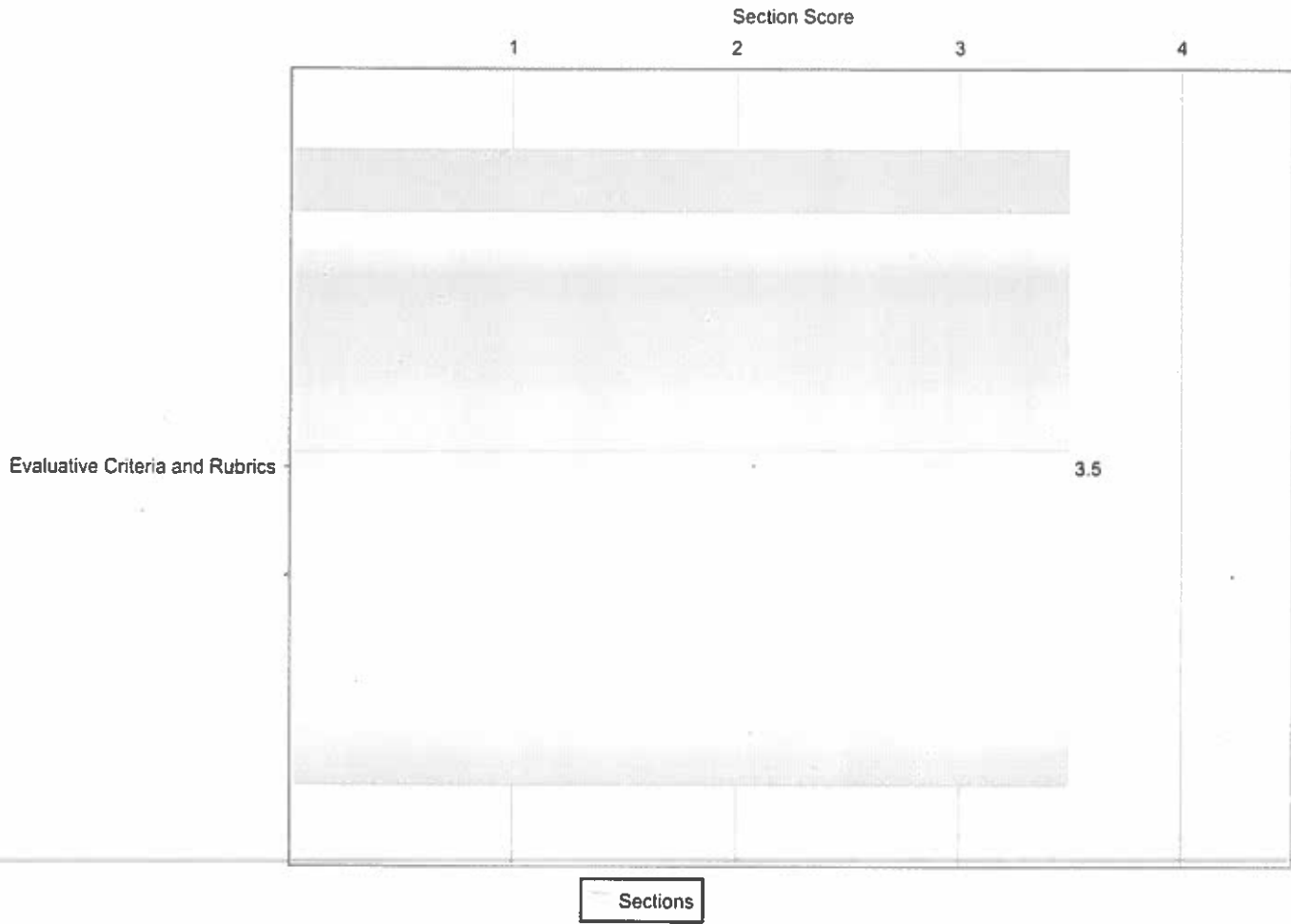
The gap between average AP English Literature scores for Blacks and Whites has increased from 0.22 in 2015 to 0.81 in 2016.

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

A lower average score on the ACT Math, poor results on ACT Quality Core End of Course tests in Algebra I, Geometry, and Algebra II, and low passing rates on the AP Calculus and Statistics tests are all consistent with each other.

Report Summary

Scores By Section



ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	not ready yet	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		Discrimination Laws Acknowledgement

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	Shirley Wellington Compliance Director 200 White Street Huntsville, AL 35801 256-428-6836	

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.	No	We are not a Title I school.	

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.	No	We are not a Title I school.	

2016-2017 ACIP and Transform 2020 Goals and Plans

Overview

Plan Name

2016-2017 ACIP and Transform 2020 Goals and Plans

Plan Description

2016-2017 ACIP and Transform 2020 Goals and Plans

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: 1 Activities: 1	Academic	\$10000
2	Prepare and Support Teachers and Leaders to Graduate College and Career-Ready Students	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$5000
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	\$5000
4	New Century will increase passing rates on Advanced Placement tests.	Objectives: 2 Strategies: 2 Activities: 3	Academic	\$18750
5	More students will achieve success in achieving college and career readiness.	Objectives: 2 Strategies: 3 Activities: 4	Academic	\$6000

Goal 1: Engage and Empower the Learner Through Technology

Measurable Objective 1:

95% of Ninth, Tenth, Eleventh and Twelfth 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 effectively and responsibly using standards-based digital media to learn and communicate real-world applications of course concepts in English Language Arts by 05/26/2017 as measured by usage of digital products and submitted digital assignments.

Strategy 1:

Teaching Strategies - Teachers will participate in professional development to incorporate strategies that increase student achievement through the use of dynamic, interactive lessons that engage students.

Category:

Activity - Teacher Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development opportunities designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.	Professional Learning	06/01/2015	05/19/2017	\$10000	Other	School Administrators, District Staff

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

Measurable Objective 1:

demonstrate a proficiency in English by 07/07/2017 as measured by an increase in the percentage of Juniors achieving benchmark on the English portion of the ACT.

Strategy 1:

Prepare students - Teachers will be prepared to use and help students use digital resources and technology tools to provide quality, engaging learning experiences that prepare students with the skills, knowledge, and dispositions necessary to be successful in school, careers, and adulthood.

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.	Professional Learning	06/01/2015	05/19/2017	\$5000	Other	School Administrator and District Personnel

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

Measurable Objective 1:
increase student growth through the use of technology-based resources by 03/31/2017 as measured by use of digital resources in 100% of classrooms.

Strategy 1:
Infrastructure - All students and educators will have access to a comprehensive infrastructure for learning and productivity using digital tools, when and where they need it in order to fully support a society of learners.
Category:

Activity - Technology-based resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide high-quality and appropriate professional development not only in the use of technology tools but also in creative strategies for incorporating technology-based resources in the learning environment.	Professional Learning	06/01/2015	05/19/2017	\$5000	Other	School Administrators District Personnel

Goal 4: New Century will increase passing rates on Advanced Placement tests.

Measurable Objective 1:
A total of 10 Eleventh and Twelfth grade students will achieve college and career readiness by earning a qualifying score of 3 or better in Mathematics by 05/26/2017 as measured by an Advanced Placement math exam.

(shared) Strategy 1:
Resources - Provide additional resources to help students prepare for the AP exam.
Category:

Activity - Resources for AP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide print AP study guides, online resources, Saturday prep sessions for all AP math and English students	Other - Resources and Supplies	09/01/2015	05/05/2017	\$4000	District Funding	District AP Coordinator, AP Teachers

(shared) Strategy 2:
Teacher Training - Provide professional development for Advanced Placement teachers to ensure readiness to cover required material and prepare students for

success on AP exam.
Category:

Activity - Fall Two Day Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP math, science, and English teachers will participate in the fall two-day training provided by A+ College Ready	Professional Learning	10/05/2015	11/18/2016	\$2750	District Funding	District AP Coordinator School Administrator

Activity - Summer Institute	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advanced Placement teachers will attend AP summer institutes in summer 2016	Professional Learning	05/30/2016	07/28/2017	\$12000	District Funding	District AP Coordinator School Administrator

Measurable Objective 2:

A total of 35 Eleventh and Twelfth grade students will achieve college and career readiness by earning a qualifying score of 3 or better in English Language Arts by 06/30/2016 as measured by an Advanced Placement English exam.

(shared) Strategy 1:

Resources - Provide additional resources to help students prepare for the AP exam.
Category:

Activity - Resources for AP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide print AP study guides, online resources, Saturday prep sessions for all AP math and English students	Other - Resources and Supplies	09/01/2015	05/05/2017	\$4000	District Funding	District AP Coordinator, AP Teachers

(shared) Strategy 2:

Teacher Training - Provide professional development for Advanced Placement teachers to ensure readiness to cover required material and prepare students for success on AP exam.
Category:

Activity - Fall Two Day Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP math, science, and English teachers will participate in the fall two-day training provided by A+ College Ready	Professional Learning	10/05/2015	11/18/2016	\$2750	District Funding	District AP Coordinator School Administrator

Activity - Summer Institute	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advanced Placement teachers will attend AP summer institutes in summer 2016	Professional Learning	05/30/2016	07/28/2017	\$12000	District Funding	District AP Coordinator School Administrator

Goal 5: More students will achieve success in achieving college and career readiness.

Measurable Objective 1:

A 5% increase of Eleventh grade students will achieve college and career readiness by earning a benchmark score in English Language Arts by 06/30/2016 as measured by the English portion of the ACT assessment.

(shared) Strategy 1:

Prof Dev for Teachers - Teachers will participate in PD to learn how to identify and create test questions with varying levels of rigor.
Category: Develop/Implement Professional Learning and Support

Activity - District PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discussion of Levels of Learning, how to identify level of learning for a given question, and how to create question at a specific level of learning.	Professional Learning	08/01/2016	05/19/2017	\$0	No Funding Required	District Curriculum Specialists

Strategy 2:

Focus on Writing - Following Professional Development, teachers will implement District Writing Plan and use the district rubric to assess student writing in their classroom.
Category: Develop/Implement Professional Learning and Support

Activity - Writing Plan Implementation and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development on the district writing plan and implement it in their classrooms.	Direct Instruction, Professional Learning, Academic Support Program	08/01/2016	05/19/2017	\$0	No Funding Required	District Curriculum Specialists

Measurable Objective 2:

A 5% increase of Eleventh grade students will achieve college and career readiness by earning a benchmark score in Mathematics by 06/30/2016 as measured by the mathematics portion of the ACT assessment.

(shared) Strategy 1:

Prof Dev for Teachers - Teachers will participate in PD to learn how to identify and create test questions with varying levels of rigor.
Category: Develop/Implement Professional Learning and Support

Activity - District PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discussion of Levels of Learning, how to identify level of learning for a given question, and how to create question at a specific level of learning.	Professional Learning	08/01/2016	05/19/2017	\$0	No Funding Required	District Curriculum Specialists

Strategy 2:

Strand Integration - Use project-based or problem-based learning to integrate more strand-related topics in core and other elective classes
Category: Develop/Implement Professional Learning and Support

Activity - PBL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development for teachers on project-based learning or problem-based learning	Professional Learning	10/03/2016	06/30/2017	\$5000	Other	School Administration and District Magnet Staff

Activity - Strand Training

Provide professional development for all teachers on magnet strands and how they can be incorporated in other classes

Activity - Strand Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development for all teachers on magnet strands and how they can be incorporated in other classes	Professional Learning	10/03/2016	06/30/2017	\$1000	Other	School Administration, Strand Teachers, District Magnet Staff

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
Teacher Professional Development	Provide professional development opportunities designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in a variety of ways.	Professional Learning	06/01/2015	05/19/2017	\$10000	School Administrators, District Staff
Technology-based resources	Provide high-quality and appropriate professional development not only in the use of technology tools but also in creative strategies for incorporating technology-based resources in the learning environment.	Professional Learning	06/01/2015	05/19/2017	\$5000	School Administrators District Personnel
Strand Training	Provide professional development for all teachers on magnet strands and how they can be incorporated in other classes	Professional Learning	10/03/2016	06/30/2017	\$1000	School Administration, Strand Teachers, District Magnet Staff
PBL Training	Provide professional development for teachers on project-based learning or problem-based learning	Professional Learning	10/03/2016	06/30/2017	\$5000	School Administration and District Magnet Staff
Professional Development	Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.	Professional Learning	06/01/2015	05/19/2017	\$5000	School Administration and District Personnel
Total					\$26000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District PLCs	Discussion of Levels of Learning, how to identify level of learning for a given question, and how to create question at a specific level of learning.	Professional Learning	08/01/2016	05/19/2017	\$0	District Curriculum Specialists

ACIP
New Century Technology High School

Writing Plan Implementation and Support	Teachers will participate in professional development on the district writing plan and implement it in their classrooms.	Direct Instruction, Professional Learning, Academic Support Program	08/01/2016	05/19/2017	\$0	District Curriculum Specialists
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Institute	Advanced Placement teachers will attend AP summer institutes in summer 2016	Professional Learning	05/30/2016	07/28/2017	\$12000	District AP Coordinator School Administrator
Resources for AP	Provide print AP study guides, online resources, Saturday prep sessions for all AP math and English students	Other - Resources and Supplies	09/01/2015	05/05/2017	\$4000	District AP Coordinator, AP Teachers
Fall Two Day Training	AP math, science, and English teachers will participate in the fall two-day training provided by A+ College Ready	Professional Learning	10/05/2015	11/18/2016	\$2750	District AP Coordinator School Administrator
Total					\$18750	