ACIP

Ardmore High School

Limestone County School District

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Ardmore, AL 35739

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Executive Summary

Introduction

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

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

Description of the School

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

The Ardmore community lies in both Alabama and Tennessee and includes four counties as well. Two separate governments are elected for the town of Ardmore, AL and Ardmore, TN. Ardmore is approximately 80 miles south of Nashville, 100 miles north of Birmingham, and 90 miles southeast from Chattanooga. The current enrollment is 1007 in grades 6-12 for the 2018-2019 school year. There are 15 District Choice students and there are 42 students that live in Tennessee and pay tuition to attend Ardmore High School. According to the 2010 census, there were 1,194 people, 505 households, and 333 families residing in the town of Ardmore, AL . The racial makeup of the town was 94.3% White, 1.9% Black or African American, 0.8% Native American, 0.9% Asian, 0.1% Pacific Islander, .6% from other races, and 1.4% from two or more races. 1.3% of the population were Hispanic or Latino of any race. According to the 2000 census, there were 1,082 people, 427 households, and 306 families residing in the city of Ardmore, TN. The racial makeup of the city was 96.86% White, 1.76% African American, 0.65% Native American, 0.09% Asian, 0.37% from other races, and 0.28% from two or more races. Hispanic or Latino of any race were 1.39% of the population. Ardmore High School has forty-five full time faculty members which includes thirty-seven regular classroom teachers, six collaborative teachers, one librarian, and one technology facilitator. We have one principal and two assistant principals. We have one full time high school counselor for grades 9-12 and one full time middle school counselor for grades 6-8 and one counselor's assistant. We have one ACCESS lab and an ACCESS facilitator. We have 4 instructional assistants for special education. We have one adjunct professor from Calhoun Community College who spends one period a day a Ardmore teaching dual history.

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 mission and purpose of Ardmore High School is to provide appropriate learning opportunities that promote academic, physical, and ethical growth of students enabling them to become college and career ready citizens in an ever-changing society. Ardmore provides classes based on the varying needs of students. We offer dual enrollment, AP, Pre AP classes, Access classes, and classes to promote basic skills of students that are in need of extra assistance. All students in grades 9-12 have access to high quality technical instruction in over 30 career fields at the Career Technical Center, if desired.

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.

From 2012 to 2017, college bound students from AHS scored above the state and national average on the ACT. For the 2015-2017 school year, students from AHS scored above the state average on the ACT. The seniors that took the ACT in the 2016-2017 school year also scored above the state average. The graduating class of 2016 earned $3,908,519 in scholarships. The graduating class of 2017 received $5,835,754 which was the highest the school has ever received. The class of 2018 earned $4,074,623 in scholarships. As part of the system's digital initiative, Ardmore is striving to increase the use of technology in grades 9-12 by reminding students and teachers to utilize the Bring Your Own Device program. We hope to increase student engagement during instruction and increase resources available in classrooms with the combination of the BYOD program and instructional strategies that teachers initiate as a result of Rigor and Relevance Framework training from Bill Daggett's research. The sixth, seventh, eighth, ninth, and tenth grade students have each received a MacBook aligning with the plan of the Digital Passport Initiative. For the 2017-2018 school year, Ardmore High School was granted pipeline status under the A+ College Ready grant. This school year, Ardmore High School became a cohort school and begin offering Advanced Placement courses in all core subjects Ardmore High School has an award winning band that travels and competes at different venues each year. The Pride of the State Line Band will travel to New York City to march in the St. Patrick's Day parade in 2019. A supportive booster program helps to raise funds and assists in organizing activities for the band. AHS is also well represented with award winning athletes. Each athletic group has supportive coaches and parents that help meet the needs of students.

Additional Information

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

We are currently implementing more Advanced Placement courses in the next few years. Currently, we have one Advanced Placement class in each core subject.

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.

Pre registration meetings were held in the spring of 2018. Parents were informed of their students' plans for 18-19. Senior class meetings were held in September to inform parents of scholarship due dates, ACT information, and graduation information.

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

We conducted our normal spring preregistration stakeholder meetings where we discussed, took recommendations and questions and progress toward adding additional AP courses and having teachers trained it the E3 curriculum.

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 plan will be available on the website. A hard copy will be kept in the front office and the library. Stakeholders will be able to view the plan at their connivence.

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		pre act ACT Scantron

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

In regards to spring testing, 6th grade reading and math were both above the district averages which was compared to the state norms. 6th and 8th Grade reading was above the district's NPR comparison.

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

6th grade math and reading

Which area(s) indicate the overall highest performance?

Students that took the Algebra Scantron in 11th grade were 88% proficient and students in 9th grade that took the Geometry Scantron in 9th grade were 82% Proficient

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

The only subgroup at Ardmore is special education students

Between which subgroups is the achievement gap closing?

Special Education is the only subgroup at Ardmore High School

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

Students who are taking more rigorous classes (such as 9th grade geometry) are scoring higher on tests such as the Pre-ACT and ACT . They are more prepared for standardized tests.

Areas in Need of Improvement

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

9th grade Algebra scores showed that only 14% of students were proficient in the fall and 12 percent were proficient in spring. Overall, the NPR for Algebra was 25.

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

9th grade algebra only had 12% proficient in the spring.

Which area(s) indicate the overall lowest performance?

9th grade algebra

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

Special Education is our only subgroup

Between which subgroups is the achievement gap becoming greater?

Special Education is our only subgroup

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

9th grade Algebra scores .....

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3
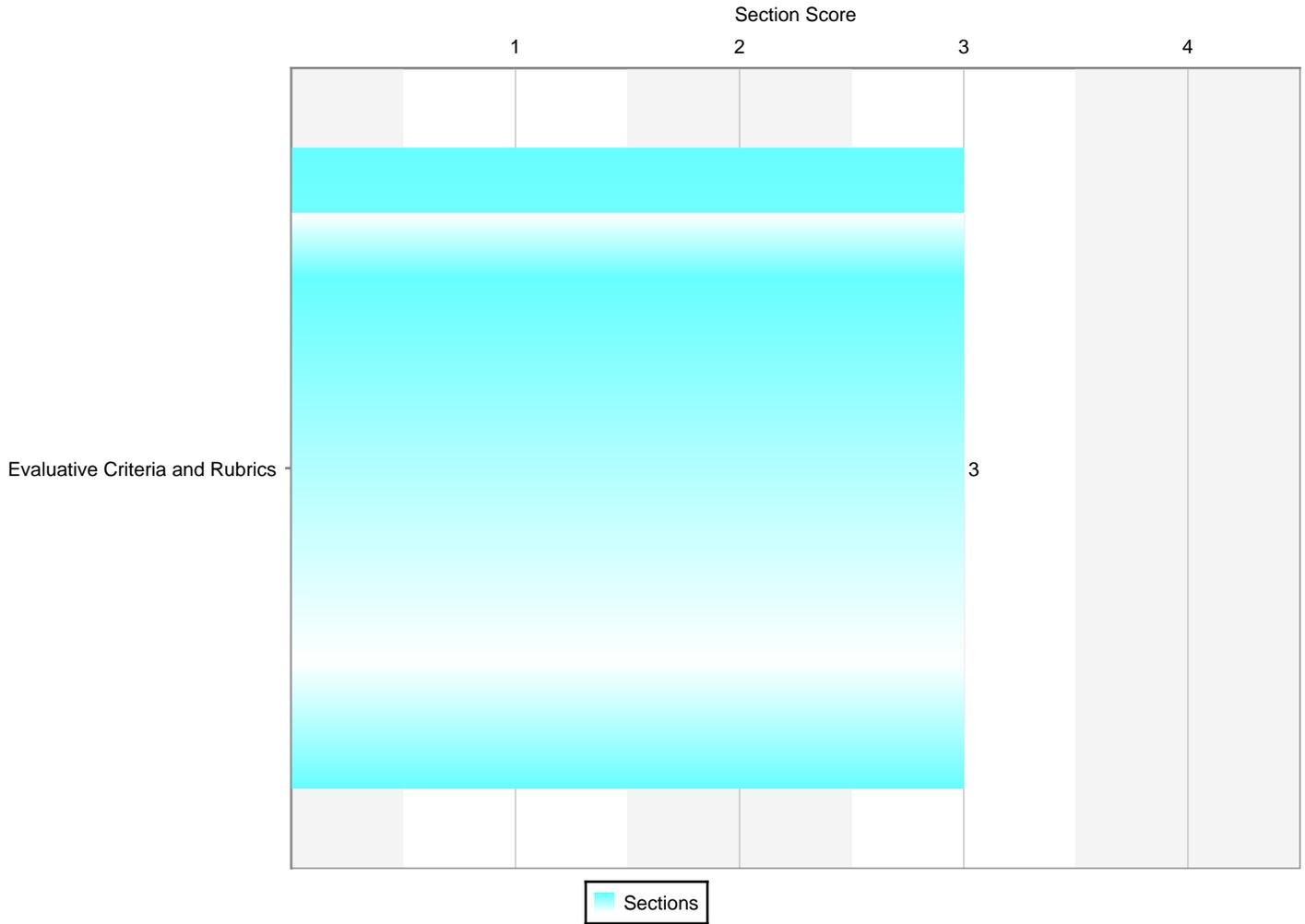
Sections

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	All stakeholders were involved in the development of this plan.	Signatures

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	The statement "No person shall be denied employment, be excluded from participation in, be denied the benefits of, or subjected to discrimination in any program or activity on the basis of sex, race, color, religion, national origin or ancestry, age, gender, height, weight, marital status, or disability" is included on all LCS publications, electronic and print. LCS has a District Diversity Taskforce that meets monthly. They set five goals related to hiring minorities, providing feedback to the superintendent, and to enlist community resources for support.	Non-Discriminatory

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	Samuel Mark Isley Executive Director of Human Resources and Operations 300 South Jefferson Street Athens, AL 35611 256-232-5353	Designated Person

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	LCS has a Parent and Family Engagement Plan and a district policy about Parent and Family Involvement (Policy 7.14). The district encourages partnerships with parents/guardians and looks to identify barriers to greater participation. An annual evaluation is conducted to determine the effectiveness of the Parent and Family Engagement Plan. LCS has a district policy regarding Parents Right to Know (Policy 7.14.5) and a procedure that the district follows to ensure compliance.	Parent and Family Engagement

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	Ardmore High School is not a Title I School	

Plan for ACIP 18-19

Overview

Plan Name

Plan for ACIP 18-19

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	Reduce Truancy	Objectives: 1 Strategies: 4 Activities: 5	Organizational	$1000
2	Increase proficiency in reading	Objectives: 3 Strategies: 3 Activities: 3	Organizational	$2100
3	Increase Proficiency in Math	Objectives: 2 Strategies: 3 Activities: 3	Organizational	$0
4	Increase proficiency in science	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
5	Learning Supports	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
6	Increase College and Career Ready Standards	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
7	Reduce Student Absences	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: Reduce Truancy

Measurable Objective 1:

collaborate to reduce the number of the 380 students during the 2018-2019 school year who missed more than 10 days by 05/01/2019 as measured by comparing 2018-2019 attendance data with 2017-2018 attendance data.

Strategy 1:

Attendance Monitoring and Intervention Plans - Attendance will be monitored for all students. Students who miss more than 7 days for the previous school year will be

monitored through PST and have an intervention plan in place.

Category: Other - School Processes

Research Cited: Railsback, Jennifer., Increasing Student Attendance: Strategies from Research and Practice, Northwest Regional Educational Laboratory, June 2004.

This report looks at practices and outcomes of attendance programs across the country. Although promising practices exist across the country, there are no "silver

bullet" approaches proven to keep children in school. Other research has investigated how school disengagement relates to decreased attendance.

Activity - Attendance Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance will be tracked for students with steps based on the number of days missed. The school will contact parents as well as the SRO. Parents will be called to Early Warning and Truancy Court if the problem continues.	Policy and Process	08/08/2018	05/01/2019	$0	No Funding Required	Counseling Assistants, SRO, PST team

Activity - PST Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PST teams will put plans in place for any student that misses 7 unexcused days for the 2018-2019 school year. This form will include interventions for school as well as home.	Policy and Process	08/08/2018	05/01/2019	$0	No Funding Required	PST Teams, administrators, teachers

Strategy 2:

Mentoring Sessions - All students will receive mentoring sessions at least once monthly. Students identified for attendance tracking will focus on attendance and

removing barriers to school attendance through learning supports during mentoring sessions.

Category: Develop/Implement Learning Supports

Research Cited: Mentoring has significant positive effects on two early warning indicators that a student may be falling off-track: High levels of absenteeism (Kennelly &

Monrad, 2007) Students who meet regularly with their mentors are 52% less likely than their peers to skip a day of school and 37% less likely to skip a class.

(Public/Private Ventures study of Big Brothers Big Sisters) Recurring behavior problems (Thurlow, Sinclair & Johnson, 2002) Young adults who face an opportunity gap

but have a mentor are 55% more likely to be enrolled in college than those who did not have a mentor. (The Mentoring Effect, 2014) In addition to better school

attendance and a better chance of going on to higher education, mentored youth maintain better attitudes toward school. (The Role of Risk, 2013)

(http://www.mentoring.org/why-mentoring/mentoring-impact/)

Activity - Reach Classes Targeting Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reach classes for middle school will focus on students' attendance from 17-18 school year. These students were identified and placed in Reach classes for 18-19.	Behavioral Support Program	08/08/2018	05/01/2019	$0	No Funding Required	Teachers, counselors, administrators

Strategy 3:

Positive Behavior Support - Schools will implement programs to recognize and reward students for positive actions.

Category: Develop/Implement Student and School Culture Program

Research Cited: Schultz, Jennifer Lee and Chanelle Gandy., Increasing school attendance for K-8 students: A review of research examining the effectiveness of

truancy prevention programs, Wilder Foundation, March 2007. This analysis examines several multi-faceted truancy prevention programs, which combine school based,

family-based, and community-based interventions. The study focused on programs for elementary and middle school students.

Activity - Positive Behavior Support for Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools will use positive behavior support to recognize and reward students for attending school. For students with attendance plans, contracts will be used to recognize and reward students for improvement rather than perfect attendance. Each 9 weeks, awards will be given to the students which have perfect attendance. The certificates will be from central office and presented at an assembly.	Behavioral Support Program	08/08/2018	05/01/2019	$0	No Funding Required	Teachers, counselors, mentors, school administrators

Strategy 4:

Attendance Rewards - Numerous rewards will be offered throughout the year in order to offer incentives to students that maintain appropriate school attendance.

Assemblies will be held for students in grade 6-12.

Fundraising will be held throughout the year to provide the funds for the rewards.

Category: Develop/Implement Learning Supports

Activity - Attendance Rewards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive rewards as an incentive to attend school regularly.	Behavioral Support Program	08/08/2018	05/01/2019	$1000	Other	teachers, administration, counselors, sped teachers, resource officer

Goal 2: Increase proficiency in reading

Measurable Objective 1:

collaborate to increase the number of students who increase by one years growth on Scantron by 10% by 05/01/2019 as measured by evaluating Performance Series tests at the end of the year.

Strategy 1:

Performance Series Testing - Teachers will frequently refer to Performance Series testing in order to plan effective lesson which incorporate E3 strategies and comprehension strategies

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html)

Activity - Performance Series Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given Performance Series scores for students which will include reading, language arts, and math. Students will look at their data which includes their scores, the district graph, and suggested objectives.	Academic Support Program	09/04/2018	05/01/2019	$1000	Other	Teachers, administration

Measurable Objective 2:

increase student growth in reading comprehension strategies by 05/01/2019 as measured by an increase in understanding of comprehension strategies as well as as increase in the understanding of the standards measured by Performance Series testing and ACT.

Strategy 1:

Reading Comprehension - Teachers will be provided explicit instruction in comprehension strategies. Strategies will be documented in lesson plans.

Category: Develop/Implement Professional Learning and Support

Research Cited: Clear, intelligible standards are a pillar of higher achievement. Aligned with appropriate assessments, they can help us realize the dream of learning for all. They are the heart of the infrastructure for school improvement (Rosenholtz, 1991; Fullan & Stiegelbauer, 1991). Realizing the Promise of Standards-Based Education by Mike Schmoker and Robert J. Marzano, Educational Leadership March 1999 | Volume 56 | Number 6, Using Standards and Assessments Pages 17-21. (http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-Based_Education.aspx).

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

Provide comprehension instruction to science, social studies, and ELA teachers.	Professional Learning	10/01/2018	05/01/2019	$1100	Other	Science teachers, social studies teachers, ELA teachers, administration, central office staff

Measurable Objective 3:

increase student growth in vocbaulary strategies by 05/01/2019 as measured by an increase in understanding of vocabulary strategies as well as as increase in the understanding of the standards measured by Performance Series testing..

Strategy 1:

Vocabulary Instruction - Teachers will implement more effective vocabulary strategies in their classroom using context clues and available standards. Teachers will work together during vertical team meetings to discuss strategies for their classroom and ways to teach the standards appropriately.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Clear, intelligible standards are a pillar of higher achievement. Aligned with appropriate assessments, they can help us realize the dream of learning for all. They are the heart of the infrastructure for school improvement (Rosenholtz, 1991; Fullan & Stiegelbauer, 1991). Realizing the Promise of Standards-Based Education by Mike Schmoker and Robert J. Marzano, Educational Leadership March 1999 | Volume 56 | Number 6, Using Standards and Assessments Pages 17-21. (http://www.ascd.org/publications/educational_leadership/mar99/vol56/num06/Realizing_the_Promise_of_Standards-Based_Education.aspx).

Activity - Vocabulary Stategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use explicit instruction to teach vocabulary in the ELA classroom.	Direct Instruction	08/08/2018	05/01/2019	$0	No Funding Required	teachers, administration

Goal 3: Increase Proficiency in Math

Measurable Objective 1:

increase student growth on math Performance Series by increasing the number of students who demonstrate at least one year's growth on Scantron by 10% by 05/01/2019 as measured by by using data to increase proficiency in the Scantron scores .

Strategy 1:

Performance Series Testing - Teachers will periodically review Performance Series data to determine if the appropriate standards are being taught. Teachers will keep data on file for students to review at any time. Students will be familiar with their score and their goal needed for the spring testing.

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

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers

stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html)

Activity - Performance Series Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Performance Series data to plan effective lessons	Professional Learning	09/04/2018	05/01/2019	$0	No Funding Required	Teachers, administration

Measurable Objective 2:

increase student growth in math by 05/01/2019 as measured by classroom assessments and Scantron testing.

Strategy 1:

AMSTI Math - Math teachers in 6-8 will be provided kits for AMSTI math. These lessons will be required by the administration. Each teacher should be using the math kits in order for the students to utilize hands on learning in math. Extra materials will be supplemented as needed in the classroom.

Category: Develop/Implement Student and School Culture Program

Activity - AMSTI math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have been trained and provided kits in order to implement AMSTI lessons in class. Teachers will continue to supplement lessons during math in order to provide hands on learning to students in 6-8 grade.	Academic Support Program	09/04/2018	05/01/2019	$0	Other	Central Office staff, AMSTI, math teachers in 6-8, administration

Strategy 2:

TransMath - Math teachers in grades 6-8 will be trained in TransMath. The program will be implemented during RTI for Tier 3 students.

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

Activity - TransMath	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6-8 grade math teachers will implement TransMath during RTI	Direct Instruction	10/01/2018	05/01/2019	$0	District Funding	administration, 6-8 grade teachers

Goal 4: Increase proficiency in science

Measurable Objective 1:

increase student growth in science by 05/01/2019 as measured by test scores and Scantron Testing.

Strategy 1:

Science proficiency - Students will increase proficiency in science by using Global Scholar Testing, AMSTI, and Science in Motion.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). (http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html)

Activity - Science proficiency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will increase proficiency in science. Teachers will use data from Global Scholar reading tests to assist with writing.	Academic Support Program	09/27/2017	05/01/2018	$0	No Funding Required	teachers, administration

Activity - Data and vertical team meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discuss comprehension and writing strategies during data meetings and vertical team meetings.	Professional Learning	10/02/2017	05/01/2018	$0	No Funding Required	science teachers, administration

Goal 5: Learning Supports

Measurable Objective 1:

collaborate to Provide a system of learning supports that reduced the effects of barriers to student achievement by 05/01/2019 as measured by use of six pillars of support.

Strategy 1:

Learning Supports - This year we will identify areas of need to align support using the Learning Supports strategies.

Category: Develop/Implement Learning Supports

Research Cited: The School Leader's Guide to Student Learning Supports by Howard Edelman and Linda Taylor

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

Utilize Wellsone Behavioral Health in order to provide assistance to students in need	Behavioral Support Program	08/08/2018	05/01/2019	$0	No Funding Required	teachers, counselors, administration, central office staff

Goal 6: Increase College and Career Ready Standards

Measurable Objective 1:

achieve college and career readiness before or by 05/01/2018 as measured by having 100% of seniors with at least one indicator.

Strategy 1:

College and Career Ready - All students will be required to complete one of the six indicators in order to be college and career ready

Category: Develop/Implement College and Career Ready Standards

Activity - Indicators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that all students have at least one indicator before graduation	Academic Support Program	08/08/2017	05/11/2018	$0	No Funding Required	Teachers, counselors, administration

Goal 7: Reduce Student Absences

Measurable Objective 1:

collaborate to reduce the number of students with 7 or more absences from 389 students by 1% by 05/01/2019 as measured by comparing 2018-2019 attendance data with 2017-2018 attendance data.

Strategy 1:

Attendance Monitoring and Intervention Plans - Attendance will be monitored for al students. Students who miss more than 7 days of school will be monitored through

PST and have an intervention plan in place.

Category: Other - School Processes

Research Cited: Railsback, Jennifer., Increasing Student Attendance: Strategies from Research and Practice, Northwest Regional Educational Laboratory, June 2004.

This report looks at practices and outcomes of attendance programs across the country. Although promising practices exist across the country, there are no "silver

bullet" approaches proven to keep children in school. Other research has investigated how school disengagement relates to decreased attendance.

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

Monitor student absences daily. Collaborate with SRO to schedule meetings with parents and sign and collect paperwork.	Policy and Process	08/08/2018	05/01/2019	$0	No Funding Required	Administration, counselors, classroom teachers, SRO

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AMSTI math	Teachers have been trained and provided kits in order to implement AMSTI lessons in class. Teachers will continue to supplement lessons during math in order to provide hands on learning to students in 6-8 grade.	Academic Support Program	09/04/2018	05/01/2019	$0	Central Office staff, AMSTI, math teachers in 6-8, administration
Performance Series Testing	Teachers will be given Performance Series scores for students which will include reading, language arts, and math. Students will look at their data which includes their scores, the district graph, and suggested objectives.	Academic Support Program	09/04/2018	05/01/2019	$1000	Teachers, administration
Attendance Rewards	Students will receive rewards as an incentive to attend school regularly.	Behavioral Support Program	08/08/2018	05/01/2019	$1000	teachers, administration, counselors, sped teachers, resource officer
Reading Comprehension Professional Development	Provide comprehension instruction to science, social studies, and ELA teachers.	Professional Learning	10/01/2018	05/01/2019	$1100	Science teachers, social studies teachers, ELA teachers, administration, central office staff
				Total	$3100	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TransMath	6-8 grade math teachers will implement TransMath during RTI	Direct Instruction	10/01/2018	05/01/2019	$0	administration, 6-8 grade teachers
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Indicators	Ensure that all students have at least one indicator before graduation	Academic Support Program	08/08/2017	05/11/2018	$0	Teachers, counselors, administration
Attendance Tracking	Monitor student absences daily. Collaborate with SRO to schedule meetings with parents and sign and collect paperwork.	Policy and Process	08/08/2018	05/01/2019	$0	Administration, counselors, classroom teachers, SRO
Attendance Tracking	Attendance will be tracked for students with steps based on the number of days missed. The school will contact parents as well as the SRO. Parents will be called to Early Warning and Truancy Court if the problem continues.	Policy and Process	08/08/2018	05/01/2019	$0	Counseling Assistants, SRO, PST team
Learning Supports	Utilize Wellsone Behavioral Health in order to provide assistance to students in need	Behavioral Support Program	08/08/2018	05/01/2019	$0	teachers, counselors, administration, central office staff
Science proficiency	Students will increase proficiency in science. Teachers will use data from Global Scholar reading tests to assist with writing.	Academic Support Program	09/27/2017	05/01/2018	$0	teachers, administration
Performance Series Testing	Teachers will utilize Performance Series data to plan effective lessons	Professional Learning	09/04/2018	05/01/2019	$0	Teachers, administration
PST Intervention	PST teams will put plans in place for any student that misses 7 unexcused days for the 2018-2019 school year. This form will include interventions for school as well as home.	Policy and Process	08/08/2018	05/01/2019	$0	PST Teams, administrators, teachers
Data and vertical team meetings	Discuss comprehension and writing strategies during data meetings and vertical team meetings.	Professional Learning	10/02/2017	05/01/2018	$0	science teachers, administration
Vocabulary Stategies	Teachers will use explicit instruction to teach vocabulary in the ELA classroom.	Direct Instruction	08/08/2018	05/01/2019	$0	teachers, administration
Positive Behavior Support for Attendance	Schools will use positive behavior support to recognize and reward students for attending school. For students with attendance plans, contracts will be used to recognize and reward students for improvement rather than perfect attendance. Each 9 weeks, awards will be given to the students which have perfect attendance. The certificates will be from central office and presented at an assembly.	Behavioral Support Program	08/08/2018	05/01/2019	$0	Teachers, counselors, mentors, school administrators
Reach Classes Targeting Attendance	Reach classes for middle school will focus on students' attendance from 17-18 school year. These students were identified and placed in Reach classes for 18-19.	Behavioral Support Program	08/08/2018	05/01/2019	$0	Teachers, counselors, administrators
				Total	$0	

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.	51.27

Provide the number of classroom teachers.

47.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2814896.0

Total   2,814,896.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	1.0

Total   1.00

Assistant Principal

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

Provide the number of Assistant Principals.

2

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	1.0

Total   1.00

Counselor

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

Provide the number of Counselors.

2

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	1.0

Total   1.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	1.0

Total   1.00

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 Adminstrators.

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

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.	17031.0

Total   17,031.00

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.	5109.0

Total   5,109.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.2

Provide the number of EL Teachers.

1

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	1.0

Total   1.00

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.	30432.0

Total   30,432.00

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

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	5458.0

Total   5,458.00

Title I

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

Provide a brief explanation and breakdown of expenses.

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	

Provide a brief explanation and a breakdown of expenses.

Title III

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

Provide a brief explanation and a breakdown of expenses.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

Title V

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

Provide a brief explanation and a breakdown of expenses.

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

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

Provide a brief explanation and breakdown of expenses.

Other

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

Provide a brief explanation and a breakdown of expenses.

Local Funds

Label	Question	Value
1.	Provide the total	

Provide a brief explanation and breakdown of expenses.