ACIP

Pike Road Schools

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Pike Road, AL 36064-3052

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Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

Description of the School System

Describe the school system'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 system serves?

The Pike Road School System (PRS) serves students in east Montgomery County. Students must be residents of the incorporated town of Pike Road to be eligible to attend PRS. The town of Pike Road has many elements of a suburban community while it is also largely rural. Although the current population is around 8,000, major growth is anticipated. Pike Road is the fastest growing municipality in Alabama. Our learners and teachers (lead learners) come from several different education backgrounds including private, public and home schools. The PRS student body represents an ethnically and economically diverse student population. The demographics include approximately 31% African-American, 53% Caucasian, 8% Asian, 8% Hispanic, and 1% other. Approximately 15% of the student population lives in poverty based on free and reduced status. Seventy-four EL students receive instructional services by a certified EL teacher. The Pike Road Historic School became a Targeted Assistant School this year in order to provide targeted intervention for identified students.

Pike Road Schools (PRS), a non-traditional public school system, began serving preschool through eighth grade students in August 2015 at the Pike Road School campus located at 500 Avenue of Learning in Pike Road, AL. The following year, modules were added to this campus to support the addition of a ninth grade class for August 2016. As the system began year three, a second campus was opened, Pike Road Historic School (PRHS), located at 4710 Pike Road, Pike Road, AL. which serves grades 7-10. An additional grade level will be added each year culminating with the first graduating class in 2020.

PRS is unique in that it did not stem from a pre-existing system, school, policies or culture. PRS has an incredible opportunity to create a school system from scratch; however, the system has faced several challenges. The greatest opportunity and challenge for the system has been the increase in enrollment. The increased numbers have stretched the availability of space and resources to its limit. Because the system adds a grade level each year, its funding is based on the previous years enrollment was causes a year lag in financial funding. Another challenge has been the ability to effectively communicate the non traditional grading and assessment practices of the system. Other challenges include the implementation of College and Career Readiness standards, using data analysis to drive instruction and the implementation of instructional programs, policies and procedures. Our community of stakeholders are supportive as we face these challenges and are active participants in helping us to reflect and improve our practices.

System's Purpose

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

The mission of Pike Road Schools is to create a culture of intellectual curiosity where all students have ownership over their learning and are inspired to think, innovate, and create. Components include project based learning, multiple learning pathways, virtual/online courses, college credit, authentic academies (agriscience, arts, biomedical, engineering, information technology), field experiences, and community service. A standards-based assessment approach, along with portfolios to showcase learners' work, capturing their depth of learning and mastery of content is also a key component to the learning environment. Other essential components of the school design include time for professional learning and collaborative design. Our goal is for students to find their passion through authentic learning, solving real problems that have an impact on their community and beyond. As publishers, curators, creators and innovators, students will control their learning and take ownership over the outcomes.

The vision of PRHS is that graduates will become lifelong learners and make the world a better place. Clearly defined beliefs, a compelling mission, and a strong vision provides a lens through which we vet all decisions. A sincere desire to further the mission, commonly called The Pike Road Way, is the strength of PRS. The year prior to the opening of PRS, the Superintendent and Mayor hosted 13 neighborhood/parent meetings to build capacity for The Pike Road Way. During the first year, and with the addition of PRHS, the leadership team discussed (and will continue discussing) what is going well, who needs more support, where do we need to adjust, and where do we need to build more capacity. Sometimes this occurs through focus groups with students, teachers, parents, or community partners. As the result of a flat hierarchy, the constant theme for the leadership team is not about any one of us being right, but about getting it right for our students. In addition, PRS board members are community leaders who focus on building capacity to accomplish our mission. We believe that selecting the right people is essential to maintaining The Pike Road Way.

As a new school system, now adding a high school, we know our success is achieved through the recruitment and selection of our team members whose philosophical beliefs align with the system/school's beliefs. As part of the PRS culture, teachers are lead learners, students are learners, a grade level is a community, and a class is a family. These words, and the meaning behind them, communicate the PRS vision for these roles, the passion for the mission, and the total commitment to achieving the mission. The world is our classroom.

Stakeholder involvement and communication is also vital to our success. Parent conferences are required for every student regardless of their academic performances. Additional communication is made through social media, 24 hour platforms that allow access to learners work as well as newsletters. Further communications are available through various stakeholder committees and advisory groups.

Learners in communities eight through ten may enroll in courses through ACCESS Distance Learning. Courses include Lifelong Individualized Fitness Education (LIFE), Health Education, Foreign Languages, Advanced Placement courses, and general education courses. As we move into the 2018-2019 school year, we will have opportunities for sophomores and up to earn College Credit through dual enrollment and AP opportunities. Sophomores, juniors and eventually seniors may earn high school and college credits by taking dual enrollment college preparatory and/or career technical courses offered by our college/university partners. PRHS offers the following academies: agriscience, arts, biomedical, engineering, information technology and advertising design with plans to add more over time based on learner interest. These academies will allow our learners to gain authentic learning, have opportunities to job shadow and receive industry credentials in their field of interest.

The goal is for learners to find their passion and experience learning via authentic, real-world opportunities. If an academy consistent with a learner's passion is unavailable, PRHS will create authentic learning experiences tailored to that learner's interests. Learners will participate in job shadowing, internships, apprenticeships, and/or be mentored by experts through community and business partners. These experiences will be on campus, out in the community, or through online collaboration. Experts will also co-design and co-facilitate projects with lead learners and learners. By solving real problems, learners will question, research, present, defend, critique, and refine, which will culminate in a Senior Capstone Project. Learners will present their project to a panel of experts, and the project becomes part of their portfolio.

We believe that PRS learners should serve others. Community service might be a result of a course project or a standalone project that fills a need in the community, which benefits our learners and strengthens our community. A variety of tools, such as projects, discussions, presentations, exhibitions, etc. will assess each learner's mastery and will also assess learners' abilities to research, collaborate, persevere through challenges, and develop resiliency after setbacks.

Grades are departmentalized beginning at grade three. Lead Learners are placed in subject areas that closely aligned to their strengths and expertise. All other grades are self-contained. 1:1 digital devices are implemented in grades 4th and above with 2:1 devices in other grades. Communities K-5 use Apple Ipads while other grades use Apple Laptop. Career Academies (Engineering and Software and Programming) also have access to PC carts to support their curriculum platforms.

All learners participate in benchmark assessments three times a year. Response to intervention meets on a regular basis with the support and guidance of our Reading Specialist. Targeted assistance services are provided at the Historic campus to provide additional support to our learners.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

As we move into our third year of operation, we are continuously focus on opportunities to improve. Based on feedback from our Advanc Ed surveys, we have established a safe environment for our learners and our stakeholders feel they are welcomed and encouraged to participate. Additionally, our learners have positive relationships with their peers and teachers and are actively engaged in their learning environment. However, in an effort to continuously improve, we are focusing on the implementation of rigorous curriculum and College and Career Ready standards. This requires the development of scope of sequence, learning guides and accountability measures to ensure our learners are mastering grade level standards. We must gather viable and multiple sources of data to identify our system and school improvement needs. This also requires data analysis to be completed with diligence and used to guide our instructional practices in addition to key strategic goals. Progress monitoring and data analysis is a continuous process, along with the appropriate adjustments.

As we move forward, we will work to increase the rigor in our learning environments and provide clear expectations of what each grade level is expected to master. We will provide opportunities for lead learners to collaborate across and within grade levels. We will improve the communications of how learners are assessed and graded as well as how this is reported to all stakeholders. We will continue to strengthen our use of data in order to have an impact on instruction and learning. We are committed to providing our learners with a challenging, engaged learning environment centered on authentic learning and College and Career standards.

Additional Information

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

NA

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.

Upon the completion of the 2015-2016 school year, the school's leadership team immediately began conducting numerous collaborative meetings involving parents, the town council, board of education members, and faculty design team to engage, involve, and include the input and perspectives of various stakeholders. The meetings were scheduled at various times to accommodate work schedules of parents and community members. Surveys and questionnaires were also disseminated throughout the community, so we could help guarantee that we involved as many stakeholders as possible. After receiving input and data, the school identified its strengths and weaknesses as well as corrective strategies and shared them with all stakeholders via email and parent and town meetings.

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

The CIP Team included a variety of stakeholders
Dr Charles Ledbetter, Superintendent -Facilitator for Meetings
Angela Lang, Dir of Accreditation, Academics and Personnel-Facilitator for Meetings and data presenter and reviewer
Lynell Car, Asst Supt. and SPED Coordinator- Advocate for Special Education Students'
needs
David Sikes and Terina Gantt, Principal and Asst Principal-Advocate for secondary needs
Ryan Kendal, Principal-Advocate for elementary needs
Amber Spears, Reading Interventionist- Advocate for At Risk learners and Reading
Dylan Ferniany, Federal Program-recorder of data in ASSIST
Dustin Daehn, CSFO-funding
Gift and Support Coach, Natalie Tucker-advocate for gifted students and teacher needs
Katrina Todd, ELL-representative for EL learners
Donna Key, Parent representative and community stakeholder
Jennifer Williams, PTSA President, parent representative and community stakeholder
Kathleen Griswell, General Education Teacher-advocate for students and teacher needs (secondary)
Renee Dickerson, General Education Teacher-advocate for students and teacher needs (early elementary)
Kendall Hanson, General Education Teacher-advocate for students and teacher needs (elementary)
All members of the CIP Team were involved in the review of data, identification of strengths and weaknesses, and designation of goals for the CIP.

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

The final improvement plan will be presented to the School Board and Superintendent for approval. The Continuous Improvement Plan will be shared with the school faculty during a meeting and analyzed more closely in grade level/department meetings. The final CIP will published on the school's website, and made available in the school office. Progress will be monitored according to the measurable goals and objectives. System and schools will reflect on progress during designated leadership and building level meetings.

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	Stakeholder Feedback Data Document Survey Administration In an effort to meet the response rates for each survey group, notifications were sent in advance of the surveys explaining the importance, providing instructions and an explanation of how the results were to be used to help improve the organizational and academics performances of the system and schools. All surveys were distributed via an electronic link. The system is a 1:1 systems, therefore, all system employees and students have access to a device. Settings were also set to allow parents the opportunity to complete their surveys u	SEcondary Survey Survey Results Survey Results Survey Results Survey Results Analysis and Action Steps Data analysis of surveys Participation Data Stakeholder Feedback Data Report

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	**Response**	**Rating**
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	**Response**	**Rating**
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

The areas that indicate the highest level of satisfaction or approval according to the stakeholder survey are:

Positive Relationships among learners and teachers.

Teacher actions are aligned to the strategic direction of their school.

Learners feel safe and are engaged in their learning environment.

In general, our learners feel happy, and excited about school.

Our parent responses indicated that they describe what their child do at school as working with others; being asked to explain their work and an interest in what the students are thinking.

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

This is our first year to administer the Advance Ed Surveys and we have only completed two years of operation; our Historic campus began its first year in 2017-2018. While a trend can not be established at this time, we do see a pattern in regards to a healthy and safe culture, positive relationships and engaged learning centered around collaboration.

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

The positive relationships among teachers and learners is consistent as well as the level of engagement and being in a safe environment.

Areas in Need of Improvement

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

Having ample resources to meet the needs of all learners and being involved in a formal process to evaluate and verify the success of programs at each school.

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

We have not been able to establish a trend pattern due to only one set of data as this was our first year to administer the Advance Ed Survey and we have been in operation for two instructional years.

What are the implications for these stakeholder perceptions?

To develop a more formal process of involving stakeholders to evaluate the effectiveness of school programs

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

The availability of ample resources to meet the needs of all of our learners

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 4

Sections
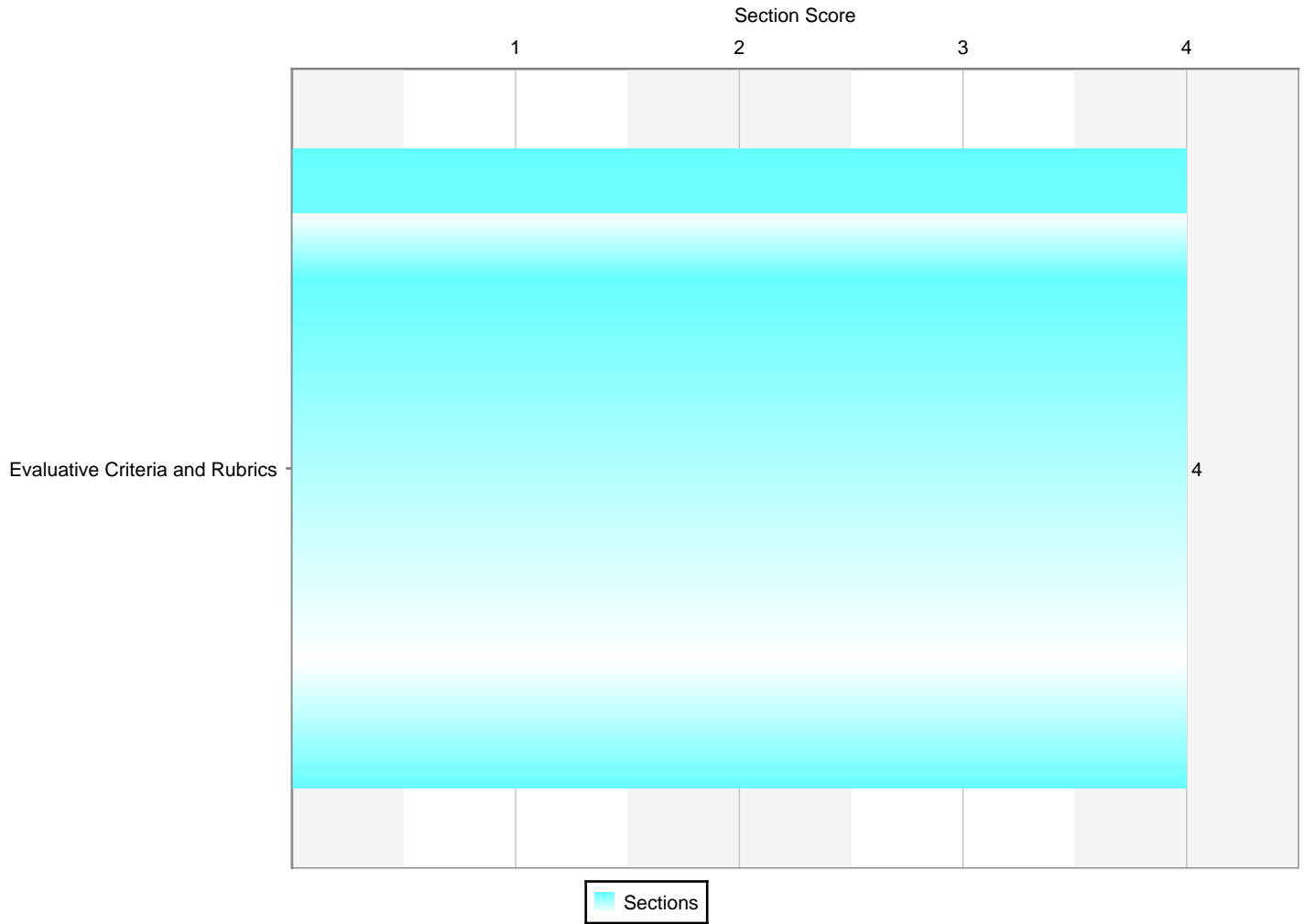
Student Performance Diagnostic

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	See Data Sheets attached	ACT Aspire Data Analysis ACT Aspire and Scantron Analysis Student Gain Analysis

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

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

Areas of Notable Achievement

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

87% of 6th grade learners showed learning gains.

Grades 6, 7 and 8 had reading gains above the state average with 108, 89 and 94 respectively; however, the combined performances of grade 4 (with reading gains of 69) and grade 5 (with reading gains of 79) resulted in the overall district average to be below that of the state's.

Middle Grades demonstrated the highest growth (gains)

Based on ACT Aspire results administered in spring 2017, 73% of PRS learners in communities four through eight (including special education students) showed at least one year's growth (weighted scale) in reading and 68% showed at least a year's growth in Math.

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

Ee have only two years of data points at this point in our history and only half of our population has data to compare to the previous years. This is a result of the school system being in its third year and having a diverse population that includes several learners from the private sector and being homeschooled. However, based on the results from the last two years, there is a high ;level of academic growth in reading among 3rd grade students and 6th grade students which was evident during the two years of administering the ACT Aspire.

Which area(s) indicate the overall highest performance?

6th grade Reading is the highest area of performance. It had an increase in student proficiency by 16 points. This increase was consistent with the previous years achievement and growth.

8th grade reading also showed a drastic increase in reading proficiency with the cohort having a 19 point increase.

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

Hispanic student subgroup had an overall proficiency of 28%, an increase from 20% the previous year. Students with IEPs had a proficiency of 18% which was a 2 point increase from the previous year.

Between which subgroups is the achievement gap closing?

This information can not be determined at this time as we do not have enough data points to identify a trend due to being in operations for two instructional years.

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

The increase reading proficiencies in grades 6th and 8th are consistent with the data from Scantron Globalscholar

Areas in Need of Improvement

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

math is significantly lower across individual grade levels. 3rd grade math proficiencies are 20 to 50 points higher than other grades causing this reflection in the average. In four of the tested grade levels, the number of math proficient students declined from the previous year, with the highest decline occurring in 4th grade followed by 7th grade. Reading proficiency declined in three grade areas with the highest decline in 7th grade.

17% of learners were proficient in math at the end of the 2016-2017 school year

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

Math continues to show a decline in proficiency each year with the highest declining occurring each year in 4th grade math. At the end of the 2016-2017 school year, the student cohort had a math proficiency decline of 28 points from 66% proficiency as third graders to 38% proficiency as 4th graders

Which area(s) indicate the overall lowest performance?

8th grade math with 17% proficiency; 4th grade math with 38% proficiency

4th grade reading with 41% proficiency and 5th grade reading with 33% proficiency

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

This is not able to be determined at this time due to not having three years worth of data

Between which subgroups is the achievement gap becoming greater?

This data is not able to be determine at this time due to not having three years worth of trend data

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

The math proficiency data and percentages is consistent with the Scantron Globalscholar data

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.75
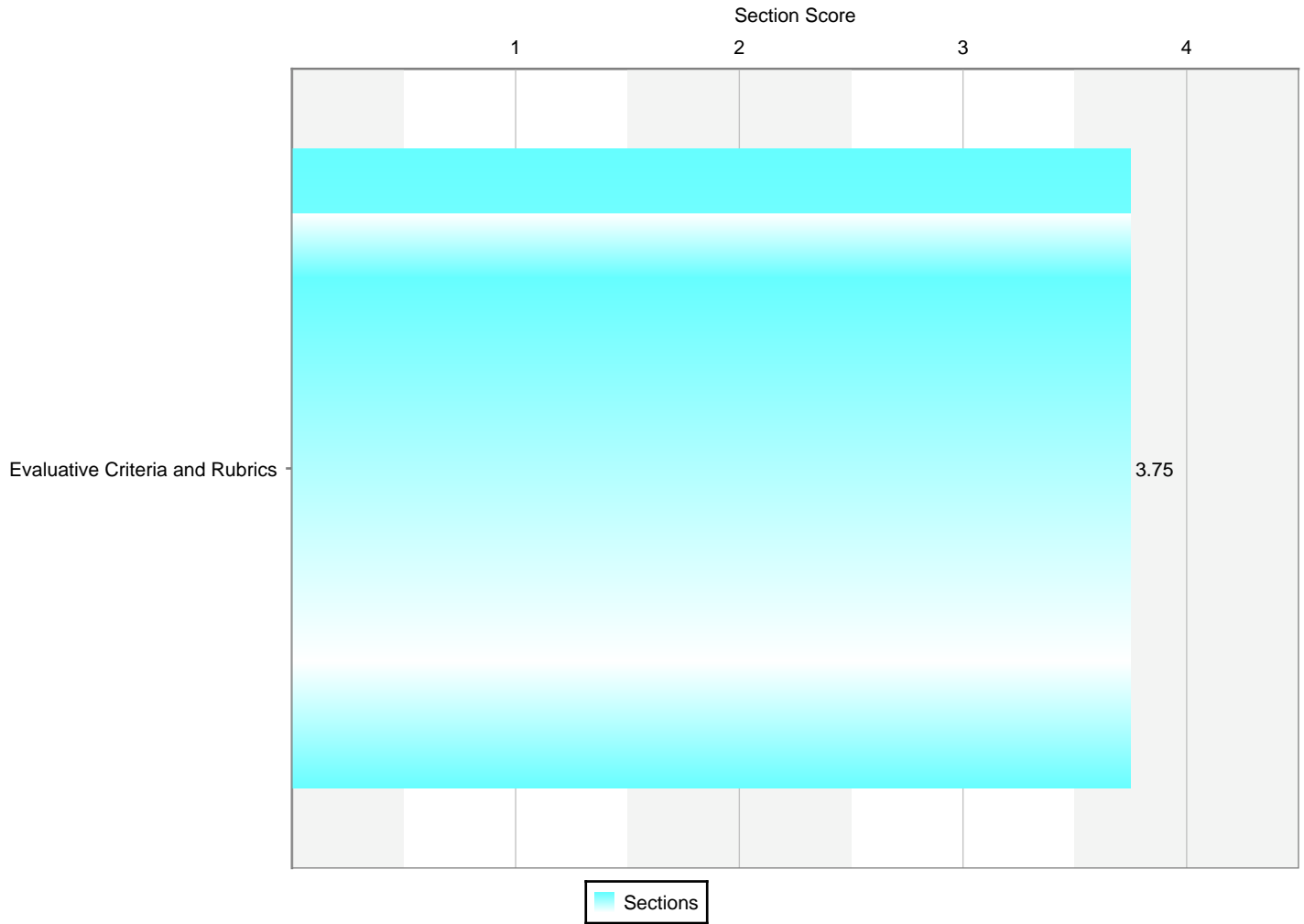
Sections

2017-2018 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	The Board will review the Continuous Improvement and vote on it during the January 2018 session.	Parent Participation Leadership Participation

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	Mrs. Lynell Carr Assistant Superintendent 500 Avenue of Learning 334-420-5317 lynell.carr@pikeroadschools.org	Assurance Signature

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	Mrs. Lynell Carr Assistant Superintendent 500 Avenue of Learning 334-420-5317 lynell.carr@pikeroadschools.org	Assurance Signature

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		Parent Engagement Signature Page

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		School Parent Compact

Goals for 2017-2018 ACIP

Overview

Plan Name

Goals for 2017-2018 ACIP

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	Demonstrate a positive perception of Advisory Time and Groups by June 1, 2018 as measured by 50% of learners indicating that they have a positive perception of Advisory based on a rating scale of 3, meeting expectations.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
2	Grade levels 4-10 will demonstrate a 3% academic growth in reading by May 25, 2018 as measured by the spring assessment of Scantron.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	$15000
3	Grade Levels in 4-10 mathematics will demonstrate a 3% growth in academic gains by May 25, 2018 as measured by the spring assessment of Scantron	Objectives: 1 Strategies: 4 Activities: 5	Organizational	$15500
4	System employees and students will demonstrate a positive culture and climate by May 25, 2018 as measured by a 75% favorable response in at least 2 categories using the AdvanceEd Culture and Climate Surveys.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$5500

Goal 1: Demonstrate a positive perception of Advisory Time and Groups by June 1, 2018 as measured by 50% of learners indicating that they have a positive perception of Advisory based on a rating scale of 3, meeting expectations.

Measurable Objective 1:

50% of Ninth and Tenth grade students will demonstrate a behavior Demonstrate a positive perception of Advisory Time and Groups in Practical Living by 05/25/2018 as measured by measured by 50% of learners indicating that they have a positive perception of Advisory based on a rating scale of 3, meeting expectations..

Strategy 1:

Student relationships - In order to examine advisory participants' perceptions of (a) student-advisor relationships, (b)

assistance in making high school plans (c) assistance in making post-high school plans, (d)

advisor content knowledge, and (e) recommendations for program improvement, all learners will

participate in an Advisory Survey administered in late Fall and at the end of the school year

Category: Implement Guidance and Counseling Plan

Activity - Advisory Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The Master Schedule for Pike Road Historic School has been developed to allow for a weekly 30 minute advisory period each Tuesday. During this time, every learner (student) is assigned with a group of learners and facilitated by a Lead Learner (teacher, community partner, administrator). During this advisory time, learners will participate in 1:1 discussions with their advisor and as well as engage in peer group discussions. This allows learners to develop self-awareness which is critical for success in college and beyond. Additionally, learners have an advocate in the school building. This means the student can feel supported, and if or when they face personal or academic difficulty, rather than mentally or physically "checking out," the student has someone to go to for help, feedback, and assistance. Additionally, this implementation is to help students track their progress and prepare them for post-high school college and career choices. Additionally, all teachers and administrators are required to sponsor an extracurricular activity to allow for an increased number in activities available for students. Extracurricular activities were implemented based on student feedback and interest. The master schedule is designed to allow an Extracurricular Day each month allowing all students the opportunity to participate despite barriers of transportation or after school conflicts. Many extracurricular activities are also intentionally aligned with Career clusters to ensure student interest and participation. During advisory, all students will be encouraged to participate in at least one activity. Schools: Pike Road School	Career Preparation/Orientation, Academic Support Program, Behavioral Support Program, Extra Curricular	08/10/2017	05/25/2018	$0	No Funding Required	Principal, Assistant Principal and teachers

Goal 2: Grade levels 4-10 will demonstrate a 3% academic growth in reading by May 25, 2018 as measured by the spring assessment of Scantron.

Measurable Objective 1:
increase student growth   in grades 4-10 reading by 05/25/2018 as measured by a 3% increase in student gains based on the Scantron/Global Scholar Assessment.

Strategy 1:

Computerized Adaptive Learning - Lead Learners (Teachers) will facilitate and provide access to students to use their digital devices to access personalized playlists of learning. These will provide students with an initial assessment then modify practice activities and learning experiences based on the individual students level and need. Time will be allocated within the learning environment in addition to students being able to work outside of the instructional time periods.

Category: Develop/Implement Learning Supports

Research Cited: http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.462.3576&rep=rep1&type=pdf

The concept of adaptation has been an important

issue of research for learning systems in the last few

years. Research has shown that the application of

adaptation can provide a better learning environment

since learners perceive and process information in

very different ways [2]. So, the adaptive educational

systems are an alternative to the traditional teaching;

they can be considered to be the next generation of elearning.

These systems attempt to be more adaptive

by building a model of the goals, preferences and

level of knowledge of each individual student, and

using this model throughout the interaction with the

student in order to adapt to his/her needs.

Activity - Front Row	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work on the ELA, Social Studies and Science activities based on their individual levels and abilities. That way, they are always engaged and challenged, never facing material that is too difficult or easy for them Schools: Pike Road School	Academic Support Program	09/11/2017	05/25/2018	$15000	State Funds	All certified teachers in grades K-6

Strategy 2:

Classroom engagement - Targeted professional learning using Summit Specialist to guide and support the professional learning curriculum to ensure an understanding and usage of data analysis in order to increase literacy across content areas

Category: Develop/Implement Professional Learning and Support

Activity - Grade/Content Level Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will collaborate with instructional leaders and within their grade levels as they review student work samples, the use of the Summit platform and analyzing student performances

Schools: Pike Road Historic School | Professional Learning | 09/11/2017 | 05/25/2018 | $0 | No Funding Required | All certified staff, administrators and counselors |

Strategy 3:

Differentiated Instruction - This strategy will provide research based instructional strategies that will allow teachers the ability to provide differentiated instruction to meet

the needs of all students

Category: Develop/Implement Learning Supports

Activity - ARI (Alabama Reading Initiative) Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ARI strategies will be introduced and modeled for all teachers. Teachers will utilize these research based literacy strategies to guide the learning environment. Schools: Pike Road School	Professional Learning	09/11/2017	05/25/2018	$0	No Funding Required	The ARI Specialist, Amber Spears

Strategy 4:

Critical Thinking - Learners use standards based curriculum such as Summit learning, interactive games, and other informational materials and resources to learn and

apply authentic applications of concepts, and skills individually and collaboratively.

Category: Develop/Implement College and Career Ready Standards

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work collaboratively and individually to apply critical thinking skills and analysis to apply the concepts and skills of AL Standards to authentic learning through projects. Schools: All Schools	Technology	09/11/2017	05/25/2018	$0	No Funding Required	Teachers, instructional coaches and school administrators

Goal 3: Grade Levels in 4-10 mathematics will demonstrate a 3% growth in academic gains by May 25, 2018 as measured by the spring assessment of Scantron

Measurable Objective 1:

increase student growth in grades 4-10 by 3% by 05/25/2018 as measured by Scantron/Global Scholar Assessments..

Strategy 1:

Computerized Adaptive Learning - Teachers will facilitate the use of computerized adaptive assessments, learning activities and practice work in mathematics. Data will inform instruction and identify students in need of small group, individual or intervention instruction.

Category: Develop/Implement Learning Supports

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provides adaptive opportunities for students to practice math concepts based on their levels and abilities. Schools: Pike Road Historic School	Academic Support Program	01/02/2018	05/25/2018	$1500	State Funds	All teachers and administrators

Activity - Front Row	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provides students with an opportunity to practice math concepts based on their levels of understanding; the program will present activities based on the individual student's level of understanding Schools: Pike Road School	Academic Support Program	10/02/2017	05/25/2018	$14000	State Funds	all school staff, instructional coaches and administrators

Strategy 2:

Differentiated Instruction - Teachers will incorporate multiple research based strategies and use formative assessments to guide the instruction and to provide learning opportunities specific to the individual student's' need

Category: Develop/Implement Teacher Effectiveness Plan

Activity - OGAP Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OGAP training to provide professional learning focusing on using formative assessments and understanding mathematical concepts in order to identify specific areas of support Schools: Pike Road School	Professional Learning	12/04/2017	05/25/2018	$0	No Funding Required	Math teachers in grades 3-6, administrators

Strategy 3:

Inquiry Based Instruction - Teachers will utilize research best practices to instruct students in math; inquiry based instruction is supported by the Alabama Math Science and Technology Initiative.

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

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

All certified math teachers will be trained in AMSTI instructional practices in order to support the inquiry based instruction in their classrooms. For those who have received training, they will participate in an update training to review standards and practices. Schools: All Schools	Professional Learning	09/11/2017	07/27/2018	$0	No Funding Required	all math teachers

Strategy 4:

Standard Based Instruction - This will provide teachers with a clear understanding and guide of the skills to be introduced and mastered at their respective grade levels

in addition to ensuring rigor and vertical alignment is met. Teachers will facilitate the introduction of standards thorughout projects and individual lessons

Category: Develop/Implement College and Career Ready Standards

Activity - Summit Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide access to standard based projects and curriculum for students to access 24 hours and allows teachers to use these resources to facilitate the learning environment Schools: Pike Road Historic School	Academic Support Program	08/14/2017	06/29/2018	$0	No Funding Required	All school employees

Goal 4: System employees and students will demonstrate a positive culture and climate by May 25, 2018 as measured by a 75% favorable response in at least 2 categories using the AdvanceEd Culture and Climate Surveys.

Measurable Objective 1:

demonstrate a behavior decrease in SIR violations by 3% by 05/25/2018 as measured by Student Information Report.

Strategy 1:

Digital Classroom Management System - Bloom is a behavior monitoring and reporting platform that allows immediate reporting of any behavior incidents to enable a

consistent and frequent communication among administrators, parents and teachers regarding behavior and reinforcements

Category: Develop/Implement Student and School Culture Program

Activity - Bloom Classroom Management System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Implement the Bloom behavior monitoring and reporting platform. Train teachers and administrators and use the platform to collect data to create holistic, individualized student profiles in order to be proactive in correcting potential behavior concerns. Schools: All Schools	Behavioral Support Program	08/21/2017	05/25/2018	$5500	State Funds	All System teachers and administrators

Strategy 2:

Classroom engagement - Provide professional learning to support active learning using the ELEOT observation tool to observe learner engagement. Based on the observation rubric, provide professional training and peer collaboration opportunities to support the learning environment

Category: Develop/Implement Student and School Culture Program

Activity - ELEOT OBSERVATION	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
administrators and colleagues will use the ELEOT observation tool to strengthen best practices for student engagement Schools: All Schools	Academic Support Program	08/14/2017	05/25/2018	$0	No Funding Required	All system staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ELEOT OBSERVATION	administrators and colleagues will use the ELEOT observation tool to strengthen best practices for student engagement	Academic Support Program	08/14/2017	05/25/2018	$0	All system staff
Advisory Period	The Master Schedule for Pike Road Historic School has been developed to allow for a weekly 30 minute advisory period each Tuesday. During this time, every learner (student) is assigned with a group of learners and facilitated by a Lead Learner (teacher, community partner, administrator). During this advisory time, learners will participate in 1:1 discussions with their advisor and as well as engage in peer group discussions. This allows learners to develop self-awareness which is critical for success in college and beyond. Additionally, learners have an advocate in the school building. This means the student can feel supported, and if or when they face personal or academic difficulty, rather than mentally or physically "checking out," the student has someone to go to for help, feedback, and assistance. Additionally, this implementation is to help students track their progress and prepare them for post-high school college and career choices. Additionally, all teachers and administrators are required to sponsor an extracurricular activity to allow for an increased number in activities available for students. Extracurricular activities were implemented based on student feedback and interest. The master schedule is designed to allow an Extracurricular Day each month allowing all students the opportunity to participate despite barriers of transportation or after school conflicts. Many extracurricular activities are also intentionally aligned with Career clusters to ensure student interest and participation. During advisory, all students will be encouraged to participate in at least one activity.	Career Preparation/Orientation, Academic Support Program, Behavioral Support Program, Extra Curricular	08/10/2017	05/25/2018	$0	Principal, Assistant Principal and teachers

Project Based Learning	Students work collaboratively and individually to apply critical thinking skills and analysis to apply the concepts and skills of AL Standards to authentic learning through projects.	Technology	09/11/2017	05/25/2018	$0	Teachers, instructional coaches and school administrators
OGAP Training	OGAP training to provide professional learning focusing on using formative assessments and understanding mathematical concepts in order to identify specific areas of support	Professional Learning	12/04/2017	05/25/2018	$0	Math teachers in grades 3-6, administrators
Grade/Content Level Data Meetings	Teachers will collaborate with instructional leaders and within their grade levels as they review student work samples, the use of the Summit platform and analyzing student performances	Professional Learning	09/11/2017	05/25/2018	$0	All certified staff, administrators and counselors
Summit Learning	Provide access to standard based projects and curriculum for students to access 24 hours and allows teachers to use these resources to facilitate the learning environment	Academic Support Program	08/14/2017	06/29/2018	$0	All school employees
ARI (Alabama Reading Initiative) Training	The ARI strategies will be introduced and modeled for all teachers. Teachers will utilize these research based literacy strategies to guide the learning environment.	Professional Learning	09/11/2017	05/25/2018	$0	The ARI Specialist, Amber Spears
AMSTI	All certified math teachers will be trained in AMSTI instructional practices in order to support the inquiry based instruction in their classrooms. For those who have received training, they will participate in an update training to review standards and practices.	Professional Learning	09/11/2017	07/27/2018	$0	all math teachers
				Total	$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Bloom Classroom Management System	Implement the Bloom behavior monitoring and reporting platform. Train teachers and administrators and use the platform to collect data to create holistic, individualized student profiles in order to be proactive in correcting potential behavior concerns.	Behavioral Support Program	08/21/2017	05/25/2018	$5500	All System teachers and administrators
IXL	Provides adaptive opportunities for students to practice math concepts based on their levels and abilities.	Academic Support Program	01/02/2018	05/25/2018	$1500	All teachers and administrators
Front Row	Provides students with an opportunity to practice math concepts based on their levels of understanding; the program will present activities based on the individual student's level of understanding	Academic Support Program	10/02/2017	05/25/2018	$14000	all school staff, instructional coaches and administrators

Front Row	Students will work on the ELA, Social Studies and Science activities based on their individual levels and abilities. That way, they are always engaged and challenged, never facing material that is too difficult or easy for them	Academic Support Program	09/11/2017	05/25/2018	$15000	All certified teachers in grades K-6
				Total	$36000	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Project Based Learning	Students work collaboratively and individually to apply critical thinking skills and analysis to apply the concepts and skills of AL Standards to authentic learning through projects.	Technology	09/11/2017	05/25/2018	$0	Teachers, instructional coaches and school administrators
AMSTI	All certified math teachers will be trained in AMSTI instructional practices in order to support the inquiry based instruction in their classrooms. For those who have received training, they will participate in an update training to review standards and practices.	Professional Learning	09/11/2017	07/27/2018	$0	all math teachers
Bloom Classroom Management System	Implement the Bloom behavior monitoring and reporting platform. Train teachers and administrators and use the platform to collect data to create holistic, individualized student profiles in order to be proactive in correcting potential behavior concerns.	Behavioral Support Program	08/21/2017	05/25/2018	$5500	All System teachers and administrators
ELEOT OBSERVATION	administrators and colleagues will use the ELEOT observation tool to strengthen best practices for student engagement	Academic Support Program	08/14/2017	05/25/2018	$0	All system staff
				Total	$5500	

Pike Road School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Advisory Period	The Master Schedule for Pike Road Historic School has been developed to allow for a weekly 30 minute advisory period each Tuesday. During this time, every learner (student) is assigned with a group of learners and facilitated by a Lead Learner (teacher, community partner, administrator). During this advisory time, learners will participate in 1:1 discussions with their advisor and as well as engage in peer group discussions. This allows learners to develop self-awareness which is critical for success in college and beyond. Additionally, learners have an advocate in the school building. This means the student can feel supported, and if or when they face personal or academic difficulty, rather than mentally or physically "checking out," the student has someone to go to for help, feedback, and assistance. Additionally, this implementation is to help students track their progress and prepare them for post-high school college and career choices. Additionally, all teachers and administrators are required to sponsor an extracurricular activity to allow for an increased number in activities available for students. Extracurricular activities were implemented based on student feedback and interest. The master schedule is designed to allow an Extracurricular Day each month allowing all students the opportunity to participate despite barriers of transportation or after school conflicts. Many extracurricular activities are also intentionally aligned with Career clusters to ensure student interest and participation. During advisory, all students will be encouraged to participate in at least one activity.	Career Preparation/Orientation, Academic Support Program, Behavioral Support Program, Extra Curricular	08/10/2017	05/25/2018	$0	Principal, Assistant Principal and teachers
Front Row	Students will work on the ELA, Social Studies and Science activities based on their individual levels and abilities. That way, they are always engaged and challenged, never facing material that is too difficult or easy for them	Academic Support Program	09/11/2017	05/25/2018	$15000	All certified teachers in grades K-6
ARI (Alabama Reading Initiative) Training	The ARI strategies will be introduced and modeled for all teachers. Teachers will utilize these research based literacy strategies to guide the learning environment.	Professional Learning	09/11/2017	05/25/2018	$0	The ARI Specialist, Amber Spears
Front Row	Provides students with an opportunity to practice math concepts based on their levels of understanding; the program will present activities based on the individual student's level of understanding	Academic Support Program	10/02/2017	05/25/2018	$14000	all school staff, instructional coaches and administrators

OGAP Training	OGAP training to provide professional learning focusing on using formative assessments and understanding mathematical concepts in order to identify specific areas of support	Professional Learning	12/04/2017	05/25/2018	$0	Math teachers in grades 3-6, administrators
				Total	$29000	

Pike Road Historic School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade/Content Level Data Meetings	Teachers will collaborate with instructional leaders and within their grade levels as they review student work samples, the use of the Summit platform and analyzing student performances	Professional Learning	09/11/2017	05/25/2018	$0	All certified staff, administrators and counselors
IXL	Provides adaptive opportunities for students to practice math concepts based on their levels and abilities.	Academic Support Program	01/02/2018	05/25/2018	$1500	All teachers and administrators
Summit Learning	Provide access to standard based projects and curriculum for students to access 24 hours and allows teachers to use these resources to facilitate the learning environment	Academic Support Program	08/14/2017	06/29/2018	$0	All school employees
				Total	$1500	