



ACIP

Jemison High School

Huntsville City Schools

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TABLE OF CONTENTS

Executive Summary

| | |
|--|---|
| Introduction..... | 2 |
| Description of the School..... | 3 |
| School's Purpose..... | 4 |
| Notable Achievements and Areas of Improvement..... | 5 |
| Additional Information | 6 |

Improvement Plan Stakeholder Involvement

| | |
|-----------------------------------|---|
| Introduction..... | 8 |
| Improvement Planning Process..... | 9 |

Student Performance Diagnostic

| | |
|--------------------------------------|----|
| Introduction..... | 11 |
| Student Performance Data..... | 12 |
| Evaluative Criteria and Rubrics..... | 13 |
| Areas of Notable Achievement..... | 14 |
| Areas in Need of Improvement..... | 16 |
| Report Summary..... | 18 |

ACIP Assurances

Introduction 20

ACIP Assurances 21

JHS ACIP 2018.19

Overview 23

Goals Summary 24

- Goal 1: Engage and Empower the Learner Through Technology 25
- Goal 2: Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students 26
- Goal 3: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it. 26
- Goal 4: Implement rigorous research based instruction aligned with CCRS and district expectations with an increased emphasis placed on students struggling and scoring close on assessments in reading or math in an effort to move those students and show growth. 28
- Goal 5: Foster and develop a positive school culture for all stakeholders to promote a safe, orderly environment for increased student achievement and effective leadership. 31
- Goal 6: Student involvement in extracurricular activities and community outreach will greatly increase during the 2018-2019 school year. 33

Activity Summary by Funding Source 35

Stakeholder Feedback Diagnostic

Introduction 40

Stakeholder Feedback Data 41

Evaluative Criteria and Rubrics 42

Areas of Notable Achievement 43

Areas in Need of Improvement 44

Report Summary 45

Title I Schoolwide Diagnostic

Introduction..... 47

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))..... 48

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))..... 50

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))..... 96

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))..... 97

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))..... 98

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))..... 99

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))..... 111

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))..... 112

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))..... 114

Component 10: Evaluation (Sec.1114(b)(3))..... 115

Coordination of Resources - Comprehensive Budget

Introduction..... 118

FTE Teacher Units..... 119

Administrator Units..... 120

Assistant Principal..... 121

Counselor..... 122

Librarian..... 123

Career and Technical Education Administrator..... 124

Career and Technical Education Counselor..... 125

Technology 126

Professional Development 127

EL Teachers 128

Instructional Supplies 129

Library Enhancement 130

Title I 131

Title II 132

Title III 133

Title IV 134

Title V 135

Career and Technical Education-Perkins IV 136

Career and Technical Education-Perkins IV 137

Other 138

Local Funds 139

Parent and Family Engagement

Introduction 141

Parent and Family Engagement 142

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?

Mae C. Jemison High School is situated in northwest Huntsville, Alabama and operates within the Huntsville City School District. Serving the surrounding community, Jemison currently has an enrollment of 783 students. We are beginning our third school year in our current location and in our new facility. Our student population is approximately 95% African American/Black. Due to changes made by the federal government's free and reduced lunch program, at Mae Jemison High School, as well as throughout the entire North Huntsville cluster, 100% of the students enrolled will receive a free breakfast and lunch each day.

Our students live in primarily low income homes and parental engagement has been challenge faced since our inauguration as a school. Attendance and discipline issues have been less than optimal over the past couple of years, and student achievement levels have remained a targeted area of improvement. One other challenge that has been presented for multiple school years is a high teacher/staff turn-over rate each year.

Mae Jemison High School houses a "College Academy" in partnership with the University of Alabama in Huntsville. Following a rigorous selection process, these students will earn college credit simultaneously with their high school coursework. We maintain several CTE Academies and have approximately 30% of our student population enrolled in at least 1 honor-level course.

School's Purpose

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

The purpose of Mae Jemison High School:

...to produce educated citizens who will graduate from high school ready for college, career, and/or learning experiences beyond formal educational opportunities.

The Vision for Mae Jemison High School:

Invest...Fully.

Persevere...Always.

Achieve...Excellence.

School Mission Statement:

The mission of Jemison High School is to work relentlessly, cultivate high expectations, and serve others.

The purpose, vision, and mission of Mae Jemison High School illustrate the ultimate goal for our school - to prepare students to make meaningful contributions to society and maintain a notable work ethic following completion of high school. Programs and initiatives at Mae Jemison are aimed at empowering students to take control of their own education and become responsible adults who advocate for themselves and their local, state, national, and global communities. Through programs such as advisory, faculty and staff work together to help students prepare for independence in society. We believe in teaching "the whole child" and make every effort to ensure that we are helping each student to grow physically, academically, and socially in healthy and productive ways.

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.

A new principal has been selected to lead Mae Jemison High School. The third principal in as many years, Dr. McDaniel has a clear and defined plan for growing our students, faculty, and school to full potential. Over the summer, the school administration team met to develop a shared vision and direction for the school. The faculty and staff at Mae Jemison High School are dedicated and committed to continually learning and growing professionally. Our mindset provides an atmosphere that is fertile for the cultivation of high expectations for all, highly effective teachers, improvement in the number of students who meet or exceed the standards.

Notable Achievements -

- * improving the quality of staff at MJHS through appropriate and applicable professional development opportunities aligned with current obstacles and challenges faced by teachers
- * the addition of a graduation coach, curriculum specialist, and parent liaison to better equip us to meet student needs.
- * successful operation of "College Academy" magnet program allowing students to earn dual credit for courses taken from 9th through 12th grade
- * increasing opportunities for students to receive technical training through CTE academies
- * increasing numbers of students who choose to enroll in advance or AP coursework

Areas of Improvement -

- * student attendance
- * staff retention
- * discipline referrals
- * graduation rate

Additional Information

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

Our current administrative team, faculty, and staff will continue to evolve, plan for, expect, model, and create a more positive culture and climate at Mae Jemison High School. Under the leadership of a new superintendent for Huntsville City Schools and a new principal at Mae Jemison High School, we hope to collectively and collaboratively develop an educational culture that ensures optimal teaching and learning that is meaningful for students, and sound relationships between students and teachers that demonstrate our expectations for students to become the owners of their own learning.

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.

At the beginning of the 2018-2019 school year, a Building Leadership Team (BLT) was constructed to help inform the building administrators about needs throughout the school and to collaborate efforts to make large improvements through the school. Mae Jemison's BLT members were selected initially by interest and motivation to be a part of the building leadership and decision-making process. Several other factors were included as selection of the 2018-2019 BLT was established - a minimum of one representative from each content area (including electives), demographics (race and gender), and level of experience.

Once the BLT was formed and members were selected, discussion about meeting times and locations began. The team agreed to meet twice each month off-site (a local restaurant) following school. Eventually regular meetings were scheduled for every other Monday night throughout the fall semester of 2018. This team is comprised of parents, teachers, staff, and administrators. As we continue to progress, all faculty members have been extended an invitation to become a part of our BLT. Efforts were also made (and continue to be made) to include more community representatives and parents.

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

A variety of stakeholders participated in the development of the school improvement plan. Staff member representatives, content area teachers, administration, elective teachers, graduation coach, school-based curriculum specialist, and the parent involvement coordinator were included in the collaboration and development of improvement efforts at Mae Jemison. Responsibilities were divided among members of the group (based on access to information, area of expertise, and enthusiasm for specific parts of the new plan) and committees were formed to address the specific requirements and each component of our ACIP.

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 school improvement plan was communicated to stakeholders via e mail and the school web-page. Information related to our continuous improvement efforts is regularly provided to faculty and staff as well as community-based stakeholders throughout the school year at various PTSA meetings, monthly community/parent engagement meetings, and our Title 1 informational meetings.

Student Performance Diagnostic

Introduction

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

Student Performance Data

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|--------------------------------------|
| 1. | Did you complete the Student Performance Data document offline and upload below? | Yes | | Student Performance Document 2018.19 |

Evaluative Criteria and Rubrics

Overall Rating: 2.5

| | 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 some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements. | Level 2 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 2. | Test Administration | Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes. | Level 3 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 3. | Quality of Learning | Evidence of student learning promoted by the institution is indifferently analyzed and presented with little 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 below what would otherwise be expected. | Level 2 |

| | 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?

We are beginning to see a slight decline in the number of students who do not come to school each day, Additionally, discipline levels have decreased.

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

Mae Jemison High School currently has 164 seniors. During the spring semester of 2018, this class took the ACT + writing. Though composite ACT scores are certainly an area for improvement and student growth, a slight positive trend is visible in both Science and Reading. Students who followed up the spring administration with supportive programs (i.e.; ACT prep, targeted interventions) several seniors were able to improve upon their original score.

We are beginning to see a positive trend in the number of disciplinary referrals from teachers.

Which area(s) indicate the overall highest performance?

The biggest area that we currently see improvements relates to the number of disciplinary referrals,

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

Students enrolled in our College Academy Magnet program are showing improvements - however, across the board, all subgroups show significant needs for improvement.

Between which subgroups is the achievement gap closing?

At this time most subgroups are still struggling.

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

The above findings are consistent with a majority of data sources including ACT Work Keys and District/State Assessments as well as
SY 2018-2019

classroom data. Students lack foundational skills in both reading and math.

Areas in Need of Improvement

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

Mae Jemison High School has a large number of students demonstrating academic performance levels that are well below grade level.

Reading and Math achievement levels are below both state and national averages.

Most common discipline referrals:

disruptive behavior, refusal to follow instructions, and leaving or missing class without permission are the most frequently recorded reasons students are referred to administration. The number of disciplinary referrals at Mae Jemison High School is higher than expected and shows an area in need of improvement.

Additionally, attendance data for the past two years shows an important area in need of growth. Excessive/chronic absenteeism is directly linked to and indicative of student performance data and proficiency levels across the board.

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

Faculty/staff retention has shown a negative trend.

Student performance/proficiency in Math has demonstrated a negative trend at Mae Jemison High School.

Student attendance has also shown a significant decline in recent yea

Which area(s) indicate the overall lowest performance?

Student attendance

Reading/Math proficiency

Credentials for graduation

Disciplinary issues that distract from the overall learning environment

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

Currently student performance data is consistently low across all subgroups

Between which subgroups is the achievement gap becoming greater?

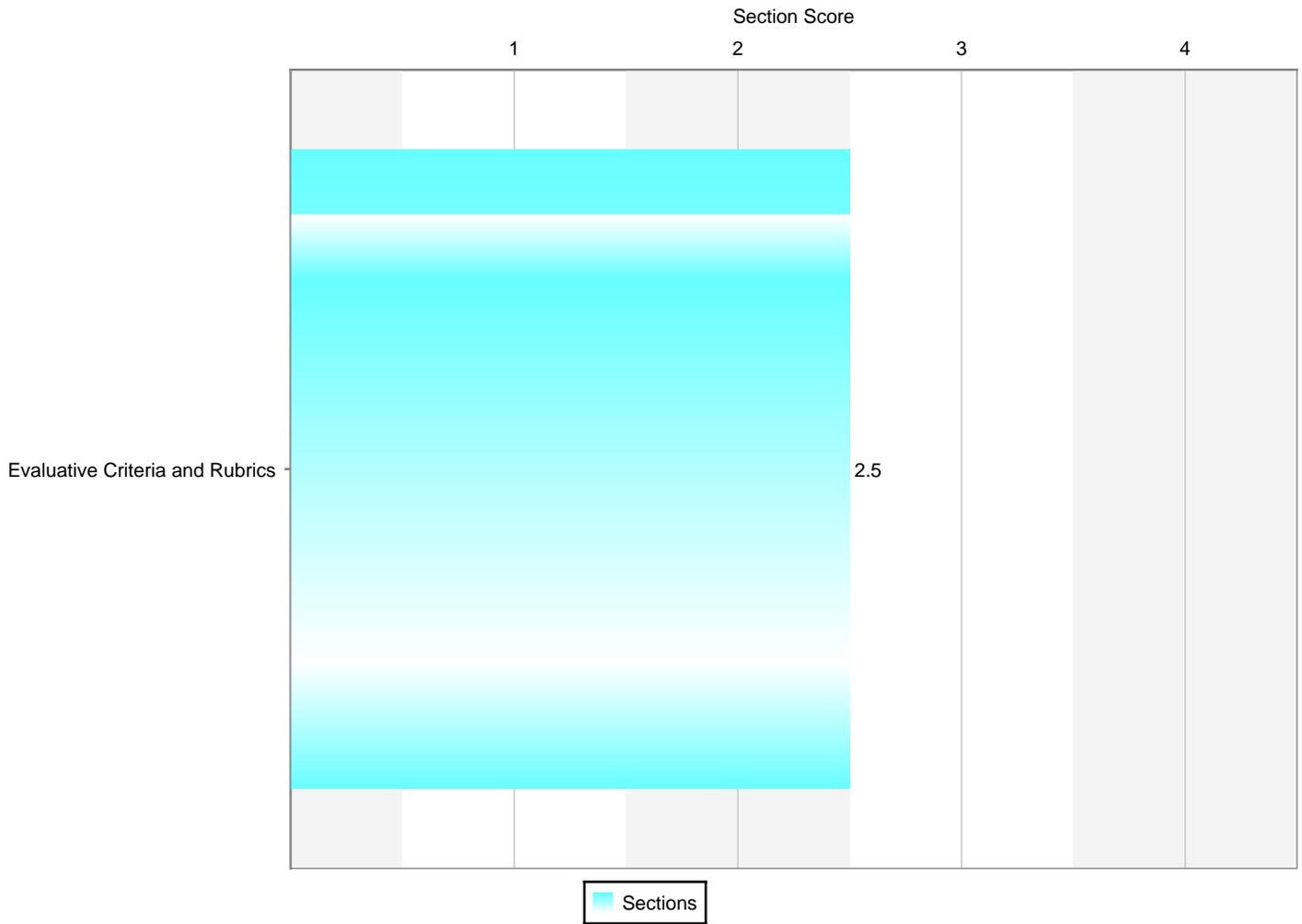
Due to low performance in previous years across all subgroups, there does not appear to be any subgroup gap growing.

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

The results of assessments are consistent.

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, 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 | | 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 | | |

| 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 | Rachael McDaniel 256) 428-8100 Kary Roberts (256) 428-8100 Rebecca Hoyt (256) 428-8100 | |

| 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 | | |

| 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. | Yes | | 2018 2019 MJHS Parent School Compact |

JHS ACIP 2018.19

Overview

Plan Name

JHS ACIP 2018.19

Plan Description

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|--|---|-----------|---------------|
| 1 | Engage and Empower the Learner Through Technology | Objectives: 1 Strategies: 2 Activities: 4 | Academic | \$25000 |
| 2 | Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students | Objectives: 1 Strategies: 1 Activities: 1 | Academic | \$0 |
| 3 | All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it. | Objectives: 2 Strategies: 3 Activities: 7 | Academic | \$0 |
| 4 | Implement rigorous research based instruction aligned with CCRS and district expectations with an increased emphasis placed on students struggling and scoring close on assessments in reading or math in an effort to move those students and show growth | Objectives: 2 Strategies: 2 Activities: 4 | Academic | \$526194 |
| 5 | Foster and develop a positive school culture for all stakeholders to promote a safe, orderly environment for increased student achievement and effective leadership. | Objectives: 2 Strategies: 2 Activities: 5 | Academic | \$95000 |
| 6 | Student involvement in extracurricular activities and community outreach will greatly increase during the 2018-2019 school year. | Objectives: 1 Strategies: 2 Activities: 2 | Academic | \$8000 |

Goal 1: Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency Implementation of the digital curriculum. By providing each student in GR 3-12 with a digital device, will support 21st century learning & reduce the digital divide. Tech Usage for 18-19 will increase by 5% from the baseline usage of 47.22%. in Reading by 05/23/2019 as measured by Implementation of digital curriculum and by providing each student in GR 3-12 with a digital device. .

Strategy 1:

Technology Usage - The strategy will work by the Implementation of digital curriculum and by providing each student in GR 3-12 with a digital device to support 21st century learning & reduce the digital divide. Tech Usage for 17-18 will increase by 5% from the baseline usage of 47.22%.

Research Cited: RBD

| Activity - Digital Curriculum | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|---|
| Implementation of digital curriculum will be carried out by teachers and utilized by students daily in the classroom. Teachers will be provided support from Media Specialist, District Tech Coach & Curriculum Specialist. Student in GR 3-12 will be supplied with a digital device to reduce the digital divide & support 21st century learning. | Technology | 08/06/2018 | 05/23/2019 | \$0 | No Funding Required | Teachers, Media Specialist, Curriculum Specialist, LEA of the school and the HCT IT Dept. |
| Activity - Additional Software | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Additional money will be available to purchase software needed to improve instruction and student engagement. | Technology | 08/06/2018 | 05/23/2019 | \$10000 | Title I Schoolwide | Administration, Curriculum Specialist, LMS |
| Activity - Additional Hardware | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Additional money will be available to purchase hardware needed to improve instruction and student engagement. | Technology | 08/06/2018 | 05/23/2019 | \$10000 | Title I Schoolwide | Administration, Curriculum Specialist, LMS |

Strategy 2:

Classroom Communication - Teachers will use digital communication tools such as Edmodo, Chalkable, NearPod, Dyknow & various digital resources to communicate with students, parents, and other teachers. Teachers will assign learning activities, assessments, and give pertinent instructional information to students & parents using these sites.

Research Cited: RBD

| Activity - Digital Assignments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|--------------------|--|
| Teachers will use digital communication tools such as Canvas, NearPod, Dyknow & various digital resources to communicate with students, parents, and other teachers. Teachers will assign learning activities, assessments, and give pertinent instructional information to students & parents using these sites. | Direct Instruction | 08/06/2018 | 05/23/2019 | \$5000 | Title I Schoolwide | All teachers and Curriculum Specialist |

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

Measurable Objective 1:

70% of All Students will increase student growth in math and in Reading by 05/23/2019 as measured by district Benchmarks (Scantron).

Strategy 1:

JAG Academy - The JAG Academy consist of multiple strategies that will result in the success of the school's ability to produce students who are college and career ready upon graduation. The academy also focuses on increasing the graduation rate, the amount of students receiving college credits/Dual Enrollment, Military Enlistment, Industry credentials, BM on any ACT section, and to increase student proficiency on the AP End of Course Exams. Math and Reading ACT Prep will be held before/after school & on Saturdays (6 weeks prior to ACT Exams).

Research Cited: RBS

| Activity - Dual Enrollment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|------------|------------|-------------------|-------------------|---|
| Partnerships have been established with community colleges that give students the opportunity to attend and receive college credits towards graduation. | Academic Support Program, Career Preparation/Orientation | 08/06/2018 | 05/23/2019 | \$0 | Title I Part A | Graduation Coach, Administrator, Curriculum Specialists |

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

Measurable Objective 1:

ACIP

Jemison High School

90% of All Students will demonstrate a behavior of belonging to a society of learners that exist in a safe and educational learning environment in Reading by 05/29/2020 as measured by reducing number of computer misuse by students. .

Strategy 1:

Accessibility - Provide access to all tools and materials needed to maintain a digital learning environment.

Research Cited: RBD

| Activity - Access to WIFI | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|---|
| Students able to check out MIFI devices provided by the district. | Technology | 08/06/2018 | 05/23/2019 | \$0 | No Funding Required | Library Media Specialist, School Counselors |

Strategy 2:

Safe Learning Environment - Teachers and students will work together to create and maintain a safe learning environment.

Research Cited: RBD

| Activity - DyKnow | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will use DyKnow to monitor computer use in their classroom. | Direct Instruction | 08/06/2018 | 05/23/2019 | \$0 | No Funding Required | All teachers |

| Activity - Safe Schools | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will complete CIPA training using Safe Schools. | Professional Learning | 08/06/2018 | 05/23/2019 | \$0 | No Funding Required | All teachers |

| Activity - Digital Citizenship | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--|
| Teachers will use Common Sense Media and other resources to incorporate digital citizenship lessons into their curriculum. | Direct Instruction | 08/06/2018 | 05/23/2019 | \$0 | No Funding Required | All teachers, Library Media Specialist |

Measurable Objective 2:

90% of All Students will demonstrate a behavior by participating in a digital learning community in Reading by 05/29/2020 as measured by student computer use and administration walk throughs.

Strategy 1:

Teacher Tools - Tools needed for teachers to be a part of a digital learning community will be provided.

Research Cited: RBD

| Activity - Digital Software/Hardware,Tablets/ iPads, Printers for teachers | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|--|
| Teachers need digital software/ hardware including but not limited to technology that will provide mobility and freedom in the classroom. Also, color printers and Copy Machines that will allow classroom and schoolwide data reports (Scantron, ACT, PSAT, Classroom Assessments etc.) to be printed in in full color to identify student strengths and weaknesses to be used during data meetings. | Technology | 08/06/2018 | 05/23/2019 | \$0 | No Funding Required | Administration , Library Media Specialist |
| Activity - Calculators | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers need TI Nspire calculators to provide students with increased college and career skills. | Technology | 08/06/2018 | 05/23/2019 | \$0 | No Funding Required | Administration , Curriculum Specialist, and Math Department Head |
| Activity - Calculator Software | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers need TI Nspire software to support TI Nspire calculators purchased to provide students with increased college and career skills. | Technology | 08/06/2018 | 05/23/2019 | \$0 | No Funding Required | Administration , Curriculum Specialist, and Math Department Head |

Goal 4: Implement rigorous research based instruction aligned with CCRS and district expectations with an increased emphasis placed on students struggling and scoring close on assessments in reading or math in an effort to move those students and show growth

Measurable Objective 1:

20% of All Students will demonstrate a proficiency and show growth in Reading by 05/24/2019 as measured by state assessments..

(shared) Strategy 1:

Tier I Instruction - Teachers will provide quality Tier I instruction for all students. Funds have been budgeted for the purchase of classroom supplies as needed.

Research Cited: RBD

| Activity - Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

ACIP

Jemison High School

| | | | | | | |
|--|-----------------------|------------|------------|----------|--------------------|---|
| Teacher training opportunities will be provided for teachers, administrators, and school staff during the regular school day. Such training opportunities could include Model Schools training, curriculum alignment and improved instructional strategies, confidentiality and security, etc. Professional development activities can also include conference fees/registration, in-state/out-of-state travel expenses, staff/educational supplies, substitutes, stipends, and benefits, etc. Additional funding included to cover the cost of binding and printing. | Professional Learning | 08/06/2018 | 05/23/2019 | \$145000 | Title I Schoolwide | School and District Administrators, Curriculum Specialist |
|--|-----------------------|------------|------------|----------|--------------------|---|

| Activity - Instructional Enrichment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|--------------------|---|
| Student groups will participate in a wide range of activities both in and out of school. Cost may include travel expenses, registration fees, etc. Funds available for associated student and teacher resources. | Academic Support Program | 08/06/2018 | 05/23/2019 | \$106000 | Title I Schoolwide | School Administrator s, Teachers, Graduation Coach, Curriculum Specialist, Media Specialist, and School Counselors, Teachers and all Stakeholders |

(shared) Strategy 2:

Credit Recovery - Opportunities for recovery will be provided for all students in need of re-visiting standards or coursework.

Research Cited: RBD

| Activity - Additional Personnel and Resources | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|------------|------------|-------------------|--------------------|------------------------|
| Employment of a full-time Graduation Coach and Curriculum Specialist, additional teachers for class size reduction, tutors, and associated resources and benefits. Funds also allotted for classroom resources and associated teacher and student support. | Other - increased graduation rate, Academic Support Program, Tutoring | 08/06/2018 | 05/23/2019 | \$235194 | Title I Schoolwide | School Administrator s |

| Activity - Student Remediation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

ACIP

Jemison High School

| | | | | | | |
|---|--|------------|------------|---------|--------------------|---|
| Options for students to receive remedial services, standard recovery, and credit recovery for graduation purposes. Addition of 0 block, 5th block, Saturday school, and computer based programs during the regular school day will be implemented in order to increase student academic success and reach College/Career Readiness. | Behavioral Support Program, Academic Support Program, Tutoring | 08/06/2018 | 05/23/2019 | \$40000 | Title I Schoolwide | School Administrator s, Curriculum Specialist, Graduation Coach, Tutors, Teachers, School Staff |
|---|--|------------|------------|---------|--------------------|---|

Measurable Objective 2:

20% of All Students will demonstrate a proficiency and show growth in Mathematics by 05/24/2019 as measured by state assessments.

(shared) Strategy 1:

Tier I Instruction - Teachers will provide quality Tier I instruction for all students. Funds have been budgeted for the purchase of classroom supplies as needed.

Research Cited: RBD

| Activity - Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|--------------------|--|
| Teacher training opportunities will be provided for teachers, administrators, and school staff during the regular school day. Such training opportunities could include Model Schools training, curriculum alignment and improved instructional strategies, confidentiality and security, etc. Professional development activities can also include conference fees/registration, in-state/out-of-state travel expenses, staff/educational supplies, substitutes, stipends, and benefits, etc. Additional funding included to cover the cost of binding and printing. | Professional Learning | 08/06/2018 | 05/23/2019 | \$145000 | Title I Schoolwide | School and District Administrator s, Curriculum Specialist |

| Activity - Instructional Enrichment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|--------------------|---|
| Student groups will participate in a wide range of activities both in and out of school. Cost may include travel expenses, registration fees, etc. Funds available for associated student and teacher resources. | Academic Support Program | 08/06/2018 | 05/23/2019 | \$106000 | Title I Schoolwide | School Administrator s, Teachers, Graduation Coach, Curriculum Specialist, Media Specialist, and School Counselors, Teachers and all Stakeholders |

(shared) Strategy 2:

Credit Recovery - Opportunities for recovery will be provided for all students in need of re-visiting standards or coursework.

Research Cited: RBD

| Activity - Additional Personnel and Resources | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|------------|------------|-------------------|--------------------|-----------------------|
| Employment of a full-time Graduation Coach and Curriculum Specialist, additional teachers for class size reduction, tutors, and associated resources and benefits. Funds also allotted for classroom resources and associated teacher and student support. | Other - increased graduation rate, Academic Support Program, Tutoring | 08/06/2018 | 05/23/2019 | \$235194 | Title I Schoolwide | School Administrators |

| Activity - Student Remediation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|------------|------------|-------------------|--------------------|---|
| Options for students to receive remedial services, standard recovery, and credit recovery for graduation purposes. Addition of 0 block, 5th block, Saturday school, and computer based programs during the regular school day will be implemented in order to increase student academic success and reach College/Career Readiness. | Behavioral Support Program, Academic Support Program, Tutoring | 08/06/2018 | 05/23/2019 | \$40000 | Title I Schoolwide | School Administrator s, Curriculum Specialist, Graduation Coach, Tutors, Teachers, School Staff |

Goal 5: Foster and develop a positive school culture for all stakeholders to promote a safe, orderly environment for increased student achievement and effective leadership.

Measurable Objective 1:

100% of All Students will collaborate to to promote and foster a positive school culture and learning climate in Practical Living by 05/23/2019 as measured by feedback from stakeholders, involvement ins school activities, ends and engagement in the learning environment as well as a more conducive instructional climate among students and staff through observations and various types of data..

Strategy 1:

Positive Behavior Intervention Support - Positive behavior intervention support establish a positive culture and develop relationships between students and staff to lead to systemic and individualized changes. Teachers and students will actively participate in school wide events such as pep rallies, activity days, philanthropic endeavors;rs, can food drives, dances, programs, field day actives, sporting envoys activity classes, jag dens, incentive trips and activities, mentoring, and advising

Research Cited: Sugai, George; O'Keeffe, Breda V. : Fallon, Lindsay M. Source Journal of Positive Behavior Interventions, v14 n4p197-208 Oct 2012. 12 pp. Abstract: Students from culturally and linguistically diverse backgrounds have historically experienced poor outcomes related to academic achievement, special education, school discipline and climate, and juvenile justice. Difference between home and school cultures likely contribute to these outcomes. Evidence-based practices in schools are promoted to improve the academic and social outcomes for all students, but attention must be paid to cultural factors when implementing practices. Schoolo-wide

positive behavior supports (SWPBS) is a systems approach to promoting evidence-based practices to affect important social and academic outcomes for all students. The purpose of this article is to consider culture within the implementation context of SWPBS. To achieve this purpose, we adopt and describe a contextual perspective on culture that is based on behavioral showery and principles of behavior analysis and incorporate findings from a review of the literature related to culture and student behavior.

| Activity - Activity or Powerhour Period | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------|------------|------------|-------------------|--------------------|---|
| Activity or flex period will consist of events hosted by teachers to engage students in an everyday activity or academic activity to encourage academic progress, attendance and participation for positive behavior in the school. Classes and events will be during the academic day. Evidence of this will be monitored through active and event agendas and participation. | Extra Curricular | 08/06/2018 | 05/23/2019 | \$30000 | Title I Schoolwide | Administration, teachers, staff, faculty, and all stakeholders. Funding for associated classroom supplies included. |

| Activity - Routines, Procedures and Management | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|------------|------------|-------------------|--------------------|--|
| Implement student and staff expectations, routines and procedures for developing and maintaining an orderly and safe environment. Teachers participate in professional development opportunities to create a positive culture and assist with classroom or school wide management. Teachers follow the progressive discipline plan/ladder and stimulate prompt and further communication with parents or guardians. Monitored through discipline referrals, parent conferences and success of students. | Behavioral Support Program | 08/06/2018 | 05/23/2019 | \$35000 | Title I Schoolwide | Administrator s, Teachers, Staff, Faculty and all stakeholders |

Measurable Objective 2:

100% of All Students will collaborate to increase parental/stakeholder involvement and improve communication in Practical Living by 05/23/2019 as measured by participation during, and after school .

Strategy 1:

Parental Involvement - We will employ a parent involvement coordinator and parent liaison to help increase parental communication and awareness. Efforts for increased amounts of communication between home and school will include emails, call-outs through SchoolCast, announcements posted on the school web-page, use of the school marquee, and newsletters/progress reports sent home with students. Teachers will regularly communicate with all parents and parents will feel more welcome in the school.

Research Cited: RBD

| Activity - Extracurricular Activities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|---------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

ACIP

Jemison High School

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|--|--|-------------------|-----------------|--------------------------|--------------------------|---|
| We will offer stakeholders the opportunity to participate in activist after school to promote positive school climate and culture. Examples of thesis include various safer school clubs/organizations, festivals/cookouts, PTO meetings, Choir/Band Concerts, Athletic Events, Open Houses, Annual Title 1 meetings, Retention prevention Tutorial Program, District chat and chews, community meetings, safety meetings among others | Parent Involvement, Community Engagement | 08/06/2018 | 05/23/2019 | \$10000 | Title I Schoolwide | Administrator s, teachers, staff, faculty, students and all stakeholders |
| Activity - Communication | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Enhanced communication: Utilize physical and human resources to increase community/parent/students awareness and involvement Various communication tools will be used to keep all stakeholders abreast of school calendar, school happenings, meetings, and successes and student academic progress and instruction etc. (student handbooks, school cast, newsletters, principal notes and news affiliates) | Parent Involvement, Community Engagement | 08/06/2018 | 05/23/2019 | \$5000 | Title I Schoolwide | Administrator s, Teachers, staff, faculty, students and all stakeholders. |
| Activity - Parent Involvement Coordinator | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Selected person will implement new ways of encouraging more parent involvement. | Parent Involvement, Academic Support Program | 08/06/2018 | 05/23/2019 | \$15000 | Title I Schoolwide | School Administrator s, Curriculum Specialist, Parent Engagement Coordinator, Curriculum Specialist |

Goal 6: Student involvement in extracurricular activities and community outreach will greatly increase during the 2018-2019 school year.

Measurable Objective 1:

70% of All Students will demonstrate a behavior of responsibility for their own learning and help guide instruction through curiosity and exploration in Practical Living by 05/23/2019 as measured by student, faculty, and parent surveys.

Strategy 1:

Power Hour - Students will be given time during the school day to explore interests through a multitude of clubs and activities. Student choice and personal interest will drive the creating of specific clubs and activities.

Research Cited: RBD

| | | | | | | |
|---|----------------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|
| Activity - Clubs and Organizations | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|

ACIP

Jemison High School

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|--|--|------------|------------|-----|--------------------|--|
| All students will become involved in some activity or extracurricular activity at Jemison High School. Some funds available for purchasing supplies and resources. | Extra Curricular, Behavioral Support Program, Other - student ownership of the school and school pride | 08/06/2018 | 05/23/2019 | \$0 | Title I Schoolwide | School Administrator s, Curriculum Specialist, School Counselors, Graduation Coach |
|--|--|------------|------------|-----|--------------------|--|

Strategy 2:

Advisory - Small student groups will be assigned to an Advisor who will check in with students each week concerning grades, academic progress, social and emotional needs, and other related issues associated with each specific student.

Research Cited: RBD

| Activity - Weekly Academic Checks and Student Conferences | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|------------|------------|-------------------|--------------------|---|
| Each week, Advisors will spend time meeting with each assigned student to evaluate student progress and identify methods of improving performance. Funds allocated to assist with classroom supplies. | Behavioral Support Program, Academic Support Program, Tutoring | 08/06/2018 | 05/23/2019 | \$8000 | Title I Schoolwide | Administrator s, Teachers, School Staff |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------|---|--|------------|------------|-------------------|--|
| Dual Enrollment | Partnerships have been established with community colleges that give students the opportunity to attend and receive college credits towards graduation. | Academic Support Program, Career Preparation/Orientation | 08/06/2018 | 05/23/2019 | \$0 | Graduation Coach, Administrators, Curriculum Specialists |
| Total | | | | | \$0 | |

Title I Schoolwide

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------|---|--|------------|------------|-------------------|---|
| Professional Development | Teacher training opportunities will be provided for teachers, administrators, and school staff during the regular school day. Such training opportunities could include Model Schools training, curriculum alignment and improved instructional strategies, confidentiality and security, etc. Professional development activities can also include conference fees/registration, in-state/out-of-state travel expenses, staff/educational supplies, substitutes, stipends, and benefits, etc. Additional funding included to cover the cost of binding and printing. | Professional Learning | 08/06/2018 | 05/23/2019 | \$145000 | School and District Administrators, Curriculum Specialist |
| Student Remediation | Options for students to receive remedial services, standard recovery, and credit recovery for graduation purposes. Addition of 0 block, 5th block, Saturday school, and computer based programs during the regular school day will be implemented in order to increase student academic success and reach College/Career Readiness. | Behavioral Support Program, Academic Support Program, Tutoring | 08/06/2018 | 05/23/2019 | \$40000 | School Administrator, Curriculum Specialist, Graduation Coach, Tutors, Teachers, School Staff |

ACIP

Jemison High School

| | | | | | | |
|--|---|--|------------|------------|---------|---|
| Extracurricular Activities | We will offer stakeholders the opportunity to participate in activist after school to promote positive school climate and culture. Examples of this include various safer school clubs/organizations, festivals/cookouts, PTO meetings, Choir/Band Concerts, Athletic Events, Open Houses, Annual Title 1 meetings, Retention prevention Tutorial Program, District chat and chews, community meetings, safety meetings among others | Parent Involvement, Community Engagement | 08/06/2018 | 05/23/2019 | \$10000 | Administrators, teachers, staff, faculty, students and all stakeholders |
| Additional Software | Additional money will be available to purchase software needed to improve instruction and student engagement. | Technology | 08/06/2018 | 05/23/2019 | \$10000 | Administration, Curriculum Specialist, LMS |
| Digital Assignments | Teachers will use digital communication tools such as Canvas, NearPod, Dyknow & various digital resources to communicate with students, parents, and other teachers. Teachers will assign learning activities, assessments, and give pertinent instructional information to students & parents using these sites. | Direct Instruction | 08/06/2018 | 05/23/2019 | \$5000 | All teachers and Curriculum Specialist |
| Weekly Academic Checks and Student Conferences | Each week, Advisors will spend time meeting with each assigned student to evaluate student progress and identify methods of improving performance. Funds allocated to assist with classroom supplies. | Behavioral Support Program, Academic Support Program, Tutoring | 08/06/2018 | 05/23/2019 | \$8000 | Administrators, Teachers, School Staff |
| Routines, Procedures and Management | Implement student and staff expectations, routines and procedures for developing and maintaining an orderly and safe environment. Teachers participate in professional development opportunities to create a positive culture and assist with classroom or school wide management. Teachers follow the progressive discipline plan/ladder and stimulate prompt and further communication with parents or guardians. Monitored through discipline referrals, parent conferences and success of students. | Behavioral Support Program | 08/06/2018 | 05/23/2019 | \$35000 | Administrators, Teachers, Staff, Faculty and all stakeholders |
| Additional Hardware | Additional money will be available to purchase hardware needed to improve instruction and student engagement. | Technology | 08/06/2018 | 05/23/2019 | \$10000 | Administration, Curriculum Specialist, LMS |
| Activity or Powerhour Period | Activity or flex period will consist of events hosted by teachers to engage students in an everyday activity or academic activity to encourage academic progress, attendance and participation for positive behavior in the school. Classes and events will be during the academic day. Evidence of this will be monitored through active and event agendas and participation. | Extra Curricular | 08/06/2018 | 05/23/2019 | \$30000 | Administration, teachers, staff, faculty, and all stakeholders. Funding for associated classroom supplies included. |

ACIP

Jemison High School

| | | | | | | |
|------------------------------------|---|--|------------|------------|----------|---|
| Communication | Enhanced communication: Utilize physical and human resources to increase community/parent/students awareness and involvement Various communication tools will be used to keep all stakeholders abreast of school calendar, school happenings, meetings, and successes and student academic progress and instruction etc. (student handbooks, school cast, newsletters, principal notes and news affiliates) | Parent Involvement, Community Engagement | 08/06/2018 | 05/23/2019 | \$5000 | Administrators, Teachers, staff, faculty, students and all stakeholders. |
| Clubs and Organizations | All students will become involved in some activity or extracurricular activity at Jemison High School. Some funds available for purchasing supplies and resources. | Extra Curricular, Behavioral Support Program, Other - student ownership of the school and school pride | 08/06/2018 | 05/23/2019 | \$0 | School Administrator s, Curriculum Specialist, School Counselors, Graduation Coach |
| Instructional Enrichment | Student groups will participate in a wide range of activities both in and out of school. Cost may include travel expenses, registration fees, etc. Funds available for associated student and teacher resources. | Academic Support Program | 08/06/2018 | 05/23/2019 | \$106000 | School Administrator s, Teachers, Graduation Coach, Curriculum Specialist, Media Specialist, and School Counselors, Teachers and all Stakeholders |
| Parent Involvement Coordinator | Selected person will implement new ways of encouraging more parent involvement. | Parent Involvement, Academic Support Program | 08/06/2018 | 05/23/2019 | \$15000 | School Administrator s, Curriculum Specialist, Parent Engagement Coordinator, Curriculum Specialist |
| Additional Personnel and Resources | Employment of a full-time Graduation Coach and Curriculum Specialist, additional teachers for class size reduction, tutors, and associated resources and benefits. Funds also allotted for classroom resources and associated teacher and student support. | Other - increased graduation rate, Academic Support Program, Tutoring | 08/06/2018 | 05/23/2019 | \$235194 | School Administrator s |

Total

\$654194

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|---|-----------------------|------------|------------|-------------------|---|
| Safe Schools | Teachers will complete CIPA training using Safe Schools. | Professional Learning | 08/06/2018 | 05/23/2019 | \$0 | All teachers |
| DyKnow | Teachers will use DyKnow to monitor computer use in their classroom. | Direct Instruction | 08/06/2018 | 05/23/2019 | \$0 | All teachers |
| Digital Software/Hardware, Tablets/ iPads, Printers for teachers | Teachers need digital software/ hardware including but not limited to technology that will provide mobility and freedom in the classroom. Also, color printers and Copy Machines that will allow classroom and schoolwide data reports (Scantron, ACT, PSAT, Classroom Assessments etc.) to be printed in in full color to identify student strengths and weaknesses to be used during data meetings. | Technology | 08/06/2018 | 05/23/2019 | \$0 | Administration , Library Media Specialist |
| Calculator Software | Teachers need TI Nspire software to support TI Nspire calculators purchased to provide students with increased college and career skills. | Technology | 08/06/2018 | 05/23/2019 | \$0 | Administration , Curriculum Specialist, and Math Department Head |
| Access to WIFI | Students able to check out MIFI devices provided by the district. | Technology | 08/06/2018 | 05/23/2019 | \$0 | Library Media Specialist, School Counselors |
| Digital Citizenship | Teachers will use Common Sense Media and other resources to incorporate digital citizenship lessons into their curriculum. | Direct Instruction | 08/06/2018 | 05/23/2019 | \$0 | All teachers, Library Media Specialist |
| Calculators | Teachers need TI Nspire calculators to provide students with increased college and career skills. | Technology | 08/06/2018 | 05/23/2019 | \$0 | Administration , Curriculum Specialist, and Math Department Head |
| Digital Curriculum | Implementation of digital curriculum will be carried out by teachers and utilized by students daily in the classroom. Teachers will be provided support from Media Specialist, District Tech Coach & Curriculum Specialist. Student in GR 3-12 will be supplied with a digital device to reduce the digital divide & support 21st century learning. | Technology | 08/06/2018 | 05/23/2019 | \$0 | Teachers, Media Specialist, Curriculum Specialist, LEA of the school and the HCT IT Dept. |
| Total | | | | | \$0 | |

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 1. | Did you complete the Stakeholder Feedback Data document offline and upload below? | Yes | | |

Evaluative Criteria and Rubrics

Overall Rating: 2.5

| | Statement or Question | Response | Rating |
|----|------------------------------|---|---------|
| 1. | Questionnaire Administration | Some required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants. | Level 2 |

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

Areas of Notable Achievement

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

The most common area indicating the highest level of satisfaction was related to parental perceptions about whether teachers were genuinely concerned about the students and parents and their concerns.

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

The number of parents who were aware of, and participated in some type of Title I informational meeting. More parents and stakeholders seemed to understand their rights - demonstrating an increase in communication and transparency between the school and parents.

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

NA

Areas in Need of Improvement

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

NA

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

the availability of information related to community resources available to them

What are the implications for these stakeholder perceptions?

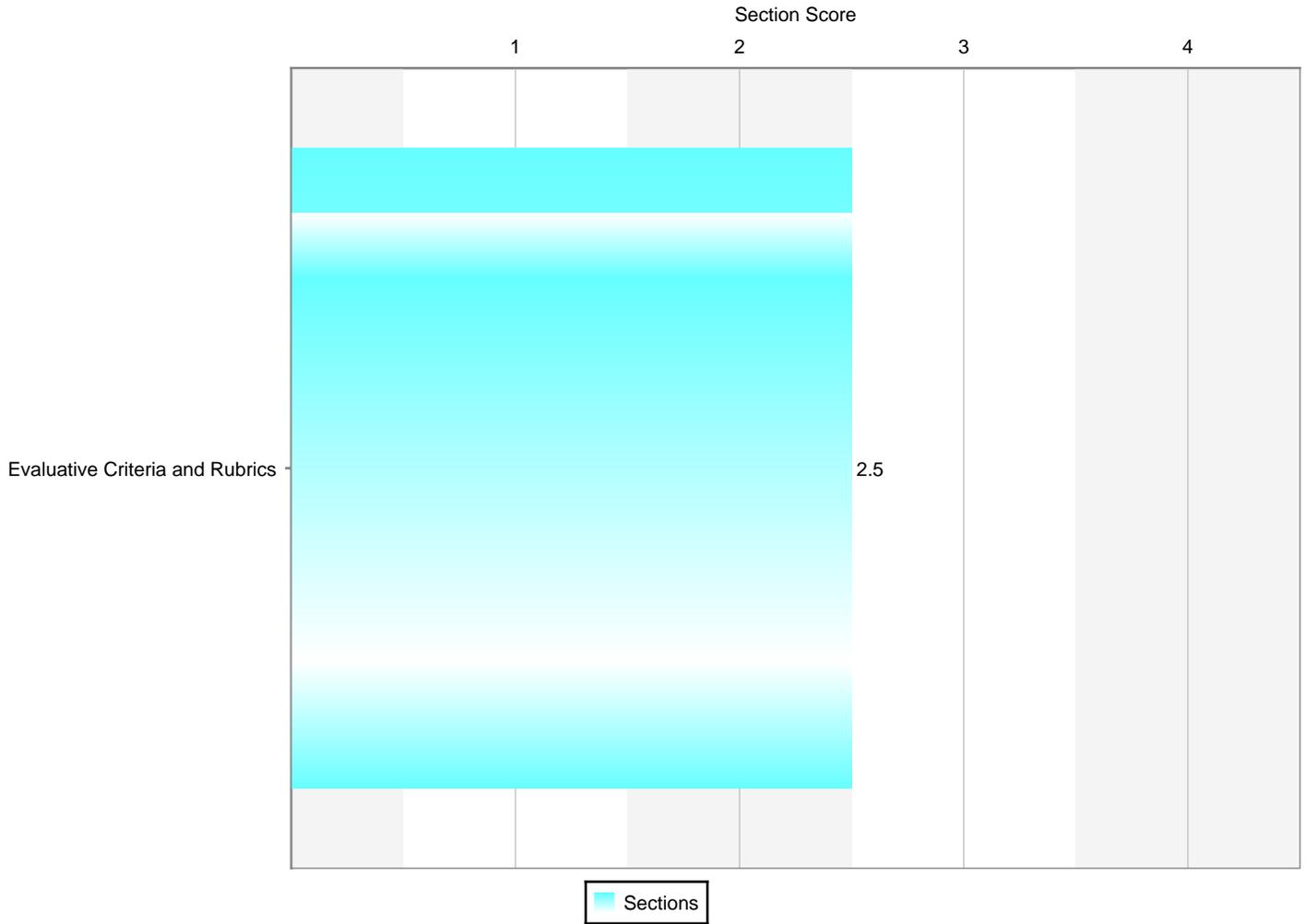
NA

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

NA

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

Data sources used to conduct the needs assessment included the SIR report, attendance report (teacher and student), surveys, Educate Alabama summary, ACT Aspire/Scantron, and ACT. Several instruments of assessment are used to determine needs for the faculty and student assessment results over time are utilized to determine academic needs related to curriculum. The administrative staff analyzes assessment data, school profile, educate Alabama to identify weaknesses and strengths to provide targeted professional development for the upcoming school year. The continuous improvement plan is evaluated and the committee reflects on the year and makes projections for next year. Additional modifications are done when the state assessment information arrives.

What were the results of the comprehensive needs assessment?

The results indicated that there exists weaknesses in student knowledge:

math concepts and application

reading comprehension

Faculty experienced a high teacher turnover

Discipline and infractions continue to rise

Low faculty, staff morale

Lack of school pride and positive culture

Attendance rate is below the state threshold

What conclusions were drawn from the results?

The results of the data identified JHS areas of weakness as being math, reading, culture and behavior. The stakeholders decided to utilize strategies to improve the school culture, provide structure and routines to enhance classroom management and provide targeted professional development on strategic teaching strategies. Teachers need opportunities to collaborate with each other and reflective teaching opportunities are needed.

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

Students continue to struggle with school pride. The reading and math interventions have not been successful moving students forward academically.

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

School goals are connected to the needs assessment based on academic and non-academic targeted areas for improvement. Reading and math goals include instructional straggles and activities that are general to all content areas as well as some strategies and activities that are specific to the core content areas.

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

The goals are a summation of the identified weaknesses, both academic, behavior and social, through the use of various assessment tools. The activities support ways to correct the areas of concern. goals are based on the analysis and trends of ACT, benchmark, end of the course data. Culture goals are based on discipline, attendance and survey data.

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

The goals address the specific needs of all students including those identified with having special needs. Special populations were identified according to results of the data. For the EL students, a goal was read to address their needs. The majority of our student population are eligible to receive free or reduced lunch and many are disadvantaged. Ass students receive a free meal sponsored by the state department. All goals address the needs of every student attending JHS.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency Implementation of the digital curriculum. By providing each student in GR 3-12 with a digital device, will support 21st century learning & reduce the digital divide. Tech Usage for 18-19 will increase by 5% from the baseline usage of 47.22%. in Reading by 05/23/2019 as measured by Implementation of digital curriculum and by providing each student in GR 3-12 with a digital device. .

Strategy1:

Technology Usage - The strategy will work by the Implementation of digital curriculum and by providing each student in GR 3-12 with a digital device to support 21st century learning & reduce the digital divide. Tech Usage for 17-18 will increase by 5% from the baseline usage of 47.22%.

Research Cited: RBD

| Activity - Additional Hardware | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|------------------------------|--|
| Additional money will be available to purchase hardware needed to improve instruction and student engagement. | Technology | 08/06/2018 | 05/23/2019 | \$10000 - Title I Schoolwide | Administration, Curriculum Specialist, LMS |

| Activity - Digital Curriculum | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|---|
| Implementation of digital curriculum will be carried out by teachers and utilized by students daily in the classroom. Teachers will be provided support from Media Specialist, District Tech Coach & Curriculum Specialist. Student in GR 3-12 will be supplied with a digital device to reduce the digital divide & support 21st century learning. | Technology | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | Teachers, Media Specialist, Curriculum Specialist, LEA of the school and the HCT IT Dept. |

| Activity - Additional Software | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|------------------------------|--|
| Additional money will be available to purchase software needed to improve instruction and student engagement. | Technology | 08/06/2018 | 05/23/2019 | \$10000 - Title I Schoolwide | Administration, Curriculum Specialist, LMS |

Strategy2:

Classroom Communication - Teachers will use digital communication tools such as Edmodo, Chalkable, NearPod, Dyknow & various digital resources to communicate with students, parents, and other teachers. Teachers will assign learning activities, assessments, and give pertinent instructional information to students & parents using these sites.

Research Cited: RBD

| Activity - Digital Assignments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-----------------------------|--|
| Teachers will use digital communication tools such as Canvas, NearPod, Dyknow & various digital resources to communicate with students, parents, and other teachers. Teachers will assign learning activities, assessments, and give pertinent instructional information to students & parents using these sites. | Direct Instruction | 08/06/2018 | 05/23/2019 | \$5000 - Title I Schoolwide | All teachers and Curriculum Specialist |

Goal 2:

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

Measurable Objective 1:

90% of All Students will demonstrate a behavior of belonging to a society of learners that exist in a safe and educational learning environment in Reading by 05/29/2020 as measured by reducing number of computer misuse by students. .

Strategy1:

Safe Learning Environment - Teachers and students will work together to create and maintain a safe learning environment.

Research Cited: RBD

| Activity - DyKnow | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|-------------------|
| Teachers will use DyKnow to monitor computer use in their classroom. | Direct Instruction | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | All teachers |

| Activity - Safe Schools | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|-------------------|
| Teachers will complete CIPA training using Safe Schools. | Professional Learning | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | All teachers |

| Activity - Digital Citizenship | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Teachers will use Common Sense Media and other resources to incorporate digital citizenship lessons into their curriculum. | Direct Instruction | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | All teachers, Library Media Specialist |

Strategy2:

Accessibility - Provide access to all tools and materials needed to maintain a digital learning environment.

Research Cited: RBD

| Activity - Access to WIFI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|---|
| Students able to check out MIFI devices provided by the district. | Technology | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | Library Media Specialist, School Counselors |

Measurable Objective 2:

90% of All Students will demonstrate a behavior by participating in a digital learning community in Reading by 05/29/2020 as measured by student computer use and administration walk throughs.

Strategy1:

Teacher Tools - Tools needed for teachers to be a part of a digital learning community will be provided.

Research Cited: RBD

| Activity - Digital Software/Hardware, Tablets/ iPads, Printers for teachers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|--|
| Teachers need digital software/ hardware including but not limited to technology that will provide mobility and freedom in the classroom. Also, color printers and Copy Machines that will allow classroom and schoolwide data reports (Scantron, ACT, PSAT, Classroom Assessments etc.) to be printed in in full color to identify student strengths and weaknesses to be used during data meetings. | Technology | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | Administration, Library Media Specialist |

Goal 3:

Implement rigorous research based instruction aligned with CCRS and district expectations with an increased emphasis placed on students struggling and scoring close on assessments in reading or math in an effort to move those students and show growth

Measurable Objective 1:

20% of All Students will demonstrate a proficiency and show growth in Reading by 05/24/2019 as measured by state assessments..

Strategy1:

Tier I Instruction - Teachers will provide quality Tier I instruction for all students. Funds have been budgeted for the purchase of classroom supplies as needed.

Research Cited: RBD

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Jemison High School

| Activity - Instructional Enrichment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------------|--|
| Student groups will participate in a wide range of activities both in and out of school. Cost may include travel expenses, registration fees, etc. Funds available for associated student and teacher resources. | Academic Support Program | 08/06/2018 | 05/23/2019 | \$106000 - Title I Schoolwide | School Administrators, Teachers, Graduation Coach, Curriculum Specialist, Media Specialist, and School Counselors, Teachers and all Stakeholders |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------------|---|
| Teacher training opportunities will be provided for teachers, administrators, and school staff during the regular school day. Such training opportunities could include Model Schools training, curriculum alignment and improved instructional strategies, confidentiality and security, etc. Professional development activities can also include conference fees/registration, in-state/out-of-state travel expenses, staff/educational supplies, substitutes, stipends, and benefits, etc. Additional funding included to cover the cost of binding and printing. | Professional Learning | 08/06/2018 | 05/23/2019 | \$145000 - Title I Schoolwide | School and District Administrators, Curriculum Specialist |

Strategy2:

Credit Recovery - Opportunities for recovery will be provided for all students in need of re-visiting standards or coursework.

Research Cited: RBD

| Activity - Student Remediation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|------------------------------|--|
| Options for students to receive remedial services, standard recovery, and credit recovery for graduation purposes. Addition of 0 block, 5th block, Saturday school, and computer based programs during the regular school day will be implemented in order to increase student academic success and reach College/Career Readiness. | Academic Support Program Tutoring Behavioral Support Program | 08/06/2018 | 05/23/2019 | \$40000 - Title I Schoolwide | School Administrators, Curriculum Specialist, Graduation Coach, Tutors, Teachers, School Staff |

| Activity - Additional Personnel and Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-------------------------------|-----------------------|
| Employment of a full-time Graduation Coach and Curriculum Specialist, additional teachers for class size reduction, tutors, and associated resources and benefits. Funds also allotted for classroom resources and associated teacher and student support. | Academic Support Program Other - increased graduation rate Tutoring | 08/06/2018 | 05/23/2019 | \$235194 - Title I Schoolwide | School Administrators |

Measurable Objective 2:

20% of All Students will demonstrate a proficiency and show growth in Mathematics by 05/24/2019 as measured by state assessments.

Strategy1:

ACIP

Jemison High School

Tier I Instruction - Teachers will provide quality Tier I instruction for all students. Funds have been budgeted for the purchase of classroom supplies as needed.

Research Cited: RBD

| Activity - Instructional Enrichment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------------|--|
| Student groups will participate in a wide range of activities both in and out of school. Cost may include travel expenses, registration fees, etc. Funds available for associated student and teacher resources. | Academic Support Program | 08/06/2018 | 05/23/2019 | \$106000 - Title I Schoolwide | School Administrators, Teachers, Graduation Coach, Curriculum Specialist, Media Specialist, and School Counselors, Teachers and all Stakeholders |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------------|---|
| Teacher training opportunities will be provided for teachers, administrators, and school staff during the regular school day. Such training opportunities could include Model Schools training, curriculum alignment and improved instructional strategies, confidentiality and security, etc. Professional development activities can also include conference fees/registration, in-state/out-of-state travel expenses, staff/educational supplies, substitutes, stipends, and benefits, etc. Additional funding included to cover the cost of binding and printing. | Professional Learning | 08/06/2018 | 05/23/2019 | \$145000 - Title I Schoolwide | School and District Administrators, Curriculum Specialist |

Strategy2:

Credit Recovery - Opportunities for recovery will be provided for all students in need of re-visiting standards or coursework.

Research Cited: RBD

| Activity - Additional Personnel and Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-------------------------------|-----------------------|
| Employment of a full-time Graduation Coach and Curriculum Specialist, additional teachers for class size reduction, tutors, and associated resources and benefits. Funds also allotted for classroom resources and associated teacher and student support. | Tutoring Academic Support Program Other - increased graduation rate | 08/06/2018 | 05/23/2019 | \$235194 - Title I Schoolwide | School Administrators |

| Activity - Student Remediation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|------------------------------|--|
| Options for students to receive remedial services, standard recovery, and credit recovery for graduation purposes. Addition of 0 block, 5th block, Saturday school, and computer based programs during the regular school day will be implemented in order to increase student academic success and reach College/Career Readiness. | Behavioral Support Program Tutoring Academic Support Program | 08/06/2018 | 05/23/2019 | \$40000 - Title I Schoolwide | School Administrators, Curriculum Specialist, Graduation Coach, Tutors, Teachers, School Staff |

Goal 4:

Implement rigorous research based instruction aligned with CCRS and district expectations with an increased emphasis placed on students struggling and scoring close in mathematics in an effort to move those students and show growth on State assessment

Measurable Objective 1:

20% of All Students will demonstrate a proficiency by moving forward and progress in Mathematics by 05/24/2019 as measured by on the state assessment.

Strategy1:

Data Meetings - Academic teachers and departments will meet collaboratively to analyze data (grades, Scantron, ACT and other assessments) and utilize assessment data to inform planning for individual students and classes to provide differentiation and progress monitoring

Research Cited: Data Meetings - Academic teams will meet collaboratively to analyze data (grades, STAR, previous ASPIRE and Chalkable assessments) and utilize assessment data

to inform planning for individual students and classes to provide differentiation and progress monitoring.

Category: Develop/Implement Learning Supports

Research Cited: According to Educational Leadership, (December 2008/January 2009 | Volume 66 | Number 4

Data: Now What? Pages 18-24), important questions drove the dialogue about school effectiveness, school staff quickly learned how to identify and use different types

of data to answer those questions (Lachat & Smith, 2004).

Organizing data use around essential questions about student performance is a powerful strategy for building data literacy. Consider the following questions:

How do student outcomes differ by demographics, programs, and schools?

To what extent have specific programs, interventions, and services improved outcomes?

What is the longitudinal progress of a specific cohort of students?

What are the characteristics of students who achieve proficiency and of those who do not?

Where are we making the most progress in closing achievement gaps?

How do absence and mobility affect assessment results?

How do student grades correlate with state assessment results and other measures? essential-questions approach has helped educators recognize the power and

potential of going beyond aggregated data to identify the data they need and when they need it and to define multiple ways of disaggregating the data Research has

emphasized that data disaggregation is essential to effective data use (Johnson, 2002; Lachat & Williams, 2003). Furthermore, Research has demonstrated that when

teachers use student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance. A

significant body of research conducted over the past 30 years has shown this method to be a reliable and valid predictor of subsequent performance on a variety of

outcome measures, and thus useful for a wide range of instructional decisions (Deno, 2003; Fuchs, Deno, & Mirkin, 1984; Good & Jefferson, 1998).

| Activity - Data Analysis | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|---|
| Teachers will review student classroom grades, benchmark and common assessment data such as Scantron and summative assessment results, during weekly and monthly department meetings to inform planning for individual students and classes and provide for differentiation. | Academic Support Program | 08/06/2018 | 05/24/2019 | \$0 - Title I Part A | Administrators, teachers, faculty, staff, curriculum specialists, media specialist and all stakeholders |

Strategy2:

Research Based Instructional Practices - All teachers will implement standards based rigorous and strategic teaching strategies on a consistent basis to improve student achievement

Teachers will follow the pacing and curriculum guide according to the College Board A_ College Ready curriculum

Research Cited: Research Based Instructional Practices - All core and inclusion teachers will implement standards based rigorous and strategic teaching strategies on a consistent basis to improve student achievement.

Category: Develop/Implement Learning Supports

Research Cited: According to the U.S. Department of Education, Scientifically based instructional methods equip teachers with tools that help them better reach

children, avoid burnout, and improve their classrooms' culture of learning and achievement. As well as,

Instructional practices that are based on scientific evidence bring the best teaching approaches and programs to children who might fail without them. Such practices

challenge children and interest them in learning, setting them on the path to success in school and in life. Furthermore, Evidenced-based practices are those "effective

educational strategies supported by evidence and research" (ESEA, 2002). When teachers use evidence-based practices with fidelity, they can be confident their

teaching is likely to support student learning and achievement of CCRS.

| Activity - College Board A+ | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|--------------------------|--|
| <p>Student success begins with teachers who are knowledgeable in their subject matter, skilled at instructing diverse classrooms, and capable of preparing students to be confident and creative problem-solvers. College Board A+ and AP program equips educators with the content knowledge and instruction know-how they need to set high classroom expectations and shift students to advanced levels of thinking and learning, growing body of rigorous research demonstrates that A+ programs are producing measurable and lasting improvements in teacher effectiveness, student achievement and post-secondary and workforce outcomes, including college persistence and wage earning. The programs (laying the foundations/AP) equips educators with the content knowledge and instruction know-how they need to set high classroom expectations and shift students to advanced levels of thinking and learning developed by experienced teachers and content experts. A+ programs provides teachers with the trainings support and resources that's need to drive student achievement and facilitated their progression toward advanced coursework in high school.</p> <p>Elements of success: hands on training that allows teachers to experience learning from the students' perspective Content rich lessons with clear outcome goals and suggested teaching strategies Classroom exercises that allow teachers of all experiences level to relate math and science concepts to real-world scenarios. Tools to help monitor student understanding of complex concepts that are critical to rigorous coursework in higher grades. Opportunities for educators to collaborate, eat new techniques and receive feedback from peers. Results + Impact Research shows that students of A+ LTF trained teachers core better on math and science reading assessments</p> | Academic Support Program | 08/06/2018 | 05/24/2019 | \$77500 - Title I Part A | Administrator, teachers, staff, faculty, curriculum director |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| <p>Instructional teachers will participate in professional development to enhance and build knowledge on developing and implementing rigorous standards based instruction within the class room as evidenced through walkthroughs, observations, lesson plans and mid-year reviews.</p> | Academic Support Program | 08/06/2018 | 05/24/2019 | \$0 - Title I Part A | Administration, teachers, staff, faculty, curriculum specialists |

| Activity - Rigorous, Content, and Strategic Practices | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| <p>Core subject and collaborative education teachers will implement standards based rigorous research based instruction utilizing but not limited to ARI, AMSTI, Marano, DOK, CCRS, Information Text writing prompts, justification and explanation evidence through walkthroughs, observations, mid-year review, and lesson plan development</p> | Academic Support Program | 08/06/2018 | 05/24/2019 | \$0 - Title I Part A | Administration, teachers, curriculum specialist, staff, faculty and all stakeholders |

Goal 5:

Foster and develop a positive school culture for all stakeholders to promote a safe, orderly environment for increased student achievement and effective leadership.

Measurable Objective 1:

100% of All Students will collaborate to to promote and foster a positive school culture and learning climate in Practical Living by 05/23/2019 as measured by feedback from stakeholders, involvement ins school activities, ends and engagement in the learning environment as well as a more conducive instructional climate among students and staff through observations and various types of data..

Strategy1:

Positive Behavior Intervention Support - Positive behavior intervention support establish a positive culture and develop relationships between students and staff to lead to systemic and individualized changes. Teachers and students will actively participate in school wide events such as pep rallies, activity days, philanthropic endeavors;rs, can food drives, dances, programs, field day actives, sporting envoys activity classes, jag dens, incentive trips and activities, mentoring, and advising

Research Cited: Sugai, George; O'Keeffe, Breda V. : Fallon, Lindsay M. Source Journal of Positive Behavior Interventions, v14 n4p197-208 Oct 2012. 12 pp. Abstract: Students from culturally and linguistically diverse backgrounds have historically experienced poor outcomes related to academic achievement, special education, school discipline and climate, and juvenile justice. Difference between home and school cultures likely contribute to these outcomes. Evidence-based practices in schools are promoted to improve the academic and social outcomes for all students, but attention must be paid to cultural factors when implementing practices. Schoolo-wide positive behavior supports (SWPBS) is a systems approach to promoting evidence-based practices to affect important social and academic outcomes for all students. The purpose of this article is to consider culture within the implementation context of SWPBS. To achieve this purpose, we adopt and describe a contextual perspective on culture that is based on behavioral showery and principles of behavior analysis and incorporate findings from a review of the literature related to culture and student behavior.

| Activity - Routines, Procedures and Management | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|------------------------------|---|
| Implement student and staff expectations, routines and procedures for developing and maintaining an orderly and safe environment. Teachers participate in professional development opportunities to create a positive culture and assist with classroom or school wide management. Teachers follow the progressive discipline plan/ladder and stimulate prompt and further communication with parents or guardians. Monitored through discipline referrals, parent conferences and success of students. | Behavioral Support Program | 08/06/2018 | 05/23/2019 | \$35000 - Title I Schoolwide | Administrators, Teachers, Staff, Faculty and all stakeholders |

| Activity - Activity or Powerhour Period | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|------------------|------------|------------|------------------------------|---|
| Activity or flex period will consist of events hosted by teachers to engage students in an everyday activity or academic activity to encourage academic progress, attendance and participation for positive behavior in the school. Classes and events will be during the academic day. Evidence of this will be monitored through active and event agendas and participation. | Extra Curricular | 08/06/2018 | 05/23/2019 | \$30000 - Title I Schoolwide | Administration, teachers, staff, faculty, and all stakeholders. Funding for associated classroom supplies included. |

Measurable Objective 2:

100% of All Students will collaborate to increase parental/stakeholder involvement and improve communication in Practical Living by 05/23/2019 as measured by participation during, and after school .

Strategy1:

Parental Involvement - We will employ a parent involvement coordinator and parent liaison to help increase parental communication and awareness. Efforts for increased amounts of communication between home and school will include emails, call-outs through SchoolCast, announcements posted on the school web-page, use of the school marquee, and newsletters/progress reports sent home with students. Teachers will regularly communicate with all parents and parents will feel more welcome in the school.

Research Cited: RBD

| Activity - Communication | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|-----------------------------|--|
| Enhanced communication: Utilize physical and human resources to increase community/parent/students awareness and involvement Various communication tools will be used to keep all stakeholders abreast of school calendar, school happenings, meetings, and successes and student academic progress and instruction etc. (student handbooks, school cast, newsletters, principal notes and news affiliates) | Parent Involvement Community Engagement | 08/06/2018 | 05/23/2019 | \$5000 - Title I Schoolwide | Administrators, Teachers, staff, faculty, students and all stakeholders. |

| Activity - Extracurricular Activities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|------------------------------|---|
| We will offer stakeholders the opportunity to participate in activist after school to promote positive school climate and culture. Examples of thesis include various safer school clubs/organizations, festivals/cookouts, PTO meetings, Choir/Band Concerts, Athletic Events, Open Houses, Annual Title 1 meetings, Retention prevention Tutorial Program, District chat and chews, community meetings, safety meetings among others | Parent Involvement Community Engagement | 08/06/2018 | 05/23/2019 | \$10000 - Title I Schoolwide | Administrators, teachers, staff, faculty, students and all stakeholders |

ACIP

Jemison High School

| Activity - Parent Involvement Coordinator | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|------------------------------|--|
| Selected person will implement new ways of encouraging more parent involvement. | Academic Support Program Parent Involvement | 08/06/2018 | 05/23/2019 | \$15000 - Title I Schoolwide | School Administrators, Curriculum Specialist, Parent Engagement Coordinator, Curriculum Specialist |

Goal 6:

Student involvement in extracurricular activities and community outreach will greatly increase during the 2018-2019 school year.

Measurable Objective 1:

70% of All Students will demonstrate a behavior of responsibility for their own learning and help guide instruction through curiosity and exploration in Practical Living by 05/23/2019 as measured by student, faculty, and parent surveys.

Strategy1:

Advisory - Small student groups will be assigned to an Advisor who will check in with students each week concerning grades, academic progress, social and emotional needs, and other related issues associated with each specific student.

Research Cited: RBD

| Activity - Weekly Academic Checks and Student Conferences | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|-----------------------------|--|
| Each week, Advisors will spend time meeting with each assigned student to evaluate student progress and identify methods of improving performance. Funds allocated to assist with classroom supplies. | Academic Support Program Tutoring Behavioral Support Program | 08/06/2018 | 05/23/2019 | \$8000 - Title I Schoolwide | Administrators, Teachers, School Staff |

Strategy2:

Power Hour - Students will be given time during the school day to explore interests through a multitude of clubs and activities. Student choice and personal interest will drive the creating of specific clubs and activities.

Research Cited: RBD

| Activity - Clubs and Organizations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|--------------------------|---|
| All students will become involved in some activity or extracurricular activity at Jemison High School. Some funds available for purchasing supplies and resources. | Behavioral Support Program Extra Curricular Other - student ownership of the school and school pride | 08/06/2018 | 05/23/2019 | \$0 - Title I Schoolwide | School Administrators, Curriculum Specialist, School Counselors, Graduation Coach |

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency Implementation of the digital curriculum. By providing each student in GR 3-12 with a digital device, will support 21st century learning & reduce the digital divide. Tech Usage for 18-19 will increase by 5% from the baseline usage of 47.22%. in Reading by 05/23/2019 as measured by Implementation of digital curriculum and by providing each student in GR 3-12 with a digital device. .

Strategy1:

Technology Usage - The strategy will work by the Implementation of digital curriculum and by providing each student in GR 3-12 with a digital device to support 21st century learning & reduce the digital divide. Tech Usage for 17-18 will increase by 5% from the baseline usage of 47.22%.

Research Cited: RBD

| Activity - Additional Hardware | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|------------------------------|--|
| Additional money will be available to purchase hardware needed to improve instruction and student engagement. | Technology | 08/06/2018 | 05/23/2019 | \$10000 - Title I Schoolwide | Administration, Curriculum Specialist, LMS |

| Activity - Additional Software | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|------------------------------|--|
| Additional money will be available to purchase software needed to improve instruction and student engagement. | Technology | 08/06/2018 | 05/23/2019 | \$10000 - Title I Schoolwide | Administration, Curriculum Specialist, LMS |

| Activity - Digital Curriculum | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|---|
| Implementation of digital curriculum will be carried out by teachers and utilized by students daily in the classroom. Teachers will be provided support from Media Specialist, District Tech Coach & Curriculum Specialist. Student in GR 3-12 will be supplied with a digital device to reduce the digital divide & support 21st century learning. | Technology | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | Teachers, Media Specialist, Curriculum Specialist, LEA of the school and the HCT IT Dept. |

Strategy2:

Classroom Communication - Teachers will use digital communication tools such as Edmodo, Chalkable, NearPod, Dyknow & various digital

resources to communicate with students, parents, and other teachers. Teachers will assign learning activities, assessments, and give pertinent instructional information to students & parents using these sites.

Research Cited: RBD

| Activity - Digital Assignments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-----------------------------|--|
| Teachers will use digital communication tools such as Canvas, NearPod, Dyknow & various digital resources to communicate with students, parents, and other teachers. Teachers will assign learning activities, assessments, and give pertinent instructional information to students & parents using these sites. | Direct Instruction | 08/06/2018 | 05/23/2019 | \$5000 - Title I Schoolwide | All teachers and Curriculum Specialist |

Goal 2:

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

Measurable Objective 1:

90% of All Students will demonstrate a behavior by participating in a digital learning community in Reading by 05/29/2020 as measured by student computer use and administration walk throughs.

Strategy1:

Teacher Tools - Tools needed for teachers to be a part of a digital learning community will be provided.

Research Cited: RBD

| Activity - Digital Software/Hardware, Tablets/ iPads, Printers for teachers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|--|
| Teachers need digital software/ hardware including but not limited to technology that will provide mobility and freedom in the classroom. Also, color printers and Copy Machines that will allow classroom and schoolwide data reports (Scantron, ACT, PSAT, Classroom Assessments etc.) to be printed in in full color to identify student strengths and weaknesses to be used during data meetings. | Technology | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | Administration, Library Media Specialist |

Measurable Objective 2:

90% of All Students will demonstrate a behavior of belonging to a society of learners that exist in a safe and educational learning environment in Reading by 05/29/2020 as measured by reducing number of computer misuse by students. .

Strategy1:

Accessibility - Provide access to all tools and materials needed to maintain a digital learning environment.

Research Cited: RBD

ACIP

Jemison High School

| Activity - Access to WIFI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|---|
| Students able to check out MIFI devices provided by the district. | Technology | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | Library Media Specialist, School Counselors |

Strategy2:

Safe Learning Environment - Teachers and students will work together to create and maintain a safe learning environment.

Research Cited: RBD

| Activity - Digital Citizenship | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Teachers will use Common Sense Media and other resources to incorporate digital citizenship lessons into their curriculum. | Direct Instruction | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | All teachers, Library Media Specialist |

| Activity - DyKnow | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|-------------------|
| Teachers will use DyKnow to monitor computer use in their classroom. | Direct Instruction | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | All teachers |

| Activity - Safe Schools | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|-------------------|
| Teachers will complete CIPA training using Safe Schools. | Professional Learning | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | All teachers |

Goal 3:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

70% of All Students will demonstrate a behavior in responsible digital citizenship as part of the digital community. in Reading by 05/23/2019 as measured by Teacher & Student surveys.

Strategy1:

Teacher Support - Teachers will be supported by media specialist, district tech coach, and curriculum specialists in an effort to enhance digital curriculum implementation as well as digital tools and resources to increase student engagement.

Research Cited: RBS

| Activity - Tech Tuesday | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------------|------------|------------|---------------------------|---|
| Teachers will be provided technology training a minimum of once a month. Tech coach will model the usage of digital tools to increase student engagement, and offer support base on teacher needs. | Technology Professional Learning | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | District Tech Coach, Media Specialist, Curriculum Specialists |

| Activity - Collaboration | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|-------------------|
| Teachers and LMS will collaborate to incorporate technology skills and integration in classroom lessons. | Technology | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | Teachers, LMS |

| Activity - Tech Coach Cycle | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|---------------------------|
| District Tech Coach will offer teachers access to a Tech Coaching Cycle that will include observations, goal making, and collaboration used to improve technology integration skills, support new lessons, and increase teaching techniques. | Technology | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | District Technology Coach |

Goal 4:

Implement rigorous research based instruction aligned with CCRS and district expectations with an increased emphasis placed on students struggling and scoring close on assessments in reading or math in an effort to move those students and show growth

Measurable Objective 1:

20% of All Students will demonstrate a proficiency and show growth in Mathematics by 05/24/2019 as measured by state assessments.

Strategy1:

Credit Recovery - Opportunities for recovery will be provided for all students in need of re-visiting standards or coursework.

Research Cited: RBD

| Activity - Additional Personnel and Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-------------------------------|-----------------------|
| Employment of a full-time Graduation Coach and Curriculum Specialist, additional teachers for class size reduction, tutors, and associated resources and benefits. Funds also allotted for classroom resources and associated teacher and student support. | Other - increased graduation rate Academic Support Program Tutoring | 08/06/2018 | 05/23/2019 | \$235194 - Title I Schoolwide | School Administrators |

| Activity - Student Remediation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|------------------------------|--|
| Options for students to receive remedial services, standard recovery, and credit recovery for graduation purposes. Addition of 0 block, 5th block, Saturday school, and computer based programs during the regular school day will be implemented in order to increase student academic success and reach College/Career Readiness. | Tutoring Behavioral Support Program Academic Support Program | 08/06/2018 | 05/23/2019 | \$40000 - Title I Schoolwide | School Administrators, Curriculum Specialist, Graduation Coach, Tutors, Teachers, School Staff |

Strategy2:

Tier I Instruction - Teachers will provide quality Tier I instruction for all students. Funds have been budgeted for the purchase of classroom supplies as needed.

Research Cited: RBD

| Activity - Instructional Enrichment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------------|--|
| Student groups will participate in a wide range of activities both in and out of school. Cost may include travel expenses, registration fees, etc. Funds available for associated student and teacher resources. | Academic Support Program | 08/06/2018 | 05/23/2019 | \$106000 - Title I Schoolwide | School Administrators, Teachers, Graduation Coach, Curriculum Specialist, Media Specialist, and School Counselors, Teachers and all Stakeholders |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------------|---|
| Teacher training opportunities will be provided for teachers, administrators, and school staff during the regular school day. Such training opportunities could include Model Schools training, curriculum alignment and improved instructional strategies, confidentiality and security, etc. Professional development activities can also include conference fees/registration, in-state/out-of-state travel expenses, staff/educational supplies, substitutes, stipends, and benefits, etc. Additional funding included to cover the cost of binding and printing. | Professional Learning | 08/06/2018 | 05/23/2019 | \$145000 - Title I Schoolwide | School and District Administrators, Curriculum Specialist |

Measurable Objective 2:

20% of All Students will demonstrate a proficiency and show growth in Reading by 05/24/2019 as measured by state assessments..

Strategy1:

Credit Recovery - Opportunities for recovery will be provided for all students in need of re-visiting standards or coursework.

Research Cited: RBD

| Activity - Additional Personnel and Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-------------------------------|-----------------------|
| Employment of a full-time Graduation Coach and Curriculum Specialist, additional teachers for class size reduction, tutors, and associated resources and benefits. Funds also allotted for classroom resources and associated teacher and student support. | Other - increased graduation rate Tutoring Academic Support Program | 08/06/2018 | 05/23/2019 | \$235194 - Title I Schoolwide | School Administrators |

ACIP

Jemison High School

| Activity - Student Remediation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|------------------------------|--|
| Options for students to receive remedial services, standard recovery, and credit recovery for graduation purposes. Addition of 0 block, 5th block, Saturday school, and computer based programs during the regular school day will be implemented in order to increase student academic success and reach College/Career Readiness. | Tutoring Behavioral Support Program Academic Support Program | 08/06/2018 | 05/23/2019 | \$40000 - Title I Schoolwide | School Administrators, Curriculum Specialist, Graduation Coach, Tutors, Teachers, School Staff |

Strategy2:

Tier I Instruction - Teachers will provide quality Tier I instruction for all students. Funds have been budgeted for the purchase of classroom supplies as needed.

Research Cited: RBD

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------------|---|
| Teacher training opportunities will be provided for teachers, administrators, and school staff during the regular school day. Such training opportunities could include Model Schools training, curriculum alignment and improved instructional strategies, confidentiality and security, etc. Professional development activities can also include conference fees/registration, in-state/out-of-state travel expenses, staff/educational supplies, substitutes, stipends, and benefits, etc. Additional funding included to cover the cost of binding and printing. | Professional Learning | 08/06/2018 | 05/23/2019 | \$145000 - Title I Schoolwide | School and District Administrators, Curriculum Specialist |

| Activity - Instructional Enrichment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------------|--|
| Student groups will participate in a wide range of activities both in and out of school. Cost may include travel expenses, registration fees, etc. Funds available for associated student and teacher resources. | Academic Support Program | 08/06/2018 | 05/23/2019 | \$106000 - Title I Schoolwide | School Administrators, Teachers, Graduation Coach, Curriculum Specialist, Media Specialist, and School Counselors, Teachers and all Stakeholders |

Goal 5:

Implement rigorous research based instruction aligned with CCRS and district expectations with an increased emphasis placed on students struggling and scoring close in mathematics in an effort to move those students and show growth on State assessment

Measurable Objective 1:

20% of All Students will demonstrate a proficiency by moving forward and progress in Mathematics by 05/24/2019 as measured by on the state assessment.

Strategy1:

Data Meetings - Academic teachers and departments will meet collaboratively to analyze data (grades, Scantron, ACT and other assessments) and utilize assessment data to inform planning for individual students and classes to provide differentiation and progress

monitoring

Research Cited: Data Meetings - Academic teams will meet collaboratively to analyze data (grades, STAR, previous ASPIRE and Chalkable assessments) and utilize assessment data

to inform planning for individual students and classes to provide differentiation and progress monitoring.

Category: Develop/Implement Learning Supports

Research Cited: According to Educational Leadership, (December 2008/January 2009 | Volume 66 | Number 4

Data: Now What? Pages 18-24), important questions drove the dialogue about school effectiveness, school staff quickly learned how to identify and use different types

of data to answer those questions (Lachat & Smith, 2004).

Organizing data use around essential questions about student performance is a powerful strategy for building data literacy. Consider the following questions:

How do student outcomes differ by demographics, programs, and schools?

To what extent have specific programs, interventions, and services improved outcomes?

What is the longitudinal progress of a specific cohort of students?

What are the characteristics of students who achieve proficiency and of those who do not?

Where are we making the most progress in closing achievement gaps?

How do absence and mobility affect assessment results?

How do student grades correlate with state assessment results and other measures? essential-questions approach has helped educators recognize the power and

potential of going beyond aggregated data to identify the data they need and when they need it and to define multiple ways of disaggregating the data Research has

emphasized that data disaggregation is essential to effective data use (Johnson, 2002; Lachat & Williams, 2003). Furthermore, Research has demonstrated that when

teachers use student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance. A

significant body of research conducted over the past 30 years has shown this method to be a reliable and valid predictor of subsequent performance on a variety of

outcome measures, and thus useful for a wide range of instructional decisions (Deno, 2003; Fuchs, Deno, & Mirkin, 1984; Good & Jefferson, 1998).

| Activity - Data Analysis | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|---|
| Teachers will review student classroom grades, benchmark and common assessment data such as Scantron and summative assessment results, during weekly and monthly department meetings to inform planning for individual students and classes and provide for differentiation. | Academic Support Program | 08/06/2018 | 05/24/2019 | \$0 - Title I Part A | Administrators, teachers, faculty, staff, curriculum specialists, media specialist and all stakeholders |

Strategy2:

Research Based Instructional Practices - All teachers will implement standards based rigorous and strategic teaching strategies on a consistent basis to improve student achievement

Teachers will follow the pacing and curriculum guide according to the College Board A_ College Ready curriculum

Research Cited: Research Based Instructional Practices - All core and inclusion teachers will implement standards based rigorous and strategic teaching strategies on a consistent

basis to improve student achievement.

Category: Develop/Implement Learning Supports

Research Cited: According to the U.S. Department of Education, Scientifically based instructional methods equip teachers with tools that help them better reach

children, avoid burnout, and improve their classrooms' culture of learning and achievement. As well as,

Instructional practices that are based on scientific evidence bring the best teaching approaches and programs to children who might fail without them. Such practices

challenge children and interest them in learning, setting them on the path to success in school and in life. Furthermore, Evidenced-based practices are those "effective

educational strategies supported by evidence and research" (ESEA, 2002). When teachers use evidence-based practices with fidelity, they can be confident their

teaching is likely to support student learning and achievement of CCRS.

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--|
| Instructional teachers will participate in professional development to enhance and build knowledge on developing and implementing rigorous standards based instruction within the class room as evidenced through walkthroughs, observations, lesson plans and mid-year reviews. | Academic Support Program | 08/06/2018 | 05/24/2019 | \$0 - Title I Part A | Administration, teachers, staff, faculty, curriculum specialists |

| Activity - College Board A+ | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|--------------------------|--|
| <p>Student success begins with teachers who are knowledgeable in their subject matter, skilled at instructing diverse classrooms, and capable of preparing students to be confident and creative problem-solvers. College Board A+ and AP program equips educators with the content knowledge and instruction know-how they need to set high classroom expectations and shift students to advanced levels of thinking and learning, growing body of rigorous research demonstrates that A+ programs are producing measurable and lasting improvements in teacher effectiveness, student achievement and post-secondary and workforce outcomes, including college persistence and wage earning. The programs (laying the foundations/AP) equips educators with the content knowledge and instruction know-how they need to set high classroom expectations and shift students to advanced levels of thinking and learning developed by experienced teachers and content experts. A+ programs provides teachers with the trainings support and resources that's need to drive student achievement and facilitated their progression toward advanced coursework in high school.</p> <p>Elements of success: hands on training that allows teachers to experience learning from the students' perspective Content rich lessons with clear outcome goals and suggested teaching strategies Classroom exercises that allow teachers of all experiences level to relate math and science concepts to real-world scenarios. Tools to help monitor student understanding of complex concepts that are critical to rigorous coursework in higher grades. Opportunities for educators to collaborate, eat new techniques and receive feedback from peers. Results + Impact Research shows that students of A+ LTF trained teachers core better on math and science reading assessments</p> | Academic Support Program | 08/06/2018 | 05/24/2019 | \$77500 - Title I Part A | Administrator, teachers, staff, faculty, curriculum director |

| Activity - Rigorous, Content, and Strategic Practices | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| <p>Core subject and collaborative education teachers will implement standards based rigorous research based instruction utilizing but not limited to ARI, AMSTI, Marano, DOK, CCRS, Information Text writing prompts, justification and explanation evidence through walkthroughs, observations, mid-year review, and lesson plan development</p> | Academic Support Program | 08/06/2018 | 05/24/2019 | \$0 - Title I Part A | Administration, teachers, curriculum specialist, staff, faculty and all stakeholders |

Goal 6:

Foster and develop a positive school culture for all stakeholders to promote a safe, orderly environment for increased student achievement and effective leadership.

Measurable Objective 1:

100% of All Students will collaborate to to promote and foster a positive school culture and learning climate in Practical Living by 05/23/2019 as measured by feedback from stakeholders, involvement ins school activities, ends and engagement in the learning environment as well as

a more conducive instructional climate among students and staff through observations and various types of data..

Strategy1:

Positive Behavior Intervention Support - Positive behavior intervention support establish a positive culture and develop relationships between students and staff to lead to systemic and individualized changes. Teachers and students will actively participate in school wide events such as pep rallies, activity days, philanthropic endeavors;rs, can food drives, dances, programs, field day actives, sporting envoys activity classes, jag dens, incentive trips and activities, mentoring, and advising

Research Cited: Sugai, George; O'Keeffe, Breda V. : Fallon, Lindsay M. Source Journal of Positive Behavior Interventions, v14 n4p197-208 Oct 2012. 12 pp. Abstract: Students from culturally and linguistically diverse backgrounds have historically experienced poor outcomes related to academic achievement, special education, school discipline and climate, and juvenile justice. Difference between home and school cultures likely contribute to these outcomes. Evidence-based practices in schools are promoted to improve the academic and social outcomes for all students, but attention must be paid to cultural factors when implementing practices. Schoolo-wide positive behavior supports (SWPBS) is a systems approach to promoting evidence-based practices to affect important social and academic outcomes for all students. The purpose of this article is to consider culture within the implementation context of SWPBS. To achieve this purpose, we adopt and describe a contextual perspective on culture that is based on behavioral showery and principles of behavior analysis and incorporate findings from a review of the literature related to culture and student behavior.

| Activity - Activity or Powerhour Period | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|------------------|------------|------------|------------------------------|---|
| Activity or flex period will consist of events hosted by teachers to engage students in an everyday activity or academic activity to encourage academic progress, attendance and participation for positive behavior in the school. Classes and events will be during the academic day. Evidence of this will be monitored through active and event agendas and participation. | Extra Curricular | 08/06/2018 | 05/23/2019 | \$30000 - Title I Schoolwide | Administration, teachers, staff, faculty, and all stakeholders. Funding for associated classroom supplies included. |

| Activity - Routines, Procedures and Management | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|------------------------------|---|
| Implement student and staff expectations, routines and procedures for developing and maintaining an orderly and safe environment. Teachers participate in professional development opportunities to create a positive culture and assist with classroom or school wide management. Teachers follow the progressive discipline plan/ladder and stimulate prompt and further communication with parents or guardians. Monitored through discipline referrals, parent conferences and success of students. | Behavioral Support Program | 08/06/2018 | 05/23/2019 | \$35000 - Title I Schoolwide | Administrators, Teachers, Staff, Faculty and all stakeholders |

Measurable Objective 2:

100% of All Students will collaborate to increase parental/stakeholder involvement and improve communication in Practical Living by 05/23/2019 as measured by participation during, and after school .

Strategy1:

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Parental Involvement - We will employ a parent involvement coordinator and parent liaison to help increase parental communication and awareness. Efforts for increased amounts of communication between home and school will include emails, call-outs through SchoolCast, announcements posted on the school web-page, use of the school marquee, and newsletters/progress reports sent home with students. Teachers will regularly communicate with all parents and parents will feel more welcome in the school.

Research Cited: RBD

| Activity - Communication | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|-----------------------------|--|
| Enhanced communication: Utilize physical and human resources to increase community/parent/students awareness and involvement Various communication tools will be used to keep all stakeholders abreast of school calendar, school happenings, meetings, and successes and student academic progress and instruction etc. (student handbooks, school cast, newsletters, principal notes and news affiliates) | Community Engagement Parent Involvement | 08/06/2018 | 05/23/2019 | \$5000 - Title I Schoolwide | Administrators, Teachers, staff, faculty, students and all stakeholders. |

| Activity - Extracurricular Activities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|------------------------------|---|
| We will offer stakeholders the opportunity to participate in activist after school to promote positive school climate and culture. Examples of thesis include various safer school clubs/organizations, festivals/cookouts, PTO meetings, Choir/Band Concerts, Athletic Events, Open Houses, Annual Title 1 meetings, Retention prevention Tutorial Program, District chat and chews, community meetings, safety meetings among others | Community Engagement Parent Involvement | 08/06/2018 | 05/23/2019 | \$10000 - Title I Schoolwide | Administrators, teachers, staff, faculty, students and all stakeholders |

| Activity - Parent Involvement Coordinator | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|------------------------------|--|
| Selected person will implement new ways of encouraging more parent involvement. | Parent Involvement Academic Support Program | 08/06/2018 | 05/23/2019 | \$15000 - Title I Schoolwide | School Administrators, Curriculum Specialist, Parent Engagement Coordinator, Curriculum Specialist |

Goal 7:

Student involvement in extracurricular activities and community outreach will greatly increase during the 2018-2019 school year.

Measurable Objective 1:

70% of All Students will demonstrate a behavior of responsibility for their own learning and help guide instruction through curiosity and exploration in Practical Living by 05/23/2019 as measured by student, faculty, and parent surveys.

Strategy1:

Advisory - Small student groups will be assigned to an Advisor who will check in with students each week concerning grades, academic progress, social and emotional needs, and other related issues associated with each specific student.

Research Cited: RBD

| Activity - Weekly Academic Checks and Student Conferences | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|-----------------------------|--|
| Each week, Advisors will spend time meeting with each assigned student to evaluate student progress and identify methods of improving performance. Funds allocated to assist with classroom supplies. | Behavioral Support Program Academic Support Program Tutoring | 08/06/2018 | 05/23/2019 | \$8000 - Title I Schoolwide | Administrators, Teachers, School Staff |

Strategy2:

Power Hour - Students will be given time during the school day to explore interests through a multitude of clubs and activities. Student choice and personal interest will drive the creating of specific clubs and activities.

Research Cited: RBD

| Activity - Clubs and Organizations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|--------------------------|---|
| All students will become involved in some activity or extracurricular activity at Jemison High School. Some funds available for purchasing supplies and resources. | Other - student ownership of the school and school pride Extra Curricular Behavioral Support Program | 08/06/2018 | 05/23/2019 | \$0 - Title I Schoolwide | School Administrators, Curriculum Specialist, School Counselors, Graduation Coach |

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency Implementation of the digital curriculum. By providing each student in GR 3-12 with a digital device, will support 21st century learning & reduce the digital divide. Tech Usage for 18-19 will increase by 5% from the baseline usage of 47.22%. in Reading by 05/23/2019 as measured by Implementation of digital curriculum and by providing each student in GR 3-12 with a digital device. .

Strategy1:

Classroom Communication - Teachers will use digital communication tools such as Edmodo, Chalkable, NearPod, Dyknow & various digital resources to communicate with students, parents, and other teachers. Teachers will assign learning activities, assessments, and give pertinent instructional information to students & parents using these sites.

Research Cited: RBD

| Activity - Digital Assignments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-----------------------------|--|
| Teachers will use digital communication tools such as Canvas, NearPod, Dyknow & various digital resources to communicate with students, parents, and other teachers. Teachers will assign learning activities, assessments, and give pertinent instructional information to students & parents using these sites. | Direct Instruction | 08/06/2018 | 05/23/2019 | \$5000 - Title I Schoolwide | All teachers and Curriculum Specialist |

Strategy2:

Technology Usage - The strategy will work by the Implementation of digital curriculum and by providing each student in GR 3-12 with a digital device to support 21st century learning & reduce the digital divide. Tech Usage for 17-18 will increase by 5% from the baseline usage of 47.22%.

Research Cited: RBD

| Activity - Additional Hardware | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|------------------------------|--|
| Additional money will be available to purchase hardware needed to improve instruction and student engagement. | Technology | 08/06/2018 | 05/23/2019 | \$10000 - Title I Schoolwide | Administration, Curriculum Specialist, LMS |

| Activity - Digital Curriculum | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|---|
| Implementation of digital curriculum will be carried out by teachers and utilized by students daily in the classroom. Teachers will be provided support from Media Specialist, District Tech Coach & Curriculum Specialist. Student in GR 3-12 will be supplied with a digital device to reduce the digital divide & support 21st century learning. | Technology | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | Teachers, Media Specialist, Curriculum Specialist, LEA of the school and the HCT IT Dept. |

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Jemison High School

| Activity - Additional Software | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|------------------------------|--|
| Additional money will be available to purchase software needed to improve instruction and student engagement. | Technology | 08/06/2018 | 05/23/2019 | \$10000 - Title I Schoolwide | Administration, Curriculum Specialist, LMS |

Goal 2:

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

Measurable Objective 1:

90% of All Students will demonstrate a behavior by participating in a digital learning community in Reading by 05/29/2020 as measured by student computer use and administration walk throughs.

Strategy1:

Teacher Tools - Tools needed for teachers to be a part of a digital learning community will be provided.

Research Cited: RBD

| Activity - Digital Software/Hardware, Tablets/ iPads, Printers for teachers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|--|
| Teachers need digital software/ hardware including but not limited to technology that will provide mobility and freedom in the classroom. Also, color printers and Copy Machines that will allow classroom and schoolwide data reports (Scantron, ACT, PSAT, Classroom Assessments etc.) to be printed in in full color to identify student strengths and weaknesses to be used during data meetings. | Technology | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | Administration, Library Media Specialist |

Measurable Objective 2:

90% of All Students will demonstrate a behavior of belonging to a society of learners that exist in a safe and educational learning environment in Reading by 05/29/2020 as measured by reducing number of computer misuse by students. .

Strategy1:

Safe Learning Environment - Teachers and students will work together to create and maintain a safe learning environment.

Research Cited: RBD

| Activity - Digital Citizenship | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Teachers will use Common Sense Media and other resources to incorporate digital citizenship lessons into their curriculum. | Direct Instruction | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | All teachers, Library Media Specialist |

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Jemison High School

| Activity - Safe Schools | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|-------------------|
| Teachers will complete CIPA training using Safe Schools. | Professional Learning | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | All teachers |

| Activity - DyKnow | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|-------------------|
| Teachers will use DyKnow to monitor computer use in their classroom. | Direct Instruction | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | All teachers |

Strategy2:

Accessibility - Provide access to all tools and materials needed to maintain a digital learning environment.

Research Cited: RBD

| Activity - Access to WIFI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|---|
| Students able to check out MIFI devices provided by the district. | Technology | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | Library Media Specialist, School Counselors |

Goal 3:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

70% of All Students will demonstrate a behavior in responsible digital citizenship as part of the digital community. in Reading by 05/23/2019 as measured by Teacher & Student surveys.

Strategy1:

Teacher Support - Teachers will be supported by media specialist, district tech coach, and curriculum specialists in an effort to enhance digital curriculum implementation as well as digital tools and resources to increase student engagement.

Research Cited: RBS

| Activity - Tech Coach Cycle | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|---------------------------|
| District Tech Coach will offer teachers access to a Tech Coaching Cycle that will include observations, goal making, and collaboration used to improve technology integration skills, support new lessons, and increase teaching techniques. | Technology | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | District Technology Coach |

| Activity - Collaboration | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|-------------------|
| Teachers and LMS will collaborate to incorporate technology skills and integration in classroom lessons. | Technology | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | Teachers, LMS |

| Activity - Tech Tuesday | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------------|------------|------------|---------------------------|---|
| Teachers will be provided technology training a minimum of once a month. Tech coach will model the usage of digital tools to increase student engagement, and offer support base on teacher needs. | Technology Professional Learning | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | District Tech Coach, Media Specialist, Curriculum Specialists |

Goal 4:

Implement rigorous research based instruction aligned with CCRS and district expectations with an increased emphasis placed on students struggling and scoring close on assessments in reading or math in an effort to move those students and show growth

Measurable Objective 1:

20% of All Students will demonstrate a proficiency and show growth in Reading by 05/24/2019 as measured by state assessments..

Strategy1:

Tier I Instruction - Teachers will provide quality Tier I instruction for all students. Funds have been budgeted for the purchase of classroom supplies as needed.

Research Cited: RBD

| Activity - Instructional Enrichment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------------|--|
| Student groups will participate in a wide range of activities both in and out of school. Cost may include travel expenses, registration fees, etc. Funds available for associated student and teacher resources. | Academic Support Program | 08/06/2018 | 05/23/2019 | \$106000 - Title I Schoolwide | School Administrators, Teachers, Graduation Coach, Curriculum Specialist, Media Specialist, and School Counselors, Teachers and all Stakeholders |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------------|---|
| Teacher training opportunities will be provided for teachers, administrators, and school staff during the regular school day. Such training opportunities could include Model Schools training, curriculum alignment and improved instructional strategies, confidentiality and security, etc. Professional development activities can also include conference fees/registration, in-state/out-of-state travel expenses, staff/educational supplies, substitutes, stipends, and benefits, etc. Additional funding included to cover the cost of binding and printing. | Professional Learning | 08/06/2018 | 05/23/2019 | \$145000 - Title I Schoolwide | School and District Administrators, Curriculum Specialist |

Strategy2:

Credit Recovery - Opportunities for recovery will be provided for all students in need of re-visiting standards or coursework.

Research Cited: RBD

| Activity - Additional Personnel and Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|----------------------------------|-----------------------|
| Employment of a full-time Graduation Coach and Curriculum Specialist, additional teachers for class size reduction, tutors, and associated resources and benefits. Funds also allotted for classroom resources and associated teacher and student support. | Academic Support Program Other - increased graduation rate Tutoring | 08/06/2018 | 05/23/2019 | \$235194 - Title I Schoolwide | School Administrators |

| Activity - Student Remediation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------------|---|
| Options for students to receive remedial services, standard recovery, and credit recovery for graduation purposes. Addition of 0 block, 5th block, Saturday school, and computer based programs during the regular school day will be implemented in order to increase student academic success and reach College/Career Readiness. | Tutoring Behavioral Support Program Academic Support Program | 08/06/2018 | 05/23/2019 | \$40000 - Title I Schoolwide | School Administrators, Curriculum Specialist, Graduation Coach, Tutors, Teachers, School Staff |

Measurable Objective 2:

20% of All Students will demonstrate a proficiency and show growth in Mathematics by 05/24/2019 as measured by state assessments.

Strategy1:

Tier I Instruction - Teachers will provide quality Tier I instruction for all students. Funds have been budgeted for the purchase of classroom supplies as needed.

Research Cited: RBD

| Activity - Instructional Enrichment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|----------------------------------|--|
| Student groups will participate in a wide range of activities both in and out of school. Cost may include travel expenses, registration fees, etc. Funds available for associated student and teacher resources. | Academic Support Program | 08/06/2018 | 05/23/2019 | \$106000 - Title I Schoolwide | School Administrators, Teachers, Graduation Coach, Curriculum Specialist, Media Specialist, and School Counselors, Teachers and all Stakeholders |

ACIP

Jemison High School

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------------|---|
| Teacher training opportunities will be provided for teachers, administrators, and school staff during the regular school day. Such training opportunities could include Model Schools training, curriculum alignment and improved instructional strategies, confidentiality and security, etc. Professional development activities can also include conference fees/registration, in-state/out-of-state travel expenses, staff/educational supplies, substitutes, stipends, and benefits, etc. Additional funding included to cover the cost of binding and printing. | Professional Learning | 08/06/2018 | 05/23/2019 | \$145000 - Title I Schoolwide | School and District Administrators, Curriculum Specialist |

Strategy2:

Credit Recovery - Opportunities for recovery will be provided for all students in need of re-visiting standards or coursework.

Research Cited: RBD

| Activity - Additional Personnel and Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-------------------------------|-----------------------|
| Employment of a full-time Graduation Coach and Curriculum Specialist, additional teachers for class size reduction, tutors, and associated resources and benefits. Funds also allotted for classroom resources and associated teacher and student support. | Tutoring Academic Support Program Other - increased graduation rate | 08/06/2018 | 05/23/2019 | \$235194 - Title I Schoolwide | School Administrators |

| Activity - Student Remediation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|------------------------------|--|
| Options for students to receive remedial services, standard recovery, and credit recovery for graduation purposes. Addition of 0 block, 5th block, Saturday school, and computer based programs during the regular school day will be implemented in order to increase student academic success and reach College/Career Readiness. | Tutoring Behavioral Support Program Academic Support Program | 08/06/2018 | 05/23/2019 | \$40000 - Title I Schoolwide | School Administrators, Curriculum Specialist, Graduation Coach, Tutors, Teachers, School Staff |

Goal 5:

Implement rigorous research based instruction aligned with CCRS and district expectations with an increased emphasis placed on students struggling and scoring close in mathematics in an effort to move those students and show growth on State assessment

Measurable Objective 1:

20% of All Students will demonstrate a proficiency by moving forward and progress in Mathematics by 05/24/2019 as measured by on the state assessment.

Strategy1:

Research Based Instructional Practices - All teachers will implement standards based rigorous and strategic teaching strategies on a consistent basis to improve student achievement

Teachers will follow the pacing and curriculum guide according to the College Board A_ College Ready curriculum

Research Cited: Research Based Instructional Practices - All core and inclusion teachers will implement standards based rigorous and strategic teaching strategies on a consistent basis to improve student achievement.

Category: Develop/Implement Learning Supports

Research Cited: According to the U.S. Department of Education, Scientifically based instructional methods equip teachers with tools that help them better reach

children, avoid burnout, and improve their classrooms' culture of learning and achievement. As well as,

Instructional practices that are based on scientific evidence bring the best teaching approaches and programs to children who might fail without them. Such practices

challenge children and interest them in learning, setting them on the path to success in school and in life. Furthermore, Evidenced-based practices are those "effective

educational strategies supported by evidence and research" (ESEA, 2002). When teachers use evidence-based practices with fidelity, they can be confident their

teaching is likely to support student learning and achievement of CCRS.

| Activity - Rigorous, Content, and Strategic Practices | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--|
| Core subject and collaborative education teachers will implement standards based rigorous research based instruction utilizing but not limited to ARI, AMSTI, Marano, DOK, CCRS, Information Text writing prompts, justification and explanation evidence through walkthroughs, observations, mid-year review, and lesson plan development | Academic Support Program | 08/06/2018 | 05/24/2019 | \$0 - Title I Part A | Administration, teachers, curriculum specialist, staff, faculty and all stakeholders |

| Activity - College Board A+ | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|--------------------------|--|
| <p>Student success begins with teachers who are knowledgeable in their subject matter, skilled at instructing diverse classrooms, and capable of preparing students to be confident and creative problem-solvers. College Board A+ and AP program equips educators with the content knowledge and instruction know-how they need to set high classroom expectations and shift students to advanced levels of thinking and learning, growing body of rigorous research demonstrates that A+ programs are producing measurable and lasting improvements in teacher effectiveness, student achievement and post-secondary and workforce outcomes, including college persistence and wage earning. The programs (laying the foundations/AP) equips educators with the content knowledge and instruction know-how they need to set high classroom expectations and shift students to advanced levels of thinking and learning developed by experienced teachers and content experts. A+ programs provides teachers with the trainings support and resources that's need to drive student achievement and facilitated their progression toward advanced coursework in high school.</p> <p>Elements of success: hands on training that allows teachers to experience learning from the students' perspective Content rich lessons with clear outcome goals and suggested teaching strategies Classroom exercises that allow teachers of all experiences level to relate math and science concepts to real-world scenarios. Tools to help monitor student understanding of complex concepts that are critical to rigorous coursework in higher grades. Opportunities for educators to collaborate, eat new techniques and receive feedback from peers. Results + Impact Research shows that students of A+ LTF trained teachers core better on math and science reading assessments</p> | Academic Support Program | 08/06/2018 | 05/24/2019 | \$77500 - Title I Part A | Administrator, teachers, staff, faculty, curriculum director |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| <p>Instructional teachers will participate in professional development to enhance and build knowledge on developing and implementing rigorous standards based instruction within the class room as evidenced through walkthroughs, observations, lesson plans and mid-year reviews.</p> | Academic Support Program | 08/06/2018 | 05/24/2019 | \$0 - Title I Part A | Administration, teachers, staff, faculty, curriculum specialists |

Strategy2:

Data Meetings - Academic teachers and departments will meet collaboratively to analyze data (grades, Scantron, ACT and other assessments) and utilize assessment data to inform planning for individual students and classes to provide differentiation and progress monitoring

Research Cited: Data Meetings - Academic teams will meet collaboratively to analyze data (grades, STAR, previous ASPIRE and Chalkable assessments) and utilize assessment data

to inform planning for individual students and classes to provide differentiation and progress monitoring.

Category: Develop/Implement Learning Supports

Research Cited: According to Educational Leadership, (December 2008/January 2009 | Volume 66 | Number 4

Data: Now What? Pages 18-24), important questions drove the dialogue about school effectiveness, school staff quickly learned how to identify and use different types

of data to answer those questions (Lachat & Smith, 2004).

Organizing data use around essential questions about student performance is a powerful strategy for building data literacy. Consider the following questions:

How do student outcomes differ by demographics, programs, and schools?

To what extent have specific programs, interventions, and services improved outcomes?

What is the longitudinal progress of a specific cohort of students?

What are the characteristics of students who achieve proficiency and of those who do not?

Where are we making the most progress in closing achievement gaps?

How do absence and mobility affect assessment results?

How do student grades correlate with state assessment results and other measures? essential-questions approach has helped educators recognize the power and

potential of going beyond aggregated data to identify the data they need and when they need it and to define multiple ways of disaggregating the data Research has

emphasized that data disaggregation is essential to effective data use (Johnson, 2002; Lachat & Williams, 2003). Furthermore, Research has demonstrated that when

teachers use student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance. A

significant body of research conducted over the past 30 years has shown this method to be a reliable and valid predictor of subsequent performance on a variety of

outcome measures, and thus useful for a wide range of instructional decisions (Deno, 2003; Fuchs, Deno, & Mirkin, 1984; Good & Jefferson, 1998).

| Activity - Data Analysis | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|---|
| Teachers will review student classroom grades, benchmark and common assessment data such as Scantron and summative assessment results, during weekly and monthly department meetings to inform planning for individual students and classes and provide for differentiation. | Academic Support Program | 08/06/2018 | 05/24/2019 | \$0 - Title I Part A | Administrators, teachers, faculty, staff, curriculum specialists, media specialist and all stakeholders |

Goal 6:

Foster and develop a positive school culture for all stakeholders to promote a safe, orderly environment for increased student achievement and effective leadership.

Measurable Objective 1:

100% of All Students will collaborate to increase parental/stakeholder involvement and improve communication in Practical Living by 05/23/2019 as measured by participation during, and after school .

Strategy1:

Parental Involvement - We will employ a parent involvement coordinator and parent liaison to help increase parental communication and

awareness. Efforts for increased amounts of communication between home and school will include emails, call-outs through SchoolCast, announcements posted on the school web-page, use of the school marquee, and newsletters/progress reports sent home with students. Teachers will regularly communicate with all parents and parents will feel more welcome in the school.

Research Cited: RBD

| Activity - Communication | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|--------------------------------|--|
| Enhanced communication: Utilize physical and human resources to increase community/parent/students awareness and involvement Various communication tools will be used to keep all stakeholders abreast of school calendar, school happenings, meetings, and successes and student academic progress and instruction etc. (student handbooks, school cast, newsletters, principal notes and news affiliates) | Parent Involvement Community Engagement | 08/06/2018 | 05/23/2019 | \$5000 - Title I Schoolwide | Administrators, Teachers, staff, faculty, students and all stakeholders. |

| Activity - Extracurricular Activities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------------|---|
| We will offer stakeholders the opportunity to participate in activist after school to promote positive school climate and culture. Examples of thesis include various safer school clubs/organizations, festivals/cookouts, PTO meetings, Choir/Band Concerts, Athletic Events, Open Houses, Annual Title 1 meetings, Retention prevention Tutorial Program, District chat and chews, community meetings, safety meetings among others | Parent Involvement Community Engagement | 08/06/2018 | 05/23/2019 | \$10000 - Title I Schoolwide | Administrators, teachers, staff, faculty, students and all stakeholders |

| Activity - Parent Involvement Coordinator | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------------|--|
| Selected person will implement new ways of encouraging more parent involvement. | Parent Involvement Academic Support Program | 08/06/2018 | 05/23/2019 | \$15000 - Title I Schoolwide | School Administrators, Curriculum Specialist, Parent Engagement Coordinator, Curriculum Specialist |

Measurable Objective 2:

100% of All Students will collaborate to to promote and foster a positive school culture and learning climate in Practical Living by 05/23/2019 as measured by feedback from stakeholders, involvement ins school activities, ends and engagement in the learning environment as well as a more conducive instructional climate among students and staff through observations and various types of data..

Strategy1:

Positive Behavior Intervention Support - Positive behavior intervention support establish a positive culture and develop relationships between students and staff to lead to systemic and individualized changes. Teachers and students will actively participate in school wide events such as pep rallies, activity days, philanthropic endeavors;rs, can food drives, dances, programs, field day actives, sporting envoys activity classes, jag dens, incentive trips and activities, mentoring, and advising

Research Cited: Sugai, George; O'Keeffe, Breda V. : Fallon, Lindsay M. Source Journal of Positive Behavior Interventions, v14 n4p197-208 Oct 2012. 12 pp. Abstract: Students from culturally and linguistically diverse backgrounds have historically experienced poor outcomes

related to academic achievement, special education, school discipline and climate, and juvenile justice. Difference between home and school cultures likely contribute to these outcomes. Evidence-based practices in schools are promoted to improve the academic and social outcomes for all students, but attention must be paid to cultural factors when implementing practices. School-wide positive behavior supports (SWPBS) is a systems approach to promoting evidence-based practices to affect important social and academic outcomes for all students. The purpose of this article is to consider culture within the implementation context of SWPBS. To achieve this purpose, we adopt and describe a contextual perspective on culture that is based on behavioral showery and principles of behavior analysis and incorporate findings from a review of the literature related to culture and student behavior.

| Activity - Routines, Procedures and Management | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|------------------------------|---|
| Implement student and staff expectations, routines and procedures for developing and maintaining an orderly and safe environment. Teachers participate in professional development opportunities to create a positive culture and assist with classroom or school wide management. Teachers follow the progressive discipline plan/ladder and stimulate prompt and further communication with parents or guardians. Monitored through discipline referrals, parent conferences and success of students. | Behavioral Support Program | 08/06/2018 | 05/23/2019 | \$35000 - Title I Schoolwide | Administrators, Teachers, Staff, Faculty and all stakeholders |

| Activity - Activity or Powerhour Period | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|------------------|------------|------------|------------------------------|---|
| Activity or flex period will consist of events hosted by teachers to engage students in an everyday activity or academic activity to encourage academic progress, attendance and participation for positive behavior in the school. Classes and events will be during the academic day. Evidence of this will be monitored through active and event agendas and participation. | Extra Curricular | 08/06/2018 | 05/23/2019 | \$30000 - Title I Schoolwide | Administration, teachers, staff, faculty, and all stakeholders. Funding for associated classroom supplies included. |

Goal 7:

Student involvement in extracurricular activities and community outreach will greatly increase during the 2018-2019 school year.

Measurable Objective 1:

70% of All Students will demonstrate a behavior of responsibility for their own learning and help guide instruction through curiosity and exploration in Practical Living by 05/23/2019 as measured by student, faculty, and parent surveys.

Strategy1:

Power Hour - Students will be given time during the school day to explore interests through a multitude of clubs and activities. Student choice and personal interest will drive the creating of specific clubs and activities.

Research Cited: RBD

| Activity - Clubs and Organizations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|--------------------------|---|
| All students will become involved in some activity or extracurricular activity at Jemison High School. Some funds available for purchasing supplies and resources. | Behavioral Support Program Extra Curricular Other - student ownership of the school and school pride | 08/06/2018 | 05/23/2019 | \$0 - Title I Schoolwide | School Administrators, Curriculum Specialist, School Counselors, Graduation Coach |

Strategy2:

Advisory - Small student groups will be assigned to an Advisor who will check in with students each week concerning grades, academic progress, social and emotional needs, and other related issues associated with each specific student.

Research Cited: RBD

| Activity - Weekly Academic Checks and Student Conferences | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|-----------------------------|--|
| Each week, Advisors will spend time meeting with each assigned student to evaluate student progress and identify methods of improving performance. Funds allocated to assist with classroom supplies. | Tutoring Academic Support Program Behavioral Support Program | 08/06/2018 | 05/23/2019 | \$8000 - Title I Schoolwide | Administrators, Teachers, School Staff |

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency Implementation of the digital curriculum. By providing each student in GR 3-12 with a digital device, will support 21st century learning & reduce the digital divide. Tech Usage for 18-19 will increase by 5% from the baseline usage of 47.22%. in Reading by 05/23/2019 as measured by Implementation of digital curriculum and by providing each student in GR 3-12 with a digital device. .

Strategy1:

Technology Usage - The strategy will work by the Implementation of digital curriculum and by providing each student in GR 3-12 with a digital device to support 21st century learning & reduce the digital divide. Tech Usage for 17-18 will increase by 5% from the baseline usage of 47.22%.

Research Cited: RBD

ACIP

Jemison High School

| Activity - Digital Curriculum | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|---|
| Implementation of digital curriculum will be carried out by teachers and utilized by students daily in the classroom. Teachers will be provided support from Media Specialist, District Tech Coach & Curriculum Specialist. Student in GR 3-12 will be supplied with a digital device to reduce the digital divide & support 21st century learning. | Technology | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | Teachers, Media Specialist, Curriculum Specialist, LEA of the school and the HCT IT Dept. |

| Activity - Additional Software | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|------------------------------|--|
| Additional money will be available to purchase software needed to improve instruction and student engagement. | Technology | 08/06/2018 | 05/23/2019 | \$10000 - Title I Schoolwide | Administration, Curriculum Specialist, LMS |

| Activity - Additional Hardware | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|------------------------------|--|
| Additional money will be available to purchase hardware needed to improve instruction and student engagement. | Technology | 08/06/2018 | 05/23/2019 | \$10000 - Title I Schoolwide | Administration, Curriculum Specialist, LMS |

Strategy2:

Classroom Communication - Teachers will use digital communication tools such as Edmodo, Chalkable, NearPod, Dyknow & various digital resources to communicate with students, parents, and other teachers. Teachers will assign learning activities, assessments, and give pertinent instructional information to students & parents using these sites.

Research Cited: RBD

| Activity - Digital Assignments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-----------------------------|--|
| Teachers will use digital communication tools such as Canvas, NearPod, Dyknow & various digital resources to communicate with students, parents, and other teachers. Teachers will assign learning activities, assessments, and give pertinent instructional information to students & parents using these sites. | Direct Instruction | 08/06/2018 | 05/23/2019 | \$5000 - Title I Schoolwide | All teachers and Curriculum Specialist |

Goal 2:

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

Measurable Objective 1:

90% of All Students will demonstrate a behavior of belonging to a society of learners that exist in a safe and educational learning environment in Reading by 05/29/2020 as measured by reducing number of computer misuse by students. .

Strategy1:

Safe Learning Environment - Teachers and students will work together to create and maintain a safe learning environment.

Research Cited: RBD

| Activity - Safe Schools | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|-------------------|
| Teachers will complete CIPA training using Safe Schools. | Professional Learning | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | All teachers |

| Activity - Digital Citizenship | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Teachers will use Common Sense Media and other resources to incorporate digital citizenship lessons into their curriculum. | Direct Instruction | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | All teachers, Library Media Specialist |

| Activity - DyKnow | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|-------------------|
| Teachers will use DyKnow to monitor computer use in their classroom. | Direct Instruction | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | All teachers |

Strategy2:

Accessibility - Provide access to all tools and materials needed to maintain a digital learning environment.

Research Cited: RBD

| Activity - Access to WIFI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|---|
| Students able to check out MIFI devices provided by the district. | Technology | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | Library Media Specialist, School Counselors |

Measurable Objective 2:

90% of All Students will demonstrate a behavior by participating in a digital learning community in Reading by 05/29/2020 as measured by student computer use and administration walk throughs.

Strategy1:

Teacher Tools - Tools needed for teachers to be a part of a digital learning community will be provided.

Research Cited: RBD

| Activity - Digital Software/Hardware, Tablets/ iPads, Printers for teachers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|--|
| Teachers need digital software/ hardware including but not limited to technology that will provide mobility and freedom in the classroom. Also, color printers and Copy Machines that will allow classroom and schoolwide data reports (Scantron, ACT, PSAT, Classroom Assessments etc.) to be printed in in full color to identify student strengths and weaknesses to be used during data meetings. | Technology | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | Administration, Library Media Specialist |

Goal 3:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

70% of All Students will demonstrate a behavior in responsible digital citizenship as part of the digital community. in Reading by 05/23/2019 as measured by Teacher & Student surveys.

Strategy1:

Teacher Support - Teachers will be supported by media specialist, district tech coach, and curriculum specialists in an effort to enhance digital curriculum implementation as well as digital tools and resources to increase student engagement.

Research Cited: RBS

| Activity - Tech Tuesday | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------------|------------|------------|---------------------------|---|
| Teachers will be provided technology training a minimum of once a month. Tech coach will model the usage of digital tools to increase student engagement, and offer support base on teacher needs. | Professional Learning Technology | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | District Tech Coach, Media Specialist, Curriculum Specialists |

| Activity - Collaboration | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|-------------------|
| Teachers and LMS will collaborate to incorporate technology skills and integration in classroom lessons. | Technology | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | Teachers, LMS |

| Activity - Tech Coach Cycle | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|---------------------------|
| District Tech Coach will offer teachers access to a Tech Coaching Cycle that will include observations, goal making, and collaboration used to improve technology integration skills, support new lessons, and increase teaching techniques. | Technology | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | District Technology Coach |

Goal 4:

Implement rigorous research based instruction aligned with CCRS and district expectations with an increased emphasis placed on students struggling and scoring close on assessments in reading or math in an effort to move those students and show growth

Measurable Objective 1:

20% of All Students will demonstrate a proficiency and show growth in Reading by 05/24/2019 as measured by state assessments..

Strategy1:

Credit Recovery - Opportunities for recovery will be provided for all students in need of re-visiting standards or coursework.

Research Cited: RBD

| Activity - Additional Personnel and Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|----------------------------------|-----------------------|
| Employment of a full-time Graduation Coach and Curriculum Specialist, additional teachers for class size reduction, tutors, and associated resources and benefits. Funds also allotted for classroom resources and associated teacher and student support. | Academic Support Program Other - increased graduation rate Tutoring | 08/06/2018 | 05/23/2019 | \$235194 - Title I Schoolwide | School Administrators |

| Activity - Student Remediation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------------|---|
| Options for students to receive remedial services, standard recovery, and credit recovery for graduation purposes. Addition of 0 block, 5th block, Saturday school, and computer based programs during the regular school day will be implemented in order to increase student academic success and reach College/Career Readiness. | Behavioral Support Program Academic Support Program Tutoring | 08/06/2018 | 05/23/2019 | \$40000 - Title I Schoolwide | School Administrators, Curriculum Specialist, Graduation Coach, Tutors, Teachers, School Staff |

Strategy2:

Tier I Instruction - Teachers will provide quality Tier I instruction for all students. Funds have been budgeted for the purchase of classroom supplies as needed.

Research Cited: RBD

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|----------------------------------|---|
| Teacher training opportunities will be provided for teachers, administrators, and school staff during the regular school day. Such training opportunities could include Model Schools training, curriculum alignment and improved instructional strategies, confidentiality and security, etc. Professional development activities can also include conference fees/registration, in-state/out-of-state travel expenses, staff/educational supplies, substitutes, stipends, and benefits, etc. Additional funding included to cover the cost of binding and printing. | Professional Learning | 08/06/2018 | 05/23/2019 | \$145000 - Title I Schoolwide | School and District Administrators, Curriculum Specialist |

| Activity - Instructional Enrichment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|----------------------------------|---|
| Student groups will participate in a wide range of activities both in and out of school. Cost may include travel expenses, registration fees, etc. Funds available for associated student and teacher resources. | Academic Support Program | 08/06/2018 | 05/23/2019 | \$106000 - Title I Schoolwide | School Administrators, Teachers, Graduation Coach, Curriculum Specialist, Media Specialist, and School Counselors, Teachers and all Stakeholders |

Measurable Objective 2:

20% of All Students will demonstrate a proficiency and show growth in Mathematics by 05/24/2019 as measured by state assessments.

Strategy1:

Tier I Instruction - Teachers will provide quality Tier I instruction for all students. Funds have been budgeted for the purchase of classroom supplies as needed.

Research Cited: RBD

| Activity - Instructional Enrichment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------------|--|
| Student groups will participate in a wide range of activities both in and out of school. Cost may include travel expenses, registration fees, etc. Funds available for associated student and teacher resources. | Academic Support Program | 08/06/2018 | 05/23/2019 | \$106000 - Title I Schoolwide | School Administrators, Teachers, Graduation Coach, Curriculum Specialist, Media Specialist, and School Counselors, Teachers and all Stakeholders |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------------|---|
| Teacher training opportunities will be provided for teachers, administrators, and school staff during the regular school day. Such training opportunities could include Model Schools training, curriculum alignment and improved instructional strategies, confidentiality and security, etc. Professional development activities can also include conference fees/registration, in-state/out-of-state travel expenses, staff/educational supplies, substitutes, stipends, and benefits, etc. Additional funding included to cover the cost of binding and printing. | Professional Learning | 08/06/2018 | 05/23/2019 | \$145000 - Title I Schoolwide | School and District Administrators, Curriculum Specialist |

Strategy2:

Credit Recovery - Opportunities for recovery will be provided for all students in need of re-visiting standards or coursework.

Research Cited: RBD

| Activity - Additional Personnel and Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-------------------------------|-----------------------|
| Employment of a full-time Graduation Coach and Curriculum Specialist, additional teachers for class size reduction, tutors, and associated resources and benefits. Funds also allotted for classroom resources and associated teacher and student support. | Academic Support Program Tutoring Other - increased graduation rate | 08/06/2018 | 05/23/2019 | \$235194 - Title I Schoolwide | School Administrators |

| Activity - Student Remediation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|------------------------------|--|
| Options for students to receive remedial services, standard recovery, and credit recovery for graduation purposes. Addition of 0 block, 5th block, Saturday school, and computer based programs during the regular school day will be implemented in order to increase student academic success and reach College/Career Readiness. | Behavioral Support Program Tutoring Academic Support Program | 08/06/2018 | 05/23/2019 | \$40000 - Title I Schoolwide | School Administrators, Curriculum Specialist, Graduation Coach, Tutors, Teachers, School Staff |

Goal 5:

Implement rigorous research based instruction aligned with CCRS and district expectations with an increased emphasis placed on students struggling and scoring close in mathematics in an effort to move those students and show growth on State assessment

Measurable Objective 1:

20% of All Students will demonstrate a proficiency by moving forward and progress in Mathematics by 05/24/2019 as measured by on the state assessment.

Strategy1:

Research Based Instructional Practices - All teachers will implement standards based rigorous and strategic teaching strategies on a consistent basis to improve student achievement

Teachers will follow the pacing and curriculum guide according to the College Board A_ College Ready curriculum

Research Cited: Research Based Instructional Practices - All core and inclusion teachers will implement standards based rigorous and strategic teaching strategies on a consistent basis to improve student achievement.

Category: Develop/Implement Learning Supports

Research Cited: According to the U.S. Department of Education, Scientifically based instructional methods equip teachers with tools that help them better reach

children, avoid burnout, and improve their classrooms' culture of learning and achievement. As well as,

Instructional practices that are based on scientific evidence bring the best teaching approaches and programs to children who might fail without them. Such practices

challenge children and interest them in learning, setting them on the path to success in school and in life. Furthermore, Evidenced-based practices are those "effective

educational strategies supported by evidence and research" (ESEA, 2002). When teachers use evidence-based practices with fidelity, they can be confident their

teaching is likely to support student learning and achievement of CCRS.

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--|
| Instructional teachers will participate in professional development to enhance and build knowledge on developing and implementing rigorous standards based instruction within the class room as evidenced through walkthroughs, observations, lesson plans and mid-year reviews. | Academic Support Program | 08/06/2018 | 05/24/2019 | \$0 - Title I Part A | Administration, teachers, staff, faculty, curriculum specialists |

| Activity - Rigorous, Content, and Strategic Practices | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--|
| Core subject and collaborative education teachers will implement standards based rigorous research based instruction utilizing but not limited to ARI, AMSTI, Marano, DOK, CCRS, Information Text writing prompts, justification and explanation evidence through walkthroughs, observations, mid-year review, and lesson plan development | Academic Support Program | 08/06/2018 | 05/24/2019 | \$0 - Title I Part A | Administration, teachers, curriculum specialist, staff, faculty and all stakeholders |

| Activity - College Board A+ | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|--------------------------|--|
| Student success begins with teachers who are knowledgeable in their subject matter, skilled at instructing diverse classrooms, and capable of preparing students to be confident and creative problem-solvers. College Board A+ and AP program equips educators with the content knowledge and instruction know-how they need to set high classroom expectations and shift students to advanced levels of thinking and learning, growing body of rigorous research demonstrates that A+ programs are producing measurable and lasting improvements in teacher effectiveness, student achievement and post-secondary and workforce outcomes, including college persistence and wage earning. The programs (laying the foundations/AP) equips educators with the content knowledge and instruction know-how they need to set high classroom expectations and shift students to advanced levels of thinking and learning developed by experienced teachers and content experts. A+ programs provides teachers with the trainings support and resources that's need to drive student achievement and facilitated their progression toward advanced coursework in high school. Elements of success: hands on training that allows teachers to experience learning from the students' perspective Content rich lessons with clear outcome goals and suggested teaching strategies Classroom exercises that allow teachers of all experiences level to relate math and science concepts to real-world scenarios. Tools to help monitor student understanding of complex concepts that are critical to rigorous coursework in higher grades. Opportunities for educators to collaborate, eat new techniques and receive feedback from peers. Results + Impact Research shows that students of A+ LTF trained teachers core better on math and science reading assessments | Academic Support Program | 08/06/2018 | 05/24/2019 | \$77500 - Title I Part A | Administrator, teachers, staff, faculty, curriculum director |

Strategy2:

Data Meetings - Academic teachers and departments will meet collaboratively to analyze data (grades, Scantron, ACT and other assessments) and utilize assessment data to inform planning for individual students and classes to provide differentiation and progress monitoring

Research Cited: Data Meetings - Academic teams will meet collaboratively to analyze data (grades, STAR, previous ASPIRE and Chalkable assessments) and utilize assessment data

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Category: Develop/Implement Learning Supports

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Data: Now What? Pages 18-24), important questions drove the dialogue about school effectiveness, school staff quickly learned how to identify and use different types

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Organizing data use around essential questions about student performance is a powerful strategy for building data literacy. Consider the following questions:

How do student outcomes differ by demographics, programs, and schools?

To what extent have specific programs, interventions, and services improved outcomes?

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Where are we making the most progress in closing achievement gaps?

How do absence and mobility affect assessment results?

How do student grades correlate with state assessment results and other measures? essential-questions approach has helped educators recognize the power and

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teachers use student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance. A

significant body of research conducted over the past 30 years has shown this method to be a reliable and valid predictor of subsequent performance on a variety of

outcome measures, and thus useful for a wide range of instructional decisions (Deno, 2003; Fuchs, Deno, & Mirkin, 1984; Good & Jefferson, 1998).

| Activity - Data Analysis | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|---|
| Teachers will review student classroom grades, benchmark and common assessment data such as Scantron and summative assessment results, during weekly and monthly department meetings to inform planning for individual students and classes and provide for differentiation. | Academic Support Program | 08/06/2018 | 05/24/2019 | \$0 - Title I Part A | Administrators, teachers, faculty, staff, curriculum specialists, media specialist and all stakeholders |

Goal 6:

Foster and develop a positive school culture for all stakeholders to promote a safe, orderly environment for increased student achievement and effective leadership.

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100% of All Students will collaborate to increase parental/stakeholder involvement and improve communication in Practical Living by 05/23/2019 as measured by participation during, and after school .

Strategy1:

Parental Involvement - We will employ a parent involvement coordinator and parent liaison to help increase parental communication and awareness. Efforts for increased amounts of communication between home and school will include emails, call-outs through SchoolCast, announcements posted on the school web-page, use of the school marquee, and newsletters/progress reports sent home with students. Teachers will regularly communicate with all parents and parents will feel more welcome in the school.

Research Cited: RBD

| Activity - Extracurricular Activities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------------|---|
| We will offer stakeholders the opportunity to participate in activist after school to promote positive school climate and culture. Examples of thesis include various safer school clubs/organizations, festivals/cookouts, PTO meetings, Choir/Band Concerts, Athletic Events, Open Houses, Annual Title 1 meetings, Retention prevention Tutorial Program, District chat and chews, community meetings, safety meetings among others | Community Engagement Parent Involvement | 08/06/2018 | 05/23/2019 | \$10000 - Title I Schoolwide | Administrators, teachers, staff, faculty, students and all stakeholders |

| Activity - Parent Involvement Coordinator | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|---------------------------------|--|
| Selected person will implement new ways of encouraging more parent involvement. | Academic Support Program Parent Involvement | 08/06/2018 | 05/23/2019 | \$15000 - Title I Schoolwide | School Administrators, Curriculum Specialist, Parent Engagement Coordinator, Curriculum Specialist |

| Activity - Communication | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|--------------------------------|--|
| Enhanced communication: Utilize physical and human resources to increase community/parent/students awareness and involvement Various communication tools will be used to keep all stakeholders abreast of school calendar, school happenings, meetings, and successes and student academic progress and instruction etc. (student handbooks, school cast, newsletters, principal notes and news affiliates) | Parent Involvement Community Engagement | 08/06/2018 | 05/23/2019 | \$5000 - Title I Schoolwide | Administrators, Teachers, staff, faculty, students and all stakeholders. |

Measurable Objective 2:

100% of All Students will collaborate to to promote and foster a positive school culture and learning climate in Practical Living by 05/23/2019 as measured by feedback from stakeholders, involvement ins school activities, ends and engagement in the learning environment as well as a more conducive instructional climate among students and staff through observations and various types of data..

Strategy1:

Positive Behavior Intervention Support - Positive behavior intervention support establish a positive culture and develop relationships between students and staff to lead to systemic and individualized changes. Teachers and students will actively participate in school wide events such as pep rallies, activity days, philanthropic endeavors;rs, can food drives, dances, programs, field day actives, sporting envoys activity

classes, jag dens, incentive trips and activities, mentoring, and advising

Research Cited: Sugai, George; O’Keeffe, Breda V. : Fallon, Lindsay M. Source Journal of Positive Behavior Interventions, v14 n4p197-208 Oct 2012. 12 pp. Abstract: Students from culturally and linguistically diverse backgrounds have historically experienced poor outcomes related to academic achievement, special education, school discipline and climate, and juvenile justice. Difference between home and school cultures likely contribute to these outcomes. Evidence-based practices in schools are promoted to improve the academic and social outcomes for all students, but attention must be paid to cultural factors when implementing practices. School-wide positive behavior supports (SWPBS) is a systems approach to promoting evidence-based practices to affect important social and academic outcomes for all students. The purpose of this article is to consider culture within the implementation context of SWPBS. To achieve this purpose, we adopt and describe a contextual perspective on culture that is based on behavioral showery and principles of behavior analysis and incorporate findings from a review of the literature related to culture and student behavior.

| Activity - Activity or Powerhour Period | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|------------------|------------|------------|------------------------------|---|
| Activity or flex period will consist of events hosted by teachers to engage students in an everyday activity or academic activity to encourage academic progress, attendance and participation for positive behavior in the school. Classes and events will be during the academic day. Evidence of this will be monitored through active and event agendas and participation. | Extra Curricular | 08/06/2018 | 05/23/2019 | \$30000 - Title I Schoolwide | Administration, teachers, staff, faculty, and all stakeholders. Funding for associated classroom supplies included. |

| Activity - Routines, Procedures and Management | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|------------------------------|---|
| Implement student and staff expectations, routines and procedures for developing and maintaining an orderly and safe environment. Teachers participate in professional development opportunities to create a positive culture and assist with classroom or school wide management. Teachers follow the progressive discipline plan/ladder and stimulate prompt and further communication with parents or guardians. Monitored through discipline referrals, parent conferences and success of students. | Behavioral Support Program | 08/06/2018 | 05/23/2019 | \$35000 - Title I Schoolwide | Administrators, Teachers, Staff, Faculty and all stakeholders |

Goal 7:

Student involvement in extracurricular activities and community outreach will greatly increase during the 2018-2019 school year.

Measurable Objective 1:

70% of All Students will demonstrate a behavior of responsibility for their own learning and help guide instruction through curiosity and exploration in Practical Living by 05/23/2019 as measured by student, faculty, and parent surveys.

Strategy1:

Advisory - Small student groups will be assigned to an Advisor who will check in with students each week concerning grades, academic progress, social and emotional needs, and other related issues associated with each specific student.

Research Cited: RBD

| Activity - Weekly Academic Checks and Student Conferences | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|-----------------------------|--|
| Each week, Advisors will spend time meeting with each assigned student to evaluate student progress and identify methods of improving performance. Funds allocated to assist with classroom supplies. | Behavioral Support Program Tutoring Academic Support Program | 08/06/2018 | 05/23/2019 | \$8000 - Title I Schoolwide | Administrators, Teachers, School Staff |

Strategy2:

Power Hour - Students will be given time during the school day to explore interests through a multitude of clubs and activities. Student choice and personal interest will drive the creating of specific clubs and activities.

Research Cited: RBD

| Activity - Clubs and Organizations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|--------------------------|---|
| All students will become involved in some activity or extracurricular activity at Jemison High School. Some funds available for purchasing supplies and resources. | Other - student ownership of the school and school pride Extra Curricular Behavioral Support Program | 08/06/2018 | 05/23/2019 | \$0 - Title I Schoolwide | School Administrators, Curriculum Specialist, School Counselors, Graduation Coach |

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

Parent meetings data meetings and leadership team meeting will be held to assure that all stakeholder are aware of schoolwide data areas of focus and school wide next steps. Parents will have access to receiving all information int heir home language provided by our EL teacher/parent coordinator

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|------------|
| 2. | Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this? | Yes | Teachers who do not meet the state requirements and are not highly qualified have been employed upon a conditional certification and have been given the allocated designated time frame to complete degree and obtain highly qualified status by the ALDSE. | |

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

The definition of a highly qualified status is determined by the ALSDE.. The ALSDE criteria is a mixture of credit from educational classes taken in an accredited college/university test scores standardized content knowledge tests, successful practicums and continuing professional development. Applicants for HCS apply through Teach In Alabama website and receive approval from HR and the ALSDE of the standards before they are considered for hiring.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

There was 28% teacher turnover rate for the 2018-19 school year with 13 new teachers hired.

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

There is approximately 15% of the faculty that are experienced with over 10 years but the the majority of staff/faculty are novice or early in their career with approximately 50% with 5 or less years experience.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

HCS and Jamison work to attract and retain highly-qualified teachers through he following:

Providing a mentor to novice teachers (typically in the same field of study)

Creating small communities of learning teams

Offering high-quality professional involvement

Frequent observations and immediate feedback from administrators, instructional coaches and district team members

Support form instructional coaches

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

Through analysis of academic assessments, it is determined the areas of weakness to obtain and provide targeted PD for our teachers to improve and offer purposeful effective instructional strategies to build and enhance student learning and academic progress.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Ongoing support for the implementation of CCRS and AP curriculum during professional learning team meetings, faculty meetings and job embedded professional learning opportunities. Ongoing support for the implementation of the digital conversion through coaching, job embedded professional learning and district wide professional learning with walk-throughs and instructional rounds. Also, HCS is partnering with ICLE to employ Rigor, Relevance and Relationships within the schools and system.

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

New teachers are assigned and paired with a mentor in the same academic area (if possible) Each teacher also works with the curriculum specialists who will help mentor with instruction, classroom management, routines and procedures as well as strategic planning.

Describe how all professional development is "sustained and ongoing."

Professional Development is a continuous process that is worked on through the entire year as evidence through walk-throughs, meetings, and observations. Teachers are encouraged to observe successful teachers with the implementation of professional development and teachers share knowledge with others.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency Implementation of the digital curriculum. By providing each student in GR 3-12 with a digital device, will support 21st century learning & reduce the digital divide. Tech Usage for 18-19 will increase by 5% from the baseline usage of 47.22%. in Reading by 05/23/2019 as measured by Implementation of digital curriculum and by providing each student in GR 3-12 with a digital device. .

Strategy1:

Classroom Communication - Teachers will use digital communication tools such as Edmodo, Chalkable, NearPod, Dyknow & various digital resources to communicate with students, parents, and other teachers. Teachers will assign learning activities, assessments, and give pertinent instructional information to students & parents using these sites.

Research Cited: RBD

| Activity - Digital Assignments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-----------------------------|--|
| Teachers will use digital communication tools such as Canvas, NearPod, Dyknow & various digital resources to communicate with students, parents, and other teachers. Teachers will assign learning activities, assessments, and give pertinent instructional information to students & parents using these sites. | Direct Instruction | 08/06/2018 | 05/23/2019 | \$5000 - Title I Schoolwide | All teachers and Curriculum Specialist |

Strategy2:

Technology Usage - The strategy will work by the Implementation of digital curriculum and by providing each student in GR 3-12 with a digital device to support 21st century learning & reduce the digital divide. Tech Usage for 17-18 will increase by 5% from the baseline usage of 47.22%.

Research Cited: RBD

| Activity - Additional Hardware | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|------------------------------|--|
| Additional money will be available to purchase hardware needed to improve instruction and student engagement. | Technology | 08/06/2018 | 05/23/2019 | \$10000 - Title I Schoolwide | Administration, Curriculum Specialist, LMS |

| Activity - Digital Curriculum | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|---|
| Implementation of digital curriculum will be carried out by teachers and utilized by students daily in the classroom. Teachers will be provided support from Media Specialist, District Tech Coach & Curriculum Specialist. Student in GR 3-12 will be supplied with a digital device to reduce the digital divide & support 21st century learning. | Technology | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | Teachers, Media Specialist, Curriculum Specialist, LEA of the school and the HCT IT Dept. |

| Activity - Additional Software | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|------------------------------|--|
| Additional money will be available to purchase software needed to improve instruction and student engagement. | Technology | 08/06/2018 | 05/23/2019 | \$10000 - Title I Schoolwide | Administration, Curriculum Specialist, LMS |

Goal 2:

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

Measurable Objective 1:

90% of All Students will demonstrate a behavior by participating in a digital learning community in Reading by 05/29/2020 as measured by student computer use and administration walk throughs.

Strategy1:

Teacher Tools - Tools needed for teachers to be a part of a digital learning community will be provided.

Research Cited: RBD

| Activity - Digital Software/Hardware, Tablets/iPads, Printers for teachers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|--|
| Teachers need digital software/ hardware including but not limited to technology that will provide mobility and freedom in the classroom. Also, color printers and Copy Machines that will allow classroom and schoolwide data reports (Scantron, ACT, PSAT, Classroom Assessments etc.) to be printed in in full color to identify student strengths and weaknesses to be used during data meetings. | Technology | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | Administration, Library Media Specialist |

Measurable Objective 2:

90% of All Students will demonstrate a behavior of belonging to a society of learners that exist in a safe and educational learning environment in Reading by 05/29/2020 as measured by reducing number of computer misuse by students. .

Strategy1:

Accessibility - Provide access to all tools and materials needed to maintain a digital learning environment.

Research Cited: RBD

| Activity - Access to WIFI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|---|
| Students able to check out MIFI devices provided by the district. | Technology | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | Library Media Specialist, School Counselors |

Strategy2:

Safe Learning Environment - Teachers and students will work together to create and maintain a safe learning environment.

Research Cited: RBD

| Activity - Safe Schools | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|-------------------|
| Teachers will complete CIPA training using Safe Schools. | Professional Learning | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | All teachers |

| Activity - Digital Citizenship | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Teachers will use Common Sense Media and other resources to incorporate digital citizenship lessons into their curriculum. | Direct Instruction | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | All teachers, Library Media Specialist |

| Activity - DyKnow | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|-------------------|
| Teachers will use DyKnow to monitor computer use in their classroom. | Direct Instruction | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | All teachers |

Goal 3:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

70% of All Students will demonstrate a behavior in responsible digital citizenship as part of the digital community. in Reading by 05/23/2019 as measured by Teacher & Student surveys.

Strategy1:

Teacher Support - Teachers will be supported by media specialist, district tech coach, and curriculum specialists in an effort to enhance digital curriculum implementation as well as digital tools and resources to increase student engagement.

Research Cited: RBS

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Jemison High School

| Activity - Tech Coach Cycle | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|---------------------------|
| District Tech Coach will offer teachers access to a Tech Coaching Cycle that will include observations, goal making, and collaboration used to improve technology integration skills, support new lessons, and increase teaching techniques. | Technology | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | District Technology Coach |

| Activity - Collaboration | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|-------------------|
| Teachers and LMS will collaborate to incorporate technology skills and integration in classroom lessons. | Technology | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | Teachers, LMS |

| Activity - Tech Tuesday | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------------------|------------|------------|---------------------------|---|
| Teachers will be provided technology training a minimum of once a month. Tech coach will model the usage of digital tools to increase student engagement, and offer support base on teacher needs. | Technology Professional Learning | 08/06/2018 | 05/23/2019 | \$0 - No Funding Required | District Tech Coach, Media Specialist, Curriculum Specialists |

Goal 4:

Implement rigorous research based instruction aligned with CCRS and district expectations with an increased emphasis placed on students struggling and scoring close on assessments in reading or math in an effort to move those students and show growth

Measurable Objective 1:

20% of All Students will demonstrate a proficiency and show growth in Reading by 05/24/2019 as measured by state assessments..

Strategy1:

Tier I Instruction - Teachers will provide quality Tier I instruction for all students. Funds have been budgeted for the purchase of classroom supplies as needed.

Research Cited: RBD

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------------|---|
| Teacher training opportunities will be provided for teachers, administrators, and school staff during the regular school day. Such training opportunities could include Model Schools training, curriculum alignment and improved instructional strategies, confidentiality and security, etc. Professional development activities can also include conference fees/registration, in-state/out-of-state travel expenses, staff/educational supplies, substitutes, stipends, and benefits, etc. Additional funding included to cover the cost of binding and printing. | Professional Learning | 08/06/2018 | 05/23/2019 | \$145000 - Title I Schoolwide | School and District Administrators, Curriculum Specialist |

| Activity - Instructional Enrichment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------------|--|
| Student groups will participate in a wide range of activities both in and out of school. Cost may include travel expenses, registration fees, etc. Funds available for associated student and teacher resources. | Academic Support Program | 08/06/2018 | 05/23/2019 | \$106000 - Title I Schoolwide | School Administrators, Teachers, Graduation Coach, Curriculum Specialist, Media Specialist, and School Counselors, Teachers and all Stakeholders |

Strategy2:

Credit Recovery - Opportunities for recovery will be provided for all students in need of re-visiting standards or coursework.

Research Cited: RBD

| Activity - Student Remediation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|------------------------------|--|
| Options for students to receive remedial services, standard recovery, and credit recovery for graduation purposes. Addition of 0 block, 5th block, Saturday school, and computer based programs during the regular school day will be implemented in order to increase student academic success and reach College/Career Readiness. | Academic Support Program Behavioral Support Program Tutoring | 08/06/2018 | 05/23/2019 | \$40000 - Title I Schoolwide | School Administrators, Curriculum Specialist, Graduation Coach, Tutors, Teachers, School Staff |

| Activity - Additional Personnel and Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-------------------------------|-----------------------|
| Employment of a full-time Graduation Coach and Curriculum Specialist, additional teachers for class size reduction, tutors, and associated resources and benefits. Funds also allotted for classroom resources and associated teacher and student support. | Tutoring Other - increased graduation rate Academic Support Program | 08/06/2018 | 05/23/2019 | \$235194 - Title I Schoolwide | School Administrators |

Measurable Objective 2:

20% of All Students will demonstrate a proficiency and show growth in Mathematics by 05/24/2019 as measured by state assessments.

Strategy1:

Tier I Instruction - Teachers will provide quality Tier I instruction for all students. Funds have been budgeted for the purchase of classroom supplies as needed.

Research Cited: RBD

ACIP

Jemison High School

| Activity - Instructional Enrichment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------------|--|
| Student groups will participate in a wide range of activities both in and out of school. Cost may include travel expenses, registration fees, etc. Funds available for associated student and teacher resources. | Academic Support Program | 08/06/2018 | 05/23/2019 | \$106000 - Title I Schoolwide | School Administrators, Teachers, Graduation Coach, Curriculum Specialist, Media Specialist, and School Counselors, Teachers and all Stakeholders |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------------|---|
| Teacher training opportunities will be provided for teachers, administrators, and school staff during the regular school day. Such training opportunities could include Model Schools training, curriculum alignment and improved instructional strategies, confidentiality and security, etc. Professional development activities can also include conference fees/registration, in-state/out-of-state travel expenses, staff/educational supplies, substitutes, stipends, and benefits, etc. Additional funding included to cover the cost of binding and printing. | Professional Learning | 08/06/2018 | 05/23/2019 | \$145000 - Title I Schoolwide | School and District Administrators, Curriculum Specialist |

Strategy2:

Credit Recovery - Opportunities for recovery will be provided for all students in need of re-visiting standards or coursework.

Research Cited: RBD

| Activity - Additional Personnel and Resources | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|-------------------------------|-----------------------|
| Employment of a full-time Graduation Coach and Curriculum Specialist, additional teachers for class size reduction, tutors, and associated resources and benefits. Funds also allotted for classroom resources and associated teacher and student support. | Academic Support Program Other - increased graduation rate Tutoring | 08/06/2018 | 05/23/2019 | \$235194 - Title I Schoolwide | School Administrators |

| Activity - Student Remediation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|------------------------------|--|
| Options for students to receive remedial services, standard recovery, and credit recovery for graduation purposes. Addition of 0 block, 5th block, Saturday school, and computer based programs during the regular school day will be implemented in order to increase student academic success and reach College/Career Readiness. | Tutoring Behavioral Support Program Academic Support Program | 08/06/2018 | 05/23/2019 | \$40000 - Title I Schoolwide | School Administrators, Curriculum Specialist, Graduation Coach, Tutors, Teachers, School Staff |

Goal 5:

Implement rigorous research based instruction aligned with CCRS and district expectations with an increased emphasis placed on students struggling and scoring close in mathematics in an effort to move those students and show growth on State assessment

Measurable Objective 1:

20% of All Students will demonstrate a proficiency by moving forward and progress in Mathematics by 05/24/2019 as measured by on the state assessment.

Strategy1:

Research Based Instructional Practices - All teachers will implement standards based rigorous and strategic teaching strategies on a consistent basis to improve student achievement

Teachers will follow the pacing and curriculum guide according to the College Board A_ College Ready curriculum

Research Cited: Research Based Instructional Practices - All core and inclusion teachers will implement standards based rigorous and strategic teaching strategies on a consistent basis to improve student achievement.

Category: Develop/Implement Learning Supports

Research Cited: According to the U.S. Department of Education, Scientifically based instructional methods equip teachers with tools that help them better reach

children, avoid burnout, and improve their classrooms' culture of learning and achievement. As well as,

Instructional practices that are based on scientific evidence bring the best teaching approaches and programs to children who might fail without them. Such practices

challenge children and interest them in learning, setting them on the path to success in school and in life. Furthermore, Evidenced-based practices are those "effective

educational strategies supported by evidence and research" (ESEA, 2002). When teachers use evidence-based practices with fidelity, they can be confident their

teaching is likely to support student learning and achievement of CCRS.

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--|
| Instructional teachers will participate in professional development to enhance and build knowledge on developing and implementing rigorous standards based instruction within the class room as evidenced through walkthroughs, observations, lesson plans and mid-year reviews. | Academic Support Program | 08/06/2018 | 05/24/2019 | \$0 - Title I Part A | Administration, teachers, staff, faculty, curriculum specialists |

| Activity - College Board A+ | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|--------------------------|--|
| <p>Student success begins with teachers who are knowledgeable in their subject matter, skilled at instructing diverse classrooms, and capable of preparing students to be confident and creative problem-solvers. College Board A+ and AP program equips educators with the content knowledge and instruction know-how they need to set high classroom expectations and shift students to advanced levels of thinking and learning, growing body of rigorous research demonstrates that A+ programs are producing measurable and lasting improvements in teacher effectiveness, student achievement and post-secondary and workforce outcomes, including college persistence and wage earning. The programs (laying the foundations/AP) equips educators with the content knowledge and instruction know-how they need to set high classroom expectations and shift students to advanced levels of thinking and learning developed by experienced teachers and content experts. A+ programs provides teachers with the trainings support and resources that's need to drive student achievement and facilitated their progression toward advanced coursework in high school.</p> <p>Elements of success: hands on training that allows teachers to experience learning from the students' perspective Content rich lessons with clear outcome goals and suggested teaching strategies Classroom exercises that allow teachers of all experiences level to relate math and science concepts to real-world scenarios. Tools to help monitor student understanding of complex concepts that are critical to rigorous coursework in higher grades. Opportunities for educators to collaborate, eat new techniques and receive feedback from peers. Results + Impact Research shows that students of A+ LTF trained teachers core better on math and science reading assessments</p> | Academic Support Program | 08/06/2018 | 05/24/2019 | \$77500 - Title I Part A | Administrator, teachers, staff, faculty, curriculum director |

| Activity - Rigorous, Content, and Strategic Practices | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| <p>Core subject and collaborative education teachers will implement standards based rigorous research based instruction utilizing but not limited to ARI, AMSTI, Marano, DOK, CCRS, Information Text writing prompts, justification and explanation evidence through walkthroughs, observations, mid-year review, and lesson plan development</p> | Academic Support Program | 08/06/2018 | 05/24/2019 | \$0 - Title I Part A | Administration, teachers, curriculum specialist, staff, faculty and all stakeholders |

Strategy2:

Data Meetings - Academic teachers and departments will meet collaboratively to analyze data (grades, Scantron, ACT and other assessments) and utilize assessment data to inform planning for individual students and classes to provide differentiation and progress monitoring

Research Cited: Data Meetings - Academic teams will meet collaboratively to analyze data (grades, STAR, previous ASPIRE and Chalkable assessments) and utilize assessment data

to inform planning for individual students and classes to provide differentiation and progress monitoring.

Category: Develop/Implement Learning Supports

Research Cited: According to Educational Leadership, (December 2008/January 2009 | Volume 66 | Number 4

Data: Now What? Pages 18-24), important questions drove the dialogue about school effectiveness, school staff quickly learned how to identify and use different types

of data to answer those questions (Lachat & Smith, 2004).

Organizing data use around essential questions about student performance is a powerful strategy for building data literacy. Consider the following questions:

How do student outcomes differ by demographics, programs, and schools?

To what extent have specific programs, interventions, and services improved outcomes?

What is the longitudinal progress of a specific cohort of students?

What are the characteristics of students who achieve proficiency and of those who do not?

Where are we making the most progress in closing achievement gaps?

How do absence and mobility affect assessment results?

How do student grades correlate with state assessment results and other measures? essential-questions approach has helped educators recognize the power and

potential of going beyond aggregated data to identify the data they need and when they need it and to define multiple ways of disaggregating the data Research has

emphasized that data disaggregation is essential to effective data use (Johnson, 2002; Lachat & Williams, 2003). Furthermore, Research has demonstrated that when

teachers use student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance. A

significant body of research conducted over the past 30 years has shown this method to be a reliable and valid predictor of subsequent performance on a variety of

outcome measures, and thus useful for a wide range of instructional decisions (Deno, 2003; Fuchs, Deno, & Mirkin, 1984; Good & Jefferson, 1998).

| Activity - Data Analysis | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|---|
| Teachers will review student classroom grades, benchmark and common assessment data such as Scantron and summative assessment results, during weekly and monthly department meetings to inform planning for individual students and classes and provide for differentiation. | Academic Support Program | 08/06/2018 | 05/24/2019 | \$0 - Title I Part A | Administrators, teachers, faculty, staff, curriculum specialists, media specialist and all stakeholders |

Goal 6:

Foster and develop a positive school culture for all stakeholders to promote a safe, orderly environment for increased student achievement and effective leadership.

Measurable Objective 1:

100% of All Students will collaborate to increase parental/stakeholder involvement and improve communication in Practical Living by 05/23/2019 as measured by participation during, and after school .

Strategy1:

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Parental Involvement - We will employ a parent involvement coordinator and parent liaison to help increase parental communication and awareness. Efforts for increased amounts of communication between home and school will include emails, call-outs through SchoolCast, announcements posted on the school web-page, use of the school marquee, and newsletters/progress reports sent home with students. Teachers will regularly communicate with all parents and parents will feel more welcome in the school.

Research Cited: RBD

| Activity - Parent Involvement Coordinator | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|------------------------------|--|
| Selected person will implement new ways of encouraging more parent involvement. | Academic Support Program Parent Involvement | 08/06/2018 | 05/23/2019 | \$15000 - Title I Schoolwide | School Administrators, Curriculum Specialist, Parent Engagement Coordinator, Curriculum Specialist |

| Activity - Extracurricular Activities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---|------------|------------|------------------------------|---|
| We will offer stakeholders the opportunity to participate in activist after school to promote positive school climate and culture. Examples of thesis include various safer school clubs/organizations, festivals/cookouts, PTO meetings, Choir/Band Concerts, Athletic Events, Open Houses, Annual Title 1 meetings, Retention prevention Tutorial Program, District chat and chews, community meetings, safety meetings among others | Parent Involvement Community Engagement | 08/06/2018 | 05/23/2019 | \$10000 - Title I Schoolwide | Administrators, teachers, staff, faculty, students and all stakeholders |

| Activity - Communication | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|------------|------------|-----------------------------|--|
| Enhanced communication: Utilize physical and human resources to increase community/parent/students awareness and involvement Various communication tools will be used to keep all stakeholders abreast of school calendar, school happenings, meetings, and successes and student academic progress and instruction etc. (student handbooks, school cast, newsletters, principal notes and news affiliates) | Community Engagement Parent Involvement | 08/06/2018 | 05/23/2019 | \$5000 - Title I Schoolwide | Administrators, Teachers, staff, faculty, students and all stakeholders. |

Measurable Objective 2:

100% of All Students will collaborate to to promote and foster a positive school culture and learning climate in Practical Living by 05/23/2019 as measured by feedback from stakeholders, involvement ins school activities, ends and engagement in the learning environment as well as a more conducive instructional climate among students and staff through observations and various types of data..

Strategy1:

Positive Behavior Intervention Support - Positive behavior intervention support establish a positive culture and develop relationships between students and staff to lead to systemic and individualized changes. Teachers and students will actively participate in school wide events such as pep rallies, activity days, philanthropic endeavors;rs, can food drives, dances, programs, field day actives, sporting envoys activity classes, jag dens, incentive trips and activities, mentoring, and advising

Research Cited: Sugai, George; O'Keeffe, Breda V. : Fallon, Lindsay M. Source Journal of Positive Behavior Interventions, v14 n4p197-208

Oct 2012. 12 pp. Abstract: Students from culturally and linguistically diverse backgrounds have historically experienced poor outcomes related to academic achievement, special education, school discipline and climate, and juvenile justice. Difference between home and school cultures likely contribute to these outcomes. Evidence-based practices in schools are promoted to improve the academic and social outcomes for all students, but attention must be paid to cultural factors when implementing practices. School-wide positive behavior supports (SWPBS) is a systems approach to promoting evidence-based practices to affect important social and academic outcomes for all students. The purpose of this article is to consider culture within the implementation context of SWPBS. To achieve this purpose, we adopt and describe a contextual perspective on culture that is based on behavioral showery and principles of behavior analysis and incorporate findings from a review of the literature related to culture and student behavior.

| Activity - Routines, Procedures and Management | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------------|------------|------------|------------------------------|---|
| Implement student and staff expectations, routines and procedures for developing and maintaining an orderly and safe environment. Teachers participate in professional development opportunities to create a positive culture and assist with classroom or school wide management. Teachers follow the progressive discipline plan/ladder and stimulate prompt and further communication with parents or guardians. Monitored through discipline referrals, parent conferences and success of students. | Behavioral Support Program | 08/06/2018 | 05/23/2019 | \$35000 - Title I Schoolwide | Administrators, Teachers, Staff, Faculty and all stakeholders |

| Activity - Activity or Powerhour Period | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|------------------|------------|------------|------------------------------|---|
| Activity or flex period will consist of events hosted by teachers to engage students in an everyday activity or academic activity to encourage academic progress, attendance and participation for positive behavior in the school. Classes and events will be during the academic day. Evidence of this will be monitored through active and event agendas and participation. | Extra Curricular | 08/06/2018 | 05/23/2019 | \$30000 - Title I Schoolwide | Administration, teachers, staff, faculty, and all stakeholders. Funding for associated classroom supplies included. |

Goal 7:

Student involvement in extracurricular activities and community outreach will greatly increase during the 2018-2019 school year.

Measurable Objective 1:

70% of All Students will demonstrate a behavior of responsibility for their own learning and help guide instruction through curiosity and exploration in Practical Living by 05/23/2019 as measured by student, faculty, and parent surveys.

Strategy1:

Power Hour - Students will be given time during the school day to explore interests through a multitude of clubs and activities. Student choice and personal interest will drive the creating of specific clubs and activities.

Research Cited: RBD

ACIP

Jemison High School

| Activity - Clubs and Organizations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|--------------------------|---|
| All students will become involved in some activity or extracurricular activity at Jemison High School. Some funds available for purchasing supplies and resources. | Other - student ownership of the school and school pride Behavioral Support Program Extra Curricular | 08/06/2018 | 05/23/2019 | \$0 - Title I Schoolwide | School Administrators, Curriculum Specialist, School Counselors, Graduation Coach |

Strategy2:

Advisory - Small student groups will be assigned to an Advisor who will check in with students each week concerning grades, academic progress, social and emotional needs, and other related issues associated with each specific student.

Research Cited: RBD

| Activity - Weekly Academic Checks and Student Conferences | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--|------------|------------|-----------------------------|--|
| Each week, Advisors will spend time meeting with each assigned student to evaluate student progress and identify methods of improving performance. Funds allocated to assist with classroom supplies. | Tutoring Behavioral Support Program Academic Support Program | 08/06/2018 | 05/23/2019 | \$8000 - Title I Schoolwide | Administrators, Teachers, School Staff |

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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

Teachers meet regularly to review current data and to make instructional decisions. We have a PST team who collaborates to begin the decision making process regarding instructional next steps but the entire faculty is involved in the final decision made in process. Teachers develop a plan with interventions to strengthening weaknesses and maintaining/improving strengths. Data is collected through benchmark, state assessments as well as classroom exams. We continually update the ACiP and one-page target based on current assessment data.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

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

Teachers use formative, summative, benchmark and state assessment results to identify the students who are experience difficulty in mastering the State's standards. The students who are struggling receive additional support in the classroom with the implementation of research-based strategies. These students may also be referred to the PST team for additional support and progress monitoring. Tiered instructional framework (Response to Instruction) is implemented to address academic needs of students not mastering the standards..

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

Student data is organized and current. Teachers evaluate dat through an ongoing process during data meetings and ACiP reviews. Current data is reviewed and used to make informed decisions about student instruction. The RTI problem solving team members also evaluate data collected on students experiencing difficulty to determine the appropriate intervention for each student, schedule intervention time/academic overtime as needed, and planner high impact instruction with the RTi/PST members monitor student progress. Students also have the opportunity to attend teacher office hours weekly to receive extra assistance during powerhour. The school also offers free after school tutoring.

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

Teachers provide additional support to student requesting help. This is often available during Powerhour in the form of office hours. There are additional opportunities for students to attend ACT/Math and Reading intervention before or after school as well as some Weekend sessions offered. Students have free tutoring after school M-Thursdays on the school campus as well as students have technological resources during and after the school day.

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

Students have access to technological resources within the regular school day as well as outside of the school day. Students can access assignments, textbooks, web-based resources, etc. whether they are at school or off campus. There is a resource teacher available as well as teacher resources to assist the teacher in explicit and effective instruction.

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

N/A

**Component 9: Coordination and Integration of Federal, State and Local Programs and Resources
(Sec.1114(b)(V))**

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

The State of Alabama School Foundation program funds teacher and administrator units based on student enrollment. For the 2018-19 school year the state is funding, 44.81 State teaching units, 2.5 Administrators, 2 counselors and 1 Librarians for a total of 50.31 units. The total budget for salaries in this area is \$2,412,804.00 with \$994,652.00 in fringe benefits. The Title 1 funding is used to fund a curriculum specialist, graduation coach and other support /intervention personnel. It also funds instructional supplies, professional development and parent involvement. The total budget for Federal monies is \$623732.00. All funding, programs and resources are integrated toward the achievement of school wide goals and student academic success. The total foundation program funding is \$4,418,250.00.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

The HCS ensure that students have access to Career and technical education opportunities and programs. All students receive a free breakfast every morning in their classrooms and a free lunch every afternoon in the cafeteria.

Component 10: Evaluation (Sec.1114(b)(3)):

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

At the end of the school year, the data will be analyzed to determine whether the school goals were met. We will meet as a full faculty to discuss our goals and whether or not they were met, the reasons goals were or were not met and what modifications should be made. Actions and strategies will be discussed, reviewed and adjusted as needed.

The program is continually evaluated through:

parent/student surveys

leadership team meetings

informal and formal walk-throughs/observations

disaggregation of standardized test scores

comparisons of past and present in-class test and projects

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

The state's annual assessments are compared to the indicators of other academic achievement results. At the end of each school year. This data is analyzed so a determination can be made as to whether the school goals were met. Tests results (class and standardized) are used and compared with previous tests to see if improvement has been made and to identify strengths and weakness. After evaluating these results, strategies can/will be developed to strengthen weaknesses. Resulting information is shared with teachers, students, parents and stakeholders, meetings are held during both the school year and summer to discuss data results and decide if strategies/programs are being successful. From the evaluation of the results, recommendations are made to keep/drop/modify these programs.

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

The effectiveness of any program is determined based on students meeting and exceeding standards according to state assessments. The percentage of students who are mastering standards and/or objectives that show an improvement in percentage correct may indicate program effectiveness. Compare recent assessments to former ones so inferences to the productivity of programs, policies and procedures. And increase in assessment results can be an indication of a successful program implementation. If lack of progress is made, we will look for reason why and try to implement strengthening procedures.

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

Data sources used in planning included the demographic, SIR report, attendance report (teacher and student) survey, perception data, Educate AL summary, class/district/state assessment achievement data and process data is compiled and analyzed ongoing. The curriculum
SY 2018-2019

and federal program departments utilize need assessments to be completed to outline and clarify areas of strengths and weaknesses. The committee and faculty reflect on the year and progress making projections for the upcoming year and reflecting on the past year. Modifications are do to address the lack of progress.

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of Teachers assigned units. | 44.81 |

Provide the number of classroom teachers.

44

| Label | Question | Value |
|-------|--|-----------|
| 3. | Provide the total of all salaries for the FTE Teacher Units. | 2412804.0 |

Total

2,412,804.00

Administrator Units

| Label | Question | Value |
|-------|---|-------|
| 1. | Provide the number of Administrator assigned units. | 2.5 |

Provide the number of administrators.

5

| Label | Question | Value |
|-------|--|----------|
| 3. | Provide the total of all salaries for the FTE administrator units. | 458000.0 |

Total

458,000.00

Assistant Principal

| Label | Question | Value |
|-------|---|-------|
| 1. | Provide the number of Assistant Principal assigned units. | 1.5 |

Provide the number of Assistant Principals.

4

| Label | Question | Value |
|-------|--|----------|
| 3. | Provide the total of all salaries for the Assistant Principal. | 328000.0 |

Total

328,000.00

Counselor

| Label | Question | Value |
|-------|---|-------|
| 1. | Provide the number of Counselor assigned units. | 2.0 |

Provide the number of Counselors.

2.0

| Label | Question | Value |
|-------|--|----------|
| 3. | Provide the total of all salaries for the Counselor. | 162384.1 |

Total

162,384.10

Librarian

| Label | Question | Value |
|-------|---|-------|
| 1. | Provide the number of Librarian assigned units. | 1.0 |

Provide the number of Librarians.

1.0

| Label | Question | Value |
|-------|--|----------|
| 3. | Provide the total of all salaries for the Librarian. | 61856.76 |

Total

61,856.76

Career and Technical Education Administrator

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of Career and Technical Education Administrator assigned units. | 0.0 |

Provide the number of Career and Technical Education Administrators.

0.0

| Label | Question | Value |
|-------|---|-------|
| 3. | Provide the total of all salaries for the Career and Technical Education Administrator. | 0.0 |

Total

0.00

Career and Technical Education Counselor

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of Career and Technical Education Counselor assigned units. | 0.0 |

Provide the number of Career and Technical Education Counselors.

0.0

| Label | Question | Value |
|-------|---|-------|
| 3. | Provide the total of all salaries for the Career and Technical Education Counselor. | 0.0 |

Total

0.00

Technology

| Label | Question | Value |
|-------|---|-------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

Not applicable, please place a value of 0 in the box.

0

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all funding for Technology. | 15093.0 |

Total

15,093.00

Professional Development

| Label | Question | Value |
|-------|---|-------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

Not applicable, please place a value of 0 in the box.

0

| Label | Question | Value |
|-------|--|--------|
| 3. | Provide the total of all funding for Professional Development. | 4528.0 |

Total

4,528.00

EL Teachers

| Label | Question | Value |
|-------|--|-------|
| 1. | Provide the number of EL Teachers in FTEs. | 1.0 |

Provide the number of EL Teachers.

1

| Label | Question | Value |
|-------|---|-------|
| 3. | Provide the total of all funding for EL Teachers. | 0.0 |

Total

0.00

Instructional Supplies

| Label | Question | Value |
|-------|---|-------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

Not applicable, please place a value of 0 in the box.

0

| Label | Question | Value |
|-------|--|---------|
| 3. | Provide the total of all funding for Instructional Supplies. | 26969.0 |

Total

26,969.00

Library Enhancement

| Label | Question | Value |
|-------|---|-------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

Not applicable, please place a value of 0 in the box.

0.0

| Label | Question | Value |
|-------|---|--------|
| 3. | Provide the total of all funding for Library Enhancement. | 4837.0 |

Total

4,837.00

Title I

| Label | Question | Value |
|-------|---|-----------|
| 1. | Improving the Academic Achievement of the Disadvantaged Provide the total. | 633729.27 |

Provide a brief explanation and breakdown of expenses.

Curriculum Specialist and Graduation Coach hired for a cost of \$187,277.00 to provide support to improve and increase effective instruction

\$129,601.00 to fund additional teacher units to decrease class size

\$20,000.00 for extended day and contract tutors in an effort to provide additional individualized assistance for struggling and at risk students for failing courses

\$20,000.00 provided for summer school for students to get back on track for graduation and earn credit for required graduation courses

\$12,000.00 for student registration to participate in academic extracurricular activities

\$31,854.00 to purchase instructional classroom supplies to assist students and families

\$10,000.00 to purchase and provide instructional software for students to enhance the learning opportunities

\$10,000.00 to purchase computer hardware for students and families to utilize for academic purposes

\$3,000.00 to purchase instructional equipment for students

\$25,000.00 to provide transportation for students to attend academic trips

\$10,000.00 to provide for substitutes so teachers may attend purposeful professional development

\$20,000.00 for stipends for teachers to attend leadership, faculty retreats and professional development opportunities

\$15,000.00 for consultants to provide targeted professional development for faculty and staff

\$25,000.00 for in state travel of teachers, staff and leaders to attend professional development conferences, forums and meetings

\$50,000.00 for out of state travel of teachers, staff and leaders to attend professional development conference, forums, instructional meetings to promote and support high quality and rigorous instruction

\$20,000.00 for professional development staff educational supplies to enhance further academic support for teachers, staff and leaders

\$5000.00 for registration fees for faculty, staff and leaders to attend professional development

\$17,684.00 for parental involvement/engagement coordinator

\$7,313.27 for parental engagement including supplies & communication

\$10,000 for printing and binding informational, academic, PBIS, booklets, pamphlets, posters to promote academic, behavior goals

\$5,000 Student -Educational

Title II

| Label | Question | Value |
|-------|--|-------|
| 1. | Professional Development Activities. Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

Huntsville City Schools has partnered with the Model Schools Foundation. This year we will be working among all the other high schools in the district to implement a new walk-through strategy using three well-developed rubrics, pre and post teacher conferences.

The Principal and Curriculum Specialist will participate in the CIR coaching cohort for Huntsville City Schools and eventually lead to full implementation throughout all classrooms and teachers.

Teachers learn to accept suggestions for improving instruction.

Expectations remain transparent

Improves data collection throughout the teacher's experience in order to monitor professional growth.

Opens genuine collaborative conversations that lead to overall improved instruction for all students and maximizes teacher growth!

Title III

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

Provide a brief explanation and a breakdown of expenses.

funding allocated for students including ELL

Title IV

| Label | Question | Value |
|-------|---|-------|
| 1. | 21st Century Schools. Provide the total. | 0.0 |

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

| Label | Question | Value |
|-------|-------------------|-------|
| 1. | Provide the total | 0.0 |

Provide a brief explanation and breakdown of expenses.

N/A

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

Mae Jemison High School will conduct annual Title I Parent information meetings beginning Fall, 2018. Notification was sent to all parents two ways: through the use of school cast (parent call-out) and the school webpage calendar and announcements. This meeting provides an overview of the MJHS Title I program and the components of being a Title I school. Additionally, Title I Parent Surveys will be collected both on paper as well as electronically (sent out in an email blast to all parents). Paper copies of the survey and our parent-school compact for 2018-2019 will be sent home with the students within the first week of school. The same information and opportunities for feedback will be made available at our annual "Open House".

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

Title I informational meetings are offered at various times during the week/school day in order to accommodate parents interested in attending but unable to participate in an evening meeting. We work closely with our Parent Liaison/School-Wide Parent Representative to ensure that parents are invited to participate in monthly meetings and offer input related to decisions made for our school and/or students. As required, our annual Title I budget includes a minimum of 1% of our funds are dedicated and used for enhancing parental involvement, but we actually intend to utilize a larger percentage of school funding for the purpose of parental involvement and engagement during the upcoming school year.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Information is shared with parents and stakeholders in a wide variety of ways in order to maintain optimal levels of parental communication. We often use the school marquee for important upcoming dates and meeting announcements. We also put information and announcements on the school website and Facebook page regularly. We frequently use SchoolCast to send "call-outs" to parents and guardians when information needs to be communicated more quickly. Due to so many home circumstances, we will continue to provide paper notices (either via students or through mail-outs).

Our Title I Parent Survey was made available to parents in both Spanish and English. Additionally, both the 2018-2019 "Parents' Right to Know" Letter from our Superintendent and the 2018-2019 Parent-School Compact will be available in print and electronically in both Spanish

and in English. Upon request or the identification of need through the school's ELL/ESL programs, additional interpretations will be made available to parents speaking primarily a language other than English or Spanish.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

At Jemison High School, we are fortunate to have a Parent Liaison on site each school day (beginning in October of 2018). The current parent-school compact was developed and updated through the collaboration of parents (feedback represented by our parent liaison), community stakeholders (other than current parents), the Title I Curriculum Specialist, School Administrators and Teachers. Our Parent-School Compact addresses the importance of sharing in the responsibility of educating the students of Mae C. Jemison High School.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

We will utilize the Parent Liaison/Parent Involvement Coordinator (to be employed at Jemison High beginning in October of 2018) to increase the level of transparency for parents about school-related issues. The school's annual continuous improvement plan is made public for all parents and stakeholders and feedback is regularly solicited from parents.

Monthly parent meetings provide opportunities for collaborate conversations between school personnel and parents/guardians. At these meetings, parents are given opportunities to discuss dissatisfaction and/or suggestions for continually evolving our CIP. This process is on-going and dependent on the establishment of positive parent-school relationships.

We will additionally plan for a Parent University during the upcoming school year to further increase parental awareness and involvement. Our school's parent organization continually seeks to support the students at MJHS as well as the operation of our school as a whole. We will continue to value input and feedback from our parents and encourage higher levels of participation through activities that will appeal to the families on our particular community.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

Beginning in the 2018-2019 school year, we will employ a parent involvement coordinator to serve as a liaison between the parental community and the school. We will gather information about community and student needs through our parent involvement coordinator, the

use of a variety of surveys, and parent meetings/community outreach activities and events. Parents are invited to monthly parent meetings, and home visits will be made to all students to welcome them back for the new school year. Teachers and School Staff invite parent support and volunteers throughout the school year.

Parents will be encouraged to visit the school multiple times throughout the year to discuss specific programs and needs. These meetings, organized by the parent involvement coordinator will be used as the primary platform for open discussions related to CCRS assessments, Title I requirements, responsibilities and opportunities for students, ways to deal with social issues such as social media and cyber-bullying, how to effectively provide support for homework and upcoming class assignments, and academic programs to help students who have fallen behind as well as to help students who need further acceleration academically.

We will host our first "Parent University" this year in order to educate and again offer information for parents related to technology, resources, materials, school related and community support programs, etc.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

We will enhance parent/school communication and relationships through a school-wide effort to effectively solicit an increase in parental support. Through programs such as a parent advisory committee, the employment of a parent involvement coordinator, and solicitation of parental feedback and suggestions in a variety of ways (parent surveys, mail-outs, invitations to special events, etc.).

Teachers at MJHS will discuss parental involvement early in the year at a faculty meeting. Requirements for communicating with parents will be outlined and a system developed to ensure information is received by parents in a timely manner. The school will send home academic progress reports for parents every 4 1/2 weeks and parents will have access to real-time information about their child's performance through the INOW parent portal.

Teachers will respond to parent inquiries and questions or concerns in an appropriate time frame and work with parents to identify solutions for problems arising at school or issues affecting the academic training of the students at Jemison.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve

student academic achievement, our school:

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

Through the organization of our parent involvement coordinator we will seek to become aware of specific needs in our community for which educational efforts should be provided for parents. Based on this information, we will invite parents to various planned events throughout the school year aimed at fully educating parents and connecting families with community services and resources. We will host a parent university and provide multiple "parent information stations" during school-wide events.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

Information related to school and parent programs, meetings, and other activities is distributed to parents using multiple platforms. We utilize call-outs to reach parents who prefer a call, as well as email/text blasts for parents who have signed up to receive such announcements.

We post information on the school marquee, provide electronic versions via our school website, and send home tangible copies of information for parents who prefer communication (outside of electronic) in more traditional ways.

To address language barriers, the parent-school compact, parent surveys (both paper and electronic), the annual parents right to know letter, and other informational items are provided in both English and Spanish versions (as a standard), however paper versions will be provided in numerous languages based on our school's student population and a better understanding of languages commonly spoken within each home.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

Since information is sent out to parents in various ways (electronically, phone, paper) and in multiple languages, we attempt to encourage the

highest level of parental involvement and engagement in school-related activities. Previous years have proven that our level of parental involvement has been minimal. Going forward, we will partner with our parent involvement coordinator/parent liaison in order to accomplish two things:

1. Better understand the needs of the families and community we serve.
2. Improve relationships between the school and home and increase communication with parents related to the direction and vision of Mae Jemison High School.

We will offer educational and informational sessions throughout the years in response to activities requested by our parents and recommended by our parent involvement coordinator.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Students will take home the initial Title I Parent survey in the fall of 2018 (available in multiple languages). A link to the electronic version will be sent out to parents in an email blast as well. Results of student assessments, school-wide evaluations, safety, etc. will continue to be provided in various languages and through various formats in order to reach the largest number of parents possible and ensure parents feel welcome in our school.

Materials and information sent home with students will be provided in the language spoken most frequently in each home (to the extent possible and at the response to parental request).